School Consolidation Staffing Overview

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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.

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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.

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Will excessed WTU members be given preference over external hires?
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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?
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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

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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><strong>Enrollment, 2012–13</strong></td>
<td><strong>Performance, 2012</strong></td>
</tr>
<tr>
<td>131</td>
<td>Reading: 32% Math: 33%</td>
</tr>
<tr>
<td>542</td>
<td>Reading: 26% Math: 32%</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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2013–14 Proposal for
MC TERRELL-MCGOGNEY ES

Beginning in August 2013, assign the students from MC Terrell-McGogney and its boundary to ML King Elementary School, located at 3200 6th St., SE.

- MC Terrell-McGogney is under-enrolled with only 208 students and has had declining enrollment over the last three years.
- The school utilizes only 52 percent of the building.
- Less than 40 percent of the students live in-boundary.
- DCPS cannot sustain multiple under-enrolled and under-utilized schools in the nearby area.

<table>
<thead>
<tr>
<th>MC Terrell-McGogney ES</th>
<th>ML King ES</th>
</tr>
</thead>
<tbody>
<tr>
<td>208</td>
<td>Reading: 22% Math: 19%</td>
</tr>
</tbody>
</table>

- Classroom modernization
- Academic Power Hour
- Reading is Fundamental
- Readers are Leaders
- Washington Tennis and Education
- Basketball and cheerleading
- Arts and crafts
- Science club
- Computer lab
- Girls on the Run
- And more...

For more information, go to: EngageDCPS.org
When will students be reassigned?
If the proposal is finalized, MC Terrell-McGogney students will go to ML King ES 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.

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?
ML King ES is just over a half a mile from MC Terrell-McGogney ES. 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 school to find an appropriate placement.

What will happen to the Parent Resource Center?
We will work with the community to incorporate lessons learned to determine the best option for continuing the way DCPS operates the PRC. We will continue to ensure the role families play in the receiving school is prioritized through providing supports and resources that will ensure they are able to support their child’s academic achievement, growth, and overall transition.

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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2013–14 Proposal for DAVIS ELEMENTARY SCHOOL

Beginning in August 2013, assign the students from Davis and its boundary to CW Harris Elementary School, located at 301 53rd St., SE.

- Davis ES is extremely under-enrolled with only 178 students and a declining enrollment over the past three years.
- Davis ES is one of several under-enrolled and under-utilized schools in the area.
- The school is utilizing only 40 percent of the building.

<table>
<thead>
<tr>
<th>Davis Elementary School</th>
<th>CW Harris Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment, 2012-13</td>
<td>Performance, 2012</td>
</tr>
<tr>
<td>178</td>
<td>Reading: 34% Math: 25%</td>
</tr>
<tr>
<td>Enrollment, 2012-13</td>
<td>Performance, 2012</td>
</tr>
<tr>
<td>265</td>
<td>Reading: 15% Math: 19%</td>
</tr>
<tr>
<td>Projected Consolidated Enrollment, 2013-14</td>
<td>407</td>
</tr>
</tbody>
</table>

- Extended day program
- Wilson Reading & Fundations
- Tools of the Mind
- Mind Math
- Spanish Language Exploration
- Student Council
- Intramural sports (basketball, kickball, flag football, track)
- City Dance
- DC Scores
- Boys and Girls Scouts
- Cheerleading
- 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, Davis ES students will go to CW Harris ES 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.

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 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?
CW Harris ES is less than a mile away from Davis ES. 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. It is our proposal to reassign our autism classrooms to Plummer ES. Any other students will transition to the same receiving school as all other students. 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?
The projected population growth for the neighborhood indicates that we should maintain the building in our inventory, so that we can reopen it in the future. In the meantime, we hope to work with the community to identify uses for the building that will benefit the children.

For more information, go to: EngageDCPS.org
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

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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]
Good morning,

Where and what time? Can members of Ward Council on Education attend?

Jeannette
Right answer. At 4:00 p.m., everything will be live so we can forward what we need to forward.

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From: Sutton, Fonda (DCPS)
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-----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
Agree. Put this to bed.
LMR

From: Weber, Peter (DCPS)
Sent: Monday, November 12, 2012 2:13 PM
To: Weber, Peter (DCPS); Charles, Hassan (DCPS); Robinson, Josephine B. (DCPS)
Subject: RE: Connect Ed

I’m happy to have folks edit this, but I think we should keep this simple. I’m assuming that we might send the connect ed to the wrong folks by accident so I’d prefer not to say “your school isn’t proposed for consolidation”.

From: Charles, Hassan (DCPS)
Sent: Monday, November 12, 2012 1:27 PM
To: Weber, Peter (DCPS); Robinson, Josephine B. (DCPS); Ruda, Lisa M. (DCPS)
Subject: RE: Connect Ed

Customer retention during these is always pretty low, so I think it just depends on what the most important message is.

Are we most concerned about letting people know about the meetings and where to find more info? (then this script works fine)
Are we most concerned about letting them know the Chancellor is empathetic to the community during these types of difficult community choices? (I thought some of the video messaging was outstanding for this)

Also, I thought we were de-selecting closing schools from the distribution (closing schools were to receive a robo call from the school principal). This would also alter the script a bit.

Best,
Hassan

From: Weber, Peter (DCPS)
Sent: Monday, November 12, 2012 1:11 PM
To: Charles, Hassan (DCPS); Robinson, Josephine B. (DCPS); Ruda, Lisa M. (DCPS)
Subject: Connect Ed

How is this for a Connect Ed script? I tried to make it 30 seconds long.

Dear DCPS parents, this is Chancellor Kaya Henderson and I’m calling with a very important message.

If we are going to help our students reach their full potential, we have to make sure we give them the best schools possible.

That is why I announced a proposal to consolidate and reorganize 20 DCPS schools earlier today.
If your child’s school is proposed for consolidation, you will receive a letter home today. If you would like more information, please visit our website at www.dcps.dc.gov.

Before we finalize our proposal, I want to make sure that I get a chance to hear your feedback. Please plan to attend one of our public meetings or provide feedback online if you have ideas for how to make our proposal even stronger.

I know that this work will be challenging, but by working together, I believe that we can make DCPS a better school district for our students.

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From: Ruda, Lisa M. (DCPS) [Lisa.Ruda@dc.gov]
Sent: Monday, November 12, 2012 2:04 PM
To: Davis, John L. (DCPS)
Subject: Update

John,

I forwarded the emails for the principals of consolidated schools to you. Once you speak with a particular principal, you should forward their specific email to them. A couple of notes:

- Each email includes four documents: (1) the general instructions, (2) the key messages for their school staff meetings, (3) the school consolidation staffing overview prepared by HR and (4) the flyer for that particular school.
- I did not do an email for CHOICE. Although Bill should tell his staff that their program is moving next year, the other documents don’t really apply.
- With respect to Mamie D. Lee and Sharpe Health, I did one email to the principals of both schools as the one flyer covers both schools. Moreover, I added a note that if anything indicates they are closing in June 2013, it is a mistake and they should notify you.

Shout if you need anything.
LMR
Principals Pressley and Francis,

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.

*I want to reiterate that your schools are proposed for consolidation after the SY 13-14. Other schools that will be announced for consolidation will close after the current school year, in June 2013. Your proposed consolidation date is June 2014. We have tried to ensure that the documents we are sharing are clear about your proposed consolidation date. If you see any document or reference to a June 2013 consolidation for Mamie D. Lee or Sharpe Health, please know it is a mistake and notify me so that we can correct the error.*

Additional details are provided in the attached documents. Please let me know if you have any questions or need additional support.

John
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2013–14 Proposal for MALCOLM X ELEMENTARY SCHOOL

Beginning in August 2013, assign the students from Malcolm X and its boundary to **Turner Elementary School**, located at 3264 Stanton Rd., SE.

- Malcolm X ES is under-enrolled with only 221 students and no significant enrollment increase in the last three years.
- The school utilizes only 43 percent of its building.
- DCPS cannot sustain multiple under-enrolled and under-utilized schools in the immediate area.
- ML King, Simon and Turner buildings have all been modernized.

<table>
<thead>
<tr>
<th>Malcolm X Elementary School</th>
<th>Turner Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enrollment, 2012–13</strong></td>
<td><strong>Enrollment, 2012–13</strong></td>
</tr>
<tr>
<td>221</td>
<td>339</td>
</tr>
<tr>
<td><strong>Performance, 2012</strong></td>
<td><strong>Performance, 2012</strong></td>
</tr>
<tr>
<td>Reading: 15%</td>
<td>Reading: 22%</td>
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<tr>
<td>Math: 19%</td>
<td>Math: 22%</td>
</tr>
<tr>
<td></td>
<td>Projected Consolidated Enrollments 2013–14</td>
</tr>
<tr>
<td></td>
<td>516</td>
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</tbody>
</table>

- Modernized building
- Reading is Fundamental
- Readers are Leaders
- Washington Tennis and Education
- Girls on the Run
- Academic Power Hour
- Basketball and cheerleading
- Science club
- Computer lab
- Outdoor recreation center
- And more...

For more information, go to: EngageDCPS.org
When will students be reassigned?
If the proposal is finalized, Malcolm X ES students will go to Turner ES 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. Turner ES was recently modernized and is a state-of-the-art facility that has capacity to serve more children.

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?
Turner ES is a half a mile from Malcolm X ES. 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?
In an effort to support the city's efforts to bring higher quality seats to Ward 8, we are exploring the opportunity to partner with a local high-performing charter school to use the space.

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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)

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.hranswers@dc.gov or calling (202) 442-4090. We know that school consolidation can cause anxiety so please do not hesitate reach out!
From: Ruda, Lisa M. (DCPS) [Lisa.Ruda@dc.gov]
Sent: Monday, November 12, 2012 12:24 PM
To: Weber, Peter (DCPS)
Subject: RE: Web Copy
Attachments: image001.png

Did you want to put a link on this for the Chancellor’s video?
LMR

From: Weber, Peter (DCPS)
Sent: Monday, November 12, 2012 11:19 AM
To: Robinson, Josephine B. (DCPS); Charles, Hassan (DCPS); Nyhus, Jill (DCPS)
Cc: Ruda, Lisa M. (DCPS)
Subject: Web Copy

Attached is my simple web copy for the site. If you write anything beyond what is here, you need to take it directly from the powerpoint. Let me know if you have questions.

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

DCPS Proposed Consolidations and Reorganization: Better Schools for All Students

To reach the goals that we have laid out in A Capital Commitment,[link] DCPS must use all of our resources wisely – every dollar, every building, and every minute of instructional time.

We cannot do that with our schools as they are now organized. Too many of our schools are too small. As a result, we spend too much on maintaining small schools rather than investing in programs for students.

We are proposing to consolidate and reorganize schools to ensure that:

- **Our programs** will meet the diverse needs of our students. We will offer a range of programs including, higher quality Career and Technical Education (CTE) opportunities across the city, special education services near the students who need them most, alternative settings for students who need extra help, and challenging offerings for advanced learners.

- **Our schools** will be flexible, allowing for population growth and shifts and always ensuring that students have high-quality schools in their neighborhood as well as out-of-boundary options.

- **Our district** will maximize opportunities for charter schools to complement the work we are doing.

**Our Request To You**

We began this process by seeking public input through eight ward-based State of the Schools meetings. We also engaged community leaders and demographic experts as we established our proposal.

We want your feedback once again. We want to know:

- Your creative and innovative ideas for improving our school consolidation and reorganization plan and

- Your proposals for how we should use consolidated school facilities to better serve the community.
You can provide input in three ways:

- There are two DC Council hearings [link to schedule]

- There are four community meetings [link to schedule]

- We have online forums for feedback [link]

- We will hold office hours throughout the communities in December.

Our Proposal

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Links to:
Powerpoint – can break it up into sections if you prefer
PDF of the proposed school closing slide
School One pagers – broken up by school
Press Release
Brochure
Letters to parents
HR FAQs

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!
Looks good.
LMR

From: Nyhus, Jill (DCPS)
Sent: Monday, November 12, 2012 12:14 PM
To: Robinson, Josephine B. (DCPS)
Cc: Weber, Peter (DCPS); Charles, Hassan (DCPS); Ruda, Lisa M. (DCPS)
Subject: RE: Web Copy

Got it, Josephine.

From: Robinson, Josephine B. (DCPS)
Sent: Monday, November 12, 2012 12:02 PM
To: Nyhus, Jill (DCPS)
Cc: Weber, Peter (DCPS); Charles, Hassan (DCPS); Ruda, Lisa M. (DCPS)
Subject: Re: Web Copy

Thanks Pete. Looks fine with minor edits: there are four ways to engage us us, not three and office hours are not "throughout the communities". We are largely holding them during the day at DCPS. Jill, please change to, "we will hold office hours in December for interested individuals and community stakeholders. Available Times will be posted on the DCPS website after December 5th.". This will ensure folks who will speak at public meetings don't grab the available slots.

Thanks

Josephine Bias Robinson
Chief, Family and Public Engagement

Sent from my iPad

On Nov 12, 2012, at 11:29 AM, "Nyhus, Jill (DCPS)" <Jill.Nyhus@dc.gov> wrote:

Thanks, Pete!

From: Weber, Peter (DCPS)
Sent: Monday, November 12, 2012 11:19 AM
To: Robinson, Josephine B. (DCPS); Charles, Hassan (DCPS); Nyhus, Jill (DCPS)
Cc: Ruda, Lisa M. (DCPS)
Subject: Web Copy

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**Our Proposal**

<image001.png>
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!
I'll reach out to her. If she knows it's coming, we should be okay.

LMR

From: Henderson, Kaya (DCPS)
Sent: Sunday, November 11, 2012 11:22 PM
To: Ruda, Lisa M. (DCPS)
Cc: Weber, Peter (DCPS)
Subject: RE: Dr. Gandhi

Done. Will Deloras act like she has no idea what we’re doing? That’s one thing we didn’t discuss?

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: Ruda, Lisa M. (DCPS)
Sent: Sunday, November 11, 2012 10:31 AM
To: Henderson, Kaya (DCPS)
Cc: Weber, Peter (DCPS)
Subject: Or. Gandhi

Kaya,

I am starting to send out my emails to various POCs at DCPS agencies (chief of staffs or my POC) to basically say "the consolidation plan is coming in the next couple of days and you will discuss with directors at the next Cabinet meeting." I realized we didn’t have Dr. Gandhi on our list. Your call if you want to send something. A draft email is below my initials -- I believe he is in the Cabinet so the email is worded as such.

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, I shared five big goals from DCPS’s strategic plan, *A Capital Commitment*. 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, I will be releasing my 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. I anticipate that the Mayor and I will finalize our consolidation and reorganization plan in January 2013.

As a partner in our work, 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, I plan to discuss my vision and proposal with all agency directors. 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.

Kaya

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.
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Kaya,

The draft email to CM Cheh (boundaries) is below. You should copy Fonda as she is referenced in the body of the email.

LMR
**

Councilmember Cheh,

You and I both know that we must ensure that every student in the District has access to a world-class education. Earlier this year, I shared five big goals from DCPS’s strategic plan, A Capital Commitment. With your support, we have accomplished a great deal. However, 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 spend all of our resources well. We both know that 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.

The schools in your ward often feel this burden every year as we move through the school year into the budget process. The Ward 3 schools have some of the system’s highest student enrollments and the highest utilization rate, but are often funded at the spending floor, as we have increasingly become a system of small schools. I have worked hard to reduce this burden – the per pupil spending minimum was one initiative I instituted to ensure our largest schools retained a minimum amount of funding.

To further reduce the burden, we must evaluate our existing feeder patterns and boundaries. As you have advocated, we need to examine enrollment policies and ensure that our boundaries reflect our current population trends, neighborhood changes and public school options. As we do this work, we must strive to create feeder patterns that create strong and coherent PS-12th grade pathways and continue to maximize the number of students served in high-quality, modernized buildings.

We have engaged a contractor to assist us with the data collection and analysis needed for this work and plan to begin to engage the community in January 2013 through June 2013 when we plan to announce proposed changes to boundaries, feeder patterns and enrollment policies. To afford the community sufficient time to consider the changes and make informed decisions, we propose the new changes would take effect in August 2014 as we open the 2014-2015 school year. We believe the most reasonable course is to first consider and engage the community around our consolidation proposal and then embark on a separate engagement process around the boundaries and feeder patterns to ensure that residents are aware of the changes that have been proposed and have sufficient opportunity to provide feedback.

In the coming days, I plan to release a proposal to consolidate a number of schools and reorganize our school district. This is a proposal and not a final decision. We plan to engage the community fully around this proposal starting with the hearings scheduled by the Council.
I have asked Fonda Sutton to reach out to your staff to see if you have any questions we can answer prior to our public release. After the release, Ms. Sutton will also ensure that your staff has the proposal and supporting documents.

Together, we want to 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. The challenge ahead of us is clear and I am asking to continue to collaborate with you to do what we know we need to do to create a world-class education system.

Kaya

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Kaya
Tamara,

In the coming days, the Chancellor will discuss her proposal to consolidate and reorganize DCPS schools. We know that once released, staff members and students at schools proposed for consolidation may have strong emotional reactions. I am sending a communication to principals this week and was going to include some “tips” as to how to interact with students. Here is some of what Diana Bruce sent me. I wanted to check with you to see if I should emphasize anything else?

Thank you,
LMR

You are encouraged to work with your instructional superintendent to decide whether you should convene 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. Some advice to consider as you discuss this decision with your superintendent include the following:

• 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 and other people to make sure that this is the right list.
• Reassure students that their teachers and staff will be okay.
• Affirm that students will always have a school to go to, and their friends will probably still be with you.
• 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.
Follow-Up Email to Principals of Schools Proposed for Consolidation

*Will Be Sent AFTER John Davis Confirms He Spoke With the Specific Principal*

As John Davis 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 decision to consolidate your school to hear first 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 (Attachment 1: Staff Meeting),

2. **Confirm by emailing Claudia Lujan** ([claudia.lujan@dc.gov](mailto:claudia.lujan@dc.gov)) that you have received the letters, brochure and school proposal sheet that will be delivered to your school by Noon on Tuesday.

3. **Send the materials home with students** as they leave school on Tuesday; and

4. **Send a connect Ed message** 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, kitchen staff and afterschool team (if not part of the regular day team). If staff has different start times, you should make sure you have a plan to share the information with them.

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.

- The full list of schools proposed for consolidation will be released on Tuesday afternoon, but it was important that we share the information with staff before that time.

- This is a proposal. Final decisions will not be made until January 2013 after DCPS hears feedback from the community, including our school staff, about the proposal.

- 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 Tuesday morning and distributed to all staff and students.
Each of these points is detailed in the attachment labeled, “Staff Meeting,” which is designed to help prepare you for the meeting.

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 3: __________).

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. How they react 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 available in the office or at the security desk.

**Chancellor Letter, School Fact and Proposal Sheet, Brochure**
On Tuesday, you receive copies of a letter from the Chancellor, a one-page flyer regarding your school and a brochure that describes the entire consolidation and reorganization proposal for DCPS. You will not need to make copies. You have printed enough copies for each of your students and staff to take 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 Lujan (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 each document when they leave school on Tuesday. Copies are also available for your staff. You should keep copies in your main office or at your security desk.

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, please do not hesitate to reach out to Claudia Lujan. 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 additional 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 November 13th.

**Connect Ed Message**
We are also asking you to 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.

Media
We plan to announce and share the full list of schools we propose to consolidate 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 media 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 staff and families about this news by not communicating 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 to brief them about the consolidation and reorganization proposal. You primary responsibility is to engage your staff and families. As such, you should refer and all requests from the press or media Melissa Salmanowitz at 202-535-1096 (work) 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. 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.

The school consolidation and reorganization proposal has and will continue to generate significant media coverage. 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 whether you should convene your students on Tuesday afternoon or at some point later in the week. 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.

**Other Notes**
• **Partners.** Our instructions to you focus on how to communicate with your staff, students and families. 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 will know this had better than almost anyone will, 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 we need to ensure student success. While this proposal is important, so too is the seven months that remain in the current school year. We have much work to do and while we the consolidation proposal is very important, the welfare and success of our students must remain our focus.
DCPS Proposed Consolidations and Reorganization: Better Schools for All Students
Our Goals: A Great Future for DCPS

Through our Strategic Plan, A Capital Commitment, we have set five ambitious goals for the next five years.

We will:

1. Improve achievement for all students;
2. Invest in struggling schools;
3. Increase graduation rates;
4. Improve satisfaction; and
5. Increase enrollment.
Our Vision:

To meet these ambitious goals, we must realize our vision of DCPS as a strong and growing system of traditional, neighborhood, public schools.

• **Our programs** will meet the diverse needs of our students. We will offer a range of programs including, high-quality Career and Technical Education (CTE) opportunities across the city, special education services near the students who need them most, alternative settings for students who need extra help, and challenging offerings for advanced learners.

• **Our schools** will be flexible, allowing for population growth and shifts and always ensuring that students have high-quality schools in their neighborhood as well as out-of-boundary options.

• **Our district** will maximize opportunities for charter schools to complement the work we are doing.
Addressing Our Challenges Together

We cannot achieve our vision or goals unless we work together to address our shared challenge.

Our Challenges: Our current set of 123 schools are not structured to provide our students with the educational opportunities that they deserve. This challenge was identified as early as 2006, in the DC Master Education Plan (MEP).

Our Proposal: We propose the consolidation and reorganization of our schools to establish a district that supports our vision and our goals.

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.
Using Resources Wisely

To prepare our students for success, we must use all of our resources – our facilities, our funds, and our staff – wisely.

There is a relationship between the number of schools we have and our staffing and funding.

By making a significant reduction in our number of facilities and a dramatic improvement in the programs we offer, we can improve the quality of education we provide to students.
Facilities

Compared to surrounding jurisdictions and similarly sized urban districts, DCPS operates many more schools for the number of students we serve...

... And many DCPS schools have enrollment well below capacity.
Facilities

DC child population of 5-17 year olds declined by 15,796 from 2000 to 2010, but DCPS’ facilities usage has not matched this decline.

<table>
<thead>
<tr>
<th>Ward</th>
<th>Children 5-17 year olds, Census 2000</th>
<th>Children 5-17 year olds, Census 2010</th>
<th>10 Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9,875</td>
<td>6,512</td>
<td>(3,362)</td>
</tr>
<tr>
<td>2</td>
<td>3,083</td>
<td>2,322</td>
<td>(761)</td>
</tr>
<tr>
<td>3</td>
<td>8,325</td>
<td>8,597</td>
<td>272</td>
</tr>
<tr>
<td>4</td>
<td>15,947</td>
<td>14,264</td>
<td>(1,683)</td>
</tr>
<tr>
<td>5</td>
<td>13,017</td>
<td>10,788</td>
<td>(2,229)</td>
</tr>
<tr>
<td>6</td>
<td>9,349</td>
<td>6,945</td>
<td>(2,403)</td>
</tr>
<tr>
<td>7</td>
<td>12,376</td>
<td>10,574</td>
<td>(1,801)</td>
</tr>
<tr>
<td>8</td>
<td>20,735</td>
<td>16,907</td>
<td>(3,828)</td>
</tr>
<tr>
<td>Total</td>
<td>92,706</td>
<td>76,910</td>
<td>(15,796)</td>
</tr>
</tbody>
</table>
Facilities

In addition to changes in overall student population, charter school enrollment has had a significant impact on DCPS enrollment, and on the number of buildings that we need. For example, in Wards 5, 6, and 7 half or almost half of students are enrolled in charter schools.

Charter and DCPS Enrollment by Ward
Facilities

DCPS’ facilities usage must match the population changes in the city and must be flexible enough to accommodate future growth.

*Assuming the capture rate increases by 1 percentage point every year starting in 2015
Facilities

DCPS is not maximizing its facilities investments

- We want as many students as possible to be enrolled at a modernized school.
- Since 2007 we have modernized 45 of our current 117 buildings taking into account buildings that were previously modernized, 57 schools – almost half of our 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.
- School consolidations will give more students an opportunity to attend modernized schools sooner.
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 we would prefer to invest more in programs to help low-performing students, increase opportunities for advanced learners, and develop specialized programs to better engage students.
Funds

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. This becomes very clear when you compare the spending in two elementary schools of different sizes.

Tubman ES -- Enrollment 490 Students

- Other, 53%
- Core Teachers, 42%
- Art, Music, PE Teachers, 5%

Both schools spend 5% of their budget on specialty teachers, but Tubman can afford 3 full time teachers with this sum while Davis cannot even afford 3 half-time teachers.

Tubman is able to spend 10% more than Davis on core instruction.

Davis ES -- Enrollment 180 Students

- Other, 63%
- Core Teachers, 32%
- Art, Music, PE Teachers, 5%

Davis spends 10% more than Tubman to support a principal, custodians, administrative staff, non-personnel needs, and other support.
Staff

The staffing structure at small schools does not allow staff to work collaboratively, does not allow our students to have access to the staffing resources they need, limits flexibility of class sizes and student grouping, and minimizes the impact of our highly effective teachers.

45% of our 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 (e.g. small groups for struggling learners.)
Staff

Because DCPS invests in supporting small schools, individual schools do not have access to all the staff that our students deserve. In FY 2013, this became very clear when DCPS had to limit school allocations for librarians due to budget challenges. With the rising cost of staff, even though DCPS increased school budget allocations by 2%, schools were not able to fund all of their staff members. Funds that went to supporting small schools could have provided additional librarians for our schools.

For the 2012-2013 school year 57 schools did not have a librarian, up from 26 the previous school year.

Unfortunately, the loss of librarians is just one example of the pressures that schools will face as the costs of small schools continues to prevent schools from providing robust staffing.
Consolidations and Reorganization

We are proposing to consolidate 20 schools across six wards to ensure that we:

- 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.

We considered four factors in selecting schools to recommend for consolidation:

1. Student enrollment and demographic trends in the community;
2. Building utilization rates;
3. The building condition and its modernization status; and
4. The availability of receiving schools to offer students an improved experience.
## Proposed Consolidation Plan

<table>
<thead>
<tr>
<th>WARD</th>
<th>REASSIGN STUDENTS FROM:</th>
<th>TO</th>
<th>WARD</th>
<th>TARGETED GROWTH SCHOOLS</th>
<th>CONSOLIDATED ENROLLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Francis-Stevens (elementary grades)</td>
<td>1</td>
<td>Marie Reed ES</td>
<td>484</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Francis-Stevens (middle grades)</td>
<td>2</td>
<td>Hardy MS</td>
<td>462</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Garrison</td>
<td>2</td>
<td>Seaton</td>
<td>439</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>MacFarland MS</td>
<td>4</td>
<td>Roosevelt</td>
<td>616</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Sharpe Health</td>
<td>7</td>
<td>River Terrace</td>
<td>181</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Mamie D Lee</td>
<td>7</td>
<td>Eastern (9-11&lt;sup&gt;th&lt;/sup&gt;), Dunbar, Woodson</td>
<td>608, 604, 822</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>CHOICE at Hamilton</td>
<td>1</td>
<td>Cardozo</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Marshall</td>
<td>5</td>
<td>Langdon</td>
<td>477</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Spingarn HS</td>
<td>6, 5, 7</td>
<td>Ballou STAY and Roosevelt STAY</td>
<td>739 and 711</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Spingarn STAY</td>
<td>8, 4</td>
<td>Neighborhood Schools</td>
<td>647</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Prospect LC</td>
<td>1</td>
<td>Cardozo</td>
<td>407</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Shaw at GP</td>
<td>7</td>
<td>CW Harris</td>
<td>356</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Davis</td>
<td>7</td>
<td>Houston</td>
<td>516</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Kenilworth</td>
<td>7</td>
<td>Kelly Miller MS</td>
<td>367 and 376</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Ron Brown MS</td>
<td>7</td>
<td>Aiton and Plummer</td>
<td>540</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Smothers</td>
<td>8</td>
<td>Stanton ES</td>
<td>379</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Winston (elementary grades)</td>
<td>8</td>
<td>Kramer MS</td>
<td>511</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Winston EC (middle grades)</td>
<td>8</td>
<td>Hendley ES</td>
<td>617 and 379</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Ferebee-Hope ES</td>
<td>8</td>
<td>Hart and Kramer MS</td>
<td>516</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Johnson MS</td>
<td>8</td>
<td>Turner ES</td>
<td>479</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Malcolm X ES</td>
<td>8</td>
<td>King ES</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>MC Terrell-McGogney ES</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DCPS 008502
Wards 2, 4, and 6 Elementary and Middle Schools

After 2015, population projections show that the school-age population will grow in the center of the city. To accommodate this population growth, we must both strengthen our education programming and improve facilities in this area. We have already made a significant commitment by modernizing Cardozo HS and Roosevelt HS; we must now invest in improving middle school options in this community while building strong, attractive elementary school programs.

DCPS proposes:

<table>
<thead>
<tr>
<th>Reassigning Students From</th>
<th>Current Enrollment</th>
<th>Building Utilization Rate</th>
<th>Receiving School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Garrison ES (Ward 2)</td>
<td>228</td>
<td>64%</td>
<td>Seaton ES</td>
</tr>
<tr>
<td>MacFarland MS (Ward 4)</td>
<td>151</td>
<td>25%</td>
<td>Roosevelt HS</td>
</tr>
<tr>
<td>Shaw at Garnett-Patterson (Ward 6)</td>
<td>131</td>
<td>27%</td>
<td>Cardozo HS</td>
</tr>
</tbody>
</table>

Programmatic Improvements: Beginning with the 2013-2014 school year, Roosevelt HS will house a robust 6-12 grade model. As renovations are completed, all grades will be incorporated into a newly modernized building. DCPS will rebuild Shaw MS at its former location and is positioned to reopen Garrison ES when there are enough school-age children to fully support an additional elementary school.
Ward 5 – Elementary Schools and Middle Schools

DCPS has worked with the Ward 5 community over the past year to ensure that the local schools in the ward better meet the needs of its students. DCPS has already begun moving forward on implementing the Great Schools Plan. For example:

- DCPS and the Ward 5 community agreed to reduce the number of education campuses and instead, provide more traditional middle grades programs to ensure students have a rich middle school experience.
- Beginning with the 2013-2014 school year, DCPS will open a 6-12 campus at McKinley Tech HS.
- Langley EC will convert to an elementary school. The 6th-8th graders will attend the new McKinley 6-12 program.
- DCPS is committed to opening an arts integration and world language middle school at Brookland for the 2014-2015 school year.
- The Ward 5 Great Schools Plan also calls for the consolidating at least one elementary school.

DCPS proposes:

<table>
<thead>
<tr>
<th>Reassigning Students From</th>
<th>Current Enrollment</th>
<th>Building Utilization Rate</th>
<th>Receiving School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marshall EC</td>
<td>158</td>
<td>33%</td>
<td>Langdon ES</td>
</tr>
</tbody>
</table>

**Programmatic Improvements:** Beginning with the 2013-2014 school year, McKinley Technology HS will house a robust 6-12 grade model similar to that at the Columbia Heights Education Campus. For the 2014-2015 school year, DCPS will open a middle school dedicated to rigorous arts instruction and world languages. When demand increases, enough to fill an elementary school on the eastern side of the ward, Marshall ES may reopen; until then, we will provide transportation to Langdon for Marshall students.
Ward 7 Elementary and Middle Schools

Currently, Ward 7 has 14 DCPS elementary schools and one education campus (grades PS-8) with an average enrollment of 275 students and 3 DCPS middle schools with an average enrollment of 287 students. In addition, there are 7 elementary and middle grades public charter schools in Ward 7. With a projected decrease in the school-age population in the ward through 2015, DCPS cannot maintain all of these facilities.

DCPS proposes:

<table>
<thead>
<tr>
<th>Reassigning Students From</th>
<th>Current Enrollment</th>
<th>Building Utilization Rate</th>
<th>Receiving School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenilworth ES</td>
<td>147</td>
<td>37%</td>
<td>Houston ES</td>
</tr>
<tr>
<td>Smothers ES</td>
<td>282</td>
<td>82%*</td>
<td>Aiton ES or</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Plummer ES</td>
</tr>
<tr>
<td>Winston EC</td>
<td>308</td>
<td>56%</td>
<td>Stanton ES</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Kramer MS</td>
</tr>
<tr>
<td>Davis ES</td>
<td>178</td>
<td>40%</td>
<td>C. W. Harris ES</td>
</tr>
<tr>
<td>Ron Brown MS</td>
<td>201</td>
<td>23%</td>
<td>Kelly Miller MS</td>
</tr>
</tbody>
</table>

*Although Smothers ES has a high utilization rate, the building is very small, it cannot support a full range of services, and there is a nearby, available receiving school.

Programmatic Improvements: 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.
Ward 8 Elementary and Middle Schools

Currently, Ward 8 has 15 DCPS elementary schools with an average enrollment of 303 students and 3 DCPS middle schools with an average enrollment of 348 students. In addition, there are 12 elementary and middle grades public charter schools in Ward 8. With a projected decrease in the school-age population in Ward 8 through 2015, DCPS cannot maintain all of these facilities.

DCPS proposes:

<table>
<thead>
<tr>
<th>Reassigning Students From</th>
<th>Current Enrollment</th>
<th>Building Utilization Rate</th>
<th>Receiving School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ferebee-Hope ES</td>
<td>215</td>
<td>54%</td>
<td>Hendley ES</td>
</tr>
<tr>
<td>MC Terrell-McGogney ES</td>
<td>208</td>
<td>52%</td>
<td>ML King ES</td>
</tr>
<tr>
<td>Malcolm X ES</td>
<td>221</td>
<td>43%</td>
<td>Turner ES</td>
</tr>
<tr>
<td>Johnson MS</td>
<td>242</td>
<td>24%</td>
<td>Kramer MS or Hart MS</td>
</tr>
</tbody>
</table>

**Programmatic Improvements:** 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 and high schools.
Special Education and Alternative Education

Over the past two years, DCPS has reduced non-public placements by 700 students through multiple strategies, including building high-quality special education programs in our neighborhood schools. We will continue to provide high-quality special education seats through reorganization. In most cases, special education classrooms in consolidated schools will move with other students to the receiving school. In a few cases other buildings may be more suited to providing high-quality special education opportunities.

DCPS remains committed to providing high-quality services to all students, including special education students and students who may be struggling in traditional settings. However, our current configuration of schools does not consistently serve these students well. DCPS will:

- Ensure as many special education students as possible are served in their neighborhood school with appropriate supports and services;
- When neighborhood schools are not an option for special education students, strive to have a dedicated facility as close to the students home as possible; and
- Provide students on long-term suspensions with a placement that is easily accessible and provides a richer academic program.

DCPS proposes the following:

<table>
<thead>
<tr>
<th>Reassigning Students From</th>
<th>Current Enrollment</th>
<th>Building Utilization Rate</th>
<th>Receiving School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharpe Health</td>
<td>85</td>
<td>21%</td>
<td>River Terrace Campus</td>
</tr>
<tr>
<td>Mamie D. Lee</td>
<td>96</td>
<td>32%</td>
<td>River Terrace Campus</td>
</tr>
<tr>
<td>Prospect LC</td>
<td>83</td>
<td>24%</td>
<td>Neighborhood Schools</td>
</tr>
<tr>
<td>CHOICE/Hamilton</td>
<td>70</td>
<td>9%</td>
<td>Moved to Cardozo HS</td>
</tr>
</tbody>
</table>
High Schools

DCPS has made a significant investment in high school facilities and programming. However, we still do not offer sufficient opportunities to prepare students for college and for high-growth, high-wage careers. In addition, DCPS does not adequately meet the needs of over-age, under-credited students.

DCPS proposes:

<table>
<thead>
<tr>
<th>Reassigning Students From</th>
<th>Current Enrollment</th>
<th>Building Utilization Rate</th>
<th>Receiving School</th>
<th>Re-Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Francis-Stevens EC</td>
<td>225</td>
<td>55%</td>
<td>Marie Reed ES or Hardy MS</td>
<td>Campus will be used to expand the number of 9-12 grade seats available at School Without Walls.</td>
</tr>
<tr>
<td>Spingarn HS</td>
<td>337</td>
<td>55%</td>
<td>Eastern, Dunbar, or Woodson HS</td>
<td>Campus will be rebuilt into a career and technical education hub, including a transportation specialization program in partnership with DDOT.</td>
</tr>
<tr>
<td>Spingarn STAY</td>
<td>126</td>
<td>55%</td>
<td>Ballou STAY or Roosevelt STAY</td>
<td></td>
</tr>
</tbody>
</table>
Wards 1 and 3

DCPS is not proposing to consolidate any schools in Wards 1 or 3. The challenges that Ward 3 and many Ward 1 schools face is over-crowding in their buildings due to growing in-boundary and feeder school demand.

Current ward utilization rates:

<table>
<thead>
<tr>
<th>Ward</th>
<th>% Utilization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ward 1</td>
<td>74%</td>
</tr>
<tr>
<td>Ward 3</td>
<td>109%</td>
</tr>
</tbody>
</table>

Proposed Improvements: As part of the ongoing portfolio management process, DCPS has initiated a project aimed at updating boundaries and feeder patterns so we can 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.
School Transitions

- Once the decision is made to consolidate a particular school, we will work directly with the impacted school community to ensure a smooth transition to the receiving school.
- We will ensure appropriate placements for all special education students. This may mean offering a high-quality placement at different receiving school that is more able to address student needs.
- Through this collaboration, we will consider and address important issues including:
  - Ensuring students have safe routes to walk to and from their receiving school;
  - Where needed, providing transportation to students;
  - Working directly with school staff to ensure that they understand their placement options after school consolidation;
  - Addressing any security or climate issues that may ensue when students from different neighborhoods attend the same school;
  - Communicating the impact of the closing on school staff, how we will preserve school memorabilia and the names assigned to receiving schools; and
  - Being good neighbors to those communities through the consolidation and reorganization process.
Our School District: After Consolidation

- We will have an average school enrollment of 434, instead of 378.
- Our overall building utilization rate will be 83%, instead of 73%.
- Only 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.
- We will have 101 buildings, instead of 117 buildings.
Building Re-Use

We have begun thinking about the future use of the buildings, but we want to engage the community in this discussion. Together we can generate ideas of how these buildings can still serve the children and families in their neighborhoods.

**Possible Future Uses**

- Going forward, DCPS will monitor population expansion and demand for public school options in individual neighborhoods. When there is critical mass, DCPS will be able to reopen some schools.
- Some buildings will be leased to charter schools that can offer quality seats to DC students, and complement DCPS’ portfolio of schools.
- We will work with our partners in other agencies to determine if our facilities can help them provide better services in the community.
- We are seeking public input as we establish building re-use plans.

**Examples**

- Francis-Stevens will serve as an expansion site for School Without Walls HS.
- Malcolm X will allow us to collaborate with a high-performing charter school.
- Spingarn will reopen as a Career and Technical Education Center.
- A complete building re-use proposal can be found in Appendix E.
Public Input

Over the past year, DCPS and the city as a whole have worked to gain community input on an improved configuration of schools. This process included community conversations conducted by the Deputy Mayor for Education, the Ward 5 Great Schools Planning Group, and DCPS’ eight ward-based State of the Schools meetings.

Going forward we will meet with a wide variety of stakeholders to get feedback on the proposed consolidations. We have four ward-based meetings scheduled. In addition, we 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 we can account for public concerns as we finalize our revised school configuration plan.

<table>
<thead>
<tr>
<th>Meetings</th>
<th>Location</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ward 8 Community Dialogue</td>
<td>Savoy ES (to be confirmed)</td>
<td>November 27, 2012</td>
<td>6-8 pm</td>
</tr>
<tr>
<td>Ward 7 Community Dialogue</td>
<td>Sousa MS (to be confirmed)</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>Barnard/Brightwood TBD</td>
<td>December 5, 2012</td>
<td>6-8 pm</td>
</tr>
</tbody>
</table>
Public Input – Council Hearings

The Council of the District of Columbia will also hold two hearings on DCPS consolidations and reorganization.

<table>
<thead>
<tr>
<th>When</th>
<th>Where</th>
<th>What</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 15, 2012, 4-8 pm</td>
<td>Wilson Building</td>
<td>Public Hearing</td>
</tr>
<tr>
<td>November 19, 2012, 2-6 pm</td>
<td>Wilson Building</td>
<td>Public Hearing</td>
</tr>
</tbody>
</table>

To testify: contact, Erika Wadlington, Office of the Chairman of DC City (202) 724-8124, or via email at EWadlington@dccouncil.us
Public Input – Your Ideas

• Share your creative and workable ideas on what we need to modify in the proposal to ensure that we offer all students the schools they deserve.

• Let us know how we can best manage the transition for families and students so our schools retain our DCPS students.

• Help us develop proposals for the reuse of our buildings.

• Tell us what we can do to build public understanding and support for these changes.
Continuing our DCPS portfolio of schools planning

As noted in our discussion of Wards 1 and 3, once we have established our portfolio of schools, DCPS will work with the community to evaluate feeder patterns and boundaries. Our goals will be to:

1. Examine enrollment policies;
2. Ensure that our boundaries reflect current population trends, neighborhood changes, and public school options in the city;
3. Create feeder patterns that create strong and coherent PS to 12th grade pathways and reflect enrollment conditions; and
4. Continue to maximize the students served in high-quality, modernized buildings.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January – May 2013</td>
<td>DCPS holds public meetings in affected communities</td>
</tr>
<tr>
<td>June 2013</td>
<td>DCPS announces revised boundaries, feeder patterns, and enrollment policies.</td>
</tr>
</tbody>
</table>
Appendices

B.  Projected Population Map (2015-2020)
C.  Charter School Enrollment (2011-2012)
D.  Criteria Used for Selecting Schools
E.  Building Re-Use Proposal
Appendix A: Decreases in child population impacts public schools

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

- Lose more than 500 children
- Lose 250 to 500 children
- Lose 125 to 250 children
- Lose 25 to 125 children
- Lose or gain less than 25 children
- Gain 25 to 125 children
- Gain 125 to 250 children
- Gain 250 to 500 children
- Gain more than 500 children

Source: DC Office of Planning
Data analyzed by the Urban Institute
Appendix B: Child population projected to grow by 2020

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

- Lose more than 500 children
- Lose 250 to 500 children
  - Lose 125 to 250 children
  - Lose 25 to 125 children
  - Lose or gain less than 25 children
- Gain 25 to 125 children
- Gain 125 to 250 children
- Gain 250 to 500 children
- Gain more than 500 children

Source: DC Office of Planning
Data analyzed by the Urban Institute
Appendix C:
Public Charter School Enrollment Impact

- There is no limit on the number of charter operators that can be authorized.
- 57 charter operators, with 102 schools among them, enrolled about 31,000 charter students in the 2011-12 school year.

**Change in Charter Enrollment, 2009-10 to 2011-12**

- Loss of more than 500 students
- Loss of 250 to 500 students
- Loss of 125 to 250 students
- Loss of 25 to 125 students
- Loss or gain of less than 25 students
- Gain of 25 to 125 students
- Gain of 125 to 250 students
- Gain of 250 to 500 students
- Gain of more than 500 students
- No Charter Schools in 2009-10 and 2011-12

Source: OSSE Audited Enrollment Data, 2009-10 to 2011-12
Data analyzed by the Urban Institute
Appendix D: Criteria used for selecting schools

Schools Proposed for Closing, Consolidation or Conversion

- **Under-enrolled schools** where enrollment falls below recommended program and budget recommended thresholds
  - 350 students for elementary
  - 500 students for education campuses
  - 450 students for middle schools
  - 600 students for high schools
- **Under-utilized** school buildings
- **Facility not modernized**
- Located in **proximity to receiving schools**

Schools Targeted for Enrollment Growth (Receiving Schools)

- **Excess building capacity** that will support an increase in enrollment
- **Adequate building site and size** that is conducive to expansion or consolidation
- **Proximity to schools and communities** affected by closure
### Appendix E: Building Reuse

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>PRELIMINARY USE PROPOSAL(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Francis-Stevens</td>
<td>Retain in DCPS inventory for the expansion of School Without Walls HS.</td>
</tr>
</tbody>
</table>
| Garrison                | Retain in DCPS inventory and reopen should population/demand increase. Coordinate possible reopening with modernization.  
                           | •Interim use proposal: Temporary lease for community arts center.                        |
| MacFarland MS           | Retain in DCPS inventory for modernization swing space.                                     |
| Sharpe Health           | Strategic Partnership. Explore the opportunity to partner with a local high-performing charter school to help reduce non-public placements. |
| Mamie D Lee             | To Be Determined. Work with the community to identify uses for the building that will benefit the children and families of that neighborhood. |
| Hamilton                | Strategic Partnership. Explore the opportunity to partner with a complimentary local high-performing charter school to increase quality seats. |
| Marshall                | Retain in DCPS inventory and reopen should population/demand increase. Coordinate possible reopening with modernization. |
| Spingarn HS             | Retain in DCPS inventory for proposed start-of-the-art Career and Technical Education Center. |
| Prospect LC             | Retain in DCPS inventory to accommodate new programming or expansion of programs.           |
| Shaw at GP              | Retain in DCPS inventory for possible DCPS Alternative Education Campus (serving secondary students)  
                           | or                                                                                         |
| To Be Determined. Work with the community to identify uses for the building that will benefit the children and families of that neighborhood. |
| Davis                   | Retain in DCPS inventory and reopen should population/demand increase.                      |
| Kenilworth              | Retain in DCPS inventory and reopen should population/demand increase.                      |
| Ron Brown MS            | To Be Determined. Work with the community to identify uses for the building that will benefit the children and families of that neighborhood. |
| Winston EC (middle grades) | To Be Determined. Work with the community to identify uses for the building that will benefit the children and families of that neighborhood. |
| Ferebee-Hope ES         | Retain in DCPS inventory and reopen should population/demand increase.                      |
|                         | •Interim use proposal: Collaborate with another district agency for short or long-term community use. |
| Malcolm X ES            | Strategic Partnership. Explore the opportunity to partner with a complimentary local high-performing charter school to increase quality seats. |
| MC Terrell-McGogney ES  | To Be Determined. Work with the community to identify uses for the building that will benefit the children and families of that neighborhood. |
Key Messages for Principals to Share at Your School Staff Meeting

Discussion Draft – November 10th

Our goal is to provide every student with a world-class education. Earlier this year, Chancellor Henderson shared five big goals from our strategic plan, A Capital Commitment. 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 also must use all of 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. You know better than anyone that our small schools do not allow our staff to work collaborative, do not give our students access to the staffing resources that they need, limit flexibility on class sizes and student grouping, and minimize the impact of our highly effective teachers. The Chancellor wants to change that.

Later today, Chancellor Henderson will be releasing her proposal to consolidate a number of DCPS schools. Our school is one of the schools proposed for consolidation and reorganization at the end of the current school year.

This proposal does not impact the current school year, SY 12-13. If the final decision is to consolidate our school, the earliest our school will close 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. We anticipate that Mayor Gray and Chancellor Henderson will finalize the consolidation and reorganization plan in January, before the Out-of-Boundary registration process begins.

The Chancellor made the decision to propose to consolidate certain schools based on a number of factors including low enrollment, under-utilization. However, your performance or our collective performance as a school was NOT one of the factors she considered. The consolidation and reorganization proposal is designed to benefit all students by increasing enrollment and resources at the receiving school, which will allow the receiving school to build stronger supports, and programming needed for high-quality educational opportunities.

What happens to each of us will be determined by the rules set in our respective collective bargaining agreements. I have a handout from Human Resources that begins to describe those rules. I know that there will be other questions and anticipate we will receive additional information in the coming days.
DCPS has scheduled a series of large and small meetings over the next month or so to engage the community and discuss the proposal. We will also have information on the DCPS website including a video message from the Chancellor.

Later today, we will also receive a letter from the Chancellor, a one-page flyer regarding our school and a brochure that describes the entire consolidation and reorganization proposal. These documents include important information regarding the proposal and the community meetings and resources available to all of us. I will be certain to share copies with you. Starting this evening, you will also be able to find more information about our district-wide plan for our school facilities at www.dcps.dc.gov.

I am sure there will be more information in the coming days, but this is what I know at this time.

***

Change is never easy and school consolidations are one of the most difficult things that a school community must face. However, we need to face it in a way that allows us to minimize any negative impact on our students. Every moment, even the challenging ones, are an opportunity to teach and learn. How we greet families and student when they learn that our school may possibly consolidate, does matter.
Email / All Staff Email from Chancellor – Send At Public Release (Web Link MUST Be Live)

Colleagues:

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. Together, we, as DCPS staff, committed to

- Improve achievement for all students
- Invest in our struggling schools
- Increase our graduation rates
- Improve student satisfaction
- And increase enrollment.

To reach these goals we need our schools to look very different. We need high schools that provide challenging coursework to college-ready students and alternative schools that offer students a second chance. We need career and technical education programs that prepare our students for great jobs. We need middle schools with robust course offerings to prepare students for high school. We need elementary schools that can offer students a wide range of opportunities.

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.

We have a chance to make a big investment in our children, but instead we are making a big investment in keeping small schools open. We must change that. The proposal I just released begins to do just that. You can find the full proposal at www.dcps.dc.gov.

This proposal does not impact the current school year, SY 12-13. 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.

Change is never easy and school consolidations are one of the most difficult things that a school community must face. However, we need to face it in a way that allows us to minimize any negative impact on our students. The proposal is important, but our children are paramount. The current school year is far from over. We must continue to work tirelessly to improve the quality of teaching and learning and increase student achievement, this year.

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 all that you do.

Sincerely,

Kaya Henderson
Chancellor
Alice,

I hope you are well. I wanted to reach out to you to let you know that in the coming days Chancellor Kaya Henderson will be releasing her proposal to consolidate and reorganize the District of Columbia Public Schools. Prior to the release, I wanted to provide some background information for you and ensure you that after the public release we will forward the full proposal, supporting information and our plan to engage the community and families of DCPS around the proposal. I also wanted to personally offer to sit with you or any members from your team to review or discuss the proposal.

DCPS must ensure that every student in the Nation's capital has access to a world-class education. Earlier this year, Chancellor Henderson shared five big goals from DCPS’s strategic plan, A Capital Commitment. 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.

As our partner, we want to continue to work with you to identify creative and innovative ways to reorganize our school district and to learn from your experience and work around similar proposals throughout the country. Engaging the community is of paramount importance to us.

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
No problem. I think there will be a lot of "forum shopping" in the next couple of days!

LMR

From: DeGuzman, Anthony D. (DCPS)
Sent: Sunday, November 11, 2012 10:22 AM
To: Ruda, Lisa M. (DCPS); Kamras, Jason (DCPS)
Subject: Re: DCPS

Makes sense. Thx for the heads up.

A

From: Lisa Ruda <lisa.ruda@dc.gov>
Date: Sun, 11 Nov 2012 10:19:30 -0500
To: "Kamras, Jason (DCPS)" <jason.kamras@dc.gov>, Teacher <anthony.deguzman@dc.gov>
Subject: DCPS

I have started to send the "consolidation proposal is coming in the next couple of days" to our agency partners. Jason, I wanted to make sure that knew b/c of Natasha and Anthony b/c of Warren/CA.

No one has a list of anything and they will each get a follow-up email after the public release with a link to the proposal.

I wanted you to know what I am sending in case anyone reaches out to you.

LMR

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Inform first responders in advance!

From: Ruda, Lisa M. (DCPS)
Sent: Sunday, November 11, 2012 10:19 AM
To: Graves, Warren (EOM); Campbell, Natasha (EOM); Greenberg, Judi (EOM); Kreiswirth, Barry (EOM)
Subject: DCPS

Warren, Natasha, Judi and Barry,

In the coming days, the Chancellor will release her proposal to consolidate and reorganize DCPS to better support our students. We are sharing some background information with our agency partners prior to the release (see below my initials) and will forward the actual proposal to you once it is released. The Chancellor will brief the Mayor's Cabinet at Tuesday's meeting, but wanted to let you know what is coming.

Do not hesitate to reach out if you have any questions,
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.

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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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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
Kaya,

I am starting to send out my emails to various POCs at DCPS agencies (chief of staffs or my POC) to basically say "the consolidation plan is coming in the next couple of days and you will discuss with directors at the next Cabinet meeting." I realized we didn't have Dr. Gandhi on our list. Your call if you want to send something. A draft email is below my initials -- I believe he is in the Cabinet so the email is worded as such.

LMR

**

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- 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, I plan to discuss my vision and proposal with all agency directors. 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.

Kaya

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!
Key Messages for Principals to Share at Your School Staff Meeting

Discussion Draft – November 10th

Our goal is to provide every student with a world-class education. Earlier this year, Chancellor Henderson shared five big goals from our strategic plan, A Capital Commitment. 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 also must use all of 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. You know better than anyone that our small schools do not allow our staff to work collaborative, do not give our students access to the staffing resources that they need, limit flexibility on class sizes and student grouping, and minimize the impact of our highly effective teachers. The Chancellor wants to change that.

Later today, Chancellor Henderson will be releasing her proposal to consolidate a number of DCPS schools. Our school is one of the schools proposed for consolidation and reorganization at the end of the current school year.

This proposal does not impact the current school year, SY 12-13. If the final decision is to consolidate our school, the earliest our school will close 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. We anticipate that Mayor Gray and Chancellor Henderson will finalize the consolidation and reorganization plan in January, before the Out-of-Boundary registration process begins.

The Chancellor made the decision to propose to consolidate certain schools based on a number of factors including low enrollment, under-utilization. However, your performance or our collective performance as a school was NOT one of the factors she considered. The consolidation and reorganization proposal is designed to benefit all students by increasing enrollment and resources at the receiving school, which will allow the receiving school to build stronger supports, and programming needed for high-quality educational opportunities.

What happens to each of us will be determined by the rules set in our respective collective bargaining agreements. I have a handout from Human Resources that begins to describe those rules. I know that there will be other questions and anticipate we will receive additional information in the coming days.
DCPS has scheduled a series of large and small meetings over the next month or so to engage the community and discuss the proposal. We will also have information on the DCPS website including a video message from the Chancellor.

Later today, we will also receive a letter from the Chancellor, a one-page flyer regarding our school and a brochure that describes the entire consolidation and reorganization proposal. These documents include important information regarding the proposal and the community meetings and resources available to all of us. I will be certain to share copies with you. Starting this evening, you will also be able to find more information about our district-wide plan for our school facilities at www.dcps.dc.gov.

I am sure there will be more information in the coming days, but this is what I know at this time.

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Change is never easy and school consolidations are one of the most difficult things that a school community must face. However, we need to face it in a way that allows us to minimize any negative impact on our students. Every moment, even the challenging ones, are an opportunity to teach and learn. How we greet families and student when they learn that our school may possibly consolidate, does matter.
Follow-Up Email to Principals of Schools Proposed for Consolidation

*Will Be Sent AFTER John Davis Confirms He Spoke With the Specific Principal*

As John Davis 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 decision to consolidate your school to hear first 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 (Attachment 1: Staff Meeting),

2. **Confirm by emailing Claudia Lujan (claudia.lujan@dc.gov) that you have received the letters, brochure and school proposal sheet** that will be delivered to your school by Noon on Tuesday.

3. **Send the materials home with students** as they leave school on Tuesday; and

4. **Send a connect Ed message** 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, kitchen staff and afterschool team (if not part of the regular day team). If staff has different start times, you should make sure you have a plan to share the information with them.

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- The full list of schools proposed for consolidation will be released on Tuesday afternoon, but it was important that we share the information with staff before that time.

- This is a proposal. Final decisions will not be made until January 2013 after DCPS hears feedback from the community, including our school staff, about the proposal.

- 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 Tuesday morning and distributed to all staff and students.
Each of these points is detailed in the attachment labeled, “Staff Meeting,” which is designed to help prepare you for the meeting.

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 3: ).

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On Tuesday, you receive copies of a letter from the Chancellor, a one-page flyer regarding your school and a brochure that describes the entire consolidation and reorganization proposal for DCPS. You will not need to make copies. You have printed enough copies for each of your students and staff to take 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 Lujan (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 each document when they leave school on Tuesday. Copies are also available for your staff. You should keep copies in your main office or at your security desk.

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, please do not hesitate to reach out to Claudia Lujan. 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 additional 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 November 13th.

Connect Ed Message
We are also asking you to 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.

Media
We plan to announce and share the full list of schools we propose to consolidate 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 media 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 staff and families about this news by not communicating 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 to brief them about the consolidation and reorganization proposal. Your primary responsibility is to engage your staff and families. As such, you should refer and all requests from the press or media Melissa Salmanowitz at 202-535-1096 (work) 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. 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.
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• 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.

The school consolidation and reorganization proposal has and will continue to generate significant media coverage. 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 whether you should convene your students on Tuesday afternoon or at some point later in the week. 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.

**Other Notes**

• **Partners.** Our instructions to you focus on how to communicate with your staff, students and families. 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 will know this had better than almost anyone will, 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 we need to ensure student success. While this proposal is important, so too is the seven months that remain in the current school year. We have much work to do and while we the consolidation proposal is very important, the welfare and success of our students must remain our focus.
I should have copied you on the communication below. It’s for principals of closed/consol schools once John Davis reaches them Monday night. It’s a draft. Any feedback is more than appreciated. Thank you!

LMR

Begin forwarded message:

From: "Ruda, Lisa M. (DCPS)" <Lisa.Ruda@dc.gov>
Date: November 10, 2012 6:55:35 PM EST
To: "Weber, Peter (DCPS)" <peter.weber@dc.gov>, "Kamras, Jason (DCPS)" <jason.kamras@dc.gov>, "Beers, Nathaniel (DCPS)" <nathaniel.beers@dc.gov>, "DeGuzman, Anthony D. (DCPS)" <anthony.deguzman@dc.gov>, "Davis, John L. (DCPS)" <john.davis@dc.gov>, "Lujan, Claudia (DCPS)" <Claudia.Lujan@dc.gov>, "Robinson, Josephine B. (DCPS)" <josephine.robinson@dc.gov>, "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
Subject: Principals of Closed Schools

Team,

I am attaching the email I am proposing we send to the principals of schools proposed for consolidation after John reaches the impacted principal on Monday evening. Please review the attachments and keep the following in mind:

- The goal is to send one email with all the relevant information (to do’s, media tips, things to consider) that a principal needs as the public announcement is made on Tuesday. If at all possible, we want to avoid sending multiple emails as these principals are always busy after a three day weekend and these principals have the additional challenge of learning their school may consolidate and communicating that to their staff and families.

- Someone else is proof reading the email. You should review it for “what is missing” or “what we should not say.” I am hoping for comments/suggestions like, “you should include some special instructions for front office staff” (it’s in there!) as opposed to line by line edits.

- While the email is meant only for principals of consolidated schools, someone may forward it more broadly. We shouldn’t regret what we write in the morning so shout if you think anything in either document is not ready for public distribution (if that occurs).

- The handout on staff excessing (what happens to me when my school closes?) is being finalized. We are making some edits. The plan is to include that with the principal
email so the principal has something to handout to staff at Tuesday morning’s staff meeting. As soon as that is completed, I will circulate it.

- **Word to the wise:** It is really hard to talk or write about this stuff without saying the word “closing.” Double-check the documents you may be drafting. I learned that lesson the hard way on these documents. Also, Mamie D. Lee and Sharpe Health are a bit of a challenge because they don’t close until SY 14-15. Impacted schools want to know that things they don’t consolidate until after this school year, but we can’t say things like “your school is proposed for consolidation in June 2013” without running into the timeline issue with MDL and SH. We are going to have to send a general disclaimer to these two schools because I continue to find references in all documents (except the one-pagers) that confuse the message with these two schools. We are going to make a mistake on something or other.

John would send this email and attachments after he makes calls on Monday night. **However, I would like to forward it to the superintendents for review before it goes to principals and am requesting your comments and feedback by 1:00 p.m. on Sunday so I can edit and then give to the superintendents for their review.**

Thanks so much,
LMR
Key Messages for Principals to Share at Your School Staff Meeting

*Discussion Draft – November 10th*

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From: Ruda, Lisa M. (DCPS) [Lisa.Ruda@dc.gov]
Sent: Saturday, November 10, 2012 8:56 PM
To: Lujan, Claudia (DCPS)
Subject: RE: Update - Monday Calls

Thanks,
LMR

From: Lujan, Claudia (DCPS)
Sent: Saturday, November 10, 2012 8:53 PM
To: Ruda, Lisa M. (DCPS)
Subject: Re: Update - Monday Calls

That’s right. No delivery to CHOICE.

Sent from my iPhone

On Nov 10, 2012, at 7:09 PM, “Ruda, Lisa M. (DCPS)” <Lisa.Ruda@dc.gov> wrote:

FYI Only We are not sending docs to CHOICE right?
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)
Sent: Saturday, November 10, 2012 7:06 PM
To: Davis, John L. (DCPS)
Subject: Update - Monday Calls

Hey John,

A couple of quick things:

? I circulated the draft principal email (the one that goes after you reach principals of consolidating schools on Monday night) to the group today. My plan is to get the final to you
on Monday a.m. You can send it after you speak to a principal on Monday night or I am happy to do it, just let me know when you reach a specific person.

? I don’t mean to be crazier than normal, but the list of principals who need to be called is below my initials. Can you confirm this is your list? I made notes on CHOICE (I don’t think Chiselom needs to do anything other than tell his staff they are moving; no letters or connected ed), Spingarn and the two SPED centers closing in June 2014 (I know they are going to get some document somewhere that says they are consolidating in June 2013 and wanted to give them a heads up to alert us if they get a June 2013, it’s an error.

? I have been keeping running notes of what we need to tell principals of the schools proposed for consolidation on the call (or in the meeting if, we had it). Those notes are below my initials also.

? Let me know what you and Dan are thinking on Spingarn. I need to call MPD and am assuming the staff may have some reaction when Wash meets with them, but know things will pick up even more when the student meetings start.

? I am asking MPD to prioritize Spingarn, Johnson and Shaw on Tuesday/Wednesday, but wanted to check if there are others we should ask them to watch (they will also watch Coolidge).

? Also, do you know of any principals (particularly of closed or receiving schools) that are scheduled to be on leave on Tuesday? Hopefully, not but with the long-weekend, I wanted to be sure.

Please shout if you need anything at all (216 440-4286).

LMR

<table>
<thead>
<tr>
<th>School</th>
<th>Principal</th>
<th>Notes</th>
<th>Instructional Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Francis-Stevens EC</td>
<td>Maurice Kennard</td>
<td></td>
<td>Steven Zagami</td>
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<tr>
<td>2 Garrison ES</td>
<td>Collin Hill</td>
<td></td>
<td>Amanda Alexander</td>
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<td>3 Marshall ES</td>
<td>Rembert Seaward</td>
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<td>Errick Greene</td>
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<td>4 Smothers ES</td>
<td>Shannon Feinblatt</td>
<td></td>
<td>Jacqueline Gartrell</td>
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<td>5 Davis ES</td>
<td>Maisha Riddlesprigger</td>
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<td>Clara Canty</td>
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<td>6 Kenilworth ES</td>
<td>Fatima Johnson</td>
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<td>Barbara Adderly</td>
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<td>7 Winston EC</td>
<td>Charlotte Spann</td>
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<td>Loli Haws</td>
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<td>8 Ferebee-Hope ES</td>
<td>Jeffrey Grant</td>
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<td>Barbara Adderly</td>
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<td>9 MC Terrell-McGogney ES</td>
<td>Atasha James</td>
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<td>Errick Greene</td>
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<td>10 Malcolm X ES</td>
<td>J. Harrison Coleman</td>
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<td>Clara Canty</td>
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<tr>
<td>11 Johnson MS</td>
<td>Carol Campbell-Fullard</td>
<td></td>
<td>Mark King</td>
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<tr>
<td>12 Ron Brown</td>
<td>Darrin Slade</td>
<td></td>
<td>Mark King</td>
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<tr>
<td>13 MacFarland MS</td>
<td>Andrea Samuels</td>
<td></td>
<td>Mark King</td>
</tr>
<tr>
<td>14 Shaw MS</td>
<td>Guillaume Gendre</td>
<td></td>
<td>Mark King</td>
</tr>
<tr>
<td>15 Spingarn SHS and STAY</td>
<td>Gary Washington</td>
<td>Need to know when we can send materials as Principal Washington is aware of the closing proposal.</td>
<td>Dan Shea/Terry DeCarbo</td>
</tr>
</tbody>
</table>
Message to Principals of the Schools Proposed for Consolidation (Calls Monday Night from JD)

1. On Tuesday afternoon at 4:00 p.m., the Chancellor will be releasing her proposal to consolidate some DCPS schools. Your school is one of the schools proposed for consolidation at the end of the current school year (June 2013 with two exceptions, Mamie D. Lee and Sharpe Health).

2. This is a proposal and not a final decision. We have a series of large and small meetings scheduled over the next month or so to engage the community and discuss the proposal. We will also have information on our website and link to send information.

3. Be aware that the public announcement will happen by the end of the day and likely spread throughout the day.

4. The Chancellor made the decision to propose to consolidate certain schools based on a number of factors low enrollment, under-utilization. However, your performance was NOT one of the factors. In other words, the decision to recommend your school for closing is not a reflection on your performance. Principals will be evaluated annually as they are every year. (John to insert appropriate message)

5. We want to make sure that your staff and families have a chance to hear about the proposal from you before media reports dominate the television, internet and radio on Tuesday evening. To that end, we are asking you to convene your staff tomorrow (Tuesday) morning to share the news and to distribute documents to students as they leave school. The documents will be
delivered to your school on Tuesday morning. We are also asking you to send a connected message to your families on Tuesday afternoon.

a. Complete details, including information for the staff member and a draft connected message, will be sent tonight in a separate email.
That’s me – professional and compassionate.

LMR

From: Outlaw, Mary L. (DCPS)
Sent: Saturday, November 10, 2012 8:25 PM
To: Ruda, Lisa M. (DCPS)
Subject: Re: Principals of Closed Schools

LMR,

I made my changes in red on both documents.
Very minor suggestions- both are excellent... they strike the right balance between professional yet compassionate.

MLO

From: <Ruda>, Mary Outlaw <Lisa.ruda@dc.gov>
Date: Saturday, November 10, 2012 7:08 PM
To: "Outlaw, Mary L. (DCPS)" <MaryL.Outlaw@dc.gov>
Subject: Principals of Closed Schools

If you get a chance, put your eyes on these before 1:00 p.m. tomorrow. I asked Julie to do the “proof read” but I want you to do the more principal/staff read. If you have changes, either redline the document or just do an email to me. Don’t just put the changes in the document itself b/c I cannot see what you changed and will be getting changes from a group of folks.

If you cannot, no worries.

LMR

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From: Ruda, Lisa M. (DCPS)
Sent: Saturday, November 10, 2012 6:56 PM
To: Weber, Peter (DCPS); Kamras, Jason (DCPS); Beers, Nathaniel (DCPS); DeGuzman, Anthony D. (DCPS); Davis, John L. (DCPS); Lujan, Claudia (DCPS); Robinson, Josephine B. (DCPS); Salmanowitz, Melissa (DCPS)
Subject: Principals of Closed Schools

Team,
I am attaching the email I am proposing we send to the principals of schools proposed for consolidation after John reaches the impacted principal on Monday evening. Please review the attachments and keep the following in mind:

- The goal is to send one email with all the relevant information (to do’s, media tips, things to consider) that a principal needs as the public announcement is made on Tuesday. If at all possible, we want to avoid sending multiple emails as these principals are always busy after a three day weekend and these principals have the additional challenge of learning their school may consolidate and communicating that to their staff and families.

- Someone else is proof reading the email. You should review it for “what is missing” or “what we should not say.” I am hoping for comments/suggestions like, “you should include some special instructions for front office staff” (it’s in there!) as opposed to line by line edits.

- While the email is meant only for principals of consolidated schools, someone may forward it more broadly. We shouldn’t regret what we write in the morning so shout if you think anything in either document is not ready for public distribution (if that occurs).

- The handout on staff excessing (what happens to me when my school closes?) is being finalized. We are making some edits. The plan is to include that with the principal email so the principal has something to handout to staff at Tuesday morning’s staff meeting. As soon as that is completed, I will circulate it.

- **Word to the wise:** It is really hard to talk or write about this stuff without saying the word “closing.” Double-check the documents you may be drafting. I learned that lesson the hard way on these documents. Also, Mamie D. Lee and Sharpe Health are a bit of a challenge because they don’t close until SY 14-15. Impacted schools want to know that things they don’t consolidate until after this school year, but we can’t say things like “your school is proposed for consolidation in June 2013” without running into the timeline issue with MDL and SH. We are going to have to send a general disclaimer to these two schools because I continue to find references in all documents (except the one-pagers) that confuse the message with these two schools. We are going to make a mistake on something or other.

John would send this email and attachments after he makes calls on Monday night. **However, I would like to forward it to the superintendents for review before it goes to principals and am requesting your comments and feedback by 1:00 p.m. on Sunday so I can edit and then give to the superintendents for their review.**

Thanks so much,
LMR
From: Ruda, Lisa M. (DCPS) [Lisa.Ruda@dc.gov]
Sent: Saturday, November 10, 2012 7:10 PM
To: Outlaw, Mary L. (DCPS)
Subject: RE: Principals of Closed Schools

No hurry at all. I cannot do edits now too tired and want to wait until I get everyone’s stuff in before I actually make changes to the document.

LMR

From: Outlaw, Mary L. (DCPS)
Sent: Saturday, November 10, 2012 7:09 PM
To: Ruda, Lisa M. (DCPS)
Subject: Re: Principals of Closed Schools

On it now

MLO

On Nov 10, 2012, at 7:08 PM, "Ruda, Lisa M. (DCPS)" <<Lisa.Ruda@dc.gov>> wrote:

If you get a chance, put your eyes on these before 1:00 p.m. tomorrow. I asked Julie to do the proof read but I want you to do the more principal/staff read. If you have changes, either redline the document or just do an email to me. Don’t just put the changes in the document itself b/c I cannot see what you changed and will be getting changes from a group of folks.

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Someone else is proof reading the email. You should review it for what is missing or what we should not say. I am hoping for comments/suggestions like, you should include some special instructions for front office staff (it's in there!) as opposed to line by line edits.

While the email is meant only for principals of consolidated schools, someone may forward it more broadly. We shouldn't regret what we write in the morning so shout if you think anything in either document is not ready for public distribution (if that occurs).

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Word to the wise: It is really hard to talk or write about this stuff without saying the word closing. Double-check the documents you may be drafting. I learned that lesson the hard way on these documents. Also, Mamie D. Lee and Sharpe Health are a bit of a challenge because they don't close until SY 14-15. Impacted schools want to know that things they don't consolidate until after this school year, but we can't say things like your school is proposed for consolidation in June 2013 without running into the timeline issue with MDL and SH. We are going to have to send a general disclaimer to these two schools because I continue to find references in all documents (except the one-pagers) that confuse the message with these two schools. We are going to make a mistake on something or other.

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<Principal Messages.docx>
<Staff Meeting.docx>
From: Ruda, Lisa M. (DCPS) [Lisa.Ruda@dc.gov]
Sent: Saturday, November 10, 2012 7:10 PM
To: Beers, Nathaniel (DCPS)
Subject: RE: Principals of Closed Schools

Duh Lisa. You were on it. Sorry.
LMR

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Thanks so much,
LMR
Key Messages for Principals to Share at Your School Staff Meeting

*Discussion Draft – November 10th*

**Our goal is to provide every student with a world-class education.** Earlier this year, Chancellor Henderson shared five big goals from our strategic plan, *A Capital Commitment*. 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 also must use all of 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. You know better than anyone that our small schools do not allow our staff to work collaborative, do not give our students access to the staffing resources that they need, limit flexibility on class sizes and student grouping, and minimize the impact of our highly effective teachers. The Chancellor wants to change that.

**Later today, Chancellor Henderson will be releasing her proposal to consolidate a number of DCPS schools.** Our school is one of the schools proposed for consolidation and reorganization at the end of the current school year.

**This proposal does not impact the current school year, SY 12-13.** If the final decision is to consolidate our school, the earliest our school will close 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. We anticipate that Mayor Gray and Chancellor Henderson will finalize the consolidation and reorganization plan in January, before the Out-of-Boundary registration process begins.

**The Chancellor made the decision to propose to consolidate certain schools based on a number of factors including low enrollment, under-utilization. However, your performance or our collective performance as a school was NOT one of the factors she considered.** The consolidation and reorganization proposal is designed to benefit all students by increasing enrollment and resources at the receiving school, which will allow the receiving school to build stronger supports, and programming needed for high-quality educational opportunities.

**What happens to each of us will be determined by the rules set in our respective collective bargaining agreements.** I have a handout from Human Resources that begins to describe those rules. I know that there will be other questions and anticipate we will receive additional information in the coming days.
DCPS has scheduled a series of large and small meetings over the next month or so to engage the community and discuss the proposal. We will also have information on the DCPS website including a video message from the Chancellor.

Later today, we will also receive a letter from the Chancellor, a one-page flyer regarding our school and a brochure that describes the entire consolidation and reorganization proposal. These documents include important information regarding the proposal and the community meetings and resources available to all of us. I will be certain to share copies with you. Starting this evening, you will also be able to find more information about our district-wide plan for our school facilities at www.dcps.dc.gov.

I am sure there will be more information in the coming days, but this is what I know at this time.

***

Change is never easy and school consolidations are one of the most difficult things that a school community must face. However, we need to face it in a way that allows us to minimize any negative impact on our students. Every moment, even the challenging ones, are an opportunity to teach and learn. How we greet families and student when they learn that our school may possibly consolidate, does matter.
Follow-Up Email to Principals of Schools Proposed for Consolidation
*Will Be Sent AFTER John Davis Confirms He Spoke With the Specific Principal*

As John Davis 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 decision to consolidate your school to hear first 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 (Attachment 1: Staff Meeting),

2. **Confirm by emailing Claudia Lujan (claudia.lujan@dc.gov) that you have received the letters, brochure and school proposal sheet** that will be delivered to your school by Noon on Tuesday.

3. **Send the materials home with students** as they leave school on Tuesday; and

4. **Send a connect Ed message** 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, kitchen staff and afterschool team (if not part of the regular day team). If staff has different start times, you should make sure you have a plan to share the information with them.

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.

- The full list of schools proposed for consolidation will be released on Tuesday afternoon, but it was important that we share the information with staff before that time.

- This is a proposal. Final decisions will not be made until January 2013 after DCPS hears feedback from the community, including our school staff, about the proposal.

- 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 Tuesday morning and distributed to all staff and students.
Each of these points is detailed in the attachment labeled, “Staff Meeting,” which is designed to help prepare you for the meeting. 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 3: ).

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. How they react 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 available in the office or at the security desk.

**Chancellor Letter, School Fact and Proposal Sheet, Brochure**

On Tuesday, you receive copies of a letter from the Chancellor, a one-page flyer regarding your school and a brochure that describes the entire consolidation and reorganization proposal for DCPS. You will not need to make copies. You have printed enough copies for each of your students and staff to take 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 Lujan (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 each document when they leave school on Tuesday. Copies are also available for your staff. You should keep copies in your main office or at your security desk.

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, please do not hesitate to reach out to Claudia Lujan. 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 additional 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 November 13th.

**Connect Ed Message**

We are also asking you to 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.

Media
We plan to announce and share the full list of schools we propose to consolidate 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 media 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 staff and families about this news by not communicating 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 to brief them about the consolidation and reorganization proposal. You primary responsibility is to engage your staff and families. As such, you should refer and all requests from the press or media Melissa Salmanowitz at 202-535-1096 (work) or 202-578-1264 (cell). Melissa may also be reached by email at melissa.salmanowitz@dc.gov.

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• 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.

The school consolidation and reorganization proposal has and will continue to generate significant media coverage. 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.

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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 will know this had better than almost anyone will, 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 we need to ensure student success. While this proposal is important, so too is the seven months that remain in the current school year. We have much work to do and while we the consolidation proposal is very important, the welfare and success of our students must remain our focus.
From: Ruda, Lisa M. (DCPS) [Lisa.Ruda@dc.gov]
Sent: Saturday, November 10, 2012 7:09 PM
To: Lujan, Claudia (DCPS)
Subject: FW: Update - Monday Calls

FYI Only – We are not sending docs to CHOICE right?
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)
Sent: Saturday, November 10, 2012 7:06 PM
To: Davis, John L. (DCPS)
Subject: Update - Monday Calls

Hey John,

A couple of quick things:

• I circulated the draft principal email (the one that goes after you reach principals of consolidating schools on Monday night) to the group today. My plan is to get the final to you on Monday a.m. You can send it after you speak to a principal on Monday night or I am happy to do it, just let me know when you reach a specific person.

• I don’t mean to be crazier than normal, but the list of principals who need to be called is below my initials. Can you confirm this is your list? I made notes on CHOICE (I don’t think Chiselom needs to do anything other than tell his staff they are moving; no letters or connect ed), Spingarn and the two SPED centers closing in June 2014 (I know they are going to get some document somewhere that says they are consolidating in June 2013 and wanted to give them a heads up to alert us – if they get a June 2013, it’s an error.

• I have been keeping running notes of what we need to tell principals of the schools proposed for consolidation on the call (or in the meeting if, we had it). Those notes are below my initials also.

• Let me know what you and Dan are thinking on Spingarn. I need to call MPD and am assuming the staff may have some reaction when Wash meets with them, but know things will pick up even more when the student meetings start.

• I am asking MPD to prioritize Spingarn, Johnson and Shaw on Tuesday/Wednesday, but wanted to check if there are others we should ask them to watch (they will also watch Coolidge).
Also, do you know of any principals (particularly of closed or receiving schools) that are scheduled to be on leave on Tuesday? Hopefully, not but with the long-weekend, I wanted to be sure.

Please shout if you need anything at all (216 440-4286).

LMR

<table>
<thead>
<tr>
<th>School</th>
<th>Principal</th>
<th>Notes</th>
<th>Instructional Superintendent</th>
</tr>
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<tbody>
<tr>
<td>Francis-Stevens EC</td>
<td>Maurice Kennard</td>
<td></td>
<td>Steven Zagami</td>
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<tr>
<td>Garrison ES</td>
<td>Collin Hill</td>
<td></td>
<td>Amanda Alexander</td>
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<tr>
<td>Marshall ES</td>
<td>Rembert Seaward</td>
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<td>Errick Greene</td>
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<td>Smothers ES</td>
<td>Shannon Feinblatt</td>
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<td>Jacqueline Gartrell</td>
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<td>Davis ES</td>
<td>Maisha Riddlesprigger</td>
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<td>Clara Canty</td>
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<td>Kenilworth ES</td>
<td>Fatima Johnson</td>
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<td>Barbara Adderly</td>
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<td>Winston EC</td>
<td>Charlotte Spann</td>
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<td>Lolli Haws</td>
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<td>Ferebee-Hope ES</td>
<td>Jeffrey Grant</td>
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<td>Barbara Adderly</td>
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<td>MC Terrell-McGogney ES</td>
<td>Atasha James</td>
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<td>Errick Greene</td>
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<td>Malcolm X ES</td>
<td>J. Harrison Coleman</td>
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<td>Clara Canty</td>
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<tr>
<td>Johnson MS</td>
<td>Carol Campbell-Fullard</td>
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<td>Mark King</td>
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<td>Ron Brown</td>
<td>Darrin Slade</td>
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<td>Mark King</td>
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<tr>
<td>MacFarland MS</td>
<td>Andrea Samuels</td>
<td></td>
<td>Mark King</td>
</tr>
<tr>
<td>Shaw MS</td>
<td>Guillaume Gendre</td>
<td>Need to know when we can send materials as Principal Washington is</td>
<td>Mark King</td>
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<tr>
<td>Spingarn SHS and STAY</td>
<td>Gary Washington</td>
<td>aware of the closing proposal.</td>
<td>Dan Shea/Terry DeCarbo</td>
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<tr>
<td>CHOICE at Hamilton</td>
<td>William Chiselom</td>
<td>Assuming we are just going to ask Chiselom to tell his staff they are moving and we are not sending documents or asking for a connection</td>
<td>Terry DeCarbo</td>
</tr>
<tr>
<td>Mamie D Lee</td>
<td>Aimee Pressley</td>
<td>We need to call and treat the same as the other schools proposed for consolidation, but we need to be clear if anything inadvertently says closes at the end of SY 12-13, she understands it is a mistake and notifies us.</td>
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<td>Sharpe Health</td>
<td>Savetria Francis</td>
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<tr>
<td>Prospect LC</td>
<td>Heidi Haggerty-Wagner</td>
<td></td>
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Message to Principals of the Schools Proposed for Consolidation (Calls Monday Night from JD)
1. On Tuesday afternoon at 4:00 p.m., the Chancellor will be releasing her proposal to consolidate some DCPS schools. Your school is one of the schools proposed for consolidation at the end of the current school year (June 2013 – with two exceptions, Mamie D. Lee and Sharpe Health)

2. This is a proposal and not a final decision. We have a series of large and small meetings scheduled over the next month or so to engage the community and discuss the proposal. We will also have information on our website and link to send information.

3. Be aware that the public announcement will happen by the end of the day and likely spread throughout the day

4. The Chancellor made the decision to propose to consolidate certain schools based on a number of factors – low enrollment, under-utilization. However, your performance was NOT one of the factors. In other words, the decision to recommend your school for closing is not a reflection on your performance. Principals will be evaluated annually as they are every year. (John to insert appropriate message)

5. We want to make sure that your staff and families have a chance to hear about the proposal from you before media reports dominate the television, internet and radio on Tuesday evening. To that end, we are asking you to convene your staff tomorrow (Tuesday) morning to share the news and to distribute documents to students as they leave school. The documents will be delivered to your school on Tuesday morning. We are also asking you to send a connect-ed message to your families on Tuesday afternoon.
   a. Complete details, including information for the staff member and a draft connect-ed message, will be sent tonight in a separate email.
If you get a chance, put your eyes on these before 1:00 p.m. tomorrow. I asked Julie to do the “proof read” but I want you to do the more principal/staff read. If you have changes, either redline the document or just do an email to me. Don’t just put the changes in the document itself b/c I cannot see what you changed and will be getting changes from a group of folks.

If you cannot, no worries.

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!

Team,

I am attaching the email I am proposing we send to the **principals of schools proposed for consolidation** after John reaches the impacted principal on Monday evening. Please review the attachments and keep the following in mind:

- **The goal is to send one email with all the relevant information (to do’s, media tips, things to consider) that a principal needs as the public announcement is made on Tuesday.** If at all possible, we want to avoid sending multiple emails as these principals are always busy after a three day weekend and these principals have the additional challenge of learning their school may consolidate and communicating that to their staff and families.

- **Someone else is proof reading the email.** You should review it for “what is missing” or “what we should not say.” I am hoping for comments/suggestions like, “you should include some special instructions for front office staff” (it’s in there!) as opposed to line by line edits.

- **While the email is meant only for principals of consolidated schools, someone may forward it more broadly.** We shouldn’t regret what we write in the morning so shout if you think anything in either document is not ready for public distribution (if that occurs).
• The handout on staff excessing (what happens to me when my school closes?) is being finalized. We are making some edits. The plan is to include that with the principal email so the principal has something to handout to staff at Tuesday morning’s staff meeting. As soon as that is completed, I will circulate it.

• Word to the wise: It is really hard to talk or write about this stuff without saying the word “closing.” Double-check the documents you may be drafting. I learned that lesson the hard way on these documents. Also, Mamie D. Lee and Sharpe Health are a bit of a challenge because they don’t close until SY 14-15. Impacted schools want to know that things they don’t consolidate until after this school year, but we can’t say things like “your school is proposed for consolidation in June 2013” without running into the timeline issue with MDL and SH. We are going to have to send a general disclaimer to these two schools because I continue to find references in all documents (except the one-pagers) that confuse the message with these two schools. We are going to make a mistake on something or other.

John would send this email and attachments after he makes calls on Monday night. However, I would like to forward it to the superintendents for review before it goes to principals and am requesting your comments and feedback by 1:00 p.m. on Sunday so I can edit and then give to the superintendents for their review.

Thanks so much,
LMR
Our goal is to provide every student with a world-class education. Earlier this year, Chancellor Henderson shared five big goals from our strategic plan, A Capital Commitment. 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 also must use all of 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. You know better than anyone that our small schools do not allow our staff to work collaborative, do not give our students access to the staffing resources that they need, limit flexibility on class sizes and student grouping, and minimize the impact of our highly effective teachers. The Chancellor wants to change that.

Later today, Chancellor Henderson will be releasing her proposal to consolidate a number of DCPS schools. Our school is one of the schools proposed for consolidation and reorganization at the end of the current school year.

This proposal does not impact the current school year, SY 12-13. If the final decision is to consolidate our school, the earliest our school will close 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. We anticipate that Mayor Gray and Chancellor Henderson will finalize the consolidation and reorganization plan in January, before the Out-of-Boundary registration process begins.

The Chancellor made the decision to propose to consolidate certain schools based on a number of factors including low enrollment, under-utilization. However, your performance or our collective performance as a school was NOT one of the factors she considered. The consolidation and reorganization proposal is designed to benefit all students by increasing enrollment and resources at the receiving school, which will allow the receiving school to build stronger supports, and programming needed for high-quality educational opportunities.

What happens to each of us will be determined by the rules set in our respective collective bargaining agreements. I have a handout from Human Resources that begins to describe those rules. I know that there will be other questions and anticipate we will receive additional information in the coming days.
DCPS has scheduled a series of large and small meetings over the next month or so to engage the community and discuss the proposal. We will also have information on the DCPS website including a video message from the Chancellor.

Later today, we will also receive a letter from the Chancellor, a one-page flyer regarding our school and a brochure that describes the entire consolidation and reorganization proposal. These documents include important information regarding the proposal and the community meetings and resources available to all of us. I will be certain to share copies with you. Starting this evening, you will also be able to find more information about our district-wide plan for our school facilities at www.dcps.dc.gov.

I am sure there will be more information in the coming days, but this is what I know at this time.

***

Change is never easy and school consolidations are one of the most difficult things that a school community must face. However, we need to face it in a way that allows us to minimize any negative impact on our students. Every moment, even the challenging ones, are an opportunity to teach and learn. How we greet families and student when they learn that our school may possibly consolidate, does matter.
Follow-Up Email to Principals of Schools Proposed for Consolidation

*Will Be Sent AFTER John Davis Confirms He Spoke With the Specific Principal*

As John Davis 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 decision to consolidate your school to hear first 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 (Attachment 1: Staff Meeting).

2. **Confirm by emailing Claudia Lujan** (claudia.lujan@dc.gov) that you have received the letters, brochure and school proposal sheet that will be delivered to your school by Noon on Tuesday.

3. **Send the materials home with students** as they leave school on Tuesday; and

4. **Send a connect Ed message** 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, kitchen staff and afterschool team (if not part of the regular day team). If staff has different start times, you should make sure you have a plan to share the information with them.

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.

- The full list of schools proposed for consolidation will be released on Tuesday afternoon, but it was important that we share the information with staff before that time.

- This is a proposal. Final decisions will not be made until January 2013 after DCPS hears feedback from the community, including our school staff, about the proposal.

- 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 Tuesday morning and distributed to all staff and students.
Each of these points is detailed in the attachment labeled, “Staff Meeting,” which is designed to help prepare you for the meeting.

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 3: ____________).

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. How they react 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 available in the office or at the security desk.

**Chancellor Letter, School Fact and Proposal Sheet, Brochure**

On Tuesday, you receive copies of a letter from the Chancellor, a one-page flyer regarding your school and a brochure that describes the entire consolidation and reorganization proposal for DCPS. You will not need to make copies. You have printed enough copies for each of your students and staff to take 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 Lujan (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 each document when they leave school on Tuesday. Copies are also available for your staff. You should keep copies in your main office or at your security desk.

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, please do not hesitate to reach out to Claudia Lujan. 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 additional 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 November 13th.

**Connect Ed Message**

We are also asking you to 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.

Media
We plan to announce and share the full list of schools we propose to consolidate 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 media 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 staff and families about this news by not communicating 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:

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Julie,

I need good fresh eyes on these documents. The group is looking at it, but we are fried. If you could look at these documents, but Sunday at 8:00 p.m., I would be incredibly grateful.

LMR

Team,

I am attaching the email I am proposing we send to the principals of schools proposed for consolidation after John reaches the impacted principal on Monday evening. Please review the attachments and keep the following in mind:

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LMR
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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 (Attachment 1: Staff Meeting),

2. **Confirm by emailing Claudia Lujan (claudia.lujan@dc.gov) that you have received the letters, brochure and school proposal sheet** that will be delivered to your school by Noon on Tuesday.

3. **Send the materials home with students** as they leave school on Tuesday; and

4. **Send a connect Ed message** 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, kitchen staff and afterschool team (if not part of the regular day team). If staff has different start times, you should make sure you have a plan to share the information with them.

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.

- The full list of schools proposed for consolidation will be released on Tuesday afternoon, but it was important that we share the information with staff before that time.

- This is a proposal. Final decisions will not be made until January 2013 after DCPS hears feedback from the community, including our school staff, about the proposal.

- 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 Tuesday morning and distributed to all staff and students.
Each of these points is detailed in the attachment labeled, “Staff Meeting,” which is designed to help prepare you for the meeting.

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 3: __________).

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. How they react 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 available in the office or at the security desk.

**Chancellor Letter, School Fact and Proposal Sheet, Brochure**
On Tuesday, you receive copies of a letter from the Chancellor, a one-page flyer regarding your school and a brochure that describes the entire consolidation and reorganization proposal for DCPS. You will not need to make copies. You have printed enough copies for each of your students and staff to take 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 Lujan (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 each document when they leave school on Tuesday. Copies are also available for your staff. You should keep copies in your main office or at your security desk.

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, please do not hesitate to reach out to Claudia Lujan. 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 additional 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 November 13th.

**Connect Ed Message**
We are also asking you to 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.

Media
We plan to announce and share the full list of schools we propose to consolidate 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 media 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 staff and families about this news by not communicating 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 to brief them about the consolidation and reorganization proposal. You primary responsibility is to engage your staff and families. As such, you should refer and all requests from the press or media Melissa Salmanowitz at 202-535-1096 (work) 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. 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.

The school consolidation and reorganization proposal has and will continue to generate significant media coverage. 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 whether you should convene your students on Tuesday afternoon or at some point later in the week. 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.

Other Notes
• **Partners.** Our instructions to you focus on how to communicate with your staff, students and families. 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 will know this had better than almost anyone will, 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 we need to ensure student success. While this proposal is important, so too is the seven months that remain in the current school year. We have much work to do and while we the consolidation proposal is very important, the welfare and success of our students must remain our focus.
Key Messages for Principals to Share at Your School Staff Meeting

*Discussion Draft – November 10th*

Our goal is to provide every student with a world-class education. Earlier this year, Chancellor Henderson shared five big goals from our strategic plan, *A Capital Commitment*. 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 also must use all of 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. You know better than anyone that our small schools do not allow our staff to work collaborative, do not give our students access to the staffing resources that they need, limit flexibility on class sizes and student grouping, and minimize the impact of our highly effective teachers. The Chancellor wants to change that.

Later today, Chancellor Henderson will be releasing her proposal to consolidate a number of DCPS schools. Our school is one of the schools proposed for consolidation and reorganization at the end of the current school year.

This proposal does not impact the current school year, SY 12-13. If the final decision is to consolidate our school, the earliest our school will close 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. We anticipate that Mayor Gray and Chancellor Henderson will finalize the consolidation and reorganization plan in January, before the Out-of-Boundary registration process begins.

The Chancellor made the decision to propose to consolidate certain schools based on a number of factors including low enrollment, under-utilization. However, your performance or our collective performance as a school was NOT one of the factors she considered. The consolidation and reorganization proposal is designed to benefit all students by increasing enrollment and resources at the receiving school, which will allow the receiving school to build stronger supports, and programming needed for high-quality educational opportunities.

What happens to each of us will be determined by the rules set in our respective collective bargaining agreements. I have a handout from Human Resources that begins to describe those rules. I know that there will be other questions and anticipate we will receive additional information in the coming days.
DCPS has scheduled a series of large and small meetings over the next month or so to engage the community and discuss the proposal. We will also have information on the DCPS website including a video message from the Chancellor.

Later today, we will also receive a letter from the Chancellor, a one-page flyer regarding our school and a brochure that describes the entire consolidation and reorganization proposal. These documents include important information regarding the proposal and the community meetings and resources available to all of us. I will be certain to share copies with you. Starting this evening, you will also be able to find more information about our district-wide plan for our school facilities at www.dcps.dc.gov.

I am sure there will be more information in the coming days, but this is what I know at this time.

***

Change is never easy and school consolidations are one of the most difficult things that a school community must face. However, we need to face it in a way that allows us to minimize any negative impact on our students. Every moment, even the challenging ones, are an opportunity to teach and learn. How we greet families and student when they learn that our school may possibly consolidate, does matter.
Hey John,

A couple of quick things:

- I circulated the draft principal email (the one that goes after you reach principals of consolidating schools on Monday night) to the group today. My plan is to get the final to you on Monday a.m. You can send it after you speak to a principal on Monday night or I am happy to do it, just let me know when you reach a specific person.

- I don’t mean to be crazier than normal, but the list of principals who need to be called is below my initials. Can you confirm this is your list? I made notes on CHOICE (I don’t think Chiselo needs to do anything other than tell his staff they are moving; no letters or connected), Spingarn and the two SPED centers closing in June 2014 (I know they are going to get some document somewhere that says they are consolidating in June 2013 and wanted to give them a heads up to alert us – if they get a June 2013, it’s an error.

- I have been keeping running notes of what we need to tell principals of the schools proposed for consolidation on the call (or in the meeting if, we had it). Those notes are below my initials also.

- Let me know what you and Dan are thinking on Spingarn. I need to call MPD and am assuming the staff may have some reaction when Wash meets with them, but know things will pick up even more when the student meetings start.

- I am asking MPD to prioritize Spingarn, Johnson and Shaw on Tuesday/Wednesday, but wanted to check if there are others we should ask them to watch (they will also watch Coolidge).

- Also, do you know of any principals (particularly of closed or receiving schools) that are scheduled to be on leave on Tuesday? Hopefully, not but with the long-weekend, I wanted to be sure.

Please shout if you need anything at all (216 440-4286).

LMR

<table>
<thead>
<tr>
<th>School</th>
<th>Principal</th>
<th>Notes</th>
<th>Instructional Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Francis-Stevens EC</td>
<td>Maurice Kennard</td>
<td></td>
<td>Steven Zagami</td>
</tr>
<tr>
<td>Garrison ES</td>
<td>Collin Hill</td>
<td></td>
<td>Amanda Alexander</td>
</tr>
<tr>
<td>Marshall ES</td>
<td>Rembert Seaward</td>
<td></td>
<td>Errick Greene</td>
</tr>
<tr>
<td>Smothers ES</td>
<td>Shannon Feinblatt</td>
<td></td>
<td>Jacqueline Gartrell</td>
</tr>
<tr>
<td>Davis ES</td>
<td>Maisha Riddlesprigger</td>
<td></td>
<td>Clara Canty</td>
</tr>
<tr>
<td>Kenilworth ES</td>
<td>Fatima Johnson</td>
<td></td>
<td>Barbara Adderly</td>
</tr>
<tr>
<td>Winston EC</td>
<td>Charlotte Spann</td>
<td></td>
<td>Lollie Haws</td>
</tr>
<tr>
<td>Ferebee-Hope ES</td>
<td>Jeffrey Grant</td>
<td></td>
<td>Barbara Adderly</td>
</tr>
<tr>
<td>MC Terrell-McGogney ES</td>
<td>Atasha James</td>
<td></td>
<td>Errick Greene</td>
</tr>
<tr>
<td>School Name</td>
<td>Principal Name</td>
<td>Assistant Message</td>
<td>Contact Name</td>
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</tr>
<tr>
<td>Malcolm X ES</td>
<td>J. Harrison Coleman</td>
<td>Need to know when we can send materials as Principal Washington is aware of the closing proposal.</td>
<td>Clara Canty</td>
</tr>
<tr>
<td>Johnson MS</td>
<td>Carol Campbell-Fullard</td>
<td>Assumimg we are just going to ask Chiselon to tell his staff they are moving and we are not sending documents or asking for a connected.</td>
<td>Mark King</td>
</tr>
<tr>
<td>Ron Brown</td>
<td>Darrin Slade</td>
<td>Assuming we are just going to ask Chiselon to tell his staff they are moving and we are not sending documents or asking for a connected.</td>
<td>Mark King</td>
</tr>
<tr>
<td>MacFarland MS</td>
<td>Andrea Samuels</td>
<td>Assuming we are just going to ask Chiselon to tell his staff they are moving and we are not sending documents or asking for a connected.</td>
<td>Mark King</td>
</tr>
<tr>
<td>Shaw MS</td>
<td>Guillaume Gendre</td>
<td>We need to call and treat the same as the other schools proposed for consolidation, but we need to be clear if anything inadvertently says closes at the end of SY 12-13, she understands it is a mistake and notifies us.</td>
<td>Mark King</td>
</tr>
<tr>
<td>Spingarn SHS and STAY</td>
<td>Gary Washington</td>
<td>Assuming we are just going to ask Chiselon to tell his staff they are moving and we are not sending documents or asking for a connected.</td>
<td>Dan Shea/Terry DeCarbo</td>
</tr>
<tr>
<td>CHOICE at Hamilton</td>
<td>William Chiselon</td>
<td>We need to call and treat the same as the other schools proposed for consolidation, but we need to be clear if anything inadvertently says closes at the end of SY 12-13, she understands it is a mistake and notifies us.</td>
<td>Terry DeCarbo</td>
</tr>
<tr>
<td>Mamie D Lee</td>
<td>Aimee Pressley</td>
<td>We need to call and treat the same as the other schools proposed for consolidation, but we need to be clear if anything inadvertently says closes at the end of SY 12-13, she understands it is a mistake and notifies us.</td>
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<td>Sharpe Health</td>
<td>Savetria Francis</td>
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<tr>
<td>Prospect LC</td>
<td>Heidi Haggerty-Wagner</td>
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<td>Lolli Haws</td>
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**Message to Principals of the Schools Proposed for Consolidation (Calls Monday Night from JD)**

1. On Tuesday afternoon at 4:00 p.m., the Chancellor will be releasing her proposal to consolidate some DCPS schools. Your school is one of the schools proposed for consolidation at the end of the current school year (June 2013 – with two exceptions, Mamie D. Lee and Sharpe Health)

2. This is a proposal and not a final decision. We have a series of large and small meetings scheduled over the next month or so to engage the community and discuss the proposal. We will also have information on our website and link to send information.

3. Be aware that the public announcement will happen by the end of the day and likely spread throughout the day.

4. The Chancellor made the decision to propose to consolidate certain schools based on a number of factors – low enrollment, under-utilization. However, your performance was NOT one of the factors. In other words, the decision to recommend your school for closing is not a reflection on your performance. Principals will be evaluated annually as they are every year. (John to insert appropriate message)
We want to make sure that your staff and families have a chance to hear about the proposal from you before media reports dominate the television, internet and radio on Tuesday evening. To that end, we are asking you to convene your staff tomorrow (Tuesday) morning to share the news and to distribute documents to students as they leave school. The documents will be delivered to your school on Tuesday morning. We are also asking you to send a connected message to your families on Tuesday afternoon.

a. Complete details, including information for the staff member and a draft connected message, will be sent tonight in a separate email.
Team,

I am attaching the email I am proposing we send to the principals of schools proposed for consolidation after John reaches the impacted principal on Monday evening. Please review the attachments and keep the following in mind:

- The goal is to send one email with all the relevant information (to do’s, media tips, things to consider) that a principal needs as the public announcement is made on Tuesday. If at all possible, we want to avoid sending multiple emails as these principals are always busy after a three day weekend and these principals have the additional challenge of learning their school may consolidate and communicating that to their staff and families.

- Someone else is proof reading the email. You should review it for “what is missing” or “what we should not say.” I am hoping for comments/suggestions like, “you should include some special instructions for front office staff” (it’s in there!) as opposed to line by line edits.

- While the email is meant only for principals of consolidated schools, someone may forward it more broadly. We shouldn’t regret what we write in the morning so shout if you think anything in either document is not ready for public distribution (if that occurs).

- The handout on staff excessing (what happens to me when my school closes?) is being finalized. We are making some edits. The plan is to include that with the principal email so the principal has something to handout to staff at Tuesday morning’s staff meeting. As soon as that is completed, I will circulate it.

- **Word to the wise**: It is really hard to talk or write about this stuff without saying the word “closing.” Double-check the documents you may be drafting. I learned that lesson the hard way on these documents. Also, Mamie D. Lee and Sharpe Health are a bit of a challenge because they don’t close until SY 14-15. Impacted schools want to know that things they don’t consolidate until after this school year, but we can’t say things like “your school is proposed for consolidation in June 2013” without running into the timeline issue with MDL and SH. We are going to have to send a general disclaimer to these two schools because I continue to find references in all documents (except the one-pagers) that confuse the message with these two schools. We are going to make a mistake on something or other.

John would send this email and attachments after he makes calls on Monday night. **However, I would like to forward it to the superintendents for review before it goes to principals and am requesting your comments and feedback by 1:00 p.m. on Sunday so I can edit and then give to the superintendents for their review.**
Thanks so much,
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!
Key Messages for Principals to Share at Your School Staff Meeting

Discussion Draft – November 10th

Our goal is to provide every student with a world-class education. Earlier this year, Chancellor Henderson shared five big goals from our strategic plan, A Capital Commitment. 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 also must use all of 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. You know better than anyone that our small schools do not allow our staff to work collaborative, do not give our students access to the staffing resources that they need, limit flexibility on class sizes and student grouping, and minimize the impact of our highly effective teachers. The Chancellor wants to change that.

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What happens to each of us will be determined by the rules set in our respective collective bargaining agreements. I have a handout from Human Resources that begins to describe those rules. I know that there will be other questions and anticipate we will receive additional information in the coming days.
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Later today, we will also receive a letter from the Chancellor, a one-page flyer regarding our school and a brochure that describes the entire consolidation and reorganization proposal. These documents include important information regarding the proposal and the community meetings and resources available to all of us. I will be certain to share copies with you. Starting this evening, you will also be able to find more information about our district-wide plan for our school facilities at www.dcps.dc.gov.

I am sure there will be more information in the coming days, but this is what I know at this time.

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Follow-Up Email to Principals of Schools Proposed for Consolidation
*Will Be Sent AFTER John Davis Confirms He Spoke With the Specific Principal*

As John Davis 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 decision to consolidate your school to hear first 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 (Attachment 1: Staff Meeting),

2. **Confirm by emailing Claudia Lujan (claudia.lujan@dc.gov) that you have received the letters, brochure and school proposal sheet** that will be delivered to your school by Noon on Tuesday.

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Additional details are provided below.

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Please ensure your students take home a copy of each document when they leave school on Tuesday. Copies are also available for your staff. You should keep copies in your main office or at your security desk.

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, please do not hesitate to reach out to Claudia Lujan. 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 additional 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 November 13th.

Connect Ed Message
We are also asking you to 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.

Media
We plan to announce and share the full list of schools we propose to consolidate 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 media 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 staff and families about this news by not communicating 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 to brief them about the consolidation and reorganization proposal. You primary responsibility is to engage your staff and families. As such, you should refer and all requests from the press or media Melissa Salmanowitz at 202-535-1096 (work) 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. 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.

The school consolidation and reorganization proposal has and will continue to generate significant media coverage. 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 whether you should convene your students on Tuesday afternoon or at some point later in the week. 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.

**Other Notes**
• **Partners.** Our instructions to you focus on how to communicate with your staff, students and families. 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 will know this had better than almost anyone will, 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 we need to ensure student success. While this proposal is important, so too is the seven months that remain in the current school year. We have much work to do and while we the consolidation proposal is very important, the welfare and success of our students must remain our focus.
Thanks for the ridiculously fast turnaround. You will have another chance to review so no worries if you think of other things. Just wanted to get your reaction in case I was totally missing the mark. Also, I am assuming whatever we send to principals will make it out publicly to the media so I want to make sure the tone, tenor and content is nothing we would be embarrassed about the morning after!

LMR

---

From: Salmanowitz, Melissa (DCPS)
Sent: Saturday, November 10, 2012 3:01 PM
To: Ruda, Lisa M. (DCPS)
Subject: Re: Media Note

Yup. Looks really great. The only thing I would add is that when you say "tweet", you might also say and other social media.

Melissa Salmanowitz
Press Secretary, DCPS
Work: 202-535-1096
Cell: 202-578-1264

---

On Nov 10, 2012, at 2:56 PM, "Ruda, Lisa M. (DCPS)" <Lisa.Ruda@dc.gov> wrote:

Melissa,

Once JD contacts a principal of a closed school on Monday night, we will send a email that gives the principals everything they need to know and do on for Tuesday's rollout. I will circulate that document before the end of the day (and you will be on that email). However, I wanted to share the current section on media. You can edit as you see fit, but wanted to pull the media section out in a separate email so it would be easier to review.

LMR

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? We are working hard to engage the various media outlets. Reporters know that there will be opportunities for DCPS to brief them about the closing proposal. Your primary responsibility is to engage your staff and families. As such, you should refer and all requests from the press or media Melissa Salmanowitz at 202-535-1096 (work) or 202-578-1264 (cell). Melissa may also be reached by email at melissa.salmanowitz@dc.gov.

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The school closing proposal has and will continue to generate significant media coverage. 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 closing proposal and not any behavior or comments that could reflect negatively on your school community.

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The school closing proposal has and will continue to generate significant media coverage. 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 closing proposal and not any behavior or comments that could reflect negatively on your school community.
Got it. Non-impacted schools are being asked to make the letter available on Tuesday.

LMR

From: Robinson, Josephine B. (DCPS)
Sent: Saturday, November 10, 2012 10:30 AM
To: Ruda, Lisa M. (DCPS)
Cc: Weber, Peter (DCPS); DeGuzman, Anthony D. (DCPS); Lujan, Claudia (DCPS)
Subject: Re: Connect Ed

So long as they have printed copies available at the school that works. The general letter is being translated but I'm not sure its for all languages. We prioritized the language needs of the impacted schools. Claudia, please confirm. My apologies if I am confusing or conflating things by asking but I don't want parents confused or frustrated if they don't receive things.

So long as non-impacted schools make the letter available at the school then I believe the connect ed message below is good for all.

Let me know your thoughts on the message itself so we can get Chancellor's approval and get the message recorded.

Thank you kindly,

Josephine

Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools

From: Ruda, Lisa M. (DCPS)
To: Robinson, Josephine B. (DCPS)
Cc: Weber, Peter (DCPS); DeGuzman, Anthony D. (DCPS); Lujan, Claudia (DCPS)
Sent: Sat Nov 10 10:19:12 2012
Subject: Re: Connect Ed

We can't ask the non-receiving schools/non-closing schools to print and distribute letters in Tuesday. We are, however, asking these schools to email the general letter and to have copies available in their main office on Tuesday. We are offering the schools the option of printing the letter and distributing the letter on Tuesday or later in the week, but we have already told non-closing and non-receiving schools that we are not requiring them to do so on Tuesday. It is too much to ask these schools to print on site and distribute to all students on Tuesday. The translation is important -- isn't OBE translating the general letter?

LMR

On Nov 10, 2012, at 9:31 AM, "Robinson, Josephine B. (DCPS)" <josephine.robinson@dc.gov> wrote:

Attached is a draft Connect Ed script for all students. My reading pace clocked in at 68 seconds.
since we talked about this being for all students, Hassan made a great point that all families may not have web access so his original script said parents could pick all of this information up at their schools. We (me, Lisa, Claudia, et al) decided not to print and deliver everything to all non-impacted schools Tuesday so I took that reference out of the script. But, the entire system does need a message from the Chancellor. I recommend we inform the non-impacted schools to print the letter and make it available. I know there is then a translation issue, but could we provide something to the Language Line?

If we don't have the ability to do this, then we'll need to narrow the Connect Ed message to parents at just the impacted schools. thoughts?

**Connect Ed Script: Better Schools for All Students**

Dear DCPS parents, this is Chancellor Kaya Henderson and I’m calling with a very important message.  

Over the next few days, you will read and hear lots of news about DCPS’ proposal to consolidate some of our schools. Your child may bring home a letter that says their school is proposed for consolidation or that their school may receive students from another school. All of the information about what we are proposing and the next steps can be found on our website at www.dcps.dc.gov.

I want many more options and opportunities for our students at all levels and in every school and I’ve listened to parents across the city who have said the same -- but we can’t get there without making some big changes. Let me assure you, I understand how difficult making changes to our schools will be for many of our families and I want to hear how we can make our proposal stronger to serve all of our students better.

The letter has information about the public meetings we have scheduled and ways to contact me and my team. All of this information is on our website as well.

I want to work with you as we make these difficult decisions now, so we can create a system that provides all of our students the world-class education they deserve.

Thank you.

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From: Ruda, Lisa M. (DCPS) [Lisa.Ruda@dc.gov]  
Sent: Saturday, November 10, 2012 12:13 PM  
To: Lujan, Claudia (DCPS)  
Cc: Robinson, Josephine B. (DCPS); Weber, Peter (DCPS); DeGuzman, Anthony D. (DCPS)  
Subject: RE: Connect Ed

Cool.  
LMR

From: Lujan, Claudia (DCPS)  
Sent: Saturday, November 10, 2012 11:00 AM  
To: Ruda, Lisa M. (DCPS)  
Cc: Robinson, Josephine B. (DCPS); Weber, Peter (DCPS); DeGuzman, Anthony D. (DCPS)  
Subject: Re: Connect Ed

Yes, they are translating the general letter.

Sent from my iPhone

On Nov 10, 2012, at 10:19 AM, "Ruda, Lisa M. (DCPS)" <Lisa.Ruda@dc.gov> wrote:

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<CKH_Robo_Call_2012-13_Consolidations_JBR edit>.doc>
It is going out Monday evening (4:00 p.m.) as soon as John Davis confirms that he reached a particular principal of a school proposed for closing. Once John reaches a principal, we will send an email with all the details of what we need that principal to do relative to the closing announcement. The first item is to hold a staff meeting on Tuesday morning and we would like to email the staff FAQ to principals so they can distribute at that staff meeting.

Principals will only be learning that their school is proposed for closing on Monday night. They won’t be versed in the issues related to the closing so we wanted them to have something on what happens to their staff if the school is closed. This is where your FAQ comes in. Ideally this would go with the email that is going Monday night. The principals of the closing schools will have too much on their plate Tuesday to look for various emails so we are trying to put everything into one email.

LMR

Jason Kamras
Chief of Human Capital

Office of Human Capital
District of Columbia Public Schools
1200 First Street, NE
Washington, DC 20002
T 202.442.5600
F 202.535.1491
E jason.kamras@dc.gov
W http://dcps.dc.gov

Will do. I am planning on inserting your FAQ sheet that you circulated the other day. If that changes or you add questions, please loop me in as I just plan on using that as is.
From: Kamras, Jason (DCPS)  
Sent: Friday, November 09, 2012 2:49 PM  
To: Weber, Peter (DCPS); Ruda, Lisa M. (DCPS)  
Subject: Re: School closing HC questions

Lisa, if you send me a draft, I’ll make sure to review. Thanks!

Jason Kamras  
Chief of Human Capital  
Office of Human Capital  
District of Columbia Public Schools  
1200 First Street, NE  
Washington, DC 20002  
T 202.442.5600  
F 202.535.1491  
E jason.kamras@dc.gov  
W http://dcps.dc.gov

From: <Weber>, "Weber, Peter (OOC)" <peter.weber@dc.gov>  
Date: Friday, November 9, 2012 1:30 PM  
To: Jason Kamras <jason.kamras@dc.gov>, "Ruda, Lisa M. (DCPS)" <Lisa.Ruda@dc.gov>  
Subject: RE: School closing HC questions

All good questions. Ruda is working on some communications to principals that we can use to address some (but likely not all) of these questions.

I’m putting Lisa on this email so that you guys can connect.

From: Kamras, Jason (DCPS)  
Sent: Thursday, November 08, 2012 5:43 PM  
To: Weber, Peter (DCPS)  
Subject: School closing HC questions

I had my team pull together some thoughts on the kinds of questions we’ll probably get when this goes live (see below). Have you guys contemplated these kinds of Qs for FAQ doc? If not, I think we should add. We’re working on answers. Thoughts?

- When can I start interviewing for other schools?
- If I am excessed based on my school closing, will I have access to all the mutual consent options?
- How will DCPS help me find a job?
- How are excessing decisions made? Where can I learn more about the excessing process?
- If I opted into IMPACTPlus, and therefore no longer have my excessing options, will there be different options/opportunities for me?
- Mid-year transfer process — could I take a transfer now? (no sending principals would say yes)
- Will I be excessed or RIFed?
- Am I guaranteed a job?
- Why can't I be guaranteed a position at the nearby school my students will attend next year?
- How can I learn about positions available at other schools?
- If I have been a Highly Effective or Effective teacher, are there any special considerations made for me?
• Can I submit a DINR in the spring?
• What if I don’t find a new position?
• What will this mean for me as an educational aide, business manager, custodian, etc?
• Will I have the chance to interview with principals before candidates who are new to the district?
• My school is not on the list of potential closures, but other schools nearby are. Could I lose my position to a teacher who has been in the district longer or had a higher IMPACT score?
• I see that DCPS is actively recruiting new teachers for next school year. Why is the central office working to recruit new teachers to the district when there are likely going to be fewer positions overall?
• When will final decisions be made about whether my school will close?
• When will final decisions be made about excessed teacher hiring in schools that are remaining open?
• How does my IMPACT score affect my prospects for keeping a job in the district?
• With schools closing, how many fewer teacher positions will there be in the district? How many positions will be absorbed at schools that remain open?
• Do I have any say in which schools close? How can I advocate for my school to stay open?
• How is DCPS working with the WTU around school closings?

Chief of Human Capital

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Washington, DC 20002
T 202.442.5600
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<td>Y</td>
<td>Aiton and Plummer</td>
<td>SY13-14</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>7</td>
<td>Davis ES ES</td>
<td>4</td>
<td>Y</td>
<td>CW Harris</td>
<td>SY13-14</td>
<td>(Keep in inventory to reopen)</td>
</tr>
<tr>
<td>6.</td>
<td>7</td>
<td>Kenilworth ES ES</td>
<td>3</td>
<td>-</td>
<td>Houston</td>
<td>SY13-14</td>
<td>Choice/Promise Neighborhood, DPR</td>
</tr>
<tr>
<td>7.</td>
<td>7</td>
<td>Winston EC EC</td>
<td>3</td>
<td>Y</td>
<td>Stanton, Kramer</td>
<td>SY13-14</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>8</td>
<td>Ferebee-Hope ES ES</td>
<td>4</td>
<td>Y</td>
<td>Hendley</td>
<td>SY13-14</td>
<td>(Keep in inventory to reopen)</td>
</tr>
<tr>
<td>9.</td>
<td>8</td>
<td>MC Terrell-McGogney ES</td>
<td>4</td>
<td>Y</td>
<td>King</td>
<td>SY13-14</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>8</td>
<td>Malcolm X ES ES</td>
<td>4</td>
<td>Y</td>
<td>Turner</td>
<td>SY13-14</td>
<td>Partnership with PCS</td>
</tr>
<tr>
<td>11.</td>
<td>8</td>
<td>Johnson ES ES</td>
<td>4</td>
<td>Y</td>
<td>Hart, Kramer</td>
<td>SY14-15</td>
<td>Open Alternative Ed in SY14-15</td>
</tr>
<tr>
<td>12.</td>
<td>7</td>
<td>Ron Brown ES ES</td>
<td>2</td>
<td>-</td>
<td>Kelly Miller</td>
<td>SY13-14</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>6</td>
<td>Temporarily Move Shaw@GP</td>
<td>3</td>
<td>-</td>
<td>Cardozo</td>
<td>SY13-14</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>4</td>
<td>MacFarland MS MS</td>
<td>3</td>
<td>-</td>
<td>Roosevelt</td>
<td>SY14-15</td>
<td>Swing space for Roosevelt until 8/14</td>
</tr>
<tr>
<td>15.</td>
<td>5</td>
<td>CHOICE at Hamilton ES</td>
<td>n/a</td>
<td>-</td>
<td>Cardozo</td>
<td>SY13-14</td>
<td>Partnership with PCS</td>
</tr>
<tr>
<td>16.</td>
<td>5</td>
<td>Spingarn ES ES</td>
<td>4</td>
<td>Y</td>
<td>Eastern, Dunbar, Woodson</td>
<td>SY13-14</td>
<td>DCPS CTE Program</td>
</tr>
<tr>
<td>17.</td>
<td>5</td>
<td>Spingarn STAY STAY</td>
<td>n/a</td>
<td>-</td>
<td>Ballou STAY, Roosevelt STAY</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>18.</td>
<td>5</td>
<td>Mamie D Lee (SY14-15)</td>
<td>1</td>
<td>-</td>
<td>River Terrace</td>
<td>SY14-15</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>4</td>
<td>Sharpe Health (SY14-15)</td>
<td>n/a</td>
<td>-</td>
<td>River Terrace</td>
<td>SY14-15</td>
<td>Partnership with NP SPED school</td>
</tr>
<tr>
<td>20.</td>
<td>6</td>
<td>Prospect LC LC</td>
<td>4</td>
<td>Y</td>
<td>Neighborhood Schools</td>
<td>SY13-14</td>
<td>(Keep in inventory to reopen)</td>
</tr>
</tbody>
</table>

Last updated 11/9
Will do. I am planning on inserting your FAQ sheet that you circulated the other day. If that changes or you add questions, please loop me in as I just plan on using that as is.

LMR

From: Kamras, Jason (DCPS)
Sent: Friday, November 09, 2012 2:49 PM
To: Weber, Peter (DCPS); Ruda, Lisa M. (DCPS)
Subject: Re: School closing HC questions

Lisa, if you send me a draft, I'll make sure to review. Thanks!

Jason Kamras
Chief of Human Capital

Office of Human Capital
District of Columbia Public Schools
1200 First Street, NE
Washington, DC 20002
T 202.442.5600
F 202.535.1491
E jason.kamras@dc.gov
W http://dcps.dc.gov

From: <Weber>, "Weber, Peter (OOC)" <peter.weber@dc.gov>
Date: Friday, November 9, 2012 1:30 PM
To: Jason Kamras <jason.kamras@dc.gov>, "Ruda, Lisa M. (DCPS)" <Lisa.Ruda@dc.gov>
Subject: RE: School closing HC questions

All good questions. Ruda is working on some communications to principals that we can use to address some (but likely not all) of these questions.

I'm putting Lisa on this email so that you guys can connect.

From: Kamras, Jason (DCPS)
Sent: Thursday, November 08, 2012 5:43 PM
To: Weber, Peter (DCPS)
Subject: School closing HC questions

I had my team pull together some thoughts on the kinds of questions we'll probably get when this goes live (see below). Have you guys contemplated these kinds of Qs for FAQ doc? If not, I think we should add. We're working on answers. Thoughts?
• When can I start interviewing for other schools?
• If I am excessed based on my school closing, will I have access to all the mutual consent options?
• How will DCPS help me find a job?
• How are excessing decisions made? Where can I learn more about the excessing process?
• If I opted into IMPACTPlus, and therefore no longer have my excessing options, will there be different options/opportunities for me?
• Mid-year transfer process – could I take a transfer now? (no sending principals would say yes)
• Will I be excessed or RIFed?
• Am I guaranteed a job?
• Why can’t I be guaranteed a position at the nearby school my students will attend next year?
• How can I learn about positions available at other schools?
• If I have been a Highly Effective or Effective teacher, are there any special considerations made for me?
• Can I submit a DINR in the spring?
• What if I don’t find a new position?
• What will this mean for me as an educational aide, business manager, custodian, etc?
• Will I have the chance to interview with principals before candidates who are new to the district?
• My school is not on the list of potential closures, but other schools nearby are. Could I lose my position to a teacher who has been in the district longer or had a higher IMPACT score?
• I see that DCPS is actively recruiting new teachers for next school year. Why is the central office working to recruit new teachers to the district when there are likely going to be fewer positions overall?
• When will final decisions be made about whether my school will close?
• When will final decisions be made about excessed teacher hiring in schools that are remaining open?
• How does my IMPACT score affect my prospects for keeping a job in the district?
• With schools closing, how many fewer teacher positions will there be in the district? How many positions will be absorbed at schools that remain open?
• Do I have any say in which schools close? How can I advocate for my school to stay open?
• How is DCPS working with the WTU around school closings?

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My plan is to draft an email for John Davis that outlines what we are asking principals on Tuesday, talking points for their staff meetings, a draft connected and general tips for the day. On the staffing meeting, I was going to give principals of closing schools the FAQ that Jason does in addition to some generic talking points (transfers/placements governed by CBA). Can you loop me in on the Jason chain? His answers would be great, but I need him coordinating through what we are doing not sending out emails from Jason directly to schools.

Thanks,
LMR

From: Weber, Peter (DCPS)
Sent: Friday, November 09, 2012 10:07 AM
To: Ruda, Lisa M. (DCPS)
Subject: Fw: School closing HC questions

Loop.

From: Kamras, Jason (DCPS)
To: Weber, Peter (DCPS)
Sent: Thu Nov 08 17:43:12 2012
Subject: School closing HC questions

I had my team pull together some thoughts on the kinds of questions we’ll probably get when this goes live (see below). Have you guys contemplated these kinds of Qs for FAQ doc? If not, I think we should add. We’re working on answers. Thoughts?

? When can I start interviewing for other schools?
? If I am excessed based on my school closing, will I have access to all the mutual consent options?
? How will DCPS help me find a job?
? How are excessing decisions made? Where can I learn more about the excessing process?
? If I opted into IMPACTPlus, and therefore no longer have my excessing options, will there be different options/opportunities for me?
? Mid-year transfer process could I take a transfer now? (no sending principals would say yes)
? Will I be excessed or RIFFed?
? Am I guaranteed a job?
? Why can’t I be guaranteed a position at the nearby school my students will attend next year?
? How can I learn about positions available at other schools?
? If I have been a Highly Effective or Effective teacher, are there any special considerations made for me?
? Can I submit a DINR in the spring?
? What if I don’t find a new position?
? What will this mean for me as an educational aide, business manager, custodian, etc?
? Will I have the chance to interview with principals before candidates who are new to the district?
? My school is not on the list of potential closures, but other schools nearby are. Could I lose my position to a teacher who has been in the district longer or had a higher IMPACT score?
? I see that DCPS is actively recruiting new teachers for next school year. Why is the central office working to recruit new teachers to the district when there are likely going to be fewer positions overall?
? When will final decisions be made about whether my school will close?
When will final decisions be made about excessed teacher hiring in schools that are remaining open?

How does my IMPACT score affect my prospects for keeping a job in the district?

With schools closing, how many fewer teacher positions will there be in the district? How many positions will be absorbed at schools that remain open?

Do I have any say in which schools close? How can I advocate for my school to stay open?

How is DCPS working with the WTU around school closings?

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I know! At least, I got to Cleveland in time yesterday. They are saying we will leave in 30 min.

LMR

On Nov 8, 2012, at 7:10 AM, "Weber, Peter (DCPS)" <peter.weber@dc.gov> wrote:

> Nobody has travel luck like you.
> 
> ----- Original Message ----- 
> From: Ruda, Lisa M. (DCPS) 
> To: Weber, Peter (DCPS) 
> Sent: Thu Nov 08 07:05:44 2012 
> Subject: Re: Revised Deck 
> 
> Pulling folks off plane right now. Back at gate. Sigh.
> 
> LMR 
> 
> On Nov 8, 2012, at 6:55 AM, "Weber, Peter (DCPS)" <peter.weber@dc.gov> wrote:
> 
> >> Yikes!
> >> 
> >> ----- Original Message ----- 
> >> From: Ruda, Lisa M. (DCPS) 
> >> To: Weber, Peter (DCPS) 
> >> Sent: Thu Nov 08 06:53:32 2012 
> >> Subject: Re: Revised Deck 
> >> 
> >> Stuck on Tarmac. TSA just stopped plane -- that can't be a good thing! Hopefully, they will remove the drug runners so we can roll.
> >> 
> >> LMR
> >> 
> >> On Nov 8, 2012, at 6:51 AM, "Weber, Peter (DCPS)" <peter.weber@dc.gov> wrote:
> >> 
> >> Revised deck is attached. We are missing a few things: 
> >>>
> >>> -- still need to update the $1 billion facilities expenditures 
> >>> -- I haven't put in the 'other things to consider' slide yet -- can't decide if it is appendix or in the body. 
> >>>
> >>> Kaya mentioned a few other things in an earlier round of feedback that we haven't addressed yet.
> >>>
> >>> -- she would like to mention the MFP on slide 6. I'm not sure what to say about it. 
> >>> -- we don't explain Smothers 82% utilization rate (it is an outlier) -- is there a good story here?
-- she wants to include something on librarians on the 'after consolidation' slide -- not sure what to say.
-- there are some font inconsistencies throughout -- some makes sense, but sometimes they don't look good.

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> >> Inform first responders in advance!
> >>
> >>
> >> <School Consolidation and Reorganization Nov. 7.ppt>
> 
> >> Help 9-1-1 Save Your Life!
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Inform first responders in advance!
From: Ruda, Lisa M. (DCPS) [Lisa.Ruda@dc.gov]
Sent: Thursday, November 08, 2012 6:54 AM
To: Weber, Peter (DCPS)
Subject: Re: Revised Deck

Stuck on Tarmac. TSA just stopped plane -- that can't be a good thing! Hopefully, they will remove the drug runners so we can roll.

LMR

On Nov 8, 2012, at 6:51 AM, "Weber, Peter (DCPS)" <peter.weber@dc.gov> wrote:

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DCPS Proposed School Consolidations and Reorganization
The Challenge

DCPS has set extremely ambitious goals for 2017 in A Capital Commitment.

- Because our number of schools and the locations of our schools does not match the demographic trends in the city, we use our resources inefficiently and fail to provide students with the tools they need to reach these goals and to prepare for college and careers.

- To prepare our students for success, we must use all of our resources – our facilities, our staff, and our funds – wisely.

- By making a significant reduction in our number of facilities and a dramatic improvement in the programs we offer, we can improve the quality of education that we provide to students.
Demographic Trends

DCPS’ school facilities usage must match the demographic shifts in the city and must be flexible enough to change to reflect future population growth.

Between 2001 and 2008, the DCPS enrollment and the city-wide, school-age population both declined. Beginning in 2009, the DCPS enrollment stabilized even as the city-wide, school-age population continued to decline.

Based on city-wide demographic data, school-age population will continue to decline until 2015. Between 2015 and 2022, the school age population is projected to grow by 55%.

*Assuming the capture rate increases by 1 percentage point every year starting in 2015
Facilities

Compared to surrounding jurisdictions, DCPS operates many more schools for the number of students that we serve...

... And many of those schools have enrollment that is well below capacity.
Facilities

- Not only are schools under-enrolled, they are also too small to support high quality programs. While there is no magic number for enrollment, schools with fewer than 350 students require additional per pupil funding to offer a full range of services.
  - The average DCPS Elementary School has fewer than 350 students (333 average)
  - 65% of DCPS Elementary Schools have fewer than 350 students.

Finally, we want to ensure that as many students as possible have the advantage of going to a modernized school.

Since 2007 we have modernized 45 of the current 117 buildings, but 57 schools – almost half of our inventory -- still need to be modernized. Even after an enormous city-wide investment of nearly $1 billion since 2007, almost 20,000 students currently attend schools that are in need of modernization.
Funds

Overall, DCPS' per pupil funding is much lower in large and fully enrolled schools than it is at small and under enrolled schools. Because DCPS has many small schools and because small schools are more expensive to support, DCPS invests in maintaining small 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.
Funds

Because every school requires some basic functions, having many small schools means that DCPS spends disproportionately high sums on non-instructional staff and functions, particularly in small schools. This becomes very clear when you compare the spending in two elementary schools of different sizes.

**Tubman ES -- Enrollment 490 Students**

- Core Teachers, 42%
- Art, Music, PE Teachers, 5%
- Other, 53%

**Davis ES -- Enrollment 180 Students**

- Core Teachers, 32%
- Art, Music, PE Teachers, 5%
- Other, 63%

Tubman spends 10% more than Davis on **core instruction**.

Both schools spend 5% of their budget on **specialty teachers**, but Tubman can afford 3 full-time teachers with this sum while Davis cannot even afford 3 half-time teachers.

Davis spends 10% more than Tubman to support a principal, custodians, administrative staff, non-personnel needs, and other support.
Staff

Our small schools do not allow our staff to work together collaboratively, do not allow our students to have access to the staffing resources that they need, limit flexibility with regard to class sizes and student grouping, and minimize the impact of our highly effective teachers.

45% of our schools have only one teacher for at least one grade level eliminating opportunities for shared planning time 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 large class sizes. In addition, schools cannot provide flexible grouping to meet specific student needs (e.g. small groups for struggling learners).
Staff

Because DCPS invests in supporting small schools, individual schools do not have access to all the staff that our students deserve. This became very clear when in FY 2013, facing budget challenges, DCPS had to limit school allocations for librarians. With the rising cost of staff, even though DCPS increased school budget allocations by 2%, schools were not able to fund all their staff members. Funds that went to supporting small schools could have provided additional librarians for our schools.

For the 2012-2013 school year 57 schools did not have a librarian, up from 26 the previous school year.

Unfortunately, librarians are just one example of the pressures that schools will face as the costs of small schools continues to prevent schools from providing robust staffing.
This Challenge is Broadly Understood

Some D.C. schools closing, Mayor Gray says
By Sam Ford WJLA
April 18, 2012 - 12:24 pm
Washington D.C. has an "unsustainable" number of schools and some will be closed, says D.C. Mayor Vincent Gray Tuesday.
Speaking at a news conference at the Wilson Building alongside D.C. Public Schools Chancellor Kaya Henderson, Gray said the city has too many schools and some of them are going to be closed. He said that the city is only averaging about 300 students per school.

Quality Schools: Every Child, Every School, Every Neighborhood
January 2012

Increasing the number of performing seats is paramount. This study demonstrates that the actions with the greatest value for students will occur if DCPS and the Public Charter School Board (PCS Board) work together to concentrate on the ten priority neighborhood clusters. In particular, IFF recommends:

1. Invest in facilities and programs to accelerate performance in Tier 2 schools.
2. Close or turnaround Tier 4 DCPS schools. Close Tier 4 charter schools.
3. Fill seats in Tier 1 schools. Sustain the performing capacity of Tier 1 schools.
4. Monitor Tier 3 schools

D.C. High School Closures ‘Absolutely an Option’
WAMU February 25, 2011

Henderson says, for its student population, 17 high schools in the District is a lot. She says most people think smaller schools are better, but "we subsidize many small high schools and specialized programs. We're not utilizing space appropriately,..."
The Solution

In order to reach our goals, DCPS must strategically assess our portfolio of programs and buildings. We have a responsibility to ensure our system is efficient, that it is financially stable, and that we leverage our resources to have maximum impact on students.

For the 2013-2014 school year, we are proposing to consolidate 19 schools across 6 wards to:

- improve the quality of education that we provide,
- improve the effectiveness of our resource utilization,
- and to ensure our long term financial stability.

We considered four factors in selecting schools to recommend for consolidation:

1. Student enrollment and demographic trends in the community.
3. The building condition and its modernization status.
4. The availability of receiving schools to offer students an improved experience.
Wards 2, 4, and 6 Elementary and Middle Schools

After 2015, demographic projections show that the school age population will grow in the center of Washington, DC. To accommodate this population growth, we must both improve our education programming and improve facilities in this area. We have already made a significant commitment with the modernization of Cardozo HS and Roosevelt HS, we must now invest in improving middle school options in this region while building strong, attractive elementary school programs.

DCPS Proposes the following:

<table>
<thead>
<tr>
<th>Affected School</th>
<th>Enrollment</th>
<th>Building Utilization Rate</th>
<th>Receiving School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Garrison ES (Ward 2)</td>
<td>228</td>
<td>64%</td>
<td>Seaton ES</td>
</tr>
<tr>
<td>MacFarland MS (Ward 4)</td>
<td>151</td>
<td>25%</td>
<td>Roosevelt HS</td>
</tr>
<tr>
<td>Shaw at Garnett-Patterson (Ward 6)</td>
<td>131</td>
<td>27%</td>
<td>Roosevelt HS or Cardozo HS</td>
</tr>
</tbody>
</table>

**Programmatic Improvements:** Beginning with the 2013-2014 school year, Roosevelt HS will house a robust 6-12 grade model similar to that at the Columbia Heights Education Campus. As renovations are completed all grades will be incorporated in a newly modernized building. As demand increases, DCPS will rebuild Shaw MS at its former location and may reopen Garrison ES.
Ward 5 – Elementary Schools and Middle Schools

DCPS has worked with the Ward 5 community over the past year to ensure that the schools in the ward better meet the needs of its students. DCPS has already begun moving forward on implementing the Great Schools Plan. For example:

- DCPS and the Ward 5 community agreed to reduce the number of education campuses and instead provide more traditional middle grades programs to ensure students have a rich middle school experience.
- Beginning with the 2013-2014 school year, DCPS will open a 6-12 campus at McKinley Tech HS.
- Langley EC will continue to provide services through 5th grade with 6th-8th graders attending the new McKinley 6-12 program.
- DCPS is committed to opening an arts integration and world language middle school for the 2014-2015 school year.
- The Ward 5 Great Schools Plan also calls for the consolidation of at least one elementary school.

DCPS proposes the following:

<table>
<thead>
<tr>
<th>Affected School</th>
<th>Enrollment</th>
<th>Building Utilization Rate</th>
<th>Receiving School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marshall EC</td>
<td>158</td>
<td>33%</td>
<td>Langdon ES</td>
</tr>
</tbody>
</table>

Programmatic Improvements: Beginning with the 2013-2014 school year, McKinley Tech HS will house a robust 6-12 grade model similar to that at the Columbia Heights Education Campus. For the 2014-2015 school year, DCPS will open a middle school dedicated to rigorous arts instruction. As the population on the east side of Ward 5 grows, Marshall ES will be available to reopen, until that time Marshall students will be able to take a bus to their receiving school.
Ward 7 Elementary and Middle Schools

Currently, Ward 7 has 14 elementary schools and one education campus (grades PS-8) with an average enrollment of 275 students and 3 middle schools with an average enrollment of 287 students. In addition, there are 7 elementary and middle grades public charter schools in Ward 7. With a projected decrease in the school age population in the ward through 2015, DCPS cannot maintain all of these facilities.

DCPS proposes the following:

<table>
<thead>
<tr>
<th>Affected School</th>
<th>Enrollment</th>
<th>Building Utilization Rate</th>
<th>Receiving School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenilworth ES</td>
<td>147</td>
<td>37%</td>
<td>Houston ES</td>
</tr>
<tr>
<td>Smothers ES</td>
<td>283</td>
<td>83%</td>
<td>Aiton ES or Plummer ES</td>
</tr>
<tr>
<td>Winston EC</td>
<td>308</td>
<td>56%</td>
<td>Stanton ES Kramer MS</td>
</tr>
<tr>
<td>Davis ES</td>
<td>178</td>
<td>40%</td>
<td>C. W. Harris ES</td>
</tr>
<tr>
<td>Ron Brown MS</td>
<td>204</td>
<td>23%</td>
<td>Kelly Miller MS</td>
</tr>
</tbody>
</table>

**Programmatic Improvements:** Beginning in the 2014-2015 school year, 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.
Ward 8 Elementary and Middle Schools

Currently, Ward 8 has 15 DCPS elementary schools with an average enrollment of 303 students and 3 middle schools with an average enrollment of 348 students. In addition, there are 12 elementary and middle grades public charter schools in Ward 8. With a projected decrease in the school age population in the ward through 2015, DCPS cannot maintain all of these facilities.

DCPS proposes the following:

<table>
<thead>
<tr>
<th>Affected School</th>
<th>Enrollment</th>
<th>Building Utilization Rate</th>
<th>Receiving School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ferebee-Hope ES</td>
<td>215</td>
<td>54%</td>
<td>Hendley ES</td>
</tr>
<tr>
<td>MC Terrell-McGogney ES</td>
<td>208</td>
<td>52%</td>
<td>ML King ES</td>
</tr>
<tr>
<td>Malcolm X ES</td>
<td>221</td>
<td>43%</td>
<td>Turner ES</td>
</tr>
</tbody>
</table>
| Johnson MS              | 245        | 24%                       | Kramer MS
                                                                 | Hart MS

**Programmatic Improvements:** Beginning in the 2014-2015 school year, DCPS will reopen the Johnson MS 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.
Special Education and Alternative Education

Over the past two years, DCPS has reduced non-public placements by 700 students through multiple strategies, including building high quality special education programs in our neighborhood schools. We will continue to provide high quality special education seats through reorganization. In most cases, special education classrooms in consolidated schools will move with other students to the receiving school. In a few cases other buildings may be more suited to providing high quality special education opportunities.

DCPS remains committed to providing high quality services to all students, including special education students and students who may be struggling in traditional settings. However, our current configuration of schools does not consistently serve these students well. DCPS will:

- Ensure as many special education students as possible are served in their neighborhood school;
- When neighborhood schools are not an option for special education students, strive to have a dedicated facility as close to the students home as possible; and
- Provide students on long-term suspensions with a placement that is easily accessible and provides a richer academic program.

DCPS proposes the following:

<table>
<thead>
<tr>
<th>Affected School</th>
<th>Enrollment</th>
<th>Building Utilization Rate</th>
<th>Receiving School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharpe Health</td>
<td>85</td>
<td>21%</td>
<td>River Terrace Campus</td>
</tr>
<tr>
<td>Mamie D. Lee</td>
<td>85</td>
<td>32%</td>
<td>River Terrace Campus</td>
</tr>
<tr>
<td>Prospect LC</td>
<td>83</td>
<td>24%</td>
<td>Neighborhood Schools</td>
</tr>
<tr>
<td>CHOICE/Hamilton</td>
<td>85</td>
<td>9%</td>
<td>Moved to Cardozo HS</td>
</tr>
</tbody>
</table>
High Schools

DCPS has made a significant investment in high school facilities and programming. However, we still do not offer sufficient opportunities to prepare students for college and for high-growth, high-wage careers. In addition, DCPS does not adequately meet the needs of over-age, under-credited students.

DCPS proposes the following:

<table>
<thead>
<tr>
<th>Affected School</th>
<th>Opening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Francis-Stevens EC</td>
<td>Campus will be used to expand the number of 9-12 grade seats available at School Without Walls by 410. Current students will have the opportunity to attend Marie Reed ES or Hardy MS.</td>
</tr>
<tr>
<td>(enrollment 225, building utilization rate 55%)</td>
<td></td>
</tr>
<tr>
<td>Spingarn HS</td>
<td>Campus will be rebuilt into a career and technical education hub including a transportation specialization in partnership with DDOT.</td>
</tr>
<tr>
<td>(enrollment 377, building utilization 55%)</td>
<td></td>
</tr>
<tr>
<td>Spingarn STAY</td>
<td>Students will attend Ballou STAY, where DCPS has a partnership with UDC or Roosevelt STAY.</td>
</tr>
<tr>
<td>(enrollment 126, building utilization 55%)</td>
<td></td>
</tr>
</tbody>
</table>
Ward 1 and 3

DCPS is not proposing to consolidate any schools in Ward 1 or Ward 3. The challenges that Ward 3 and many Ward 1 schools face is over-capacity in their buildings due to growing in-boundary and feeder school demand.

Current ward utilization rates by school type:

<table>
<thead>
<tr>
<th>Ward/School Type</th>
<th>% Utilization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ward 1 Elementary Schools</td>
<td>82%</td>
</tr>
<tr>
<td>Ward 3 Elementary Schools</td>
<td>115%</td>
</tr>
<tr>
<td>Middle Schools</td>
<td>107%</td>
</tr>
<tr>
<td>High Schools</td>
<td>107%</td>
</tr>
</tbody>
</table>

**Proposed Improvements:** As part of the ongoing portfolio management process, DCPS has initiated a project aimed at updating boundaries and feeder patterns so we can more evenly distribute students. DCPS has engaged data experts to analyze population, enrollment, and demographic data. Community engagement will begin this winter and continue through the spring of 2013. New boundaries and feeder patterns will not take effect until SY14-15.
Building Re-use

We have begun thinking about the future use of the buildings, but we want to engage the community in this discussion. Together we can generate ideas of how these buildings could still serve the children and families in their neighborhoods.

Possible Future Uses

- Going forward, DCPS will monitor population expansion and demand for public school options in individual neighborhoods. When there is demand, DCPS will be able to reopen some schools.
- Some buildings will be leased to charter schools that can offer quality seats to DC students.
- We will work with our partners in other agencies to determine if our facilities can help them provide better services in the community.
- We will seek public input as we establish building re-use plans.

Examples

- Francis-Stevens will serve as an expansion site for School without Walls HS
- Malcolm X will provide us an opportunity to collaborate with a high-performing charter school
- MacFarland MS will house students during the Roosevelt HS modernization
- Spingarn will reopen as a Career and Technical Education Center
Boundaries, Feeders, and Buildings

As noted in our discussion of Wards 1 and 3, once we have established our portfolio of schools, DCPS will work with the community to evaluate feeder patterns and boundaries. Our goals will be to:

1. Ensure that our boundaries and feeder patterns reflect current population trends, neighborhood changes, and public school options in the city.
2. Create feeder patterns that create strong and coherent PS to 12th grade pathways.
3. Continue to maximize the students served in high-quality, modernized buildings.

Once consolidations school reorganization is complete, DCPS will begin engaging with affected communities on boundary and feeder changes. Specifically:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January – May 2013</td>
<td>DCPS holds public meetings in affected communities</td>
</tr>
<tr>
<td>June 2013</td>
<td>DCPS announced revised boundaries, feeder patterns, and enrollment policies.</td>
</tr>
</tbody>
</table>
Public Input

Over the past year, DCPS and the city as a whole have worked to gain community input on an improved configuration of schools. This process included the Illinois Facilities Fund (IFF) evaluation of quality seats in the district, the Ward 5 Great Schools Planning Group, and DCPS’ eight ward-based State of the Schools meetings.

Going forward, DCPS and Chancellor Henderson will meet with a wide variety of stakeholders to get feedback on the proposed consolidations. We have a schedule of formal meetings (below). In addition, we will meet with ANC members, ward-based education councils, and other community groups. The DCPS Office of Family and Public Engagement will also host office hours in December to meet with other interested groups to ensure that we can account for public concerns as we finalize our revised school configuration plan.

<table>
<thead>
<tr>
<th>Meetings</th>
<th>Targeted Areas</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>City Council Hearings</td>
<td>Citywide</td>
<td>Nov. 15 and 19, 2012</td>
</tr>
<tr>
<td>Ward-Based Meeting</td>
<td>Ward 8</td>
<td>November 27, 2012</td>
</tr>
<tr>
<td>Ward-Based Meeting</td>
<td>Ward 7</td>
<td>November 28, 2012</td>
</tr>
<tr>
<td>Ward-Based Meeting</td>
<td>Ward 5</td>
<td>November 29, 2012</td>
</tr>
<tr>
<td>Ward-Based Meeting</td>
<td>Wards 1,2,3,4,6</td>
<td>December 5, 2012</td>
</tr>
<tr>
<td>Mayor/Chancellor Decision</td>
<td></td>
<td>Jan. 11, 2013</td>
</tr>
</tbody>
</table>
Our School District

After consolidation:

- DCPS will have an average school size of **423** compared to our current average of **372**.
- DCPS’ district-wide building utilization rate will be **86%** compared to our current rate of **77%**.
- Only **29** schools will have fewer than 300 students compared to the **51** schools that currently have fewer than 300 students.

- **1,700** additional students will have the opportunity to attend school in a modernized building.
- DCPS will have a configuration of schools that will allow for long-term financial stability instead of facing monumental budget pressures and large-scale reductions in service.
We won’t have a great figure on savings until we sort out the “costs” to close and the new programs -- and some of the staff pieces. We will have a ballpark by the time we release publically but I’m not inclined to rush it for Chris as I’d rather make sure our figure is correct.

LMR

---

From: DeGuzman, Anthony D. (DCPS)
Sent: Monday, November 05, 2012 12:23 PM
To: Henderson, Kaya (DCPS)
Cc: Ruda, Lisa M. (DCPS)
Subject: Re: Consolidations

Sure thing. So you know, below is a snippet of a similar correspondence that was sent last week. He’s pretty aware.

On 11/1/12 9:23 PM, "DeGuzman, Anthony D. (DCPS)" <anthony.deguzman@dc.gov> wrote:

Sorry for the delay in responding. There are two schools in the FY13 funding stream that are under consideration for major changes next year. One school we intend to closure and not reuse. Brian, I gave your team a ballpark estimate of the savings (approx. $6 or $7m) for this school which I believe they have tentatively reincorporated into the corresponding budget bucket. The other school we are planning to convert into a new program and will need to leverage the existing FY13 allotment in order to reopen the school properly.

Overall the potential consolidation savings don’t kick in until FY14 and FY15.

Hope this addreses your question.
Anthony

On 11/1/12 2:10 PM, "McGaw, John (EOM)" <john.mcgaw@dc.gov> wrote:

Anthony will need to provide that information.

John E. McGaw
Director, Capital Improvements Program
Executive Office of the Mayor
Desk (202) 727-429
Mobile (202) 431-2069

-----Original Message-----
From: Murphy, Christopher (EOM)
Sent: Thursday, November 01, 2012 2:04 PM
To: McGaw, John (EOM); Goulet, Eric (EOM); DeGuzman, Anthony D. (DCPS);
Hanlon, Brian (DGS)
Cc: Diggs, Kenneth (DGS); Constantino, Justin (EOM)
Subject: RE: Noon mtg

Very helpful. And re: #2, of the schools on the draft consolidation list, how much capital funding would that free up in FY13?

From: Kaya Henderson <kaya.henderson@dc.gov>
Date: Mon, 5 Nov 2012 11:22:54 -0500
To: Teacher <anthony.deguzman@dc.gov>
Cc: Lisa Ruda <lisa.ruda@dc.gov>
Subject: Re: Consolidations

I'm good with you briefing McGaw and Hanlon. When the time is right is the important point with McGaw.

Can you put together an email that I can send to Chris letting him know that there aren't many FY 13 savings because we prioritized school we knew would stay open in FY 13? Can we give him our projected savings info without giving him the schools?

Kaya Henderson
Sent from my iPad

On Nov 5, 2012, at 11:12 AM, "DeGuzman, Anthony D. (DCPS)" <anthony.deguzman@dc.gov> wrote:

I'm happy to brief John when the time is right.
Also I was assuming I can brief Brian Hanlon unless, Chancellor, you want to engage him directly.
A

From: "Murphy, Christopher (EOM)" <christopher.murphy@dc.gov>
Date: Mon, 5 Nov 2012 11:09:46 -0500
To: Kaya Henderson <kaya.henderson@dc.gov>, Lisa Ruda <lisa.ruda@dc.gov>
Cc: Brian Hanlon <brian hanlon@dc.gov>, "Goulet, Eric (EOM)" <eric goulet@dc.gov>, "McGaw, John (EOM)" <john mcgaw@dc.gov>, Teacher <anthony.deguzman@dc.gov>, DeShawn Wright <deshawnwright@dc.gov>, Jennifer Leonard <jennifer.leonard@dc.gov>
Subject: Consolidations

Chancellor and Lisa –

With your announcements coming soon, can we get John McGaw “read into” your plans so that we can take a look at the impact on the capital budget for FY13 and beyond? It would be great if he could get this information this week. With a few key capital decisions needing to be made in the next few weeks, I would like to ensure the mayor has the most accurate, real-time information possible.

Thanks much,
Chris

Christopher K. Murphy | Chief of Staff
Executive Office of Mayor Vincent C. Gray | Government of the District of Columbia
<image001.jpg>
1350 Pennsylvania Ave, NW Suite 308 | Washington, DC 20004
W 202.724.8815 | F 202.727.8527 | christopher.murphy@dc.gov
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Check out www.grade.dc.gov today.
Here are my comments on the various docs circulated. I start with general comments on all docs and then go into specific comments on each doc.

LMR

All docs

Need to be more user friendly - lots of jargon (particularly the FAQ)

Be explicit that this proposal does not impact the current school year
- parents worry about that (we say things like the "intended use in SY 13-14" - we really need to say school consolidated in June 2013 OR students reassigned to new school for August 2013)

If we mention another agency (OP, DDOT), we need to make sure that agency is aware that we mention them.

We need more on the community engagement process. Right now, it just looks like the big Ward meetings and 2 council hearings.

Mayor makes the decision to close on the recommendation of the Chancellor. Not the Chancellor.

I know I keep harping on this but we really have to acknowledge we are aware and will work with communities regrading travel to school, gangs, impact on modernization schedule (if applicable to that school) etc.

We need to reference the work of the MEP. Closings aren't a new idea.

We need to say something about the SPED classes of the closed schools. If they are going to the receiving schools, we should be clear. If not, we need to state that upfront. I have raised this one a couple of times, if it doesn't make sense, someone needs to say so.

Proposal (one page chart)
If we say, "reopen in 2016-2019," we need to put appropriate caveats like if enrollment supports reopening.

Are we really commuting to keep Garrison and Seaton after 2016 -- that is what proposal currently says.

Are we really saying Shaw at GP will be an alternative Ed program -- that is what the proposal says.

FAQ
See general comments - most were written after reading the FAQ. My biggest concern was that it states things in our jargon/inside baseball talk and not how "normal" people talk or speak. We are aliens.

Brochure

It has a "current challenge" section. We need to somehow reference the work of the MFP/MEP which was done in 2006 and unequivocal that DC needed to close schools. The 2008 closings and the ones we are going to propose are filling that objective. Not a new thing.

Cardozo and Shaw doesn't reflect our current proposal to give the community a choice and the fact it is temporary until new Shaw is built.

Do we need to mention the McKinley Langley change? Not sure it fits here, but we need to tell folks at some point.

One-pager for each school that is closing. Are we sure the schools offer the stated programs?

Letter to parents of students attending closed schools. Need to be explicit early on the letter that the proposal does not impact the current year.

I think Spingarn 11th graders need a special letter and someone to tell them face to face on Friday.

LMR

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I think Spingarn 11th graders need a special letter and someone to tell them face to face on Friday.

LMR
A couple of random thoughts on the deck (this morning’s version). Nothing is major or needs to be incorporated. Just food for thought.

- The short-story deck with the appendices is perfect. I’m thinking we should have the one pagers on the individual schools in the appendices for reference if we need them. The one pagers on the individual schools have to include where the self-contained classrooms are going.

- Do you think we need an appendices on the Spectrum/Rise stuff? When folks think of Spectrum/Rise, they think of chaos. I’m afraid if we don’t mitigate those thoughts with the support we will give to schools that will take the former Prospect students – we will have a little bit of a mess. Shaw also has a couple of RISE rooms – with it closing, those programs need to go somewhere else.

- At some point in the deck we should be clear that these closings don’t impact the current school year. No need for parents to worry and since the deck will be on the web it needs to be self-explanatory.

- Slide 9 references ERS – unless we are ready to share their work product, we shouldn’t reference the group by name.

- We need to figure out where CHOICE and OBE are going. Don’t forget OBE is doing the translation of the deck – they cannot learn from the translation that Garrison is closing and they are moving. I told Anthony to get some options b/c if we are sure we are closing Garrison, someone needs to tell OBE before they start to translate the various documents.

I’ll review the new deck and circle back with you.

LMR

From: Weber, Peter (DCPS)
Sent: Friday, November 02, 2012 5:26 PM
To: Ruda, Lisa M. (DCPS); DeGuzman, Anthony D. (DCPS); Lujan, Claudia (DCPS); Robinson, Josephine B. (DCPS); Davis, John L. (DCPS)
Cc: Henderson, Kaya (DCPS)
Subject: The deck to date

I’ve made many of the changes that we talked about earlier today and I think the deck is much improved. I have three slides that still need work on my end. They are:

- The slide that talks about the % of staff who are teachers – Lisa has given me great data that I need to incorporate
- I need to fill in some quotes from folks on slide 10
• On slide 12, I’m going to try to make the Roosevelt/Cardozo distinction more clear.

What I still need from other folks is:

• Librarian information – lisa is working on this
• Verification of utilization rates – Anthony and Claudia can you do this?
• The date for the boundary and feeder engagement is missing – about when will we start that Josephine/Anthony?
• The last slide needs a ton of data – Anthony and Claudia, I think these fall in your court.
• I missed if we had a new location for CHOICE – john and Anthony can you help there?
• The wards 1 and 3 slide is kinda skimpy right now. can we add utilization rates and enrollments for some schools there? that would make the point clearly.

Happy to take edits on the other slides as well. I’ll give them a more critical read later tonight.

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This is really solid. I'll give you my edits post 8am. This is more than enough for where we need to be tomorrow.

LMR

On Nov 2, 2012, at 12:03 AM, "Weber, Peter (DCPS)" <peter.weber@dc.gov> wrote:

> Thanks. The end needs work, but I feel good about the opening argument and the grouping of schools (which was totally your idea).
> 
> ----- Original Message ----- 
> From: Ruda, Lisa M. (DCPS) 
> To: Weber, Peter (DCPS) 
> Sent: Thu Nov 01 23:50:31 2012 
> Subject: Re: the presentation so far 
> 
> You are a pretty smart guy . . . even if you can't flash your zoo card on demand! This is more than enough to work off of. First real articulation of a story that makes sense,
> 
> LMR
> 
> On Nov 1, 2012, at 11:27 PM, "Weber, Peter (DCPS)" <peter.weber@dc.gov> wrote:
> >
> >> I've run out of steam here a bit, but I think this is enough for us to go on for tomorrow morning. I attempted to make this an argument in three parts. The first part explains that we need to close schools because right now our number of schools is making us use our resources (facilities, people, and money) badly. The second part explains school closing in groups (mostly aligned to wards). The third part is where I tail off. It is supposed to be both an explanation of next steps and a picture of what the district will look like if we successfully close schools, but it is kind of a hodge-podge right now.
> >>
> >> Happy to take comments, though I don’t think I’ll be able to incorporate them before the 8 am meeting.
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On Nov 1, 2012, at 11:27 PM, "Weber, Peter (DCPS)" <peter.weber@dc.gov> wrote:

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Check out www.grade.dc.gov today.
No worries. We just need to make sure we get our word out on 11/9 so folks have a chance to see the plan so every witnesses does not start on Tuesday complaining that they didn't know the plan.

LMR

---

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

---

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

---

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

Fonda Sutton
Office of the Chancellor

District of Columbia Public Schools
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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
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LMR

From: Sutton, Fonda (DCPS)
Sent: Wednesday, October 31, 2012 5:20 PM
To: DeGuzman, Anthony D. (DCPS); Weber, Peter (DCPS); Ruda, Lisa M. (DCPS)
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

Fonda Sutton
Office of the Chancellor
District of Columbia Public Schools
202.442.5035

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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.

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
Nice!

LMR

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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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>
I would leave West on at this point. If we pull it off, we really don’t leave any wiggle room for her or the Mayor.

LMR

From: DeGuzman, Anthony D. (DCPS)
Sent: Friday, October 05, 2012 10:18 AM
To: Ruda, Lisa M. (DCPS); Lujan, Claudia (DCPS); Weber, Peter (DCPS)
Subject: Re: Mayor Meeting

Also, West was being considered. What was your recollection on that? Claudia correct if I’m mistaken but its currently about 40% in boundary.

Additionally, if memory serves per an earlier conversation we discuss the impact of rebuilding the school and how that will help attract more in boundary families.

Anthony

From: Lisa Ruda <lisa.ruda@dc.gov>
Date: Fri, 5 Oct 2012 10:03:32 -0400
To: Claudia Lujan <claudia.lujan@dc.gov>, Teacher <anthony.deguzman@dc.gov>, Peter Weber <peter.weber@dc.gov>
Subject: RE: Mayor Meeting

Yes. We have taken them off.

LMR

From: Lujan, Claudia (DCPS)
Sent: Friday, October 05, 2012 9:56 AM
To: Ruda, Lisa M. (DCPS); DeGuzman, Anthony D. (DCPS); Weber, Peter (DCPS)
Subject: RE: Mayor Meeting

This very helpful, thank you.

Can folks confirm that both Payne and Houston were taken off?

From: Ruda, Lisa M. (DCPS)
Sent: Friday, October 05, 2012 9:23 AM
To: DeGuzman, Anthony D. (DCPS); Lujan, Claudia (DCPS); Weber, Peter (DCPS)
Subject: Mayor Meeting

In addition to fleshing out the overall story/map/list of closings, I think we have these specific requests from the Chancellor in anticipation of Monday’s meeting:

- Details regarding population decline in Ward 7 as well as information on DCPS building capacity and charter school enrollment – basically, support for the assertion that we...
have more capacity than students (actual or projected) in this area. Similar data for Ward 8 will also be helpful (to support the Alabama Avenue argument) (AdG/Claudia)

? Budget scenarios – basically, how life will be better for schools after the closings as evidenced by staffing (LMR)

? After the closings, a list of schools and their anticipated enrollment and building capacity. Basically, the Chancellor wanted to see how many “small schools” we would still have after we close schools and why (or why didn’t we close these schools). Building capacity and “need” (receiving) will be a large part of the explanation. (Claudia)

We need to get whatever we have by 5:00 p.m. to Pete so he can make sure the Chancellor has hard copies for review and for the meeting.

Please let me know if you think I am missing anything.

LMR

On Oct 4, 2012, at 6:18 PM, "DeGuzman, Anthony D. (DCPS)" <anthony.deguzman@dc.gov> wrote:

Ok

On Oct 4, 2012, at 5:55 PM, "Ruda, Lisa M. (DCPS)" <Lisa.Ruda@dc.gov> wrote:

Team,

The Chancellor is scheduled to meet with the Mayor on Monday, 10/8 at 2:00 p.m. at the WB to discuss closings. The Deputy Mayor is included in the meeting. We don’t have clear direction right now as to whether the Chancellor wants to prep before the meeting and who she wants, if anyone, to accompany her at the meeting. As soon as we hear something on these issues, we will let you know.

Absent that information, here is what I think makes the most sense as a game plan:

? Claudia/Anthony, pull whatever information we can pull/put together by COB tomorrow around the closings and the supporting data that the Chancellor requested.
? I’ll get the school budget information.
? We all circulate what we have at the end of the day tomorrow and take a look at the information.
? Once we review and determine it is ready, we can forward the information to the Chancellor. With the information, we may get a better sense of what Monday’s plan needs to be.
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Check out www.grade.dc.gov today.
From: Ruda, Lisa M. (DCPS) [Lisa.Ruda@dc.gov]
Sent: Friday, October 05, 2012 10:04 AM
To: Lujan, Claudia (DCPS); DeGuzman, Anthony D. (DCPS); Weber, Peter (DCPS)
Subject: RE: Mayor Meeting

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Check out [www.grade.dc.gov](http://www.grade.dc.gov) today.
Let's walk through this tomorrow. Very helpful.
LMR

From: Rinkus, Christopher (DCPS)  
Sent: Thursday, September 27, 2012 5:55 PM  
To: Ruda, Lisa M. (DCPS)  
Subject: Re: FY14 scenarios

If you want to check out now, see attached. I think it came out pretty cool but does require some explanation.

The Excel sheet has two tabs: Scenario 1 & Scenario 2. 1 is for 8 schools closure, 2 is for 12 schools closure. When you're on the worksheet, you can look at the "Aggregate Data" table, which shows the overall change to the different budget line items if we effected all the scenarios.

More helpful is probably the "Scenarios Table" which shows you the savings yielded from each scenario.

We can talk about this tomorrow but there's a number of interesting factors we need to consider. First & foremost is that the assumed $2,500 increase in the cost of ET-15 means our overall spend increases by about $10M, from $503M to $513M. That means the majority of our scenarios only work to off-set this increase in cost rather than yield us lots of "new money."

I've also kept SPED harmless, meaning that if School A closes, all of its Special Ed staffing (including psychs & social workers) go to School B no matter what. Obviously tweaking that would yield additional savings.

We can discuss further tmrw but please let me know if you have questions.

From: <Rinkus>, Christopher Rinkus <christopher.rinkus@dc.gov>  
To: "Ruda, Lisa M. (DCPS)" <Lisa.Ruda@dc.gov>  
Subject: FY14 scenarios

LMR—I finished the FY14 budget modeling you asked for last Friday. I have the two scenarios—8 schools & 12 schools. Do you want me to send to you & Pete now, with some detail in the body of the e-mail, or would you prefer to wait until we have time to review together tomorrow?

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.
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) 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>2 DC Financial Aid and Scholarships Workshop</td>
<td>3 DIBELS BOY Window ends Cluster 8 Meeting</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>8 Columbus Day No school for students, teachers &amp; staff</td>
<td>9</td>
<td>10 College Awareness Day Paced Interim Assessment #1 Window Opens</td>
<td>11 Paced Interim Assessment Window #1 Closes National Coming Out Day NCLB Letter to Parents of Students Participating in ESL Services</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>15 Learning Cycle 1 begins Last Day to Register for the Scripps National Spelling Bee 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>19 Professional Development Day – No school for student Math PD for Secondary Teachers #1 Science PD for Secondary Teachers #1</td>
</tr>
<tr>
<td>22 Parent-Teacher Conference – No school for students</td>
<td>23</td>
<td>24 Deadline to submit 2012-2013 Open House dates to OFPE</td>
<td>25 Cluster 7 Meeting</td>
<td>26</td>
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<tr>
<td>29 Standing Ovation</td>
<td>30 SST Coordinator Training</td>
<td>31.</td>
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</tbody>
</table>

Finals/Midterms (term 1) October 29th through November 2nd

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)

District of Columbia Public Schools | School Year 2012-2013
# November 2012

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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</thead>
<tbody>
<tr>
<td><strong>Mid-November:</strong> Benefits Open Enrollment Period Begins</td>
<td><strong>November 1:</strong> Winter Sports Season Begins</td>
<td><strong>1:</strong></td>
<td><strong>2:</strong> Records Day&lt;br&gt;Students dismissed at 12:15 p.m.&lt;br&gt;End of term 1&lt;br&gt;December ACT test date Rate&lt;br&gt;Deadline&lt;br&gt;Proof that Title I Meeting with Parents was held (Sign in Sheets)</td>
<td></td>
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<tr>
<td><strong>November 2:</strong> DCPS/OCFO Public Budget Hearing</td>
<td><strong>November 2:</strong> SAT Test Date 3 Registration Deadline Clusters 5, 6 Meeting</td>
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<tr>
<td><strong>November 3:</strong> Enrollment Audit Resolution Begins</td>
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<td><strong>November 3:</strong></td>
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</tr>
<tr>
<td><strong>November 4:</strong></td>
<td><strong>5:</strong> ANet Window #2&lt;br&gt;Credit Recovery, <strong>Term 2 Begins</strong>&lt;br&gt;Read 180 SRI Window Begins</td>
<td><strong>6:</strong> Psychology Case Conf&lt;br&gt;Open Houses begin for application high schools</td>
<td><strong>7:</strong> National Association of College Admission Counseling Greater Washington College Fair Cluster 8 Meeting Psychology Case Conf</td>
<td><strong>8:</strong> Cluster 4 Meeting Psychology Case Conf&lt;br&gt;Cluster 1 Meeting</td>
</tr>
<tr>
<td><strong>November 5:</strong></td>
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<td><strong>9:</strong> Term 1 Marks Due in DCSTARS&lt;br&gt;Cluster 1 Meeting</td>
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<tr>
<td><strong>November 6:</strong> Veterans Day&lt;br&gt;No school for students, teachers and staff</td>
<td><strong>10:</strong></td>
<td><strong>11:</strong></td>
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<td><strong>November 7:</strong></td>
<td><strong>12:</strong></td>
<td><strong>13:</strong></td>
<td><strong>14:</strong></td>
<td><strong>16:</strong> Term 1 Report Cards mailed&lt;br&gt;Read 180 SRI Window 2 Ends&lt;br&gt;Read 180 NG Follow Up Training&lt;br&gt;Education and Training:&lt;br&gt;November 17: High School Fair (Tentative)</td>
</tr>
<tr>
<td><strong>November 8:</strong></td>
<td><strong>15:</strong></td>
<td><strong>16:</strong></td>
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<tr>
<td><strong>November 9:</strong></td>
<td><strong>18:</strong></td>
<td><strong>19:</strong></td>
<td><strong>20:</strong></td>
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<tr>
<td><strong>November 10:</strong></td>
<td><strong>22:</strong></td>
<td><strong>23:</strong></td>
<td><strong>24:</strong></td>
<td><strong>25:</strong></td>
</tr>
<tr>
<td><strong>November 11:</strong></td>
<td><strong>26:</strong></td>
<td><strong>27:</strong></td>
<td><strong>28:</strong></td>
<td><strong>29:</strong></td>
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<tr>
<td><strong>November 12:</strong></td>
<td></td>
<td><strong>28:</strong></td>
<td><strong>29:</strong></td>
<td><strong>30:</strong> Learning Cycle 1 Ends&lt;br&gt;Term 2 Progress Reports Due via DCSTARS&lt;br&gt;Early Childhood Form (COSF) Due&lt;br&gt;Quarterly Mental Health &amp; Behavior Support Services Program Meetings for Social Workers</td>
</tr>
<tr>
<td><strong>November 13:</strong></td>
<td><strong>29:</strong></td>
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<td><strong>November 14:</strong></td>
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<td><strong>November 15:</strong></td>
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</tbody>
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**Finals/Midterms (term 1) October 29th through November 2nd**

**TENTATIVE: Enrollment Audit Resolution Begins**
<table>
<thead>
<tr>
<th>Date</th>
<th>Monday Events</th>
<th>Tuesday Events</th>
<th>Wednesday Events</th>
<th>Thursday Events</th>
<th>Friday Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<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>A Net Window #2 Ends Term 2 Midpoint (Progress Reports mailed)</td>
</tr>
<tr>
<td>10</td>
<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>14 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></td>
<td></td>
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<td></td>
<td>24/31 Winter Break No school for students &amp; teachers</td>
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<td>18</td>
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<td>28 Winter Break No school for students &amp; teachers SAT Test Date 4 Registration Deadline</td>
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<td>19</td>
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<td>19 Cluster 3 Meeting</td>
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<td>20</td>
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<td></td>
<td>IMPACT Cycle 1 Deadline</td>
<td>21</td>
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<tr>
<td>25</td>
<td>Christmas Day: No school for students, teachers &amp; staff</td>
<td></td>
<td></td>
<td></td>
<td>28 Winter Break No school for students &amp; teachers SAT Test Date 4 Registration Deadline</td>
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<tr>
<td>26</td>
<td>Winter Break No school for students &amp; teachers</td>
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</tr>
</tbody>
</table>

December 2012

- **December**: AP Potential Results available
- **Mid-December**: Benefits Open Enrollment Period Ends

- **December 1**: SAT test date 3 SpEd Child Count begins (Tentative)
- **December 8**: ACT test date
### January 2013

<table>
<thead>
<tr>
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<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><strong>Late-January:</strong> No Name-Calling Week</td>
<td><strong>January</strong> LSAT Check-In (teleconference)</td>
<td></td>
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**Winter Break - No school for students & teachers**

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<tr>
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<tbody>
<tr>
<td><strong>DIBELS MOY Window Opens</strong></td>
<td><strong>Cluster 2 Meeting</strong></td>
<td><strong>Clusters 4, 5, 6 Meeting</strong></td>
<td></td>
<td><strong>Cluster 7 Meeting</strong></td>
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</table>

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

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<tbody>
<tr>
<td><strong>ANet Window #3</strong></td>
<td><strong>1st Semester Assessment Window Opens Clusters 3, 8 Meeting</strong></td>
<td><strong>Leadership Academy 1st Semester Assessment Window Closes</strong></td>
<td></td>
<td><strong>Term 2 Finals/Midterms:</strong> January 18th through 25th</td>
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</table>

**January 20th:**

**11 Cluster 7 Meeting**

<table>
<thead>
<tr>
<th>21</th>
<th>22</th>
<th>23</th>
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<th>25</th>
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</thead>
<tbody>
<tr>
<td><strong>Martin Luther King Day—No school for students, teachers &amp; staff</strong></td>
<td><strong>Clusters 3, 8 Meeting</strong></td>
<td><strong>Clusters 9, 10, 11 Meeting</strong></td>
<td></td>
<td><strong>Records Day</strong></td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>28</th>
<th>29</th>
<th>30</th>
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<tbody>
<tr>
<td><strong>NAEP Testing Begins Credit Recovery, Term 3 Begins PS/PK/OOB Lottery Application Period Begins (tentative)</strong></td>
<td></td>
<td></td>
<td><strong>Cluster 5 Meeting</strong></td>
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</table>
## February 2013

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
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<th>FRIDAY</th>
</tr>
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<tbody>
<tr>
<td><strong>Black History Month</strong></td>
<td><strong>February:</strong> Schools Submit FY14 Budgets</td>
<td><strong>PSAT Summary of Answers and Skills (SOAS) Available</strong></td>
<td><strong>1 Learning Cycle 2 Ends</strong></td>
<td><strong>February 2: Term 2 Marks Due in DCSTARS</strong></td>
</tr>
<tr>
<td>4</td>
<td>5 Term 2 GPA’s Run by Central Office Paced Interim #3 Assessment Window Opens</td>
<td>6 Paced Interim #3 Assessment Window Closes Cluster 2 Meeting</td>
<td>7 Leadership Academy Cluster 6 Meeting</td>
<td>8 ANET Window #3 Ends Term 2 Report cards mailed DIBELS MOY Window closes SAT test Date 5 Registration Deadline Cluster 1 Meeting</td>
</tr>
<tr>
<td>11</td>
<td>12 Paced Interim #3 Assessment Data Available</td>
<td>13 Cluster 7, 8 Meeting</td>
<td>14 Clusters 4, 5, 6, 9, 10, 11 Meeting</td>
<td><strong>February 9: ACT test date</strong></td>
</tr>
<tr>
<td>Learning Cycle 3 begins Read 180 SRI Window 3 Begins</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>18</td>
<td>19</td>
<td>20 Cluster 3 Meeting Term 3 Progress Reports Due via DCSTARS</td>
<td>21</td>
<td>22 Read 180 SRI Window 3 Ends</td>
</tr>
<tr>
<td>Presidents Day – No school for students, teachers &amp; staff</td>
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<tr>
<td>25 ANet Window #4 Parent-Teacher Conference – No school for students PS/PK/OOB Lottery Application Period Ends</td>
<td>26</td>
<td>27</td>
<td>28 Term 3 Midpoint (Progress Reports mailed) Cluster 5 Meeting</td>
<td></td>
</tr>
</tbody>
</table>

**Week of February 25:** PS/PK/OOB Lottery results released to schools via Lottery Results Quickbase

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District of Columbia Public Schools | School Year 2012-2013  

Page 6 of 25
### March 2013

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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<tbody>
<tr>
<td><strong>March:</strong> LSAT Budget Workshop</td>
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<td></td>
<td>1 Spring Sports Season Begins</td>
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<td>Read Across America Day (Tentative)</td>
</tr>
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<td>IMPACT Cycle 2 Deadline</td>
</tr>
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<td>DC-TAG and FAFSA completion rates reported by school</td>
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<td>Declaration of Intent NOT to Return Applications Begins</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6 Cluster 8 Meeting</td>
<td>7 Cluster 6 Meeting</td>
<td>8 NAEP Testing Ends</td>
</tr>
<tr>
<td>Summer School Registration Begins</td>
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<td></td>
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<td>Parent Right to Know HQ Notification Distributed</td>
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<tr>
<td>(ES/MS)</td>
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<td>April ACT test Date Registration Deadline</td>
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<td>Cluster 1 Meeting</td>
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<tr>
<td>11</td>
<td>12</td>
<td>13 Cluster 2 Meeting</td>
<td>14 Clusters 4, 5, 9, 10, 11</td>
<td>15 Winter Sports Season Ends</td>
</tr>
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<td></td>
<td></td>
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<td>Meeting</td>
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<td><strong>CCSSM Unit PD Support (March 11th-13th)</strong></td>
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<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>
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<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</td>
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<td></td>
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<td>Records Day Students dismissed at 12:15 p.m.</td>
</tr>
<tr>
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<td>Term 3 ends Secondary Department Chairperson Application Begins</td>
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### April 2013

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>1 April</td>
<td>Spring Break-No school for students &amp; teachers</td>
</tr>
<tr>
<td>4-6 April</td>
<td>Spring Break-No school for students &amp; teachers</td>
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<tr>
<td>7 April</td>
<td>Spring Break-No school for students &amp; teachers</td>
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<tr>
<td>8 April</td>
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<td>16 April</td>
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<td>27 April</td>
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<td>28 April</td>
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<tr>
<td>29 April</td>
<td>Spring Break-No school for students &amp; teachers</td>
</tr>
<tr>
<td>30 April</td>
<td>Spring Break-No school for students &amp; teachers</td>
</tr>
</tbody>
</table>

**April 1st:**
- Staff Declaration of Intent Not to Return Application Due
- Staff Declaration of Intent Not to Return Withdrawals Due
- Summer ESY Determinations Deadline
- DC-TAG and FAFSA completion rates reported by school

**April 13:**
- ACT test date

**April 20:**
- National Day of Silence
<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>May-June: LSAT Elections</strong></td>
<td><strong>1 DC CAS Administration</strong></td>
<td><strong>2 DC CAS Administration</strong></td>
<td><strong>3 DC CAS Administration</strong></td>
<td><strong>May 4: SAT Test Date 6</strong></td>
</tr>
<tr>
<td></td>
<td>DC-TAG and FAFSA completion rates reported by school</td>
<td>SAT Test date 7 registration Deadline Cluster 6 Meeting IB Exams Begin</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>June 6 Access Test Begins</strong> AP Exams Begin</td>
<td><strong>7</strong> Term 4 Progress Reports Due via DCSTARS</td>
<td><strong>8</strong> June ACT Test Date Registration Deadline Cluster 8 Meeting</td>
<td></td>
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<tr>
<td><strong>May 12:</strong> National School Nurses Day</td>
<td><strong>9</strong> Cluster 4, 7 Meeting</td>
<td></td>
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</tr>
<tr>
<td><strong>Term 4 Progress Reports Mailed</strong></td>
<td><strong>10</strong> Principals Receive Names of Declaration of Intent to Not Return Participants Cluster 1 Meeting</td>
<td></td>
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<tr>
<td><strong>School-wide SRI Window Begins</strong></td>
<td><strong>14</strong> Term 4 Midpoint (Progress Reports Mailed) DIBELS Eoy Window Opens</td>
<td><strong>15</strong> Cluster 3 Meeting SY 13-14 SPED Transportation Changes Deadline FITNESSGRAM Assessments</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>May 18:</strong> Elementary STEM Festival (city-wide) FFVP Application Due for qualifying ES for 2013/2014</td>
<td><strong>16</strong> Leadership Academy</td>
<td></td>
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</tr>
<tr>
<td><strong>IB Exams End Read 180 SRI Window #4 Begins</strong></td>
<td><strong>21</strong></td>
<td><strong>22</strong> Cluster 2 Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>20</strong></td>
<td><strong>28</strong> Read 180 SRI Window #4 Begins</td>
<td><strong>29</strong> Community Service Hours due for Graduating Seniors</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>27</strong> Memorial Day No school for students, teachers &amp; staff SRI Window 4 Begins</td>
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<td></td>
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</tr>
<tr>
<td><strong>28</strong></td>
<td><strong>31</strong> ACCESS Test Ends School-wide and Read 180 SRI Window 4 Ends Annual IEP Meetings Deadline</td>
<td></td>
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</table>

**Finals for Graduating Seniors: May 29th-June 6th**

**CCSSM Unit PD Support (May 28th-30th)**

**Administer WIST assessments (Just Words schools only): May 28-June 14**
<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>
| Parent-Teacher Conference
- No school for students | Cluster 3 Meeting Paced Interim Assessment
#6 Window Opens 2nd Semester Assessment window opens | Clusters 4, 5 Meeting Paced Interim Assessment #6 Window Closes 2nd Semester Assessment window closes | Last Day for Graduates (Term 4 Marks Due) Licensure Deadline Learning Cycle 4 ends Total scholarship Amt by HS calculated |
| **June 1:** SAT test Date 7 DC-TAG and FAFSA completion rates reported by school | **Finals for Graduating Seniors:** May 29th-June 6th | Administer WIST assessments (Just Words schools only): May 28-June 14 | |
| 10     | 11      | 12        | 13       | 14     |
| Term 4 GPA's Run by Central Office for graduating Seniors IMPACT Cycle 3 Deadline (except for TAS) | Cluster 2 Meeting Paced Interim Assessment #6 Data Available | Graduation Ceremonies Begin | School-wide EOY SRI Window DIBELS EOY Window closes Cluster 1 Meeting |
| **Administer WIST assessments (Just Words schools only): May 28-June 14** | | | |
| 17     | 18      | 19        | 20       | 21     |
| | | After School Programs End | **Last Day of School Records Day** | |
| 24     | 25      | 26        | 27       | 28     |
| Term 4 GPA's Run by Central Office | | Cluster 7 Meeting | Term 4 Report Cards Mailed Course Selections for 2013-14 mailed | |
| | | | | |

**June 8:** ACT test date DCPS College Readiness Workshop & Fair for Selective College Admission Capital Pride Parade

**June 15:** Spring Sports Ends

**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
July 2013

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
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<tr>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>First Day of Summer School</td>
<td></td>
<td></td>
<td>Fourth of July</td>
<td>Final Schedules complete (schools w/ 6-12 grades)</td>
</tr>
<tr>
<td>COSF Reporting Due</td>
<td></td>
<td></td>
<td>No school for students, teachers &amp; staff</td>
<td>Last Day for 11-month Counselors</td>
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</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>
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<tbody>
<tr>
<td>Labor Day</td>
<td>September 3, 2012</td>
</tr>
<tr>
<td>Columbus Day</td>
<td>October 8, 2012</td>
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<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>
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<tr>
<td>Presidents Day</td>
<td>February 18, 2013</td>
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<tr>
<td>Spring Break</td>
<td>April 1-5, 2013</td>
</tr>
<tr>
<td>DC Emancipation Day</td>
<td>April 16, 2013</td>
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<tr>
<td>Memorial Day</td>
<td>May 27, 2013</td>
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<tr>
<td>Independence Day</td>
<td>July 4, 2013</td>
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### School Calendar

<table>
<thead>
<tr>
<th>Event</th>
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<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>
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<tr>
<td>Term 1 Begins</td>
<td>August 27, 2012</td>
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<tr>
<td>PS/PK Transition Week (A-K)</td>
<td>August 30, 2012</td>
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<tr>
<td>PS/PK Transition Week (L-Z)</td>
<td>August 31, 2012</td>
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<td>PS/PK Begin Full-Time</td>
<td>September 4, 2012</td>
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<tr>
<td>Term 1 Midpoint (Progress Reports mailed)</td>
<td>September 27, 2012</td>
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<tr>
<td>Parent-Teacher Conference</td>
<td>October 22, 2012</td>
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<tr>
<td>Standing Ovation</td>
<td>October 29, 2012</td>
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<tr>
<td>Records Day</td>
<td>November 2, 2012</td>
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<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>
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<tr>
<td>Finals/Midterms (Term 2)</td>
<td>January 18-25, 2013</td>
</tr>
<tr>
<td>Records Day</td>
<td>January 25, 2013</td>
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<tr>
<td>Term 2 Ends (12:15 Dismissal)</td>
<td>January 25, 2013</td>
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<tr>
<td>Credit Recovery, Term 3 Begins</td>
<td>January 28, 2013</td>
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<td>Term 2 Report Cards Mailed</td>
<td>February 8, 2013</td>
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<tr>
<td>Parent-Teacher Conference</td>
<td>February 25, 2013</td>
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<td>Event</td>
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<td>Term 3 Midpoint (Progress Reports Mailed)</td>
<td>February 28, 2013</td>
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<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>
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<tr>
<td>Finals/Midterms (Term 3)</td>
<td>March 25-29, 2013</td>
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<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>
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<tr>
<td>Term 3 Report Cards Mailed</td>
<td>April 19, 2013</td>
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<tr>
<td>Summer School Registration Ends (ES/MS)</td>
<td>April 30, 2013</td>
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<tr>
<td>Term 4 Midpoint (Progress Reports mailed)</td>
<td>May 14, 2013</td>
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<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>
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<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>June 27, 2013</td>
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<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>
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### Youth Engagement and Community Events

<table>
<thead>
<tr>
<th>Event</th>
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<tbody>
<tr>
<td>New Heights Summit</td>
<td>August 3, 2012</td>
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<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>
</tr>
<tr>
<td>No Name-Calling Week</td>
<td>Late-January 2013</td>
</tr>
</tbody>
</table>
| Middle School Fair                                                   | Tentative: February 2,
## 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>
</tr>
<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>
</tr>
<tr>
<td>Term 4 GPA's Run by Central Office</td>
<td>June 24, 2013</td>
</tr>
</tbody>
</table>

## Special Education

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</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>
</tr>
</tbody>
</table>
## Human Resources

<table>
<thead>
<tr>
<th>Event Description</th>
<th>Date</th>
</tr>
</thead>
<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>
</tr>
</tbody>
</table>
### Professional Development

<table>
<thead>
<tr>
<th>Event Description</th>
<th>Date</th>
</tr>
</thead>
<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>
</tr>
<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>
</tr>
<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>
</tr>
<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>
</tr>
<tr>
<td>DIBELS Next Training</td>
<td>August 22, 2012</td>
</tr>
<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>
</tr>
<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>
</tr>
<tr>
<td></td>
<td>September 18-21, 2012</td>
</tr>
<tr>
<td>Wilson Reading System Training (for teachers)</td>
<td>September 12-14, 2012</td>
</tr>
<tr>
<td></td>
<td>September 19-21, 2012</td>
</tr>
<tr>
<td></td>
<td>September 26-28, 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, 2013</td>
</tr>
</tbody>
</table>

**IMPACT**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMPACT: Confirmation of Staff Members Due</td>
<td>September 5, 2012</td>
</tr>
<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>
</tr>
</tbody>
</table>
## Assessments

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Window Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC CAS</td>
<td></td>
<td>DC CAS Administration</td>
</tr>
<tr>
<td>Paced Interim Assessments/ANet</td>
<td></td>
<td>Paced Interim Assessment 1 Window</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Paced Interim Assessment 1 Data Available</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Paced Interim Assessment 2 Window</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Paced Interim Assessment 2 Data Available</td>
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<tr>
<td></td>
<td></td>
<td>Paced Interim Assessment 3 Window</td>
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<td></td>
<td></td>
<td>Paced Interim Assessment 3 Data Available</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Paced Interim Assessment 4 Window</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Paced Interim Assessment 4 Data Available</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Paced Interim Assessment 5 Window</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Paced Interim Assessment 5 Data Available</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ANet Assessment #1 Window</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ANet Assessment #2 Window</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ANet Assessment #3 Window</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ANet Assessment #4 Window</td>
</tr>
<tr>
<td>NAEP</td>
<td></td>
<td>NAEP Testing Window</td>
</tr>
<tr>
<td>ACCESS</td>
<td></td>
<td>ACCESS Testing Window</td>
</tr>
<tr>
<td>International Baccalaureate (IB)</td>
<td></td>
<td>IB Testing Window</td>
</tr>
<tr>
<td>Read 180</td>
<td></td>
<td>School-wide BOY SRI Window</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read 180 SRI Window 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read 180 SRI Window 2</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

**District of Columbia Public Schools | School Year 2012-2013**
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DCPS 008690
<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read 180 SRI Window 3</td>
<td>February 11 – February 22</td>
</tr>
<tr>
<td>School-wide EOY SRI Window</td>
<td>May 13-June 14</td>
</tr>
<tr>
<td>Read 180 SRI Window 4</td>
<td>May 20-May 31</td>
</tr>
<tr>
<td>DIBELS BOY Window</td>
<td>September 4 – October 3, 2012</td>
</tr>
<tr>
<td>DIBELS MOY Window</td>
<td>January 8 – February 8, 2013</td>
</tr>
<tr>
<td>DIBELS EOY Window</td>
<td>May 14 – June 14, 2013</td>
</tr>
<tr>
<td>End of Course</td>
<td></td>
</tr>
<tr>
<td>1st Semester Testing Window</td>
<td>January 16 - January 17</td>
</tr>
<tr>
<td>2nd Semester Testing Window</td>
<td>June 5 - June 6</td>
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</table>

### Operations, Food Service, and Enrollment

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deadline for Consumable Requests for SY12-13</td>
<td>June 15, 2012</td>
</tr>
<tr>
<td>Deadline for Textbook Replenishment Orders for SY12-13 on Sunday (7/1)</td>
<td>June 15, 2012</td>
</tr>
<tr>
<td>FARM Applications Collection Begins</td>
<td>July 1, 2012</td>
</tr>
<tr>
<td>Cumulative File Transfer Week</td>
<td>July 16-20, 2012</td>
</tr>
<tr>
<td>Complete inventory of Reading 3D assessment devices/determine technology needs</td>
<td>July 20, 2012</td>
</tr>
<tr>
<td>SY12-13 Enrollment Benchmark #2</td>
<td>July 23, 2012</td>
</tr>
<tr>
<td>Food Services Point of Contact Training</td>
<td>August 7- August 9, 2012</td>
</tr>
<tr>
<td>SY12-13 Enrollment Benchmark #3</td>
<td>August 13, 2012</td>
</tr>
<tr>
<td>Identify Fundations POC</td>
<td>August 15, 2012</td>
</tr>
<tr>
<td>Identify Just Words POC</td>
<td>August 15, 2012</td>
</tr>
<tr>
<td>Finalize School Profile Information</td>
<td>August 17, 2012</td>
</tr>
<tr>
<td>Identify Reading 3D POC (schools may elect to have separate DIBELS/TRC/Burst POCs)</td>
<td>August 24, 2012</td>
</tr>
<tr>
<td>All Grant Assurances signed and on file</td>
<td>August 31, 2012</td>
</tr>
<tr>
<td>Begin Fundations instruction</td>
<td>September 4, 2012</td>
</tr>
<tr>
<td>Begin Just Words instruction</td>
<td>September 17, 2012</td>
</tr>
<tr>
<td>FARM Applications Due</td>
<td>September 30, 2012</td>
</tr>
<tr>
<td>Fiscal Year 2013 starts</td>
<td>October 1, 2012</td>
</tr>
<tr>
<td>Official Student Membership Taken via DCSTARS</td>
<td>October 5, 2012</td>
</tr>
<tr>
<td>DC CAS and DC CAS Alt Student Report Mailing Deadline</td>
<td>October 7, 2012</td>
</tr>
<tr>
<td>Mid-Late October: Individual school enrollment audits begin</td>
<td>Late October 2012</td>
</tr>
<tr>
<td>Late November: DCPS/OCFO Public Budget Hearing</td>
<td>November 2012</td>
</tr>
<tr>
<td>PS/PK/OOB Lottery Application Period Begins (Pending DCMR Change)</td>
<td>January 28, 2013</td>
</tr>
<tr>
<td>Early February: Schools Submit FY13 Budgets</td>
<td>February 2013</td>
</tr>
<tr>
<td>PS/PK/OOB Lottery Application Period Ends (pending DCMR change)</td>
<td>February 25, 2013</td>
</tr>
<tr>
<td>PS/PK/OOB Lottery results released to schools via Lottery Results Quickbase</td>
<td>Week of Feb 25</td>
</tr>
<tr>
<td>Enrollment Forms Due (from families claiming seats received through lotteries)</td>
<td>April 29, 2013</td>
</tr>
</tbody>
</table>
### FFVP (Fresh Fruit and Vegetable Program) Application Due for qualifying Elementary Schools for 2013/2014
- **Due for qualifying Elementary Schools for 2013/2014:** May 18, 2013
- **Administer WIST assessments (Just Words schools only):** May 28-June 14
- **Mid-July: Year-End Transition in DCSTARS:** July 13, 2013
- **School Opening Checklist Due:** August 24, 2013

### Sports Seasons

<table>
<thead>
<tr>
<th>Season</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Sports Season Begins</td>
<td>August 8, 2012</td>
</tr>
<tr>
<td>Winter Sports Season Begins</td>
<td>November 1, 2012</td>
</tr>
<tr>
<td>Fall Sports Season Ends</td>
<td>November 15, 2012</td>
</tr>
<tr>
<td>Spring Sports Season Begins</td>
<td>March 1, 2013</td>
</tr>
<tr>
<td>Winter Sports Season Ends</td>
<td>March 15, 2013</td>
</tr>
<tr>
<td>Spring Sports Season Ends</td>
<td>June 15, 2013</td>
</tr>
</tbody>
</table>

### College Readiness

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

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

### Cluster 1

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Our spend on social workers and school psychologists has to be far above what we have ever done. It will really cut in to school spending power in FY 14 if we stay at the same level - particularly when we want schools to feel like they have more money as a result of closings. We also have HR reviewing all new vacancies and holding at the under enrolled schools. I guess those positions should now go to social workers. I have a couple of LMER holds (including 1 PD center position) still charged against the enrollment reserve that we might be able to use if JK doesn't need them.

LMR

On Sep 25, 2012, at 2:51 PM, "Weber, Peter (DCPS)" <peter.weber@dc.gov> wrote:

> Yup. that's how I ended the conversation. If this is something we really need to do, we will need to add it to our spending pressures and it will reduce everyone else's budget.
>
> -----Original Message-----
> From: Ruda, Lisa M. (DCPS)
> Sent: Tuesday, September 25, 2012 4:51 PM
> To: Weber, Peter (DCPS)
> Subject: Re: weekly reports and chiefs
> 
> We have plenty of positions we can justify moving from the under enrolled schools -- they are just filled and it will be a headache. I'm not doubting him in any way, but I also know (from how schools dealt with school budgets) that schools aren't vocal about this need in any way. This is another $1M -- yikes.
>
> LMR
>
> On Sep 25, 2012, at 2:44 PM, "Weber, Peter (DCPS)" <peter.weber@dc.gov> wrote:
>
> >>> Nathaniel is quite firm that he needs about 10 more social workers. I have no idea how to solve this besides making it a pressure.
> >>
> >>> -----Original Message-----
> >>> From: Ruda, Lisa M. (DCPS)
> >>> Sent: Tuesday, September 25, 2012 4:13 PM
> >>> To: Weber, Peter (DCPS)
> >>> Subject: Re: weekly reports and chiefs
> >>>
> >>> Let me know where things shake out on the social workers. We don't have new cash for them but look at the "quasi equalization" Kaya referenced at the under-enrolled schools. Ughhhh.
> >>>
> >>> LMR
> >>>
> >>> On Sep 24, 2012, at 11:27 AM, "Weber, Peter (DCPS)" <peter.weber@dc.gov> wrote:
> >>>
> >>>>
> >>>> Below is my proposed list of topics for tomorrow's chiefs meetings. Please let me know if you have any additions or would like to see changes.
• Update team on end of year procurement including liquidating unused POs - Anthony
• Scorecards update - Cate
• SPDI update - John and Cate
• First leadership academy - Cate, Carey
• Head Start screenings update - Nathaniel, Carey
• School Social Workers - Nathaniel
• LRE analysis - Nathaniel
• One Fund - Josephine

Communications
School closures/boundaries
Highly effective teachers

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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校 closures/boundaries
Highly effective teachers

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>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<http://www.72hours.dc.gov>.
From: Ruda, Lisa M. (DCPS) [Lisa.Ruda@dc.gov]
Sent: Friday, September 14, 2012 4:24 PM
To: Leonard, Jennifer (EOM)
Subject: RE: Meeting with Mayor/Kaya this afternoon

I know!
LMR

From: Leonard, Jennifer (EOM)
Sent: Friday, September 14, 2012 4:11 PM
To: Ruda, Lisa M. (DCPS)
Subject: RE: Meeting with Mayor/Kaya this afternoon

I can’t stop laughing. Love the litany of animals.

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

From: Ruda, Lisa M. (DCPS)
Sent: Friday, September 14, 2012 3:17 PM
To: Leonard, Jennifer (EOM)
Subject: RE: Meeting with Mayor/Kaya this afternoon

Yep. Just want to give you a heads up on a DOH mess.
LMR

From: Leonard, Jennifer (EOM)
Sent: Friday, September 14, 2012 3:17 PM
To: Ruda, Lisa M. (DCPS)
Subject: RE: Meeting with Mayor/Kaya this afternoon

Can I call you at 4?

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)
From: Ruda, Lisa M. (DCPS)
Sent: Friday, September 14, 2012 2:29 PM
To: Leonard, Jennifer (EOM)
Subject: RE: Meeting with Mayor/Kaya this afternoon

Are you around?
LMR

From: Leonard, Jennifer (EOM)
Sent: Friday, September 14, 2012 1:31 PM
To: Ruda, Lisa M. (DCPS)
Cc: DeGuzman, Anthony D. (DCPS)
Subject: RE: Meeting with Mayor/Kaya this afternoon

Thanks Lisa, and yes, let's discuss soon. In the meantime, please note a few points about the slide deck that I sent over, as it is not directly about school closures; it is about what happens AFTER school closures.

1. The process outlined in the deck is to improve decision-making around vacant schools after they are closed. It does not impose requirements on how DCPS makes closure decisions.
2. All of the vacant schools listed in slide 6 are already closed, but no decision has been made to surplus or retain.
3. We are not recommending closure of any of the buildings on Slide 7. This list is only to make DCPS aware of these immediate requests for co-location.

Also, as a heads up (and you may already know this), Marc heard from PCSB that it is meeting with DCPS soon to discuss the charters' facilities needs. Let us know if/how we can be helpful there as we know what schools we support finding suitable locations for. This doesn't necessarily mean we think the solutions have to come from DCPS inventory; could be from anywhere.

Copying Anthony as he stopped by after the Mayor/Chancellor meeting and I mentioned some of this to him.

Thanks Lisa,
Jennifer

Jennifer Guste Leonard
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(202) 727-8198 (fax)
Jennifer.Leonard@dc.gov
dme.dc.gov
Thanks. We should talk as our recommendations won't be based on performance -- our drivers will be enrollment and facilities condition. We recently received a request for information (investigation) from the US Department of Education, Office of Civil Rights based on a complaint that alleges we are closing schools based on academic performance and that discriminates against black children. We recently responded denying the allegation.

LMR

On Sep 12, 2012, at 2:32 PM, "Leonard, Jennifer (EOM)" <jennifer.leonard@dc.gov> wrote:

FYI here is the powerpoint I was referring to. There are some updates since the Chancellor last saw this, which DW will bring to the meeting and highlight.

Call or email if questions,
Jennifer

Jennifer Guste Leonard
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1350 Pennsylvania Ave, NW, Suite 307
Washington, DC 20004
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Jennifer.Leonard@dc.gov
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Yep. Just want to give you a heads up on a DOH mess.

LMR

Can I call you at 4?

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Are you around?

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dme.dc.gov

From: Ruda, Lisa M. (DCPS)
Sent: Wednesday, September 12, 2012 2:39 PM
To: Leonard, Jennifer (EOM)
Subject: Re: Meeting with Mayor/Kaya this afternoon

Thanks. We should talk as our recommendations won't be based on performance -- our drivers will be enrollment and facilities condition. We recently received a request for information (investigation) from the US Department of Education, Office of Civil Rights based on a complaint that alleges we are closing schools based an academic performance and that discriminates against black children. We recently responded denying the allegation.

LMR

On Sep 12, 2012, at 2:32 PM, "Leonard, Jennifer (EOM)" <jennifer.leonard@dc.gov> wrote:

FYI here is the powerpoint I was referring to. There are some updates since the Chancellor last saw this, which DW will bring to the meeting and highlight.

Call or email if questions,
Jennifer

Jennifer Guste Leonard
Chief of Staff
Office of the Deputy Mayor for Education
1350 Pennsylvania Ave, NW, Suite 307
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From: Bleyer, Marc (EOM)
Sent: Wednesday, September 12, 2012 2:28 PM
To: Leonard, Jennifer (EOM); Wright, De'Shawn (EOM)
Subject: RE: Meeting with Mayor/Kaya this afternoon

Here’s the updated slide deck. Printing now.

<3-step Facilities Decision-Making Process.pptx>
Are you around?
LMR

From: Leonard, Jennifer (EOM)
Sent: Friday, September 14, 2012 1:31 PM
To: Ruda, Lisa M. (DCPS)
Cc: DeGuzman, Anthony D. (DCPS)
Subject: RE: Meeting with Mayor/Kaya this afternoon

Thanks Lisa, and yes, let's discuss soon. In the meantime, please note a few points about the slide deck that I sent over, as it is not directly about school closures; it is about what happens AFTER school closures.

1. The process outlined in the deck is to improve decision-making around vacant schools after they are closed. It does not impose requirements on how DCPS makes closure decisions.
2. All of the vacant schools listed in slide 6 are already closed, but no decision has been made to surplus or retain.
3. We are not recommending closure of any of the buildings on Slide 7. This list is only to make DCPS aware of these immediate requests for co-location.

Also, as a heads up (and you may already know this), Marc heard from PCSB that it is meeting with DCPS soon to discuss the charters' facilities needs. Let us know if/how we can be helpful there as we know what schools we support finding suitable locations for. This doesn't necessarily mean we think the solutions have to come from DCPS inventory; could be from anywhere.

Copying Anthony as he stopped by after the Mayor/Chancellor meeting and I mentioned some of this to him.

Thanks Lisa,
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)
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Thank you,
LMR

From: Salmanowitz, Melissa (DCPS)
Sent: Monday, September 10, 2012 1:22 PM
To: Weber, Peter (DCPS); Ruda, Lisa M. (DCPS)
Subject: RE: Examiner correction

Okay I'll say that it's probably best if they correct on their own. We weren't contacted for the story at all. And I'll emphasize that it might be splitting hairs a bit, and perhaps the bigger focus should be on clarifying IFF.

From: Weber, Peter (DCPS)
Sent: Monday, September 10, 2012 1:11 PM
To: Ruda, Lisa M. (DCPS); Salmanowitz, Melissa (DCPS)
Subject: Re: Examiner correction

Totally agree. Of all the things for us to correct, this one seems the least critical.

From: Ruda, Lisa M. (DCPS)
To: Salmanowitz, Melissa (DCPS); Weber, Peter (DCPS)
Sent: Mon Sep 10 12:51:47 2012
Subject: RE: Examiner correction

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

From: Salmanowitz, Melissa (DCPS)
Sent: Monday, September 10, 2012 12:30 PM
To: Weber, Peter (DCPS); Ruda, Lisa M. (DCPS)
Subject: FW: Examiner correction

Does this work for you all?

From: Bleyer, Marc (EOM)
Sent: Monday, September 10, 2012 12:30 PM
To: Salmanowitz, Melissa (DCPS); Charles, Hassan (DCPS)
Cc: Leonard, Jennifer (EOM)
Subject: Examiner correction

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 inaccuracy 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

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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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.
DGS's initial response is in the final audit report that was released. Take a look at what I just sent to you. I was referring to DGS's response to the draft audit report which was filed this summer. You are referring to the response to Lisa G's questions. I was pointing out the summer response only to show it looked crazy saying we are still reviewing the report (and we responded to in July).

LMR

Jennifer Guste Leonard
Chief of Staff
Office of the Deputy Mayor for Education
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Washington, DC 20004
(202) 727-0953 (office)
(202) 257-4056 (cell)
(202) 727-8198 (fax)
Jennifer.Leonard@dc.gov
dme.dc.gov
I don't think we can get away with saying we are still reviewing the report. The agencies have provided comments already. I think OME should respond by simply saying that each agency has responded to the report findings and the public should read the entire report and all associated responses. That said, the study and report are now seriously dated and any future decisions will need to be evaluated anew and the District will undertake that analysis when and if necessary. Or something like that.

Tony Robinson, from my BlackBerry

---

From: Burrell, Scott (EOM)
To: Wright, De'Shawn (EOM); Ribeiro, Pedro (EOM); Leonard, Jennifer (EOM); Robinson, Tony (EOM); Diggs, Kenneth (DGS); Ruda, Lisa M. (DCPS)
Cc: Hanlon, Brian (DGS); Graves, Warren (EOM); Lew, Allen (EOM); Hanlon, Brian (DGS)
Sent: Fri Sep 07 15:50:37 2012
Subject: RE: Questions from The Washington Examiner (close deadline)

I am fine with this direction but to be clear on the dates--the draft auditor report came out in May 2012 (and though I can find it on the DCA website I am assuming the final has been released). That audit covered the 2007 school closings and relied on the 2008-09 CAFR for its impairment numbers.

Scott Burrell
Chief Operating Officer
Department of General Services
2000 14th Street, NW (8th Floor)
Washington, DC 20009
(202)345-7016

---

From: Wright, De'Shawn (EOM)
Sent: Friday, September 07, 2012 3:46 PM
To: Ribeiro, Pedro (EOM); Leonard, Jennifer (EOM); Robinson, Tony (EOM); Burrell, Scott (EOM); Diggs, Kenneth (DGS); Ruda, Lisa M. (DCPS)
Cc: Hanlon, Brian (DGS); Graves, Warren (EOM); Lew, Allen (EOM); Hanlon, Brian (DGS)
Subject: RE: Questions from The Washington Examiner (close deadline)

I'm fine with this approach.

---

From: Ribeiro, Pedro (EOM)
Sent: Friday, September 07, 2012 3:45 PM
To: Leonard, Jennifer (EOM); Robinson, Tony (EOM); Burrell, Scott (EOM); Diggs, Kenneth (DGS); Wright, De'Shawn (EOM); Ruda, Lisa M. (DCPS)
Cc: Hanlon, Brian (DGS); Graves, Warren (EOM); Lew, Allen (EOM); Hanlon, Brian (DGS)
Subject: RE: Questions from The Washington Examiner (close deadline)

I have concerns about rushing to respond on this, especially since it appears that the report is already badly out of date (FY 07-09). About we just say we are reviewing the report.

---

From: Leonard, Jennifer (EOM)
Sent: Friday, September 07, 2012 3:20 PM
To: Robinson, Tony (EOM); Burrell, Scott (EOM); Diggs, Kenneth (DGS); Wright, De'Shawn (EOM); Ruda, Lisa M. (DCPS); Ribeiro, Pedro (EOM)
Cc: Hanlon, Brian (DGS); Graves, Warren (EOM); Lew, Allen (EOM); Hanlon, Brian (DGS)
Subject: RE: Questions from The Washington Examiner (close deadline)

Thanks Tony! Waiting till Pedro has a chance to take a look at this, offer guidance on whether or not we respond given the last email I sent, and if so, who is the best responder.
Thanks again,
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)
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Jennifer.Leonard@dc.gov
dme.dc.gov

---

**From:** Robinson, Tony (EOM)
**Sent:** Friday, September 07, 2012 2:57 PM
**To:** Burrell, Scott (EOM); Diggs, Kenneth (DGS); Wright, De'Shawn (EOM); Leonard, Jennifer (EOM); Ruda, Lisa M. (DCPS); Ribeiro, Pedro (EOM)
**Cc:** Hanlon, Brian (DGS); Graves, Warren (EOM); Lew, Allen (EOM); Hanlon, Brian (DGS)
**Subject:** RE: Questions from The Washington Examiner (close deadline)

Deputy Mayor Wright,

Per your email, I am forwarding the preliminary response from DGS.

**Tony Robinson | Director of Public Affairs**
Office of the City Administrator
District of Columbia Government
1350 Pennsylvania Avenue-Suite 513
Washington, DC 20004
W_202-724-5541 | M_202-439-3277 | E_Tony.Robinson1@dc.gov

---

**From:** Burrell, Scott (EOM)
**Sent:** Friday, September 07, 2012 2:37 PM
**To:** Robinson, Tony (EOM); Diggs, Kenneth (DGS)
**Cc:** Hanlon, Brian (DGS); Graves, Warren (EOM); Lew, Allen (EOM); Hanlon, Brian (DGS)
**Subject:** RE: Questions from The Washington Examiner (close deadline)

Attached is a draft response. I think we need to get DMPED, DME and DCPS to assist.

Scott Burrell
Chief Operating Officer
Department of General Services
2000 14th Street, NW (8th Floor)
Washington, DC 20009
(202)345-7016

---

**From:** Burrell, Scott (EOM)
**Sent:** Friday, September 07, 2012 2:13 PM
**To:** Robinson, Tony (EOM); Diggs, Kenneth (DGS)
**Cc:** Hanlon, Brian (DGS)

**Subject:** RE: Questions from The Washington Examiner (close deadline)

I think we can respond from a DGS perspective, but need some assistance from DCPS, DME, and DMPED on some of the issues. I will have a response with data that needs to be confirmed in 15 minutes.

Scott Burrell  
Chief Operating Officer  
Department of General Services  
2000 14th Street, NW (8th Floor)  
Washington, DC 20009  
(202)345-7016

**From:** Robinson, Tony (EOM)  
**Sent:** Friday, September 07, 2012 2:11 PM  
**To:** Diggs, Kenneth (DGS); Burrell, Scott (EOM)  
**Cc:** Hanlon, Brian (DGS)  

**Subject:** Re: Questions from The Washington Examiner (close deadline)

Apparently Scott and Warren discussed and decided that DGS should indeed respond. Scott, how soon will you have something to review?  
Tony Robinson, from my BlackBerry

**From:** Diggs, Kenneth (DGS)  
**To:** Robinson, Tony (EOM); Burrell, Scott (EOM)  
**Cc:** Hanlon, Brian (DGS)  
**Sent:** Fri Sep 07 13:40:01 2012  
**Subject:** Fw: Questions from The Washington Examiner (close deadline)

Let's discuss.

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](http://www.72hours.dc.gov).

**From:** Lisa Gartner <lgartner@washingtonexaminer.com>  
**To:** Hanlon, Brian (DGS)  
**Cc:** Diggs, Kenneth (DGS)  
**Sent:** Fri Sep 07 13:35:14 2012  
**Subject:** Questions from The Washington Examiner (close deadline)

Hi Acting Director,

My name is Lisa, and I'm a reporter at The Washington Examiner. Kenny Diggs suggested I try you by email, since you're en route to a ribbon cutting and my deadline is 5 p.m.

I'm writing about the "Audit of the Closure and Consolidation of 23 D.C. Public Schools," which says the cost of the closures was closer to $40 million than the originally reported $9.7 million. With the deputy mayor expected to announce more closures this winter, this is of high interest to our readers.
1. Do you agree with the auditor's findings -- that, in addition to the $9.7 million, another $3 million was spent on moving and relocating costs, another $3.3 million on demolition, $39K for the closed schools to be patrolled, and $1.5 million to bus students to alternative schools?

2. Additionally, do you agree that another $17.7 million was racked up in "impairment costs," aka, the schools are less valuable than they were when they were closed?

3. What steps, if any, will DGS take to keep the cost down during the next round of school closures?

Thanks so much - again, my deadline is 5, and my direct line is 202-459-4956. I look forward to hearing from you.

Best,
Lisa Gartner

--

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
Ok.
LMR

From: Weber, Peter (DCPS)
Sent: Tuesday, September 04, 2012 11:02 AM
To: Ruda, Lisa M. (DCPS)
Subject: RE: Chiefs

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.

From: Ruda, Lisa M. (DCPS)
Sent: Tuesday, September 04, 2012 9:29 AM
To: Weber, Peter (DCPS)
Subject: RE: Chiefs

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

From: Weber, Peter (DCPS)
Sent: Tuesday, September 04, 2012 9:28 AM
To: Ruda, Lisa M. (DCPS)
Subject: RE: Chiefs

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.

From: Ruda, Lisa M. (DCPS)
Sent: Tuesday, September 04, 2012 9:21 AM
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Subject: RE: Chiefs
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.

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**Subject:** RE: Chiefs

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

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**From:** Ruda, Lisa M. (DCPS)  
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**To:** Weber, Peter (DCPS)  
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LMR

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Great news.

LMR

On Aug 30, 2012, at 7:01 PM, "DeGuzman, Anthony D. (DCPS)" <anthony.deguzman@dc.gov> wrote:

Ruth is ok

On Aug 30, 2012, at 5:02 PM, "Ruda, Lisa M. (DCPS)" <Lisa.Ruda@dc.gov> wrote:

Thank you.

LMR

On Aug 30, 2012, at 3:21 PM, "DeGuzman, Anthony D. (DCPS)" <anthony.deguzman@dc.gov> wrote:

Thx. Just a heads up that Ruth wright is ok but she was in a car accident not to long ago Jeff is on the scene now Melina spoke to her so she most be fairly ok. I'll update you when more info is available.

A

On Aug 30, 2012, at 3:17 PM, "Ruda, Lisa M. (DCPS)" <Lisa.Ruda@dc.gov> wrote:

I just joined. It's been all ERS but I'll check if I missed anything.

LMR

On Aug 30, 2012, at 1:59 PM, "DeGuzman, Anthony D. (DCPS)" <anthony.deguzman@dc.gov> wrote:

Is the chancellor doing a school opening update? If so, I'd like to hear that part if possible. Happy to pass on the era stuff. Probably better to
just read whatever they have. If it makes sense call me.
Thx,
A

From: Lisa Ruda <lisa.ruda@dc.gov>
Date: Thu, 30 Aug 2012 13:57:42 -0400
To: Teacher
<anthony.deguzman@dc.gov>
Subject: RE: MT

Nawh. ERS presentation.
LMR

From: DeGuzman, Anthony D. (DCPS)
Sent: Thursday, August 30, 2012 1:55 PM
To: Ruda, Lisa M. (DCPS)
Subject: MT

Does it make sense for me to call in?
Anthony

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.

LMR

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LMR

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Subject: MT

Does it make sense for me to call in?

Anthony
Check out the "One City Action Plan"
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From: Ruda, Lisa M. (DCPS) [Lisa.Ruda@dc.gov]
Sent: Monday, August 13, 2012 2:55 PM
To: Weber, Peter (DCPS)
Subject: Re: thoughts on chief reports

K

LMR

On Aug 13, 2012, at 2:54 PM, "Weber, Peter (DCPS)" <peter.weber@dc.gov> wrote:

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.

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:
  o Librarian distribution from excesses
  o Use of the enrollment reserve and promises we have been making
  o 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)

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
CAS testing or drugs?

LMR

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- 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
Sure. I have a 2:30 p.m. but am open after 3:15 for the rest of the day (although Fonda is stopping by at some point).

LMR

-----Original Message-----
From: Salmanowitz, Melissa (DCPS)
Sent: Thursday, August 09, 2012 2:25 PM
To: Ruda, Lisa M. (DCPS)
Subject: FW: NCSL report/school closings

Can I pop in to talk school closings with you in a little while?

-----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

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

-----Original Message-----
From: Salmanowitz, Melissa (DCPS)
Sent: Wednesday, August 08, 2012 10:58 AM
To: Leonard, Jennifer (EOM); Charles, Hassan (DCPS)
Cc: Ruda, Lisa M. (DCPS)
Subject: RE: NCSL report/school closings

We're on it. I'll get back to you soon with a few key bullets.

-----Original Message-----
From: Leonard, Jennifer (EOM)
Sent: Wednesday, August 08, 2012 10:25 AM
To: Charles, Hassan (DCPS); Salmanowitz, Melissa (DCPS)
Cc: Ruda, Lisa M. (DCPS)
Subject: FW: NCSL report/school closings
Hey Guys,

Sorry to be a pest about this but we want to make sure we get our messaging right and in sync with DCPS’. Not sure why OSSE directed questions about school closings to us, but we’re going to ask OSSE that this not continue. (see article, which I am sure you already have)

In the meantime, please see question below from Jessica - specific and clear language for DME on how to best respond would be very much appreciated.

Thanks so much,
Jennifer

Jennifer Guste Leonard
Chief of Staff
Office of the Deputy Mayor for Education 1350 Pennsylvania Ave, NW, Suite 307 Washington, DC 20004
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-----Original Message-----
From: Sutter, Jessica (EOM)
Sent: Wednesday, August 08, 2012 10:13 AM
To: Leonard, Jennifer (EOM)
Subject: RE: NCSL report/school closings

Jennifer,

I'll be checking in with Jyoti re: the Community Conversation in Ward 7 tomorrow morning and I wanted to alert her to the fact that this topic - school closings and the timing of announcements - will likely be fresh in people's minds on Saturday. And then I saw this: http://washingtonexaminer.com/report-dcps-to-announce-school-closings-by-december/article/2504219

I was under the impression that the official word from DCPS was that closure announcements would be made by the end of the year. That's what Lisa Ruda told us at the meeting at our office in March and I heard from DW after his meeting with Kaya that the timeline had not changed.

Can we get some clarity on what we should be saying to folks in these Community Conversations? I'm guessing that the answer is "no comment," but what exactly is the appropriate response? Thanks for any info you can provide.

Jess

Jessica Sutter

Senior Advisor (School Quality)

Office of the Deputy Mayor for Education

202.727.6054 (o)
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

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
http://dme.dc.gov

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

From: Steven Contorno
<scontorno@washingtonexaminer.com>
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
Yep. I made the decision after learning the principal had approved and wanted to do it.

LMR

On Aug 1, 2012, at 3:45 PM, "Robinson, Josephine B. (DCPS)" <josephine.robinson@dc.gov> wrote:

Understand how it came to pass and what’s done is done. Still don’t agree that this is a good move for DME or us, but I get over myself and move on very quickly. 😊

From: Ruda, Lisa M. (DCPS)
Sent: Wednesday, August 01, 2012 3:04 PM
To: Robinson, Josephine B. (DCPS)
Cc: Weber, Peter (DCPS)
Subject: Re: DME Quality Schools Community Conversations

They coordinated with us before they scheduled it because the principal and partner already approved it. I pushed back but they already had all the site approvals. It’s one school. They will be okay. Shereen was also looped in.

LMR

On Aug 1, 2012, at 2:54 PM, "Robinson, Josephine B. (DCPS)" <josephine.robinson@dc.gov> wrote:

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.

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://dcward1.eventbrite.com)
- [http://dcward4.eventbrite.com](http://dcward4.eventbrite.com)
- [http://dcward5.eventbrite.com](http://dcward5.eventbrite.com)
- [http://dcward7.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 
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Learn more at www.grade.dc.gov

<DC Choicework - Leveling the Playing Field_final.pdf>
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

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Take care,
Jessica

Jessica Sutter
Senior Advisor
Office of the Deputy Mayor for Education
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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.”
**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.
- Professional guidance counselors as well as community volunteers must be available to help students work through life challenges.
- 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.
- Policy leaders and education experts should improve standardized tests so they more accurately measure whether students are learning.

Approach C  Prioritize and support parent/guardian and community involvement in schools

- The district should hire principals who believe in strong family and community relations.
- Principals and teachers need to establish good communication with families.
- Principals and teachers must form deep relationships with their schools’ communities.
- 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.
- 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.
They coordinated with us before they scheduled it because the principal and partner already approved it. I pushed back but they already had all the site approvals. It’s one school. They will be okay. Shereen was also looped in.

LMR

On Aug 1, 2012, at 2:54 PM, "Robinson, Josephine B. (DCPS)" <josephine.robinson@dc.gov> wrote:

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

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.
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
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
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202.701.5589 (c)
jessica.sutter@dc.gov
www.dme.dc.gov

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<DC Choicework - Leveling the Playing Field_final.pdf>
Thanks.

LMR

On Jul 18, 2012, at 9:54 PM, "Robinson, Josephine B. (DCPS)" <josephine.robinson@dc.gov> wrote:

Fyi, see below exchange. I recall our prior conversations and will proceed appropriately.

Thanks

Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools

From: Robinson, Josephine B. (DCPS)
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)
Dear Josephine,

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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
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Management Team Retreat
June 21, 2012

AGENDA

1. Introduction/Expectations for Day (LMR) (9:00 a.m. to 9:15 a.m.)

2. ERS – Review of High Schools (PW) (9:15 a.m. to 11:00 a.m.) - See Attached PPT
   - 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 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:
     i. What are your big takeaways with respect to high school resource use?
     ii. What does this mean for the big changes the district will have to undertake to meet its strategic goals?

3. DC CAS Investigation (PW/CS) (11:00 a.m. to 11:45 a.m.)

4. Closing (Close at Noon)
From: Ruda, Lisa M. (DCPS) [Lisa.Ruda@dc.gov]
Sent: Thursday, June 14, 2012 9:47 AM
To: Williams-Skelton, Angela (DCPS)
Subject: ERS Contacts

Angie,

I have worked with Jonathon Travers (jtravers@erstrategies.org) and Kristen Ferris (kferris@erstrategies.org) from ERS. Both are working with us. I believe Jonathon is the lead but either can assist with confirming/cancelling tomorrow’s call.

Shout if you need anything from me.

LMR
From: Ruda, Lisa M. (DCPS) [Lisa.Ruda@dc.gov]  
Sent: Tuesday, June 12, 2012 11:41 AM  
To: McNeil, Joyce (DCPS)  
Subject: RE: DC Auditor's report on DCPS' budget

Thanks!  
LMR

From: McNeil, Joyce (DCPS)  
Sent: Tuesday, June 12, 2012 9:53 AM  
To: Ruda, Lisa M. (DCPS)  
Subject: RE: DC Auditor's report on DCPS' budget

You met with Yolanda on 1/20/11

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  
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E: joyce.mcneil@dc.gov  
W: dcps.dc.gov

From: Ruda, Lisa M. (DCPS)  
Sent: Tuesday, June 12, 2012 9:47 AM  
To: McNeil, Joyce (DCPS)  
Subject: RE: DC Auditor's report on DCPS' budget

Right. She told me the same thing and I checked my calendar and Sharon was out that day (12/20/10) and it’s not on my calendar. I went through my calendar and got the 6/22 and 2/6 dates and was asking both of you to help with the other meeting with Yolanda. 12/20 does not jive with my calendar which is why I wanted you to double-check.  
Thanks,  
LMR

From: McNeil, Joyce (DCPS)  
Sent: Tuesday, June 12, 2012 9:45 AM  
To: Ruda, Lisa M. (DCPS)  
Subject: RE: DC Auditor's report on DCPS' budget

Per Sharon, the Yolanda Branche mtg. was re 2007 school closures, separate audit. However, you met with the OCFO and auditors on 6/22/11 and the conf. call was held on 2/6/12.

Joyce McNeil  
Executive Assistant to the Chief of Staff
Sharon and I had at least two meetings (one with Yolanda Branche and one with OCFO and the auditor’s contractor around this audit). Plus, I did a conference call with them. Can you pull up these 3 dates from the calendar? I need by the end of the day tomorrow.

LMR

Do you have the summary of the budget audit? I want to send it in to the Chancellor so she is not surprised on Thursday when she needs to sign the audit letter?

LMR

I’ll put a summary together for you.

Do you have a summary of this report with key findings that I can share with the Chancellor?

Thanks,

LMR

Lisa and Pete:
As you are probably aware, the Office of the District of Columbia Auditor circulated a report on DCPS’ budgeting process for DME review and response (the report is attached). De’Shawn would like us to sit down with you to go over the recommendations in the report before we provide our response so that we can get a sense of DCPS’ position on the recommendations.

Who to work with on this and can we schedule a meeting or phone call to discuss in the next week?

Thanks,

Jennifer

Jennifer Guste Leonard
Chief of Staff
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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: Salimi, Scheherazade (EOM)
Sent: Tuesday, May 22, 2012 11:24 AM
To: Leonard, Jennifer (EOM)
Subject: DC Auditor’s report on DCPS’ budget
Importance: High

Scheherazade Salimi
Senior Advisor
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Right. She told me the same thing and I checked my calendar and Sharon was out that day (12/20/10) and it’s not on my calendar. I went through my calendar and got the 6/22 and 2/6 dates and was asking both of you to help with the other meeting with Yolanda. 12/20 does not jive with my calendar which is why I wanted you to double-check.

Thanks,
LMR

---

**From:** McNeil, Joyce (DCPS)
**Sent:** Tuesday, June 12, 2012 9:45 AM
**To:** Ruda, Lisa M. (DCPS)
**Subject:** RE: DC Auditor’s report on DCPS’ budget

Per Sharon, the Yolanda Branche mtg. was re 2007 school closures, separate audit. However, you met with the OCFO and auditors on 6/22/11 and the conf. call was held on 2/6/12.

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:** Monday, June 11, 2012 3:41 PM
**To:** McNeil, Joyce (DCPS)
**Subject:** FW: DC Auditor's report on DCPS' budget

Sharon and I had at least two meetings (one with Yolanda Branche and one with OCFO and the auditor’s contractor around this audit). Plus, I did a conference call with them. Can you pull up these 3 dates from the calendar? I need by the end of the day tomorrow.

LMR

---

**From:** Ruda, Lisa M. (DCPS)
**Sent:** Monday, June 11, 2012 3:13 PM
**To:** Sharon Artis  
**Subject:** RE: DC Auditor's report on DCPS' budget

Do you have the summary of the budget audit? I want to send it in to the Chancellor so she is not surprised on Thursday when she needs to sign the audit letter?

LMR
From: Artis, Sharon (OOC)  
Sent: Wednesday, May 23, 2012 9:00 AM  
To: Ruda, Lisa M. (OOC)  
Subject: RE: DC Auditor's report on DCPS' budget

I’ll put a summary together for you.

From: Ruda, Lisa M. (OOC)  
Sent: Tuesday, May 22, 2012 6:29 PM  
To: Artis, Sharon (OOC)  
Subject: FW: DC Auditor's report on DCPS' budget  
Importance: High

Do you have a summary of this report with key findings that I can share with the Chancellor?  
Thanks,
LMR

From: Leonard, Jennifer (EOM)  
Sent: Tuesday, May 22, 2012 5:33 PM  
To: Ruda, Lisa M. (OOC); Weber, Peter (OOC)  
Cc: Salimi, Scheherazade (EOM)  
Subject: FW: DC Auditor's report on DCPS' budget  
Importance: High

Lisa and Pete:

As you are probably aware, the Office of the District of Columbia Auditor circulated a report on DCPS’ budgeting process for DME review and response (the report is attached). De’Shawn would like us to sit down with you to go over the recommendations in the report before we provide our response so that we can get a sense of DCPS’ position on the recommendations.

Who to work with on this and can we schedule a meeting or phone call to discuss in the next week?

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
From: Salimi, Scheherazade (EOM)
Sent: Tuesday, May 22, 2012 11:24 AM
To: Leonard, Jennifer (EOM)
Subject: DC Auditor's report on DCPS' budget
Importance: High

Scheherazade Salimi
Senior Advisor
Office of the Deputy Mayor for Education
1350 Pennsylvania Ave, NW, Suite 307
Washington, DC 20004
(202) 724-6567 (office)
(202) 258-4755 (cell)
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Scheherazade.Salimi@dc.gov
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Lincoln Congregational Temple Church
United Church of Christ
1701 11th NW, Washington, DC 20002

www.lincolntemple.org  lincolntempleucc@gmail.com  202-332-2640

Reverend Dr. Rubin Tendai, Minister

December 2, 2012

The Honorable Vincent Gray
Executive Office of the Mayor
1350 Pennsylvania Avenue NW, Suite 316

Chancellor Kaya Henderson
District of Columbia Public Schools
1200 First Street NE
Washington, DC 20002

RE: Garrison Elementary School

Dear Mayor Gray and Chancellor Henderson,

The members of Lincoln Congregational Temple Church were both surprised and shocked to learn that Garrison Elementary School has been placed on the list of schools to be closed. Quite frankly, this decision makes not a bit sense to us. Why would the City and the School Board close down a school that is so effectively meeting the educational needs of so many of the children in this community? Not only does Garrison Elementary School have a large student population with the potential of growing larger, but are you aware of the tremendous work being done in this school by the principal, teachers, Parent Teacher's Association and community members?

Lincoln Congregational Temple Church has been at its present location on the northeast corner of 11th and R Streets since 1869 - 143 years! In all these years we have been a community church reaching out to serve both the religious and societal needs of community residents. That has been and continues to be the mission of Lincoln Congregational Temple Church. Even now, the Shaw Community Ministry afternoon tutorial program, founded in Lincoln Temple in 1971, continues to serve high, junior high and elementary school children. Thus, we have and continue to consider the educational needs of the children in our community to be of paramount importance.

This is why the ministers and members of Lincoln Congregational Temple Church cannot be silent when the future of Garrison Elementary School is placed in jeopardy. We are aware of your genuine concern for the children of our city, many of whom represent this city's future. Thus, it is our hope that our elected and appointed officials in the District of Columbia city government would agree with us, and thousands of others in the Shaw community, that for the sake of our children Garrison Elementary School is too valuable an asset to be disturbed - let alone eliminated.

It is our sincere hope that our position on this matter would be given your every consideration.
Most Sincerely,
Rev. Dr. Rubin Tendai, Minister
Lincoln Congregational Temple
(C) 301-801-8047
From: Roy Mark [Mark.Roy@bep.gov]
Sent: Wednesday, March 07, 2012 8:29 AM
To: Henderson, Kaya (OOG)
Cc: Ruda, Lisa M. (OOC)
Subject: Okay let's get started...

Good morning,

I have reviewed the budgets and I am more amazed at the projected enrollments for some of these schools. We got to close’em there’s no way around it, small school populations are draining the budget. We have Shaw MS preparing to receive about 20k for 109 students. What duh?? You know my two schools are Eastern and Woodson respectively and of course I do believe that both schools are being short-changed enormously in the budget area. My OMG moment, was to see the projected enrollment for Jefferson and their allotment. We might as well rename it “Cash Cow Middle School,” stop-laughing you know it is true.

If you need to assemble a group constituents who are in support of you to close these under enrolled schools then sign-me up, immediately.

You know that saying that, the grass is greener on the other side, well the reason it is greener, because they paid more for the gardener.

Take care,

Mark
Hi Melissa:

I think you know I do a great deal of reporting in my column. So the ruse that I was not included because I am an opinion writer or columnist is really ridiculous. Once again you have proved your word on matters of interest to the public cannot be trusted.

You told me last week, you would let me know when the announcement on this matter would be made. Yet Mike DeBonis was told on the same day I inquired that the information would be provided Tuesday.

Then you announce to certain reporters but you fail to even tell me that the meeting will be limited to "reporters."

This is quite similar to the promise you made around the school libraries task force--only to send out a press release.

Melissa, this is not at all professional. I don't expect you to agree with some of the things I write. But I do expect professionalism. You are damaging the relationship. You may not think in the grand scheme of things you will ever need my help with DCPS issues and affairs. I assure you you will. And this kind of unprofessionalism doesn't help.

When dealing with me, it's always better to provide me as much information as possible; it could actually effect the tone and content of my column. I can tell you withholding information won't stop me from writing about the issue.

best,
jonetta

jonetta rose barras
author
columnist, The Washington Examiner
jonetta@jonettarosebarras.com
202.640.0301

It takes courage to speak the truth; are you up to the task?

In a message dated 11/13/2012 11:44:40 A.M. Eastern Standard Time, melissa.salmanowitz@dc.gov writes:

Hi Jonetta -

Sorry I missed your calls. It's been a very busy morning.

The meeting today was a press briefing for reporters. We didn't have any columnists or opinion writers.

I will send you the embargoed press release later this afternoon. Please let me know if you have follow up questions.

Melissa Salmanowitz
Press Secretary, DCPS
Work: 202-535-1096
Cell: 202-578-1264

On Nov 13, 2012, at 8:59 AM, "Rosebook1@aol.com" <Rosebook1@aol.com> wrote:

Hi Melissa:
So the city is abuzz with news of a press conference to announce the school closure plan. You had indicated you would let me know when the conference was being called. I have not received a press release nor a telephone call nor an email.

So, what's up? Is there a press conference scheduled for today?

best,
jonetta

jonetta rose barras
author
columnist, The Washington Examiner
jonetta@jonettarosebarras.com
202.640.0301

It takes courage to speak the truth; are you up to the task?

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Inform first responders in advance!
From: Roosevelt Parent Community Resource Center [RooseveltP.C.R.C@gmail.com]
Sent: Thursday, November 17, 2011 8:44 PM
To: Lew, Allen (EOM)
Cc: kbrown@dccouncil.us; MBowser@DCCOUNCIL.US; PMendelson@dccouncil.us; Trabue, Ted (OSSE); Wright, De'Shawn (EOM); Henderson, Kaya (OOC); dcatania@dccouncil.us; mbrown@dccouncil.us; mfilardo@21csf.org; vincent.gray@dc.gov
Subject: Roosevelt Modernization

Theodore Roosevelt High School
4301 13th St. NW
Washington, DC 20011

Mr. Allen Lew
City Administrator, Washington DC
1350 Pennsylvania Ave. NW,
Suite 521
Washington, DC 20004

November 17, 2011

Dear Mr. Lew,

The Roosevelt Community has begun work toward the Roosevelt Modernization Process. The community, including parents, teachers, alumni and neighbors are meeting on a monthly basis, to ensure our programmatic vision and priorities are fully defined for the design process for the Roosevelt campus. These meetings are well attended and facilitated by the Roosevelt High School Director of Transformation.

However, we are writing to you because:

- There is no project manager from DGS/OPEFM assigned to this project that we are aware of.
- The formal SIT team meetings have not begun.
- There is a new Department of General Services responsible for public school modernization, and the organizational roles and responsibilities are unclear to us.

We were assured by OPEFM and the DCPS Office of Transformation that we are scheduled to move out of our building at the end of this school year. We are scheduled to move back in fall of 2013.

The modernization of Roosevelt High School is an approved FY2012 project, with a budget of $66 million. It is very important to all of us that this project go forward on schedule for the following reasons:

- There is no modernized high school in Ward 4. Ward 4, but for an unfortunate fire at Takoma, has had the least investment of any ward of the city.
- There is need and demand for the facility. There are currently three schools within Roosevelt--Roosevelt HS, Roosevelt STAY and Hospitality High School, a charter school-- and a combined 2011-2012 enrollment of over 1,100 students.
Roosevelt high school is undergoing an educational and climate transformation under the strong new leadership of Mr. Ivor Mitchell. With a full school modernization, Roosevelt is a strong option to parents and students overcrowding Wilson HS. (Current students that are within blocks of the Roosevelt High School Campus are within the Wilson feeder Deal’s boundaries which overlap Roosevelt boundaries.)

Roosevelt has the basic design layout of major spaces correct. The school needs a full modernization of its systems, finishes and space use relationships as well as expert planning involving the full campus. The 66 million dollar budget for the school may be close to adequate, if well planned and managed.

Roosevelt was prioritized in 2001 as 4th on the priority list of high schools in the capital budget. We have waited and watched other schools go ahead. We are eager to get started and the timeline is short.

Roosevelt will be the first high school modernization fully under the responsibility of the new agency. We want the management of capital projects to continue to go forward and hope that you can help us ensure this.

Thank you for your hard work on behalf of the District of Columbia Public Schools,

Sincerely,

Ronald Hampton
Roosevelt LSAT Chair

Angela Holston Johnson
Roosevelt PTSA President

Joseph Vaughn
ANC 4 C05 Commissioner

Kamili Anderson
Ward 4 Board of Education Member

Maurice Edwards
T.Roosevelt Alumni Association

Cathy Reilly
Director of S.H.A.P.P.E.

Cc:
Mayor Vincent Gray
Council Chair Kwame Brown
Deputy Mayor De Shawn Wright
Chancellor Kaya Henderson
State Board of Education President Ted Trabue
Council Member Muriel Bowser
Council Member Phil Mendelson
Council Member Michael Brown
Council Member David Catania
21st Century School Fund – Mary Filardo
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,
Rodney Garrett Fort Washington, Maryland

There are now 22 signatures on this petition. Read reasons why people are signing, and respond to Chris Sondreal by clicking here:
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 makes sense to arrange a short call.

Thanks.

Chelsea Rock
O: 202-442-5124
M: 202-557-9527

NOTE: I will be out of the office November 15th-30th.

FOR IMMEDIATE RELEASE

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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<thead>
<tr>
<th>WARD</th>
<th>REASSIGN STUDENTS FROM:</th>
<th>TO</th>
<th>WARD</th>
<th>RECEIVING SCHOOLS</th>
<th>CONSOLIDATED ENROLLMENT</th>
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<tbody>
<tr>
<td>2</td>
<td>Francis-Stevens EC</td>
<td>1</td>
<td>Marie Reed ES (Elementary Grades)</td>
<td>484</td>
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<td>2</td>
<td>Hardy MS (Middle Grades)</td>
<td>462</td>
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<td>2</td>
<td>Garrison ES</td>
<td>2</td>
<td>Seaton ES</td>
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<td>MacFarland MS</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>
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<td>5</td>
<td>Mamie D Lee School</td>
<td>2013-14</td>
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DCPS 008778
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>
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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>Ward 8 Community Dialogue</td>
<td>Savoy ES</td>
<td>November 27, 2012</td>
<td>6-8 pm</td>
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<td>Ward 7 Community Dialogue</td>
<td>Sousa MS</td>
<td>November 28, 2012</td>
<td>6-8 pm</td>
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<td>Wards 5 Community Dialogue</td>
<td>Langley EC</td>
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<td>6-8 pm</td>
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<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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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](http://www.smart911.com).
Inform first responders in advance!
Hey there, just checking...Did you send an invitation for the 8am call yet?

---

Chelsea Rock

On Jan 29, 2012, at 6:33 PM, "Lujan, Claudia (DCPS)" <Claudia.Lujan@dc.gov> wrote:

This is good news.

---

From: Black, Michael (OCTO)  
To: Lujan, Claudia (DCPS); Smith, Alaina (DCPS)  
Cc: Miller, Stephen (OCTO); Black, Michael (OCTO)  
Sent: Sun Jan 29 18:30:30 2012  
Subject: RE: School Profiles and QB Import

Hi Claudia,

The issue was with the user account that profiles and the lottery use to connect to QuickBase, school.profiles@dc.gov. The password associated with that account was automatically locked due to the District's password policy. Tracing it to that cause and then getting the right person to reset it took some time, but it has been resolved.

In other words, it wasn't a system problem, it was an account problem. So we don't view this as something “wrong” with the system itself, like we did with the EBIS service. However, we will continue to monitor the QuickBase import process and OCTO will continue to monitor the profiles site with our Sitescope tool (which initially threw a "site is down" alert earlier today). We don't see this as something that makes the lottery vulnerable tomorrow.

Please let me know if you need more information.

Michael

---

From: Lujan, Claudia (DCPS)  
Sent: Sunday, January 29, 2012 5:54 PM  
To: Black, Michael (OCTO); Smith, Alaina (DCPS)  
Cc: Miller, Stephen (OCTO)  
Subject: Re: School Profiles and QB Import

Do we need to wait/watch profiles for 24 hrs to make sure all good?

What was the issue?
Hi Claudia and Alaina,

Am glad to report that school profiles is back up and QuickBase import is not showing any errors. I apologize for the delay but it was tough getting to the right people.

With that, I think we may be ready for tomorrow!

Please let us know if there is anything else you need from us.

Michael

From: Black, Michael (OCTO)  
To: Lujan, Claudia (DCPS); Smith, Alaina (DCPS)  
Cc: Miller, Stephen (OCTO); Black, Michael (OCTO)  
Sent: Sun Jan 29 17:47:34 2012  
Subject: School Profiles and QB Import

From: Black, Michael (OCTO)  
Sent: Sunday, January 29, 2012 3:16 PM  
To: Lujan, Claudia (DCPS); Smith, Alaina (DCPS)  
Cc: Miller, Stephen (OCTO); Black, Michael (OCTO)  
Subject: RE: testing finds

Claudia and Alaina,

I am now following up on this to get the right folks on our side to re-enable school profiles. I will keep you posted.

Michael

From: Stephen Miller (OCTO)  
Sent: Sunday, January 29, 2012 1:49 PM  
To: Lujan, Claudia (DCPS)  
Cc: Smith, Alaina (DCPS); Black, Michael (OCTO)  
Subject: Re: testing finds

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 school.profiles@dc.gov 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  
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:

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:

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4. Steve - The link to “in-boundary” (see below) isn’t working. Can we try relinking 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

DCPS 008784
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
I spoke to Steve this hour. It's just a matter of getting in touch with staff from another program (QB) on a Sunday. When we talked, though, Steve had been in touch with them and they were working on reactivating the necessary account. The right people are in communication (Steve, Dervel and Michael), so in my opinion we need to sit tight and let them work through it. The technical issue itself isn't complicated, which is good, and i know this team understands the gravity of the situation.

Just my two cents...

---

Chelsea Rock

On Jan 29, 2012, at 3:36 PM, "DeGuzman, Anthony D. (DCPS)" <anthony.deguzman@dc.gov> wrote:

I'm sorry to hear that this is still not completely resolved. When do we expect an update?

Also Chelsea what are you thoughts on whether Octo has the necessary capacity in place? Is there someone with needed technical expertise that is not at the table?

A

On Jan 29, 2012, at 2:57 PM, "Lujan, Claudia (DCPS)" <Claudia.Lujan@dc.gov> wrote:

Between this and EBIS, I am very nervous. The OOB team has totally stepped up, but I think we need to make sure that higher ups at OCTO are aware that all this is happening and the support needed to fix is there.

Anthony, what do you think?

From: Lujan, Claudia (DCPS)
To: Rock, Chelsea (DCPS)
Sent: Sun Jan 29 14:08:07 2012
Subject: Fw: testing finds

FYI

From: Stephen Miller (OCTO) <stephenn.miller@dc.gov>
To: Lujan, Claudia (DCPS)
Cc: Smith, Alaina (DCPS); Black, Michael (OCTO)
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 school profiles@dc.gov 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:
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.

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      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.”

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~AJS

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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
Just talked to Stephen and they were able to reach the QB team, so I imagine you'll get an update soon if you haven't already.

--
Chelsea Rock
o: 202-442-5124
m: 202-557-9527

On Jan 29, 2012, at 2:08 PM, "Lujan, Claudia (DCPS)" <Claudia.Lujan@dc.gov> wrote:

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From: Stephen Miller (OCTO) <stephenn.miller@dc.gov>
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Office of the Chief Technology Officer  
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What's the latest?

--
Chelsea Rock
o: 202-442-5124
m: 202-557-9527

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**To:** Lujan, Claudia (DCPS)
**Cc:** Smith, Alaina (DCPS); Black, Michael (OCTO)
**Sent:** Sun Jan 29 13:49:24 2012
**Subject:** Re: testing finds

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**From:** Stephen Miller <stephenn.miller@dc.gov>
**To:** Smith, Alaina (DCPS)
**Cc:** Black, Michael (OCTO); Lujan, Claudia (DCPS)
**Sent:** Sun Jan 29 12:55:44 2012
**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.

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Website: www.octo.dc.gov

Office of the Chief Technology Officer
Suite 900
1100 15th Street, NW
Washington, DC 20005
No, just some version of the statement I sent earlier.

Tony Robinson, from my BlackBerry

Just to be clear we are not sending DGS responses correct?

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

Good call.
LMR

I don't think we can get away with saying we are still reviewing the report. The agencies have provided comments already. I think DME should respond by simply saying that each agency has responded to the report findings and the public should
read the entire report and all associated responses. That said, the study and report are now seriously dated and any future decisions will need to be evaluated anew and the District will undertake that analysis when and if necessary. Or something like that.

Tony Robinson, from my BlackBerry

From: Burrell, Scott (EOM)
To: Wright, De'Shawn (EOM); Ribeiro, Pedro (EOM); Leonard, Jennifer (EOM); Robinson, Tony (EOM); Diggs, Kenneth (DGS); Ruda, Lisa M. (DCPS)
Cc: Hanlon, Brian (DGS); Graves, Warren (EOM); Lew, Allen (EOM); Hanlon, Brian (DGS)
Sent: Fri Sep 07 15:50:37 2012
Subject: RE: Questions from The Washington Examiner (close deadline)

I am fine with this direction but to be clear on the dates—the draft auditor report came out in May 2012 (and though I can find it on the DCA website I am assuming the final has been released). That audit covered the 2007 school closings and relied on the 2008-09 CAFR for its impairment numbers.

Scott Burrell
Chief Operating Officer
Department of General Services
2000 14th Street, NW (8th Floor)
Washington, DC 20009
(202)345-7016

From: Wright, De'Shawn (EOM)
Sent: Friday, September 07, 2012 3:46 PM
To: Ribeiro, Pedro (EOM); Leonard, Jennifer (EOM); Robinson, Tony (EOM); Burrell, Scott (EOM); Diggs, Kenneth (DGS); Ruda, Lisa M. (DCPS)
Cc: Hanlon, Brian (DGS); Graves, Warren (EOM); Lew, Allen (EOM); Hanlon, Brian (DGS)
Subject: RE: Questions from The Washington Examiner (close deadline)

I'm fine with this approach.

From: Ribeiro, Pedro (EOM)
Sent: Friday, September 07, 2012 3:45 PM
To: Leonard, Jennifer (EOM); Robinson, Tony (EOM); Burrell, Scott (EOM); Diggs, Kenneth (DGS); Wright, De'Shawn (EOM); Ruda, Lisa M. (DCPS)
Cc: Hanlon, Brian (DGS); Graves, Warren (EOM); Lew, Allen (EOM); Hanlon, Brian (DGS)
Subject: RE: Questions from The Washington Examiner (close deadline)

I have concerns about rushing to respond on this, especially since it appears that the report is already badly out of date (FY 07-09). About we just say we are reviewing the report.

From: Leonard, Jennifer (EOM)
Sent: Friday, September 07, 2012 3:20 PM
To: Robinson, Tony (EOM); Burrell, Scott (EOM); Diggs, Kenneth (DGS); Wright, De'Shawn (EOM); Ruda, Lisa M. (DCPS); Ribeiro, Pedro (EOM)
Cc: Hanlon, Brian (DGS); Graves, Warren (EOM); Lew, Allen (EOM); Hanlon, Brian (DGS)
Subject: RE: Questions from The Washington Examiner (close deadline)

Thanks Tony! Waiting till Pedro has a chance to take a look at this, offer guidance on whether or not we respond given the last email I sent, and if so, who is the best responder.

Thanks again,
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

From: Robinson, Tony (EOM)  
Sent: Friday, September 07, 2012 2:57 PM  
To: Burrell, Scott (EOM); Diggs, Kenneth (DGS); Wright, De'Shawn (EOM); Leonard, Jennifer (EOM); Ruda, Lisa M. (DCPS); Ribeiro, Pedro (EOM)  
Cc: Hanlon, Brian (DGS); Graves, Warren (EOM); Lew, Allen (EOM); Hanlon, Brian (DGS)  
Subject: RE: Questions from The Washington Examiner (close deadline)

Deputy Mayor Wright,

Per your email, I am forwarding the preliminary response from DGS.

Tony Robinson | Director of Public Affairs  
Office of the City Administrator  
District of Columbia Government  
1350 Pennsylvania Avenue-Suite 513  
Washington, DC 20004  
W 202-724-5541 | M 202-439-3277 | E Tony.Robinson1@dc.gov

From: Burrell, Scott (EOM)  
Sent: Friday, September 07, 2012 2:37 PM  
To: Robinson, Tony (EOM); Diggs, Kenneth (DGS)  
Cc: Hanlon, Brian (DGS); Graves, Warren (EOM); Lew, Allen (EOM); Hanlon, Brian (DGS)  
Subject: RE: Questions from The Washington Examiner (close deadline)

Attached is a draft response. I think we need to get DMPED, DME and DCPS to assist..

Scott Burrell  
Chief Operating Officer  
Department of General Services  
2000 14th Street, NW (8th Floor)  
Washington, DC 20009  
(202)345-7016

From: Burrell, Scott (EOM)  
Sent: Friday, September 07, 2012 2:13 PM  
To: Robinson, Tony (EOM); Diggs, Kenneth (DGS)  
Cc: Hanlon, Brian (DGS)  
Subject: RE: Questions from The Washington Examiner (close deadline)
I think we can respond from a DGS perspective, but need some assistance from DCPS, DME, and DMPED on some of the issues. I will have a response with data that needs to be confirmed in 15 minutes.

Scott Burrell
Chief Operating Officer
Department of General Services
2000 14th Street, NW (8th Floor)
Washington, DC 20009
(202)345-7016

From: Robinson, Tony (EOM)
Sent: Friday, September 07, 2012 2:11 PM
To: Diggs, Kenneth (DGS); Burrell, Scott (EOM)
Cc: Hanlon, Brian (DGS)
Subject: Re: Questions from The Washington Examiner (close deadline)

Apparently Scott and Warren discussed and decided that DGS should indeed respond. Scott, how soon will you have something to review?
Tony Robinson, from my BlackBerry

From: Diggs, Kenneth (DGS)
To: Robinson, Tony (EOM); Burrell, Scott (EOM)
Cc: Hanlon, Brian (DGS)
Sent: Fri Sep 07 13:40:01 2012
Subject: Fw: Questions from The Washington Examiner (close deadline)

Let's discuss.

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: Lisa Gartner <lgartner@washingtonexaminer.com>
To: Hanlon, Brian (DGS)
Cc: Diggs, Kenneth (DGS)
Sent: Fri Sep 07 13:35:14 2012
Subject: Questions from The Washington Examiner (close deadline)

Hi Acting Director,

My name is Lisa, and I'm a reporter at The Washington Examiner. Kenny Diggs suggested I try you by email, since you're en route to a ribbon cutting and my deadline is 5 p.m.

I'm writing about the "Audit of the Closure and Consolidation of 23 D.C. Public Schools," which says the cost of the closures was closer to $40 million than the originally reported $9.7 million. With the deputy mayor expected to announce more closures this winter, this is of high interest to our readers.

1. Do you agree with the auditor's findings -- that, in addition to the $9.7 million, another $3 million was spent on moving and relocating costs, another $3.3 million on demolition, $39K for the closed schools to be patrolled, and $1.5 million to bus students to alternative schools?
2. Additionally, do you agree that another $17.7 million was racked up in "impairment costs," aka, the schools are less valuable than they were when they were closed?

3. What steps, if any, will DGS take to keep the cost down during the next round of school closures?

Thanks so much - again, my deadline is 5, and my direct line is 202-459-4956. I look forward to hearing from you.

Best,
Lisa Gartner

--

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
Absolutely agree!

Josephine Bias Robinson
Chief, Family and Public Engagement

Sent from my iPad

On Jan 12, 2013, at 1:34 PM, "Lujan, Claudia (DCPS)" <Claudia.Lujan@dc.gov> wrote:

Definitely. Is it ok if I wait until we meet our deadline on Monday? Since we don't have the printing deadline to worry about, it gives us a couple more days to finalize the school by school summaries. I want KSA to focus on printing doc.

Sent from my iPhone

On Jan 12, 2013, at 12:23 PM, "DeGuzman, Anthony D. (DCPS)" <anthony.deguzman@dc.gov> wrote:

Hey Josephine
Thanks for the email.

I confirmed with Adam this morning that thinks he has a good allotment of qoutes and photos so I think we are in relatively good shape there. I will forward you the email exchange.

I don't know what happened with the school by school edits but thanks for including them below and pointing that out.

Claudia, can you circle back on the edit flow for the school by schools so we have everything straight?

Did I miss anything?

Anthony

On Jan 12, 2013, at 12:15 PM, "Robinson, Josephine B. (DCPS)" <josephine.robinson@dc.gov> wrote:

Anthony,
Do you know or can you check with Adam to see if he reviewed the quotes Shanita shared on Thursday? (see email below.) I note a prompt on page six of the draft of the final plan for the quotes from Shanita and wanted to ensure Adam had what he needed should we decide add
quotes to the document. I am sure the first concern is whether there will be sufficient space to add this after the edits are completed, but wanted to ensure he didn't need anything more from us.

I also noted that no edits had been made to any of the school summaries and Shanita sent edits to him Thursday for the Garrison and Francis Stevens entries so am not clear if he looked at the summaries at all. I've made a few additional revisions to the edited Francis Stevens and Garrison summaries Shanita shared on Thursday and include them below for your review at the appropriate time.

Thanks!
Josephine

**Francis-Stevens Education Campus** families noted the proposed consolidation school, Marie Reed LC, was not located near their neighborhood. A counter-proposal was submitted to expand the number of 9-12 grade seats at School Without Walls High School. The Francis Stevens PTA and school community coalesced around sharing the building with SWS by maintaining the education campus and placing the high school on the upper floors. Francis Stevens PTA additionally developed a parent-led “Growth and Retention” plan to support the DCPS strategic plan by recruiting families to increase enrollment over the next two years.

**Garrison Elementary School** families launched a campaign to stave off consolidating with Seaton Elementary School noting the proposed merger would require trailers to accommodate the entire student population. The Garrison PTA revamped the school website, launched a petition drive and drafted a survey to inform the alternative proposal they submitted to DCPS. The proposal sought additional investments from DCPS to support language immersion, moving up the schedule to fully modernize the building, expansion of the early childhood education program and returning the 6th grade back to the school to boost enrollment. The PTA committed to increase recruitment and support efforts by the Garrison community and a willingness to enter into an agreement with DCPS around projected enrollment.

**From:** Burney, Shanita (DCPS)
**Sent:** Thursday, January 10, 2013 12:24 PM
**To:** Robinson, Josephine B. (DCPS)
**Cc:** Johnson, Sarah N. (DCPS); ‘Adam Kernan-Schloss’
**Subject:** FW: What we heard from school communities.docx

All,

Attached are quotes from Sarah framed around the “what we heard from the community” for each school. This is her best thinking on direct quotes that link to each school’s summary.

Feedback that is not included in the attachment that may be additional helpful context is below:

Ferebee-Hope
• Include sentence that emphasizes community concerns about safety of Hendley’s location as a receiving school.

Garrison/Francis-Stevens comparison

• Garrison summary emphasizes the parent advocacy that framed their engagement – sense of inequity when compared to the Francis-Stevens summary
• Recommendations are below:

Francis-Stevens Education Campus families noted the proposed consolidation school, Reed LC, was not located near their neighborhood and Ward 2 could have more MS options by strengthening the FSEC MS. A counter-proposal was submitted to expand the number of 9-12 grade seats at School Without Walls High School. The Francis Stevens PTA and school community coalesced around sharing the building with SWS by maintaining the education campus and placing the high school on the upper floors. Francis Stevens PTA additionally developed a parent-led “Growth and Retention” plan to model the DCPS strategic plan and increase enrollment with no additional resources from DCPS. recruit families over the next two years through lunchtime speaker series and neighborhood recruitment events. What’s missing from this write-up: proposal was data-driven; focused on unique aspects of school including low-vision program, accessibility to students city-wide and preferred strengthening the MS offerings to expand choice in Ward 2. Also noted that there was a waiting list at Marie Reed and Reed is not located nearby. Include a summary of what the counter-proposal was:

Garrison Elementary school families launched an aggressive campaign to stave off consolidating with Seaton Elementary School noting the merger would require trailers to accommodate the entire student population. The Garrison PTA launched a petition drive, crafted a survey and revamped their school website to mobilize the neighborhood to submit comments supporting the school and to demonstrate the demand for the school remaining open. The alternative proposal submitted by the PTA requested additional investments from DCPS to support language immersion, moving up the schedule to fully modernization the building, expansion of the early childhood education program and returning the 6th grade back to the school to boost enrollment. The PTA committed to increase recruitment and support efforts by the PTA and a willingness to enter into an agreement with DCPS around projected enrollment.

Kenilworth

• Make sure we mean to have the emphasis on the DCPNI proposal since that is the way it reads

Please let Sarah know if any other feedback is necessary and/or additional support with editing/quotes is helpful.

Thanks.

Shanita
The quotes included relate to the paragraph summary written by JBR. There were no optimistic quotes. There were quotes about what people are willing to do to make a change. If the purpose of this section is to say “we really did hear what you said – look at the quotes – and look at how we interpreted all the feedback” this is fine.

Hopefully the final solutions will address some of the concerns.

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Anthony,

Do you know or can you check with Adam to see if he reviewed the quotes Shanita shared on Thursday? (see email below.) I note a prompt on page six of the draft of the final plan for the quotes from Shanita and wanted to ensure Adam had what he needed should we decide to add quotes to the document. I am sure the first concern is whether there will be sufficient space to add this after the edits are completed, but wanted to ensure he didn’t need anything more from us.

I also noted that no edits had been made to any of the school summaries and Shanita sent edits to him Thursday for the Garrison and Francis Stevens entries so am not clear if he looked at the summaries at all. I’ve made a few additional revisions to the edited Francis Stevens and Garrison summaries Shanita shared on Thursday and include them below for your review at the appropriate time.

Thanks!
Josephine

Francis-Stevens Education Campus families noted the proposed consolidation school, Marie Reed LC, was not located near their neighborhood. A counter-proposal was submitted to expand the number of 9-12 grade seats at School Without Walls High School. The Francis Stevens PTA and school community coalesced around sharing the building with SWS by maintaining the education campus and placing the high school on the upper floors. Francis Stevens PTA additionally developed a parent-led “Growth and Retention” plan to support the DCPS strategic plan by recruiting families to increase enrollment over the next two years.

Garrison Elementary school families launched a campaign to stave off consolidating with Seaton Elementary School noting the proposed merger would require trailers to accommodate the entire student population. The Garrison PTA revamped the school website, launched a petition drive and drafted a survey to inform the alternative proposal they submitted to DCPS. The proposal sought additional investments from DCPS to support language immersion, moving up the schedule to fully modernization the building, expansion of the early childhood education program and returning the 6th grade back to the school to boost enrollment. The PTA committed to increase recruitment and support efforts by the Garrison community and a willingness to enter into an agreement with DCPS around projected enrollment.

From: Burney, Shanita (DCPS)
Sent: Thursday, January 10, 2013 12:24 PM
To: Robinson, Josephine B. (DCPS)
Cc: Johnson, Sarah N. (DCPS); 'Adam Kernan-Schloss'
Subject: FW: What we heard from school communities.docx

All,

Attached are quotes from Sarah framed around the “what we heard from the community” for each school. This is her best thinking on direct quotes that link to each school’s summary.

Feedback that is not included in the attachment that may be additional helpful context is below:

Ferebee-Hope
- Include sentence that emphasizes community concerns about safety of Hendley’s location as a receiving school.
Garrison/Francis-Stevens comparison

- Garrison summary emphasizes the parent advocacy that framed their engagement – sense of inequity when compared to the Francis-Stevens summary
- Recommendations are below:

Francis-Stevens Education Campus families noted the proposed consolidation school, Reed LC, was not located near their neighborhood and Ward 2 could have more MS options by strengthening the FSEC MS. A counter-proposal was submitted to expand the number of 9-12 grade seats at School Without Walls High School. The Francis Stevens PTA and school community coalesced around sharing the building with SWS by maintaining the education campus and placing the high school on the upper floors. Francis Stevens PTA additionally developed a parent-led “Growth and Retention” plan to model the DCPS strategic plan and increase enrollment with no additional resources from DCPS. Recruit families over the next two years through lunchtime speaker series and neighborhood recruitment events. What’s missing from this write-up: proposal was data driven; focused on unique aspects of school including low vision program, accessibility to students-city-wide and proffered strengthening the MS offerings to expand choice in Ward 2. Also noted that there was a waiting list at Marie-Reed and Reed is not located nearby. Include a summary of what the counter proposal was.

Garrison Elementary school families launched an aggressive campaign to stave off consolidating with Seaton Elementary School noting the merger would require trailers to accommodate the entire student population. The Garrison PTA launched a petition drive, crafted a survey and revamped their school website to mobilize the neighborhood to submit comments supporting the school and to demonstrate the demand for the school remaining open. The alternative proposal submitted by the PTA requested additional investments from DCPS to support language immersion, moving up the schedule to fully modernization the building, expansion of the early childhood education program and returning the 6th grade back to the school to boost enrollment. The PTA committed to increase recruitment and support efforts by the PTA and a willingness to enter into an agreement with DCPS around projected enrollment.

Kenilworth

- Make sure we mean to have the emphasis on the DCPNI proposal since that is the way it reads

Please let Sarah know if any other feedback is necessary and/or additional support with editing/quotes is helpful.

Thanks.

Shanita

From: Johnson, Sarah N. (DCPS)
Sent: Tuesday, January 08, 2013 5:53 PM
To: Burney, Shanita (DCPS); Skates, Jennifer (DCPS)
Subject: What we heard from school communities.docx

The quotes included relate to the paragraph summary written by JBR. There were no optimistic quotes. There were quotes about what people are willing to do to make a change. If the purpose of this section is to say “we really did hear what you said – look at the quotes – and look at how we interpreted all the feedback” this is fine.

Hopefully the final solutions will address some of the concerns.

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Here’s the draft engagement section thus far:

**Extensive Engagement**

The more parents, caregivers and community members are informed about, and are meaningfully engaged in dialogues about what happens in our schools, the more confident they will be about the direction and decisions we make on behalf of our children. We could not make major changes to the overall structure of our schools without sitting at the table together with our families, staff and citizens — to not just present the problems we face but to capture their creative solutions to these challenges.

For six weeks following the release of the Consolidation and Reorganization Proposal, we took a listening tour to hear feedback, gain insights, collect ideas and understand concerns from parents, community members, partners and experts. We shared our data, our information, and our assumptions. And then we listened closely.

We and nearly 100 citizens testified at two City Council hearings. We organized four Ward-based public meetings that attracted nearly 800 participants. We held office hours with Advisory Neighborhood Commissioners and citizens. We hosted group meetings, conference calls, webinars and individual consultations with countless parents, partners and representative stakeholders. And to reach people who could not otherwise attend a public meeting, we launched an online forum, www.engagedcps.org, which offered a central repository of information as well as a means of virtual engagement. Individuals posted their views and shared their ideas, suggestions, and proposals for everyone to review and weigh in on. Although the schedule did not allow everyone to meet individually with the Chancellor, everyone had a chance to provide their feedback directly to her through the Office of Family and Public Engagement.

**[Box sidebar]**

**Listening to the Community**

- 2 DC Council hearings (Nov. 15 & Nov. 19)
- Office hours for Advisory Neighborhood Commissioners of impacted schools 11/16
- 4 Ward-based community meetings
  - Ward 8 11/27 169 attendees
  - Ward 7 11/28 231 attendees
  - Ward 5 11/29 132 attendees
  - Wards 1-4, 6 12/5 248 attendees
- 3 meetings with Ward-based Education Councils
  - Wards 7 and 8 11/20
  - Ward 5 12/10
- Public office hours on 12/6 and 12/10 from 5-9 pm
- And meetings with a wide range of stakeholder groups such as:
  - Advisory Neighborhood Commissioners
  - Council Members and staff
  - Major non-profit and corporate partners of impacted schools
  - Members of the faith community
  - PTAs and parent groups
  - State Board of Education Members
  - US Department of Education Staff
  - Ward-based Education Councils
Washington Teachers Union representatives and teachers

DCPS made considerable efforts to ensure all information about the consolidation and reorganization proposal was readily accessible to community members through traditional and social media platforms. As of December 19 there were 26,461 page views of the DCPS website and 35,133 views of the www.engagedcxs.org website. We tracked 279 unique participants who submitted 218 ideas and 180 comments. Many participants represented multiple stakeholders either from our public meetings or as part of parent groups. We also saw increased traffic on the DCPS Facebook page and recorded over 400 tweets about the consolidation proposal. Individuals also viewed the Chancellor’s Video Message (www.bit.ly/crvideo) nearly 1,100 times over a six-week period. Community members without internet were able to call a dedicated phone line and leave messages with comments or requests and through our partnership with DKN District Cablevision/Channel 99, the public meetings were broadcast 4-8 times per day from November 19 through December 11, 2012. Public meetings were appropriately published in the DC Register. [A summary of all these comments can be found at XXX.]

**Major Themes**

DCPS closely reviewed and considered all of the feedback provided through the above-mentioned community engagement opportunities. There were a number of high level themes that ran through the comments submitted:

- Most individuals expressed the desire to keep the proposed schools open and valued the right to attend a school in their neighborhood
- Many acknowledged that schools had low enrollment but believed that small schools were better
- Many felt the schools did not effectively market themselves to attract and invite families to enroll
- Several felt their schools did not offer enough quality programming or that the program they valued, particularly those for special needs students, would be lost in the transition to another school
- Suggestions were made to co-locate non-profit and community-based and/or arts programs in under-utilized buildings
- A number of people expressed concerns about the safety of younger students walking different routes and potentially longer distances to the receiving school
- Certain schools that were proposed to consolidate caused anxiety about the merging of students from different neighborhoods with a history of tensions
- Parents noted apprehension with co-locating middle and high school students in the same building
- Many people challenged the proposal on the basis that there would be very little, if any cost savings, citing the costs of closing, transporting, and transitioning students to new schools
- Communities valued the physical assets the school provided their neighborhood and did not want the buildings to be left vacant, be sold for commercial development or transferred to a charter school
- A high number of people felt there was a need for a comprehensive education plan that addressed both charter and DC public schools, and more effectively managed the growth of charter schools

While we received several comments on all of the themes noted above, we will expand upon a few and share some of the high-level concerns from each school community.

**Safety and Walkability.** DCPS sees its neighborhood schools as the centerpiece of our city’s educational assets. It is our goal to have an excellent school in every community, where parents can safely send their children. We also know that the cost of public transportation is a challenge for many families who may have to bear additional costs because of the new routes to school. The adjustment for students, particularly those with disabilities that have been “travel trained” for their existing school was also noted. We also heard concerns that this increase in travel time and cost may strain families of limited means and create additional problems with truancy.

**Quality Programming.** DCPS stakeholders expressed the need and desire for more high quality and specialized programming, including foreign language options, immersion programs, and career and technical education options in neighborhood schools to become competitive with charters. Parents also want to see the expansion of afterschool
programs, and increased partnerships with community organizations to provide more robust offerings before, during and after the school day. Additionally, magnet programs were recommended as well as suggestion for strengthening the vertical alignment for our immersion programs and other specialized offerings to ensure there was a pathway for elementary, middle and high school programming along a feeder pattern.

Impact of Charter Schools. Considering the role of charters in the facilities planning for any consolidated DCPS school was top of mind for many DCPS stakeholders, many of whom voiced concern that vacant DCPS buildings would be turned over to charter schools. Additional concern was expressed that there was unchecked growth of poor performing charter schools East of the river. Stakeholders suggested that the city develop a comprehensive education plan that required both education sectors to work together to offer high quality educational options for children and effectively, equitably and efficiently utilize limited resources.

Transition and Blending of Students in New Schools. DCPS stakeholders posed many questions about the plan for transitioning students into newly-consolidated merged schools. Would the merged school share a name? How would we address existing neighborhood rivalries and tensions? Would teachers and staff from the closing school be retained? Would the receiving school be provided with additional resources to support the number of new students? Would the existing partnerships, programs and activities in the school be maintained? And how would special needs students be integrated into the school community? Parents were also concerned about the feasibility of co-locating middle school students with high school students without more detail about the school design and scheduling structure that would effectively separate the two school populations. In some instances, community members felt that changing the grade configurations of the educational campuses to elementary schools and moving the middle grades to under-enrolled middle schools was more suitable than combining middle and high school students.

Cost Savings. Parents questioned our rationale that operating too many under-enrolled schools was cost prohibitive and not an efficient use of resources. Many offered alternative suggestions to share space and co-locate with non-profits, other District agencies and/or community-based organizations in the under-utilized buildings.

School by School Feedback

Davis Elementary School families expressed the most concern about C.W. Harris as the choice of receiving school for their children. C.W. Harris’s location would require students to cross Benning Road, which several parents and grandparents considered an unsafe walk. The feedback we received consistently noted that the reading and math proficiency rates for C.W. Harris were lower than Davis’s and thus requests were made to consolidate with Plummer Elementary School.

Ferebee-Hope Elementary School families expressed the greatest concern about losing a facility that has the potential to meet numerous community needs. Several proposed that DCPS work with other District agencies to co-locate programs such as adult education or DPR programs since the school has a pool and sufficient space. Community members believe that the new housing development will be completed shortly and families with school-age children will return sooner than originally projected. Concerns about the distance students would travel to Hendley ES were also noted with suggestions that Hendley ES move into the Ferebee-Hope facility.

Francis-Stevens Education Campus families submitted a counter-proposal to expand the number of 9-12 grade seats at School Without Walls High School. The Francis Stevens PTA and school community coalesced around sharing the building with SWS by maintaining the education campus and placing the high school on the upper floors. Francis Stevens additionally developed a parent-led “Growth and Retention” plan to recruit families over the next two years through a lunchtime speaker series and neighborhood recruitment events.

Garrison Elementary School families launched an aggressive campaign to stave off consolidating with Seaton Elementary School. Testimony and comments received from the Garrison community were uniformly against consolidation with Seaton noting the merger would require trailers to accommodate the entire student population. The Garrison PTA launched a petition drive, crafted a survey and revamped their school website to mobilize the neighborhood to submit comments supporting the school and to demonstrate the demand for the school remaining open. The alternative
proposal submitted by the PTA requested additional investments from DCPS to support language immersion, moving up the schedule to fully modernization the building, expansion of the early childhood education program and returning the 6th grade back to the school to boost enrollment. The PTA committed to increase recruitment and support efforts by the PTA and a willingness to enter into an agreement with DCPS around projected enrollment.

The co-location of the CHOICE Program, currently housed at the Hamilton building, with Cardozo High School elicited numerous concerns that too many alternative programs and special needs populations would cause strain on a school just beginning to stabilize. Cardozo community members requested DCPS consider an alternative site for the program.

Johnson Middle School community members expressed the most concern about the safety of students traveling to and from the proposed receiving schools of Hart and Kramer and the exacerbation of competing neighborhood tensions within the merged school populations. Community members cited the disruption at Hart MS following consolidation in 2008 as evidence of challenges to come without significant investment from DCPS in transitioning the school community well-before the start of the new school year. Community members also contended that the proposed change would likely increase the cost of transportation to the proposed receiving schools and create significant hardships for families. Kenilworth Elementary School community members cited the engagement of the DC Promise Neighborhood Initiative (DCPNI) as a rationale for maintaining their school. The community also commented that the proposed consolidation with Houston ES creates safety concerns as the route to Houston is not walkable. Concerns were expressed that the proposed consolidation would remove these students from the Promise Neighborhood footprint and diminish their ability to receive the resources and support generated by the DCPNI. Community members proposed that Kenilworth be reorganized into an educational campus and community center.

MacFarland Middle School expressed concern about permanently combining with Roosevelt High School to create a single 6-12 grade school, though recognized co-location with Roosevelt was necessary to accommodate the building modernization. There were concerns that DCPS was moving too fast in making the change to the new grade configuration without providing sufficient detail about the school design that would provide safeguards for younger students and the overall academic plan for improved programming. An alternative proposal submitted by DC S.H.A.P.P.E. includes moving the middle grades from Truesdell and Raymond Education Campuses over a three year period to augment the student population at MacFarland and maintain a free-standing middle school in Ward 4. The community also wants to create increased foreign language options at the school.

Malcolm X Elementary School families and community members were concerned that the school was reconstituted this school year and thus not given the opportunity to turnaround/improve. Consolidation with Turner presents another disruption to student learning therefore teachers from Malcolm X need to be retained in any transition. Community members expressed displeasure with the number of charter schools in their neighborhood and the lack of quality educational options.

Mamie D. Lee families were interested in the process and timeline for the proposed rebuilding of the school at the River Terrace location. Feedback received focused on when information about the school design would be available. Feedback centered on maintaining the travel training and life skills programs in the newly consolidated school.

Thurgood Marshall Elementary School expressed several concerns about the proposed consolidation with Langdon EC including the distance to the school from the Ft. Lincoln community and whether there would be sufficient slots particularly for the Montessori, preschool and prekindergarten programs. The current lack of accreditation for Langdon’s Montessori program was an also issue for Marshall parents. Marshall community members provided the most feedback about the value of the facilities at Marshall including the pool, greenhouse, amphitheater and planetarium. Many indicated the community was continuing to grow and demand for the school would increase as new housing developments are completed and businesses open because of burgeoning economic development.

MC Terrell-McGogney Elementary School families expressed concern about the walkability of and transportation to King Elementary School and requested transportation assistance. Feedback focused on what programs and resources were needed to support and strengthen the school as this would be the second consolidation since 2008. Community
members were interested in maintaining the Parent Resource Center that is housed in recently renovated space at Terrell-McGogney, within the community.

There was limited community feedback about Prospect Learning Center outside of ensuring that neighborhood schools that received students were prepared to and capable of integrating returning special needs students. Ron Brown Middle School community members appreciate the schools accessibility and fear the transfer of students to Kelly Miller Middle School will cause transportation challenges for students and families. Community members favored increased partnerships and investment in the school through the introduction of a STEM program to attract students.

Sharpe Health families wanted more direct engagement with their school community to ensure planning for consolidation and relocation to the River Terrace school site would have their input. Community members were interested in the process and timeline for the proposed rebuilding and design of the school to meet their unique needs. Families also noted the importance of maintaining teachers and staff who understood the health and education needs of these students.

Shaw at Garnet-Patterson School families expressed general concern about the proposed co-location of middle and high school students together in Cardozo High School. Community members see the building as a valuable community asset and want to ensure its future use as opposed to lying vacant.

Smothers Elementary School community members expressed concerns that their school had higher enrollment and a much higher capacity rate than the other schools proposed for consolidation and that there were very few additional benefits to be gained from merging with either Aiton or Plummer Elementary Schools. Families believed they were a small school that should be supported similar to other small schools in other wards.

Spingarn High School community members while generally supportive of a proposal to bring career and technical education to the school and were interested in receiving more detail than what was provided, most were concerned about transitioning Spingarn High School students to multiple schools and potentially exacerbating neighborhood rivalries. There were questions about whether Eastern High School in particular would be able to accommodate the number of eligible students and whether any of the schools could become over-crowded. Concerns about the cost and distance to travel to receiving schools including Ballou and Roosevelt for Spingarn STAY students, was another issue of note.

Winston Education Campus families expressed issues with the proposal to separate the elementary and middle grades at Winston and direct their children, in some instances, siblings to either Stanton ES or Kramer MS. Community members submitted proposals requesting reinvestment in Winston as an arts and languages school in expressed interest in sharing space with organizations and non-profits that could create an arts hub for the Ward 7 and 8 community.

From: Burney, Shanita (DCPS)
Sent: Friday, January 11, 2013 2:36 PM
To: Nyhus, Jill (DCPS); Robinson, Josephine B. (DCPS)
Cc: Wright, Alfonso (DCPS); Johnson, Sarah N. (DCPS)
Subject: RE: CR Feedback Document Link

Thanks Jill.

JBR, in prep for updating this document, can you send me on a separate email the themes of the feedback as represented in the final report? Thanks!

Shanitua

From: Nyhus, Jill (DCPS)
Sent: Friday, January 11, 2013 2:34 PM
Hi Josephine – Just spoke to Shanita. The URL for the CR feedback will be http://dcps.dc.gov/DCPS/crfeedback

(It currently goes to the CR meeting page but we’ll redirect it to this new feedback report.)

Jill

Jill Nyhus
Senior Director of Technology, Office of Communications

District of Columbia Public Schools
Office of the Chancellor
1200 First Street, NE
Washington, DC 20002
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C 202 907 7437
E jill.nyhus@dc.gov
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Shanita has responded. Apparently Jen missed his email and did not respond.

From: Holland, Burnell (DCPS)
Sent: Thursday, January 10, 2013 3:02 PM
To: Robinson, Josephine B. (DCPS)
Subject: RE: Follow up re: Chancellor, Mayor, and ANC meeting

I’ll go track them down.

From: Robinson, Josephine B. (DCPS)
Sent: Thursday, January 10, 2013 3:00 PM
To: Holland, Burnell (DCPS)
Subject: FW: Follow up re: Chancellor, Mayor, and ANC meeting
Importance: High

Burnell, 
Please make sure Jenn sees this. I looked at Shanita’s schedule and it shows she is in a Brookland meeting now so may not have seen my message. I’m assuming Jenn is there as well. I need their eyes on this asap to get back to the Chancellor and Angie so they can address immediately.
Thanks

From: Robinson, Josephine B. (DCPS)
Sent: Thursday, January 10, 2013 2:48 PM
To: Burney, Shanita (DCPS); Skates, Jennifer (DCPS)
Cc: Williams-Skelton, Angela (DCPS-OOC) (angela.williams-skelton@dc.gov)
Subject: FW: Follow up re: Chancellor, Mayor, and ANC meeting

Ladies,
Please review the exchange below and provide me with an update/response to share with the Chancellor. This is the first I’ve heard of this guy and have no recollection of him approaching me or the Chancellor about his concerns. Please give me something ASAP so we can provide to the Chancellor in advance of any call.
Thanks!

From: Henderson, Kaya (DCPS)
Sent: Thursday, January 10, 2013 2:27 PM
To: Robinson, Josephine B. (DCPS)
Cc: Williams-Skelton, Angela (DCPS)
Subject: Fwd: Follow up re: Chancellor, Mayor, and ANC meeting

Josephine,
What in the world is this guy talking about? I don't remember seeing a bunch of emails to me - maybe your team has been in touch and he's just mad because I'm not the one interacting with him? What's the story here?

Angela, can you please schedule a short call with Mr. Pardo for sometime tomorrow, so I can diffuse this situation.
Thanks.

Sent from my iPhone

Begin forwarded message:

From: VCG <vcg6@dc.gov>
Date: January 10, 2013, 1:59:47 PM EST
To: "Henderson, Kaya (DCPS)" <Kaya.Henderson@dc.gov>
Cc: "Murphy, Christopher (EOM)" <christopher.murphy@dc.gov>
Subject: Fw: Fwd: Follow up re: Chancellor, Mayor, and ANC meeting

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
C 202 487 6796
P 202 442 8824

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Learn more at www.dconefund.org or www.onefund.dc.gov. One City, Working Together!

--
Alex

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

--
Alex
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Commissioner, ANC 2C01  
Chair, ANC 2C  
1519 8th Street, NW  
Washington, DC 20001-3205  
202-518-3794  
PadroANC2c@gmail.com
Was he someone we missed when we made the original list of impacted ANCs in November? He states he represents Shaw and it seems to me that we contacted a bunch of Shaw ANCs on November 13th so by the time the meeting of 12/6 with the Mayor came around, he would have had ample opportunity to meet with us.

Josephine,

After review, it seems that when the calls to the ANCs were made Jennifer reached Padro via telephone on 12/17 (a Monday). At this time, he said he would call Jen back the follow up came in the form of an email 3 days later on Thursday, 12/20 per the message below. Thursday was the start of Jen's holiday leave and the email unfortunately got buried and was missed upon return.

We apologize for this oversight in responding to the 12/20 email. Let me know how else we can support the Chancellor or you being responsive to this ANC in the meantime.

Shanita

Ladies,

Please review the exchange below and provide me with an update/response to share with the Chancellor. This is the first I've heard of this guy and have no recollection of him approaching me or the Chancellor about his concerns. Please give me something ASAP so we can provide to the Chancellor in advance of any call.

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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>

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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
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Burnell,
Please make sure Jenn sees this. I looked at Shanita’s schedule and it shows she is in a Brookland meeting now so may not have seen my message. I’m assuming Jenn is there as well. I need their eyes on this asap to get back to the Chancellor and Angie so they can address immediately.
Thanks

Ladies,
Please review the exchange below and provide me with an update/response to share with the Chancellor. This is the first I’ve heard of this guy and have no recollection of him approaching me or the Chancellor about his concerns. Please give me something ASAP so we can provide to the Chancellor in advance of any call.
Thanks!

Josephine,
What in the world is this guy talking about? I don't remember seeing a bunch of emails to me - maybe your team has been in touch and he's just mad because I'm not the one interacting with him? What's the story here?

Angela, can you please schedule a short call with Mr. Pardo for sometime tomorrow, so I can diffuse this situation.

Thanks.

Sent from my iPhone

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From: VCG <vcg6@dc.gov>
Date: January 10, 2013, 1:59:47 PM EST
To: "Henderson, Kaya (DCPS)" <Kaya.Henderson@dc.gov>
Cc: "Murphy, Christopher (EOM)" <christopher.murphy@dc.gov>
Subject: Fw: Fwd: Follow up re: Chancellor, Mayor, and ANC meeting
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.

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Sent: Thu Jan 10 08:16:46 2013
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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.

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Hi Commissioner Padro

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Thanks!

Jennifer Skates

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I have no idea what he is talking about and am sure we covered the relevant ANCs. I have asked Shanita and Jennifer to weigh in with information ASAP.

From: Henderson, Kaya (DCPS)  
Sent: Thursday, January 10, 2013 2:27 PM  
To: Robinson, Josephine B. (DCPS)  
Cc: Williams-Skelton, Angela (DCPS)  
Subject: Fwd: Follow up re: Chancellor, Mayor, and ANC meeting

Josephine,
What in the world is this guy talking about? I don't remember seeing a bunch of emails to me - maybe your team has been in touch and he's just mad because I'm not the one interacting with him? What's the story here?

Angela, can you please schedule a short call with Mr. Pardo for sometime tomorrow, so I can diffuse this situation.

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202-518-3794
PadroANC2c@gmail.com
From: Robinson, Josephine B. (DCPS) [josephine.robinson@dc.gov]
Sent: Thursday, January 10, 2013 9:17 AM
To: McNeil, Joyce (DCPS)
Subject: RE: PRC Recommendation for Consolidation

Much appreciated!

From: McNeil, Joyce (DCPS)
Sent: Thursday, January 10, 2013 9:17 AM
To: Robinson, Josephine B. (DCPS)
Subject: RE: PRC Recommendation for Consolidation

ok

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: Robinson, Josephine B. (DCPS)
Sent: Thursday, January 10, 2013 9:15 AM
To: McNeil, Joyce (DCPS)
Subject: FW: PRC Recommendation for Consolidation
Importance: High

Can you please do me a favor and print 12 copies of the attachment and bring into the chancellor conference room?
Thanks a ton!

From: Burney, Shanita (DCPS)
Sent: Wednesday, January 09, 2013 7:28 PM
To: Robinson, Josephine B. (DCPS)
Cc: Johnson, Sarah N. (DCPS); Velez, Jachele (DCPS)
Subject: PRC Recommendation for Consolidation
Importance: High

Josephine,

Per our conversation, I have updated the recommendation for consolidating and reorganizing the Ward 8 PRC located at MC Terrell.

I’ll be available tonight if you need me to make additional edits.

Shanita Burney
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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Shanita Burney
Director, Family and Community Engagement

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This will suffice for now. thank you very much!

Josephine,

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Shanita Burney
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Not good. You’re going to have to call him on this or figure something out. Your email to KSA said you would drop images over the next two days. I know they met with Kaya this morning, so my sense is she’s aware of what they need and when, hence why Anthony came over to inform me of the updated timeline and why Shereen was trying to get draft material this afternoon from us for her to take home. We don’t have any wiggle-room here on our deliverables. You’re certain we’ve got nothing to provide?

Thanks

Nothing. Andy is gone for the day. He had an appointment with his Realtor

They need our draft text tonight by 9 pm and I’m pretty sure they will want images. What can we give them today/tonight?

I committed to end of week, but I can get a dozen quality images out the door tomorrow.

-H

Hey,
Have you provided the images to them yet? Anthony found out we have to move the timeline up to finalize the document to get graphically designed and printed in time for the announcement by nearly two days. This impacts the time I have to write stuff (has me stressing) and that triggered my memory of your commitment to get the images over to them. They haven’t asked but I don’t want to get called out on this tomorrow and it not be done or close to done. Thank you kindly!
From: Charles, Hassan (DCPS)
Sent: Monday, January 07, 2013 12:51 PM
To: MFilardo@21csf.org; Lujan, Claudia (DCPS); adam@ksaplus.com; DeGuzman, Anthony D. (DCPS); Robinson, Josephine B. (DCPS)
Cc: kathy@ksaplus.com; Burney, Shanita (DCPS); Lerman, Amy (DCPS-OOC); NHuvendick@21csf.org; JComey@urban.org
Subject: RE: Draft Outline for final plan and Consolidation & Reorganization Report

I will begin gathering whatever images and graphics I have to send to both you and Adam. I’ll probably ‘drop’ a few images at the close of each of the following two business days.

Let me know if there is any additional support we may provide...

-Hassan

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From: MFilardo@21csf.org [mailto:MFilardo@21csf.org]
Sent: Monday, January 07, 2013 12:46 PM
To: Lujan, Claudia (DCPS); adam@ksaplus.com; DeGuzman, Anthony D. (DCPS); Robinson, Josephine B. (DCPS)
Cc: kathy@ksaplus.com; Charles, Hassan (DCPS); Burney, Shanita (DCPS); Lerman, Amy (DCPS-OOC); NHuvendick@21csf.org; JComey@urban.org
Subject: RE: Draft Outline for final plan and Consolidation & Reorganization Report

Claudia, It would be great if we can get some of the photos and graphics ready now, while we wait for and folks write and revise text for the revised proposal release document. Some of the things we can set up to make sure the deadlines for document publication are met:

1) Agree on Title for final document
   a. The original brochure was: “DCPS Consolidation and Reorganization: Better Schools for All Students”—I would suggest a different title for this, one that helps focus the public on positive results from the research done for this process and from the community engagement in the process—something like City Rising: Revised Consolidation and Reorganization of DCPS Schools; Managing Decline and Growth: DCPS Plan for Consolidation and Reorganization; Adam and others are better at this than me, but I think we need to start going back and forth on this.

2) Upload photos taken from the community meetings (be sure they are labeled) into the dropbox for KSA—I suspect you will want at least one, maybe two photos from the community meetings to put in the “what we heard” section.

3) Identify other graphics that might be incorporated into final document maybe some photos of the modernized Cardozo—pictures from the design development documents, illustrating how DCPS receiving schools will be ready to offer better conditions/programs for students.

4) Identify the info-graphics aligned to the messaging
   a. —for example, we might want to really simple map of DC with wards and river/parkland and DCPS schools per the final decisions, the idea would be to illustrate that DCPS is still a citywide, extensive system of schools.
   b. What would the population graphic be? A version of decline and increase again?
   c. What is the fiscal graphic? Council was clear that it wanted to have some understanding of the cost and potential savings of this proposal? Where does this come in?
5) What about some summary stats on capacity, building square footage, enrollments, receiving school performance compared to consolidated schools performance?

6) Figure out the review schedule for document—Mayor, Council Chair? Council Members? Does Chancellor need to do a round of meetings with a final draft document before it is finally printed?

Other items we can start on?

Mary

Mary Filardo
Executive Director
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Washington, DC 20009
(202)745-3745 X11 (phone)
(202)745-1713 (fax)
mfilardo@21csf.org
www.21csf.org
www.BESTfacilities.org

From: Lujan, Claudia (DCPS) [mailto:Claudia.Lujan@dc.gov]
Sent: Monday, January 07, 2013 11:24 AM
To: Mary Filardo; adam@ksaplus.com
Cc: kathy@ksaplus.com
Subject: RE: Draft Outline for final plan and Consolidation & Reorganization Report

I understand. I guess I am trying to get a sense of what options exist for the length as it stand now. I mean, with so many pages, I am guessing we don’t have many options to choose from in terms of structure (3 way folded brochures, etc.). I didn’t mean to ask for actual design but more style/structure options...but it sounds like that is not possible.

Will send content as soon as I can.

Also, can he send deadlines with prices. We would like to have delivered by 1/16 so we can distribute to schools on 1/17. (this timeline hasn’t changes since we last spoke about this)

From: Lujan, Claudia (DCPS) [mailto:Claudia.Lujan@dc.gov]
Sent: Monday, January 07, 2013 11:18 AM
To: Mary Filardo; adam@ksaplus.com
Cc: kathy@ksaplus.com
Subject: RE: Draft Outline for final plan and Consolidation & Reorganization Report

Claudia, We really need to see content. To do a design without it is a waste of time and money. I think you said the content should be drafted by close of business today. Sean is checking with printers on dates to have printed docs done for Thursday distribution. Toucan is giving us a price on:

- 60 lb paper, 24 pages, saddle stitch, no bleeds
- 50 copies digitally printed for a press conference
- 17,000 copies divided into packs of 25 each, sorted into boxes and delivered to schools (or warehouse) (last time we did 14,000 copies)

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Sent: Monday, January 07, 2013 10:34 AM
To: Adam Kernan-Schloss
Cc: Mary Filardo
Subject: RE: Draft Outline for final plan and Consolidation & Reorganization Report

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From: Adam Kernan-Schloss [mailto:adam@ksaplus.com]
Sent: Wednesday, January 02, 2013 1:04 PM
To: Lujan, Claudia (DCPS)
Cc: MFilardo@21csf.org
Subject: Re: Draft Outline for final plan and Consolidation & Reorganization Report

THANKS, CLAUDIA. MY COMMENTS IN ALL CAPS BELOW. HAPPY NEW YEAR!
ADAM

-------

Adam Kernan-Schloss
KSA-Plus Communications
2000 N. 15th St., Suite 200
Arlington, VA 22201
703-284-7114 (direct)
703-528-7100, x 114 (main)
703-624-3801 (cell)
www.ksaplus.com

Follow us on Twitter: KSAPlus

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They need our draft text tonight by 9 pm and I’m pretty sure they will want images. What can we give them today/tonight?

From: Charles, Hassan (DCPS)  
Sent: Wednesday, January 09, 2013 4:26 PM  
To: Robinson, Josephine B. (DCPS)  
Subject: RE: Draft Outline for final plan and Consolidation & Reorganization Report

I committed to end of week, but I can get a dozen quality images out the door tomorrow.

-H

From: Robinson, Josephine B. (DCPS)  
Sent: Wednesday, January 09, 2013 4:21 PM  
To: Charles, Hassan (DCPS)  
Subject: RE: Draft Outline for final plan and Consolidation & Reorganization Report

Hey,

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From: Charles, Hassan (DCPS)  
Sent: Monday, January 07, 2013 12:51 PM  
To: MFilardo@21csf.org; Lujan, Claudia (DCPS); adam@ksaplus.com; DeGuzman, Anthony D. (DCPS); Robinson, Josephine B. (DCPS)  
Cc: kathy@ksaplus.com; Burney, Shanita (DCPS); Lerman, Amy (DCPS-OOC); NHuvendick@21csf.org; JComey@urban.org  
Subject: RE: Draft Outline for final plan and Consolidation & Reorganization Report

I will begin gathering whatever images and graphics I have to send to both you and Adam. I’ll probably ‘drop’ a few images at the close of each of the following two business days.

Let me know if there is any additional support we may provide...

-Hassan

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Other items we can start on?

Mary

Mary Filardo
Executive Director
21st Century School Fund
1816 12th Street, NW
Washington, DC 20009
(202)745-3745 X11 (phone)
(202)745-1713 (fax)
mfilardo@21csf.org
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To: Mary Filardo; adam@ksaplus.com  
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I don’t recommend anyone go to this meeting solely because of the timing. If we send anyone, all they can talk about is the academic planning and not the consolidation or the transition. The final announcement won’t be made until later in the week and all the parents will do is be frustrated by the limited assurances and non-answers we provide. We can agree to come back for their meeting in February when there will be more definitive things to share and discuss around transition issues including SPED.

If you need me to speak with Sirraya with you, I will but I can’t send staff into this conversation not equipped with all of the information.

Thanks

---

From: Burney, Shanita (DCPS)
Sent: Wednesday, January 09, 2013 11:10 AM
To: Holland, Burnell (DCPS); Robinson, Josephine B. (DCPS); Charles, Hassan (DCPS); Baxter, Vincent (DCPS)
Cc: Johnson, Sarah N. (DCPS)
Subject: RE: Googledoc-Please handle on the Chancellor's behalf

It may make sense to send Sarah with someone from Brian Pick’s team… I’m thinking Charity Fesler. She formerly led the STEM integration work and has shifted to working on the CTE programs and is leading the academic planning team for the new STEM middle school at McKinley. She’s good in the community too.

---

From: Holland, Burnell (DCPS)
Sent: Wednesday, January 09, 2013 11:07 AM
To: Robinson, Josephine B. (DCPS); Burney, Shanita (DCPS); Charles, Hassan (DCPS); Baxter, Vincent (DCPS)
Subject: FW: Googledoc-Please handle on the Chancellor’s behalf

Team:

I received this message when I was out sick yesterday. The H.D. Woodson PTSA has requested that someone attend their next general meeting on Monday, January 14th to discuss an array of different issues (please see below). Two questions:

1. Who is the most appropriate person from our team to attend?
2. Should we loop in folks from the 8th & 9th floors re: STEM and SPED or just meet with them to get some talking points?

BH
Woodson's PTSA would like to invite a representative from the Chancellor's office to our next general body meeting on Monday, January 14, 2012 @ 6:30 pm in the media center. We would like to discuss the implementation of the STEM Curriculum, the possible consolidation of Spingarn High school with our school, providing our school with more resources and the high percentage of special education students attending our school.

hdwoodsonptsa@gmail.com  202 419-9238

Per Shereen-send this to Josephine for her team to respond

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Can you stop by to see me?

From: Le, Andy (DCPS)  
Sent: Tuesday, January 08, 2013 10:58 AM  
To: Charles, Hassan (DCPS)  
Cc: Robinson, Josephine B. (DCPS)  
Subject: Hill Rag post

It is not too late. With proposed school budget guidelines coming out soon, DCPS can start to communicate how school closings will help address the lack of sufficient funding that individual school budgets continue to face, particularly those schools with the most ambitious goals for improving performance. Without that, it is hard to see why school closures will be anything other than another painful chapter in the history of DCPS.

http://www.capitalcommunitynews.com/content/true-or-false-closing-dcps-schools-will-make-system-stronger

Emma Brown tweeted about this post earlier today.

-Andy

Andy Le  
Office of Family and Public Engagement  
District of Columbia Public Schools  
Office of the Chancellor  
1200 First Street, NE  
Washington, DC 20002  
T 202.442.5191  
C 202.384.2485  
E andy.le@dc.gov  
W dcps.dc.gov @dcpublicschools  
fb.com/dcpublicschools

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Learn more at www.dconefund.org or www.onefund.dc.gov. One City, Working Together!
From: Robinson, Josephine B. (DCPS) [josephine.robinson@dc.gov]
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:**

**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.

**Public Outreach**
- 2 DC Council Hearings (Nov. 15 & Nov. 19)
- 4 Ward-based community meetings
  - Ward 8 169 People
  - Ward 7 231 People
  - Ward 5 132 People
  - Wards 1-4, 6~12 248 People
- 3 Meetings with Ward-based Education Councils
  - Wards 7 and 8 12/10
  - Ward 5 12/10
- Met with State Board of Education Members and OSSE Executive Team on 11/20
- Will meet with WTU and teachers on 12/11
- Conducted a webinar with major partners of impacted schools on 11/20
- Public Office hours on 12/6 and 12/10 from 5-9 pm
- Online forum at www.engagedcps.org
- People can email proposals to us if they don’t want to post online to ofpe.info@dc.gov by Monday, December 17th
- Can submit feedback through the general DCPS website at dcps.dc.gov/dcps/crfeedback
- 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

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From: Robinson, Josephine B. (DCPS) [josephine.robinson@dc.gov]
Sent: Monday, January 07, 2013 5:27 PM
To: Burney, Shanita (DCPS)
Subject: FW: school feedback summaries

From: Robinson, Josephine B. (DCPS)
Sent: Monday, January 07, 2013 3:04 PM
To: DeGuzman, Anthony D. (DCPS); Lujan, Claudia (DCPS)
Subject: school feedback summaries

What we heard from school communities
(This is a high-level summary of feedback received. All comments and proposals can be viewed in their entirety at www.engagedcps.org)

Davis Elementary School families expressed the most concern about C.W. Harris as the choice of receiving school for their children. C.W. Harris’s location would require students to cross Benning Road, which several parents and grandparents considered an unsafe walk. The feedback we received consistently noted that the reading and math proficiency rates for C.W. Harris were lower than Davis’s and thus requests were made to consolidate with Plummer Elementary School.

Ferebee-Hope Elementary School families expressed the greatest concern about losing a facility that has the potential to meet numerous community needs. Several proposed that DCPS work with other District agencies to co-locate programs such as adult education or DPR programs since the school has a pool and sufficient space. Community members believe that the new housing development will be completed shortly and families with school-age children will return sooner than originally projected. Concerns about the distance students would travel to Hendley ES were also noted with suggestions that Hendley ES move into the Ferebee-Hope facility.

Francis-Stevens Education Campus families submitted a counter-proposal to expand the number of 9-12 grade seats at School Without Walls High School. The Francis Stevens PTA and school community coalesced around sharing the building with SWS by maintaining the education campus and placing the high school on the upper floors. Francis Stevens additionally developed a parent-led “Growth and Retention” plan to recruit families over the next two years through a lunchtime speaker series and neighborhood recruitment events.

Garrison Elementary School families launched an aggressive campaign to stave off consolidating with Seaton Elementary School. Testimony and comments received from the Garrison community were uniformly against consolidation with Seaton noting the merger would require trailers to accommodate the entire student population. The Garrison PTA launched a petition drive, crafted a survey and revamped their school website to mobilize the neighborhood to submit comments supporting the school and to demonstrate the demand for the school remaining open. The alternative proposal submitted by the PTA requested additional investments from DCPS to support language immersion, moving up the schedule to fully modernization the building, expansion of the early childhood education program and returning the 6th grade back to the school to boost enrollment. The PTA committed to increase recruitment and support efforts by the PTA and a willingness to enter into an agreement with DCPS around projected enrollment.

The co-location of the CHOICE Program, currently housed at the Hamilton building, with Cardozo High School elicited numerous concerns that too many alternative programs and special needs populations would cause strain on a school just beginning to stabilize. Cardozo community members requested DCPS consider an alternative site for the program.
Johnson Middle School community members expressed the most concern about the safety of students traveling to and from the proposed receiving schools of Hart and Kramer and the exacerbation of competing neighborhood tensions within the merged school populations. Community members cited the disruption at Hart MS following consolidation in 2008 as evidence of challenges to come without significant investment from DCPS in transitioning the school community well before the start of the new school year. Community members also contended that the proposed change would likely increase the cost of transportation to the proposed receiving schools and create significant hardships for families.

Kenilworth Elementary School community members cited the engagement of the DC Promise Neighborhood Initiative (DCPNI) as a rationale for maintaining their school. The community also commented that the proposed consolidation with Houston ES creates safety concerns as the route to Houston is not within the merged community configuration without providing sufficient detail about the school design that would provide safeguards for younger students and the overall academic plan for improved programming. An alternative proposal submitted by DC S.H.A.P.P.E. includes moving the middle grades from Truesdell and Raymond Education Campuses over a three year period to augment the student population at MacFarland and maintain a free-standing middle school in Ward 4. The community also wants to create increased foreign language options at the school.

MacFarland Middle School expressed concern about permanently combining with Roosevelt High School to create a single 6-12 grade school, though recognized co-location with Roosevelt was necessary to accommodate the building modernization. There were concerns that DCPS was moving too fast in making the change to the new grade configuration without providing sufficient detail about the school design that would provide safeguards for younger students and the overall academic plan for improved programming. An alternative proposal submitted by DC S.H.A.P.P.E. includes moving the middle grades from Truesdell and Raymond Education Campuses over a three year period to augment the student population at MacFarland and maintain a free-standing middle school in Ward 4. The community also wants to create increased foreign language options at the school.

Malcolm X Elementary School families and community members were concerned that the school was reconstituted this school year and thus not given the opportunity to turnaround/improve. Consolidation with Turner presents another disruption to student learning therefore teachers from Malcolm X need to be retained in any transition. Community members expressed displeasure with the number of charter schools in their neighborhood and the lack of quality educational options.

Mamie D. Lee families were interested in the process and timeline for the proposed rebuilding of the school at the River Terrace location. Feedback received focused on when information about the school design would be available. Feedback centered on maintaining the travel training and life skills programs in the newly consolidated school.

Thurgood Marshall Elementary School expressed several concerns about the proposed consolidation with Langdon EC including the distance to the school from the Ft. Lincoln community and whether there would be sufficient slots particularly for the Montessori, preschool and prekindergarten programs. The current lack of accreditation for Langdon’s Montessori program was an also issue for Marshall parents. Marshall community members provided the most feedback about the value of the facilities at Marshall including the pool, greenhouse, amphitheater and planetarium. Many indicated the community was continuing to grow and demand for the school would increase as new housing developments are completed and businesses open because of burgeoning economic development.

MC Terrell-McGogney Elementary School families expressed concern about the walkability of and transportation to King Elementary School and requested transportation assistance. Feedback focused on what programs and resources were needed to support and strengthen the school as this would be the second consolidation since 2008. Community members were interested in maintaining the Parent Resource Center that is housed in recently renovated space at Terrell-McGogney, within the community.

There was limited community feedback about Prospect Learning Center outside of ensuring that neighborhood schools that received students were prepared to and capable of integrating returning special needs students.

Ron Brown Middle School community members appreciate the schools accessibility and fear the transfer of students to Kelly Miller Middle School will cause transportation challenges for students and families. Community members favored increased partnerships and investment in the school through the introduction of a STEM program to attract students.
Sharpe Health families wanted more direct engagement with their school community to ensure planning for consolidation and relocation to the River Terrace school site would have their input. Community members were interested in the process and timeline for the proposed rebuilding and design of the school to meet their unique needs. Families also noted the importance of maintaining teachers and staff who understood the health and education needs of these students.

Shaw at Garnet-Patterson School families expressed general concern about the proposed co-location of middle and high school students together in Cardozo High School. Community members see the building as a valuable community asset and want to ensure its future use as opposed to lying vacant.

Smothers Elementary School community members expressed concerns that their school had higher enrollment and a much higher capacity rate than the other schools proposed for consolidation and that there were very few additional benefits to be gained from merging with either Aiton or Plummer Elementary Schools. Families believed they were a small school that should be supported similar to other small schools in other wards.

Spingarn High School community members while generally supportive of a proposal to bring career and technical education to the school and were interested in receiving more detail than what was provided, most were concerned about transitioning Spingarn High School students to multiple schools and potentially exacerbating neighborhood rivalries. There were questions about whether Eastern High School in particular would be able to accommodate the number of eligible students and whether any of the schools could become over-crowded. Concerns about the cost and distance to travel to receiving schools including Ballou and Roosevelt for Spingarn STAY students, was another issue of note.

Winston Education Campus families expressed issues with the proposal to separate the elementary and middle grades at Winston and direct their children, in some instances, siblings to either Stanton ES or Kramer MS. Community members submitted proposals requesting reinvestment in Winston as an arts and languages school in expressed interest in sharing space with organizations and non-profits that could create an arts hub for the Ward 7 and 8 community.
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Happy to do this. I have a meeting Monday, Jan 7th with Promise Neighborhood folks and she/Fishing School is supposed to be a part of it i think.

To be clear, you want us to do the meeting on behalf of the chancellor now? If so, have you notified her that Chancellor won't be there or just let it roll like that?

Thanks

Josephine Bias Robinson
Chief, Family and Public Engagement

Sent from my iPad

On Jan 4, 2013, at 9:46 AM, "Williams-Skelton, Angela (DCPS)" <angela.williams-skelton@dc.gov> wrote:

Good Morning Josephine and Brian,

The Chancellor would like for you guys to take the lead on this meeting and provide her with feedback.

Best,
Angie

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From: Williams-Skelton, Angela (DCPS)
Sent: Thursday, January 03, 2013 4:21 PM
To: 'msharma-holt@fishingschool.org'
Subject: FW: The Fishing School Programs Connection

Good Evening Ms. Holt,

Thank you for the email. Chancellor Henderson is available on Wednesday, February 6th at 2pm for a meeting. Please confirm if that date and time will work for you. If you have any questions, please feel free to contact me either via email or 202.535.1581.

Best,

Angela
From: Meeta Sharma-Holt [mailto:msharma-holt@fishingschool.org]
Sent: Monday, December 17, 2012 10:28 AM
To: Henderson, Kaya (DCPS)
Cc: Leo Gibbs
Subject: The Fishing School Programs Connection

Dear Kaya,

Thank you again for visiting The Fishing School summer camp program this past summer. The children loved seeing you dance with them! I also attended the Ward 7 School Consolidation meeting recently, but missed talking to you amid all the energy. I liked what you said about having to make “tough choices.” Sometimes I think they are needed.

I am writing because your name came up recently in a meeting with Pinkie Mayfield of the Washington Post, who I believe serves on the Board of DC CAP with you. I met Ms. Mayfield as part of our ongoing effort to expand our networks and find ways to create strong pipelines for our students.

Since I came to The Fishing School last year, I have been working with our senior management to refine our program model and build on the success we have had with now five DCPS school-based programs (Kenilworth, Plummer, CW Harris, Houston and Ron Brown). We would like the chance to talk to you further about our refined model and our capacity to scale, beginning Fall 2013. We want to be part of DCPS compliment of offerings in schools and know that our model, which focuses on academics, lifeskills and parent engagement, can be a critical support.

Please let me know if I can work with your scheduler to find time on your calendar to meet in early February and any other questions you may have about The Fishing School.

Thank you.

Meeta

Meeta Sharma-Holt
Director of Programs
The Fishing School
Tom Lewis Youth and Family Support Center
4737 Meade Street, NE • Washington, DC 20019
Tel: 202-399-3618 ext. 28 • Fax: 202-396-1014 • Web: www.fishingschool.org

21 Years of Changing Lives
United Way #8553 • CFC #56490

<image001.png> <image002.png> <image003.png>
If you give a man a fish, you will feed him for a day. Teach him how to fish, and he will feed himself for a lifetime. By teaching young people to fish in the rivers of their minds, The Fishing School is changing generations.
From: Robinson, Josephine B. (DCPS) [josephine.robinson@dc.gov]
Sent: Thursday, January 03, 2013 5:48 PM
To: Salmanowitz, Melissa (DCPS)
Subject: Fwd: Draft Outline for final plan and Consolidation & Reorganization Report

Josephine Bias Robinson
Chief, Family and Public Engagement

Sent from my iPad

Begin forwarded message:

From: "Robinson, Josephine B. (DCPS)" <josephine.robinson@dc.gov>
Date: January 1, 2013 6:16:47 PM EST
To: "Weber, Peter (DCPS)" <peter.weber@dc.gov>, "Ruda, Lisa M. (DCPS)" <Lisa.Ruda@dc.gov>, "DeGuzman, Anthony D. (DCPS)" <anthony.deguzman@dc.gov>, "Beers, Nathaniel (DCPS)" <nathaniel.beers@dc.gov>, "Davis, John L. (DCPS)" <john.davis@dc.gov>
Cc: "Lujan, Claudia (DCPS)" <Claudia.Lujan@dc.gov>, "Burney, Shanita (DCPS)" <shanita.burney@dc.gov>
Subject: Draft Outline for final plan and Consolidation & Reorganization Report

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
- Reiterate challenges
- What did we learn from 2007?
- Our focus is improving programs
- This is a part of bigger portfolio planning process (potentially discuss comprehensive education plan)
- We will revise school budgets and reinvest any savings
- We will hold buildings in our portfolio and explore practical re-use options

**What We Heard (JBR) (3-4 pgs.)**
- Engagement process overview
  - Summary of public and individual meetings
- Summary of themes
  - Quality programming
  - Safety/Walkability
  - Charter school impact
  - Cost Savings
  - Transitions
    - merging school communities
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Melissa,
Why don't you sit with Shanita while I'm in Management team so you can get a head start on this? Thanks

Okay will do.

So I need you to work with Josephine to figure out what I want to say we heard. This isn't something that we want to rely on my memory or my charms to articulate. We need to identify a few key themes, have a few supporting anecdotes, and anticipate a few tricky questions (like how many proposals did you receive and how many are you actually using in the final plan?) that way, I'm not saying something out of turn.

Kaya Henderson
Sent from my iPad

On Jan 3, 2013, at 4:02 PM, "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov> wrote:

"<image003.jpg>"
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 details and numbers about who attended the public meetings, office hours and other events.

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.

- The report will include a link to all the feedback we received.

**By the numbers:**

- 2 Council Hearings
- 5 community meetings
- 780 Community Meeting Attendees
- 8 ANC Office Hours sessions
- 5 General Public Office Hours
- 26,461 pageviews of the DCPS Website
  - 3% increase since Dec. 12
  - 51% increase since Nov. 20
- 35,133 views of the EngageDCPS website
  - 279 participants
  - 218 ideas
  - 180 comments
- 1,088 YouTube Views of Chancellor’s video message
- Over 400 tweets
Meetings YOU had on consolidations:

1. Meeting w/Chancellor & WIN Pastors (Chancellor's conference room)

2. Ward 5 Ed Council - SIT Mtg (McKinley Tech SHS)

3. State Board of Education Briefing (OSSE - 810 First St. NE, 9th Floor)

4. Meeting w/Chancellor (Josephine) & Parents, Garrison ES

5. Meeting w/Chancellor & Principal Samuels, MacFarland MS re: Consolidation (Eastern SHS--E419)

6. Chancellor Henderson and Alice Wender (USDOE) discuss consolidations (DCPS 1200 First Street - 12th fl: chancellor's conference room)

7. ANC Meeting/Presentation (Old Council Chamber, 4414th St. NW)

8. Meeting w/Chancellor and Peter MacPherson (Chancellor's conference room)

9. Ward 5 Education Council and Faith Hubbard (chancellor's conf. room)

10. Meeting w/Chancellor Henderson and CM Wells re: School Consolidations (CM Wells' office - WB/Ste 408)

11. Meeting w/Chancellor Henderson & CM Evans re: School Consolidations (CM Evans' office - WB/Ste 106)

12. meeting with Rod Boggs' team on consolidations and their proposed report on charters (Chancellor's conference room)

13. WTU Dialogue w/Chancellor and President Saunders (McKinley Tech HS)

14. Raise DC Meeting | Parthenon & Chancellor Henderson (Office of the Chancellor | 1200 First Street, NE, Suite 1216 Washington, DC 20002)

15. Meeting w/Chancellor Henderson & CM Graham re: Garrison ES (CM Graham's office/WB, Suite 105)

16. Meeting w/Chancellor & CM Elect David Grosso (Chancellor's conference room)

17. Meeting w/Chancellor & John Anderson (Chancellor's office, 1200 First Street, NE)

18. Hold for Garrison PTA (Chancellor's conf. Room)
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Josephine Bias Robinson
Chief, Family and Public Engagement

Sent from my iPad

Begin forwarded message:

From: "Robinson, Josephine B. (DCPS)" <josephine.robinson@dc.gov>
Date: January 1, 2013 6:16:47 PM EST
To: "Weber, Peter (DCPS)" <peter.weber@dc.gov>, "Ruda, Lisa M. (DCPS)" <Lisa.Ruda@dc.gov>, "DeGuzman, Anthony D. (DCPS)" <anthony.deguzman@dc.gov>, "Beers, Nathaniel (DCPS)" <nathaniel.beers@dc.gov>, "Davis, John L. (DCPS)" <john.davis@dc.gov>
Cc: "Lujan, Claudia (DCPS)" <Claudia.Lujan@dc.gov>, "Burney, Shanita (DCPS)" <shanita.burney@dc.gov>
Subject: Draft Outline for final plan and Consolidation & Reorganization Report

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.

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Thanks for your anticipated assistance with this.

Kindly,
Josephine

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Can one of you make 10 copies and bring to me in chancellor

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We just digitized this today in fact and it should appear on the engagedcps site with all of the correspondence we've collected. Jill is doing an incredible job of capturing the feedback in all forms and organizing it on the site.

Josephine Bias Robinson  
Chief, Family and Public Engagement

Sent from my iPad

On Dec 27, 2012, at 6:24 PM, "Henderson, Kaya (DCPS)" <Kaya.Henderson@dc.gov> wrote:

Pastor Mathieu,

Thanks so much for sending your email and for your continued commitment to DCPS. I actually have the copy of this that you shared with me at the Ward 8 meeting. Please know that we are taking your concerns into consideration as we finalize the consolidation proposal.

Best wishes for a happy holiday season.

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: Bobby Mathieu [mailto:anacostiagospelchapel@gmail.com]  
Sent: Wednesday, December 12, 2012 5:47 PM  
To: Henderson, Kaya (DCPS)  
Subject: Consolidation of schools

Chancellor Henderson,

For over 40 years, my wife Sharon and I have lived on Savannah Street SE, within walking distance of at least six schools (Malcolm X, Turner, King, MC Terrell, Green and McGogney). Our children, Bobby and Shari, grew up and for many years continued to live in the neighborhood. After receiving their education at George Washington University, they both returned to teach in ward 8. Shari taught at Simon and Malcolm X Elementary Schools. Bobby has taught at MC Terrell, Savoy and River Terrace Elementary Schools and Ballou High School. He is now the library media specialist at Garfield ES. From the beginning, our family has been committed to serving our community. I served as the first PTA President at Malcolm X Elementary School.
We currently rent space at MC Terrell ES. We have rented space from DCPS for about 25 years for office and storage. Records will indicate that our payments have always been timely and in some cases early. For 29 years, we have taken more than 3,500 children and youth to a summer camp called Camp Dynamite. Our records indicate that we have raised over $500,000 to make that happen. To God be the glory! We have recruited campers primarily from the schools in ward 8. Our curriculum includes academic assistance and positive motivation. Many former campers are now parents who send their children.

We have also operated a Teachers' Resource Center that has serviced more than 20 different DC public schools. World Vision provided in-kind donations for us to distribute free of charge to teachers and students. Resources have included school supplies, backpacks, executive desks, conference tables, white boards, and much more.

Before DCPS had computer labs, we had one at our ministry site at 1217 Alabama Avenue SE. Students from Malcolm X and MC Terrell Elementary Schools would come to our site to be tutored during the school day.

I say all of this to come to this point: The key to all of this has been our renting of space at MC Terrell ES for office space and storage. If organizations like ours are not part of the process and not given space, we will be out on the street!

I know that consolidation is needed. I'm pleading that groups like ours are not forgotten.

We are presently talking to the staff of the Parent Resource Center, housed at MC Terrell ES about developing a partnership. We have relationships through Camp Dynamite with hundreds of campers (children) and alumni (parents) who could utilize the services of the Parent Resource Center.

Another concern is stewardship of finances. The second floor of MC Terrell was renovated originally for the Parent Resource Center. Just this year, a beautiful basement suite was renovated for them. If they are moved again, it seems to be a waste of hundreds of thousands of dollars.

One last question: Would it be possible to restructure King ES and MC Terrell ES and locate them in the MC Terrell facility? MC Terrell has a full gymnasium and a large cafetorium.

Thank you so much for your time. May God grant you wisdom and favor. Our prayers are with you.

Pastor Bob Mathieu
202 277 2601

DC Christian Ministries (dba Anacostia Gospel Chapel)
1100 Savannah St SE, Washington DC 20032

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This meeting has been scheduled for January 7th at 3 pm. Hope you can join me.

From: Ayris Scales [mailto:ayris.scales@dcpni.org]
Sent: Monday, December 17, 2012 12:36 PM
To: Robinson, Josephine B. (DCPS)
Cc: Henderson, Kaya (DCPS); Irasema Salcido; Holland, Burnell (DCPS)
Subject: Re: Kenilworth ES Space

Hello Chancellor Henderson and Josephine,

As we discussed last week, I am attaching DCPNI's reuse proposal for Kenilworth Elementary School. I apologize for not submitting this last week, but there were last minute edits that had to be taken into account with regards to the Choice grant from HUD. In our proposal, DCPNI is asking to work in tandem specifically with DCPS and DPR to support the Mayor's interest in seeing a co-location facility at this site. DCPNI is currently an active tenant in the Kenilworth ES, occupying three classrooms on the third floor. We are requesting to remain in the facility both in the short term and long-term redevelopment plans. After you have had a chance to review the attached, please feel free to contact me directly with any questions, comments or concerns. I look forward to meeting with you and will follow up with Burnell to get that squared away.

Again, I want to reiterate how much DCPNI has appreciated you lending your support, particularly in working with Dr. Thompson and Ms. Adderley and hope to further strengthen our partnership as we move forward to impact the educational achievement levels of the students in the Kenilworth-Parkside community, regardless of the final outcome for the school.

All the best,
Ayris T. Scales
Executive Director of DCPNI

On Tue, Dec 11, 2012 at 5:41 PM, Robinson, Josephine B. (DCPS) <josephine.robinson@dc.gov> wrote:

Hi Aryis,

Good to meet you virtually. Please do send the proposal this week and I’ll work to clear some time on my schedule for us to meet. I’ve copied Burnell Holland – he can facilitate scheduling a mutually convenient time for a discussion.

Kindly,

Josephine

Josephine Bias Robinson
Greetings Kaya,

Thank you so much for your prompt response! We are mindful that you're still finalizing plans and that there would need to a lease agreement for the site. I really appreciate all of your support for our initiative date. DCPNI will submit our proposal this week and appreciate your consideration as you weigh the best options to support your goals and the community.

Jospehine, if you have a 30 min opening, before the 24th, that would be great and we will make our schedules open to accommodate your's. If not, an opportunity to meet with you both after the holidays would be beneficial as well.

Have a great evening and hope to connect with you soon.

All the best,
Ayris T. Scales
Executive Director, DCPNI

Sent on the Sprint® Now Network from my BlackBerry®
Thanks for your email. Unfortunately, my schedule is completely booked into the holidays, so I won't be able to meet with you.

Josephine Robinson is my Chief of Family and Community Engagement, and may be able to meet in my stead, though we're all pretty packed going into the holidays. I've copied her on this email so you two can be in touch directly regarding her schedule.

If she isn't able to get a meeting scheduled, you should simply feel free to send along any information that you'd like us to consider as we finalize this decision as soon as possible. We have a very short window to turn all of this around.

To be clear, we don't have a plan for using Kenilworth for DCPNI or anything else just yet. We listed it as a potential opportunity for re-use. If we ultimately determine that to be the best re-use opportunity, we'd need to discuss a leasing situation, as DCPS will no longer be able to offer in-kind space in a building that is no longer operational.

Thanks, again, Irasema.

Sent from my iPhone

On Dec 11, 2012, at 4:10 PM, "Irasema Salcido" <irasema.salcido@chavezschools.org> wrote:

Hi Kaya,

I hope that you are well. I want to thank you for your continued support of DCPNI’s work in the Kenilworth-Parkside community. We greatly value our partnership with DCPS to help improve student achievement in our footprint schools. We understand that soon you will be making a decision regarding the re-utilization of the proposed schools including Kenilworth Elementary School. We were very encouraged that you included mention of DCPNI in the possible reuse plans for Kenilworth Elementary School on page 37, Appendix E: Building Reuse Preliminary Thoughts, in the Proposed Consolidation and Reorganization document. We know that next Monday public proposals are due for the utilization of the space in the schools allotted to close and want to make sure that we have the opportunity to submit our proposal if necessary.

DCPNI is appreciative of DCPS’ current in-kind donation of office space in Kenilworth Elementary School. Our location in the heart of Kenilworth has been invaluable towards building a stronger relationship with the local students and families. It has allowed us and our many
partners to deliver directly to the children and families who live here, well over $1.5 million of comprehensive cradle to college services more efficiently and effectively, this year alone. We believe that our continued partnership is critical to drastically improving the academic outcomes of the children in Kenilworth-Parkside. We request the opportunity to meet with you to discuss our interest in remaining at Kenilworth and how best to deliver our resources going forward.

Please let us know whom to contact to set up an appointment with you or your designee, regarding the above and if we need to submit a proposal. Also please let us know if there are other ways we can be of assistance to you during this process to help you support our footprint families who attend Kenilworth, Brown and Spingarn. We want to help you ensure an easy transition for all of our students and families. Thank you very much for your time and look forward to talking to you soon. Take care.

Irasema Salcido
CEO and Founder of Cesar Chavez Public Charter Schools
Founder, DC Promise Neighborhood Initiative
709 12th Street SE, Washington DC, 20003

Phone: 202.547.3975 ext.12
Fax: 202.547.3449

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Ms. Ayris T. Scales
Executive Director, DC Promise Neighborhood Initiative
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All the best,

Ayris T. Scales
Executive Director of DCPNI

On Tue, Dec 11, 2012 at 5:41 PM, Robinson, Josephine B. (DCPS) <josephine.robinson@dc.gov> wrote:

Hi Aryis,

Good to meet you virtually. Please do send the proposal this week and I'll work to clear some time on my schedule for us to meet. I've copied Burnell Holland – he can facilitate scheduling a mutually convenient time for a discussion.

Kindly,

Josephine

Josephine Bias Robinson
Greetings Kaya,

Thank you so much for your prompt response! We are mindful that you're still finalizing plans and that there would need to be a lease agreement for the site. I really appreciate all of your support for our initiative date. DCPNI will submit our proposal this week and appreciate your consideration as you weigh the best options to support your goals and the community.

Jospehine, if you have a 30 min opening, before the 24th, that would be great and we will make our schedules open to accommodate your's. If not, an opportunity to meet with you both after the holidays would be beneficial as well.

Have a great evening and hope to connect with you soon.

All the best,
Ayris T. Scales
Executive Director, DCPNI

Sent on the Sprint® Now Network from my BlackBerry®
Thanks for your email. Unfortunately, my schedule is completely booked into the holidays, so I won't be able to meet with you.

Josephine Robinson is my Chief of Family and Community Engagement, and may be able to meet in my stead, though we're all pretty packed going into the holidays. I've copied her on this email so you two can be in touch directly regarding her schedule.

If she isn't able to get a meeting scheduled, you should simply feel free to send along any information that you'd like us to consider as we finalize this decision as soon as possible. We have a very short window to turn all of this around.

To be clear, we don't have a plan for using Kenilworth for DCPNI or anything else just yet. We listed it as a potential opportunity for re-use. If we ultimately determine that to be the best re-use opportunity, we'd need to discuss a leasing situation, as DCPS will no longer be able to offer in-kind space in a building that is no longer operational.

Thanks, again, Irasema.

Sent from my iPhone

On Dec 11, 2012, at 4:10 PM, "Irasema Salcido" <irasema.salcido@chavezschools.org> wrote:

Hi Kaya,

I hope that you are well. I want to thank you for your continued support of DCPNI’s work in the Kenilworth-Parkside community. We greatly value our partnership with DCPS to help improve student achievement in our footprint schools. We understand that soon you will be making a decision regarding the re-utilization of the proposed schools including Kenilworth Elementary School. We were very encouraged that you included mention of DCPNI in the possible reuse plans for Kenilworth Elementary School on page 37, Appendix E: Building Reuse Preliminary Thoughts, in the Proposed Consolidation and Reorganization document. We know that next Monday public proposals are due for the utilization of the space in the schools allotted to close and want to make sure that we have the opportunity to submit our proposal if necessary.

DCPNI is appreciative of DCPS’ current in-kind donation of office space in Kenilworth Elementary School. Our location in the heart of Kenilworth has been invaluable towards building a stronger relationship with the local students and families. It has allowed us and our many
partners to deliver directly to the children and families who live here, well over $1.5 million of comprehensive cradle to college services more efficiently and effectively, this year alone. We believe that our continued partnership is critical to drastically improving the academic outcomes of the children in Kenilworth-Parkside. We request the opportunity to meet with you to discuss our interest in remaining at Kenilworth and how best to deliver our resources going forward.

Please let us know whom to contact to set up an appointment with you or your designee, regarding the above and if we need to submit a proposal. Also please let us know if there are other ways we can be of assistance to you during this process to help you support our footprint families who attend Kenilworth, Brown and Spingarn. We want to help you ensure an easy transition for all of our students and families. Thank you very much for your time and look forward to talking to you soon. Take care.

Irasema Salcido  
CEO and Founder of Cesar Chavez Public Charter Schools  
Founder, DC Promise Neighborhood Initiative  
709 12th Street SE, Washington DC, 20003

Phone: 202.547.3975 ext.12  
Fax: 202.547.3449

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Ms. Ayris T. Scales  
Executive Director, DC Promise Neighborhood Initiative
Five Promises for Two Generations
Introduction & Overview
As the District makes its final deliberations regarding the proposed closure of Kenilworth Elementary School and the re-purposing of the site as a co-located recreation center/education campus, the DC Promise Neighborhood Initiative (DCPNI) seeks the Administration’s approval to maintain and expand our presence in Kenilworth in the near and long term, to continue to provide direct services and educational supports for Kenilworth-Parkside children and their families. DCPNI is encouraged by the Administration’s recognition of the great need for high-quality education and recreation resources in Kenilworth-Parkside. DCPNI can play an instrumental role in helping you deliver these needed services. In order to fulfill our commitment to the residents and implement our mission, DCPNI formally requests 10,000 SF of space in the building in 2013 and 2014, and an increase in our presence to 21,500 SF by 2015. We propose that re-use plans should draw from successful local campuses such as Webb-Wheatley, and Walker Jones, and other national models.

Who We Are
The mission of DCPNI is to increase the number of children in Kenilworth-Parkside who complete their education from cradle to college to career, and enter adulthood as productive participants in the 21st century economy and in the civic life of their communities. We accomplish this by implementing a Two Generation model, which provides for a robust education pipeline for children, aligned with targeted supports for their parents. Our initiative is supported by the collaborative action of over forty partners that meet the education and support needs of local students and their families through data-driven programming. To ensure the quality of our offerings, we measure our collective impact on the community through a set of twelve federally mandated indicators. Our stakeholders include Kenilworth-Parkside residents, schools, technical experts, direct service providers, District government agencies, federal supporters and funders, all of which have a long-term commitment to the Kenilworth-Parkside community. Our efforts support a full continuum of education, afterschool, summertime, health & wellness, and adult education programs providing services to more than 1000 children and their families annually.

DCPNI was founded in 2009. Since the beginning, our work in Kenilworth-Parkside has been directly driven by feedback from community residents and baseline data that illustrates the community’s needs. During our planning phase, Kenilworth-Parkside residents provided input through multiple resident retreats and regular participation in our working groups. We solicit ongoing input from residents through our monthly community engagement activities within the neighborhood, and from our Resident Board Members, who make up 1/3 of the DCPNI board. In July of 2012, DCPNI submitted a highly competitive Implementation Grant application to the U.S. Department of Education for nearly $30M in funding over the next five years, to support our efforts on behalf of the children and parents in the Kenilworth-Parkside community.

Additionally, DCPNI was the Lead Education Partner on the DC Housing Authority’s (DCHA) Choice Neighborhood Implementation Grant application to the U.S. Department of Housing and Urban Development. The Choice and Promise Neighborhood programs are sister initiatives built upon the principle that successful neighborhood revitalization efforts must transform not only the schools for the children, but also the community resources including adult education, recreation, housing, retail, parkland, and family services. Although DCHA was not awarded an implementation grant this year, the Authority was one of nine finalists for the HUD grant and will be using feedback from HUD to improve the application and apply again next year. The Choice grant would be worth $30 million in federal funds over 5 years for the comprehensive revitalization of Kenilworth –Parkside.
DCPNI at Kenilworth Elementary School
Currently, DCPNI operates out of three classrooms on the third floor of Kenilworth Elementary School. This space, provided to us by DC Public Schools (DCPS), allows DCPNI to have a daily physical presence within the community that we serve, a critical element to engaging with local residents and partner providers.

We currently work with out-of-school time partners such as the Department of Parks and Recreation, the Fishing School, DC Reads, Jumpstart, Save the Children, local sports teams, and others to ensure that area students have trusted afterschool and summer programming in their neighborhood. In just this year alone DCPNI and our partners brought in well over $1.5 million in additional services and supports directly to Kenilworth Elementary School students, teachers, and families. And we are currently recruiting additional partners to fill gaps in services during the evenings, on the weekends, and throughout the summer so that Kenilworth children of all ages benefit from extended learning time, targeted instructional support and do not suffer summer learning loss.

To support our two-generation approach, DCPNI is also currently working with the East River Family Strengthening Collaborative and other partners to re-open a Parent Center in Kenilworth Elementary School and provide evening and weekend programming that will benefit the parents, adults and seniors of the community. Our plans include running an updated parent resource center with computers and Internet access for adult residents and adding full-time support for a career center, resource referrals, and parenting trainings. Financial services partners such as Bank on DC are poised to use the space to run targeted financial literacy classes for families that have been identified by the DCHA as having difficulty paying their rent in a timely manner. Legal services partner DLA Piper/Bread for the City has already begun utilizing the existing space to run pro-bono legal clinics for Kenilworth-Parkside families. Health & wellness partners such as Children’s National Medical Center, the DC Primary Care Association, and Unity Health Care plan to use the Parent Center to run health outreach programs, provide educational nutrition classes, and connect directly and regularly to the Kenilworth community. DCPNI is also working in partnership with the Community College of DC to bring assessment, accreditation, and training programs directly into the Kenilworth Elementary School facility to more easily reach and serve our residents.

In addition to running our operations and partner programming from the school, we regularly use the facilities in Kenilworth to host community-wide meetings and community engagement activities. The Kenilworth community relies on the facility as a polling location and emergency evacuation center. There is no other available indoor space in the Kenilworth community to gather large groups of residents for community celebrations, educational sessions, town hall meetings, or other civic engagement events.

Re-Use Proposal
DCPNI is a one of many Promise Neighborhoods around the country building a cradle to college to career education pipeline. One key characteristic of the most successful Promise Neighborhoods and education-centered community revitalization efforts is access to a physical space within the heart of the community that can serve as a hub for providing services, programming and resources to all residents. Some of the most notable examples include:

- The Harlem Children’s Zone, the original model for the federal Promise Neighborhood program, serves families from a 100 city block area of Harlem through their system of elementary, middle and high school charter schools, and their own HCZ recreation center. They make additional use of their facilities by turning their schools into community centers
in the afternoons, evenings, on the weekends, and during the summers. Through their facilities they are able to provide educational and recreational programming to every child in their community regardless of where they go to school.

- East Lake in Atlanta, GA is a Purpose Built Community that has an educational campus anchored by the Drew Charter School (PK – 8), a co-located YMCA, an early learning facility, and a complete golf course. These facilities allow the East Lake Foundation to serve not only the students of their top performing charter school, but also the entire East Lake community and the greater public. The YMCA and the golf course support sports programming and physical activity efforts in the schools and in the community, while also providing additional revenue toward the East Lake Foundation’s goals.

- The Webb Wheatley Education Campus at 1299 Neal Street NE in Washington D.C. is a brand new, facility for students pre-K through 8th grade with state-of-the-art technology and facilities. These include a new gym, computer lab, mobile laptop lab, and wireless computer access to the Internet in every. The school offers free aftercare options, tutoring, homework help, dance, and music enrichment, and brings in outside partners to provide additional services for children and their parents. Attached to the Campus is the Joseph H. Cole Community Center, operated by the Department of Parks and Recreation. This new facility has a computer lab, game room, basketball courts, artificial turf playing field, playgrounds and seasonal splash park.

- The Walker Jones Education Campus located at New Jersey Avenue and Pierce Street NW is a brand new 125,000 square foot facility with capacity to accommodate 850 students. It includes a 100,000 square foot K-8 school, a 20,000 square foot community recreation center, a 5,000 square foot library and new athletic fields and playgrounds. The school boasts a farm, beehives, and innovative programming and supports for students.

DCPNI seeks to build on lessons learned from these successful models and creatively leverage available space within the community to provide supports to children and their families, both in and outside of the classroom. For many families in our community, DCPS’ proposed closure of Kenilworth Elementary School and the demolition of the Kenilworth-Parkside Recreation Center in 2009 stir feelings of disenfranchisement, frustration and concern. For these families, the closure of Kenilworth Elementary School means that the prospect of a high performing school within walking distance is even more remote. A report provided to DCPNI by the Urban Institute in 2012, shows that nearly 70% of the school aged children in this footprint, attend over 150 different schools throughout the DMV. For DCPNI, these closures mean that we are faced with an even greater challenge of reaching DCPNI students who will be increasingly scattered across the Washington metro area as they leave Kenilworth-Parkside in search of education options.

However, DCPNI sees the repurposing of the Kenilworth Elementary School as a recreation center/educational campus and community hub as an extraordinary opportunity to ensure a holistic approach is implemented to provide residents access to missing social, recreational and educational services specifically within this Promise community. DCPNI envisions that the long-term re-use of the Kenilworth Elementary School facility and surrounding land would serve three distinct needs in the Kenilworth-Parkside community:
• An early learning center for infants and toddlers to meet current demands;
• A high quality neighborhood serving school with an education campus, similar to the Walker Jones and Webb-Wheatley models;
• A DCPNI central office to serve as a hub for DCPNI partners, community-wide events and service delivery access to educational, health, wellness and other family resources/programming;

DCPNI proposes to maintain its offices in the building, and collaborate with the Department of Parks and Recreation to run complementary key partner programming in the facility. Because an effective repurposing of the Kenilworth Elementary School will take time, DCPNI proposes a transition to a re-purposed facility in two stages:

STAGE 1: DCPNI Offices and Hub – Temporary Use
In order to accommodate our needs, DCPNI is requesting 10,000 SF of dedicated space in the building. Upon your approval and a fully executed lease agreement, DCPNI will make immediate use of the Kenilworth Elementary School building beginning in June of 2013 to ensure that there is no disruption in the services and programming DCPNI and our partners provide to the Kenilworth-Parkside neighborhood. We propose to continue to maintain our offices in the building, moving DCPNI to the first floor of the building for safety and logistical reasons and to provide easier access for young children and people with disabilities. Additionally, DCPNI will provide space for several of our key implementation partners to co-locate with us in the facility. We will continue to deliver educational programs, community engagement activities, and support out-of-school-time activities for children and their families throughout the summer and the school year.

Additionally, DCPNI is in the process of increasing our staff from the current six employees to approximately twelve by the Spring of 2013. If awarded the $30 million federal Promise Neighborhood implementation grant (likely to be announced by January 2013,) DCPNI will immediately seek to increase our staff from the current six employees to approximately 30 employees by the end of 2013. Even if we are not awarded the federal grant, DCPNI will continue to operate with a budget of over $1M (funding comes from corporations, foundations and individuals) with over $30M in leveraged partner programming and resources to serve the entire footprint. We will continue to work with national and local partners, including America’s Promise Alliance, LISC, and Georgetown University, and over 25 others that have signed MOUs with DCPNI to provide continuing services and support.

Our commitments from donors and partners are strong, and we will be expanding our programming and data collection and analysis efforts with or without federal funding. (For a complete list of partners, funders, programming and indicators, see Appendix A.) Through these robust relationships, DCPNI will remain a sustainable, consistent source of support for the children and families of the Kenilworth-Parkside community.

DCPNI envisions that under our partnership and through our assets, the building will become a community hub where residents can access information and services. The focus of our programming will be in keeping with our Two Generation approach: robust education and out-of-school learning supports spanning early education up through college and career, augmented by our Parent Center and additional financial literacy and continuing education options for adults. DCPNI’s staff and that of our partners will be available on site to direct families to needed services, and to continue dialogue with the community so that we can identify and fill gaps in programming. Our physical location and additional space within the community will allow us to
continue to attract evidenced-based education and data-driven support partners, and to provide ongoing opportunities for children and parents in the heart of the community.

Our plan is to continue to work closely with DPR as they construct a new $12M state-of-the-art 15,000-20,000 SF facility directly adjacent to the school building, providing much-needed recreation space for the community. These two facilities, side by side, will become a focal point where the community can come together for education, recreation and collaboration.

**STAGE 2: DCPNI Office and Hub - Integrated into Permanent Space Plans**

Currently, students in the DCPNI footprint attend 152 different schools throughout the DMV, and, based on projections, we anticipate an increase in the number of school-aged children in the footprint over the next five years because of the redevelopment of Kenilworth Courts, and other neighborhood renovations. Our vision, aligned with that of the District, is that there will be an adequate number of high quality slots within the community to provide meaningful options for all those children wishing to attend neighborhood schools. Therefore, we propose that, within the next five, DCPNI will work in tandem with DCPS to identify a suitable PK-8 school model (public or charter) with an early learning component to join us and our partners in the Kenilworth Elementary School facility. The facility will then serve not only as DCPNI’s hub, but also as an education anchor in the community. DCPNI proposes to work with DPR and DCPS to convene a working group of resident, developers, and education experts to upgrade the Kenilworth building, and incorporate use of the new Recreation Center to deliver a community campus that will become a safe focal point for early learning and PK-8 education, in addition to the DCPNI headquarters, the hub for our partners, and a space for out-of school and adult learning, and community recreation and supports. DCPNI currently works with City Interests and other developers through our partnership with DCHA’s Choice initiative, and is dedicated to collaborating with other groups that may wish to be a part of the process to assist us with design and space logistics. In addition, DCPNI will leverage our close working relationship with Purpose Built Communities in Atlanta to build on best practices and lessons learned from their highly successful model in which they co-located a high performing K-8 school with a YMCA and early learning academy.

As DCPNI continues to scale up, create a hub in the footprint and maximize programming, we’ll complement the new recreation center and education campus through our full operation, partners and community programs. In order to achieve this, we are requesting the following necessary space for our long term use plans:

- DCPNI Staff Office Space: 6,800 sq ft
- Large Conference Room 1,000 sq ft (40 person)
- Small Breakout Rooms (4) 1,600 sq ft
- Reception: 300 sq ft
- Kitchenette: 200 sq ft
- Storage Space: 300 sq ft
- Program Space: 3,000 sq ft
- Partner Work Space/Community Engagement Room: 5,000 sq ft
- Child Care Space: 2,500 sq ft
- Parent Resource Center 1,000 sq ft
- **Total Requested DCPNI Programming Space: 21,700 square feet**
Conclusion

Kenilworth Elementary School is a valued resource for the Kenilworth-Parkside community. DCPNI fully supports the reuse of the facility and site as a multipurpose community center and educational campus with an adjacent Recreation Center, successfully modeled after Webb-Wheatley, and Walker Jones. With the District's support, DCPNI seeks to maintain and expand our presence in Kenilworth Elementary School to continue to provide direct services and education supports for the children and families of Kenilworth-Parkside. Within five years, DCPNI envisions the re-purposing of the Kenilworth grounds as a multipurpose campus with a Recreation Center, high-performing, neighborhood serving school, and DCPNI headquarters - through a solid public-private partnership built on the foundation serving the needs of this community. We are prepared to immediately begin working collaboratively with the District government and the Kenilworth-Parkside community to create a community hub that will support the children and families of Kenilworth-Parkside to drive improved education outcomes and neighborhood stability. DCPNI appreciates your full consideration of this initial proposal and looks forward to the opportunity to further vet with you and the community the programming use and design possibilities for the Kenilworth School and lot to achieve the Administration's goals.
Appendix A
It takes a Village: DCPNI’s 2012-13 Partners

Partnerships are the core ingredient to DCPNI’s program design and service delivery. We are proud to announce the current list of partners who will be working with DCPNI throughout 2012-13 to ensure we deliver on our goals for the organization, the schools, and the community.

CONTINUUM PROVIDER PARTNERS
AARP Experience Corps • Bank on DC • Cesar Chavez Public Charter Schools for Public Policy • Children’s National Medical Center • College Success Foundation • DLA Piper, LLC • DC Primary Care Association • East River Family Strengthening Collaborative • Educare • Fishing School • Georgetown University • Healthy Babies Project • Jumpstart • Live It, Learn It • Mentors Foundation USA • Save the Children • Tiger Woods Learning Center • Turnaround for Children • United Way of the National Capital Area • Unity Healthcare Medical Clinic • University of the District of Columbia Community College

TECHNICAL ASSISTANCE PARTNERS
America’s Promise Alliance • The Annie E. Casey Foundation • Aspen Institute Ascend Program • DC Appleseed • DC LISC • Fight for Children • Flamboyan Foundation • Tufts University Center for Promise • Urban Institute

FRIENDS OF THE FOOTPRINT
DC Scores • Dolly Parton’s Imagination Library • Dress for Success DC • Junior Achievement • Local Community Centers - Mayfair, Paradise, Kenilworth Courts, KPRMC • Through the Kitchen Door

DISTRICT OF COLUMBIA GOVERNMENT PARTNERS
DC Office of the Mayor • Deputy Mayor for Health and Human Services • DC Housing Authority • District of Columbia Public Schools • DC Public Library • Metropolitan Police Department • Office of the State Superintendent for Education • Raise DC
## EARLY LEARNING

### Results/Indicators:
- Children Ready for Kindergarten
- Children with a Medical Home
- Children participating in Early Learning Programs
- Parents report reading to their children
- Mothers acquiring additional education

### Solutions:
- Expand quantity of high-quality infant-toddler slots
- Improve quality of all 0-5 slots
- Transition planning for rising kindergarteners
- School readiness for 0-5 year olds
- Ensure medical home for young children
- Home visits for pregnant moms and parents of children 0-2
- Financial stability support for parents
- Parenting supports for mothers of young children
- The Mother’s Cohort

<table>
<thead>
<tr>
<th>Solution Area/Results</th>
<th>Program Activity</th>
<th>Population</th>
<th>Place and Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDUCARE EARLY CHILD CARE CENTER</strong></td>
<td>72 Early Head Start students; 78 Head Start students; currently 7 available slots in Head Start</td>
<td>Opened July 2012; located in Parkside. Serves entire District.</td>
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<tr>
<td><strong>JUMPSTART LITERACY PROGRAM</strong></td>
<td>28 pre-K students at Neval Thomas ES, 17 pre-K students at Kenilworth ES</td>
<td>Neval Thomas ES and Kenilworth ES T,Th 3:45-5:45pm</td>
<td></td>
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<tr>
<td><strong>CHILDREN’S NATIONAL MEDICAL CENTER FIT FAMILY JR. NUTRITION PROGRAM</strong></td>
<td>27 parents currently participating across all 4 programs</td>
<td>Neval Thomas ES, W 3:30-4:30; Lotus Square, T 11am-12pm; Kenilworth Courts, M 3:30pm-4:30pm; Ward Memorial Church</td>
<td></td>
</tr>
<tr>
<td><strong>SAVE THE CHILDREN EARLY STEPS TO SUCCESS PROGRAM</strong></td>
<td>GOAL: 20 0-3 year olds; 4 Mayfair children currently enrolled</td>
<td>DCPNI footprint (2 home visits per month + parent support group sessions)</td>
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<tr>
<td><strong>HEALTHY BABIES PROJECT</strong></td>
<td>GOAL: 25 young mothers and their babies</td>
<td>Relocating to Deanwood, Nov 2012</td>
<td></td>
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<tr>
<td><strong>DOLLY PARTON’S IMAGINARY LIBRARY</strong></td>
<td>39 children; 9 “graduates”</td>
<td>Kenilworth Courts &amp; KPRMC communities monthly book distribution</td>
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<tr>
<td>Solution Area/Results</td>
<td>Program Activity</td>
<td>Population</td>
<td>Place and Time</td>
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<tr>
<td><strong>COMPREHENSIVE SCHOOL REFORM</strong></td>
<td>Georgetown DC Reads</td>
<td>180 ES students</td>
<td>Kenilworth ES Daily during &amp; after-school &amp; summer hours</td>
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<tr>
<td>Results/Indicators:</td>
<td>in-school and summer Tutoring</td>
<td></td>
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<tr>
<td>• Students are proficient in core academic subjects</td>
<td>Save the Children After-School Program</td>
<td>98 ES students</td>
<td>Neval Thomas ES Mon-Fri 3:15pm-6:30pm</td>
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<td></td>
<td>In-School Reading Support Summer Boost camp</td>
<td>50 ES students</td>
<td>Neval Thomas ES 8:00am-2:00pm M-F</td>
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<td>AARP Experience Corp Senior Literacy Tutors</td>
<td>206 ES students</td>
<td>Kenilworth &amp; Neval Thomas ES 9:00-3:00 daily</td>
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<td></td>
<td>Live It, Learn It Museums &amp; memorials</td>
<td>32 5th graders</td>
<td>Neval Thomas ES Trips during school hours</td>
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<td></td>
<td>Tiger Woods Learning Center</td>
<td>up to 44 students 6th-8th grades</td>
<td>Chavez MS during school day, 2x/week Chavez HS</td>
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<td></td>
<td>• Career Exploration Program</td>
<td>TBD 11th and 12th grade students</td>
<td>Kenilworth ES and Neval Thomas ES, 1 week long program in May 2013 ongoing at Chavez MS</td>
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<td></td>
<td>• High School Robotics Program</td>
<td>5th grade classes at Kenilworth ES and Neval Thomas ES TBD students ages 11-14</td>
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<td></td>
<td>• Forensic Science Program</td>
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<td></td>
<td>• FLL Robotics Team</td>
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<td></td>
<td>• Summer STEM Program</td>
<td>TBD MS and HS residents of the footprint</td>
<td>1 week in the summer, 4 programs over 4 weeks</td>
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<td></td>
<td>The Fishing School</td>
<td>28 1-5th graders for school yr at Kenilworth ES; 2 residents at Meade St site;</td>
<td>Kenilworth ES M-F 3:15-6:00pm school year Meade St at Deanwood M_F 3:15-6pm</td>
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<td></td>
<td>• Afterschool Tutoring</td>
<td></td>
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<td></td>
<td>• Summer Program</td>
<td>75 2nd-6th graders for summer program</td>
<td>M-F 8:30-4:30 summer (June-Aug) Chavez MS After-school</td>
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<td>DC Scores Sports and Tutoring</td>
<td>TBD MS students</td>
<td>Neval Thomas ES, in school once/week for 25 weeks of school year</td>
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<td>DLA Piper Reading Buddies</td>
<td>10-15 3rd graders</td>
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<td>Solution Area/Results</td>
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<td><strong>COLLEGE AND CAREER SUCCESS</strong></td>
<td>College Success Foundation and United Way of the National Capital Area</td>
<td>TBD</td>
<td>Creation of College &amp; Career Prep Network is not yet underway.</td>
</tr>
<tr>
<td>Results/Indicators:</td>
<td>Simon Scholars College Scholarship Program</td>
<td>35 9th &amp; 10th graders</td>
<td>Chavez HS Saturdays and summer</td>
</tr>
<tr>
<td>• Graduation rates</td>
<td>Georgetown Meyers Institute for College Prep</td>
<td>10 HS students at Chavez, 150 total across Wards 7 and 8</td>
<td>Chavez MS &amp; HS students Saturdays 9:00-2:00 6 week Summer 9:00-3:00</td>
</tr>
<tr>
<td>• High school students obtain postsecondary education</td>
<td>Mentor Foundation USA</td>
<td>14 9th &amp; 10th grade; goal: 25 MS and 25 HS students</td>
<td>Chavez HS Bi-weekly afterschool</td>
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<td>Solutions:</td>
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<tr>
<td>• Inspire a college-going culture</td>
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<tr>
<td>• Provide comprehensive college prep beginning in middle school</td>
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<tr>
<td>• Address student financial need that impedes college enrollment and completion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Develop network of business and college/career mentors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Support workforce readiness for parents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Support financial literacy and stability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Educate parents about financial aid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solution Area/Results</td>
<td>Program Activity</td>
<td>Population</td>
<td>Place and Time</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------</td>
<td>------------</td>
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</tr>
<tr>
<td><strong>FAMILY AND COMMUNITY SUPPORT</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Results/Indicators:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Students get at least 60 mins of physical activity daily</td>
<td>Children's National Medical Center Mobile Medical Unit</td>
<td>Up to 600 Children living in the footprint</td>
<td>By Appointment Only -- Chavez Parkside Mondays 10:00am-4:00pm</td>
</tr>
<tr>
<td>• Students eat 5 or more servings of fruits and vegetables daily</td>
<td>Children's National Medical Center Mobile Dental Van</td>
<td>Children living in the footprint</td>
<td>By Appointment Only</td>
</tr>
<tr>
<td>• Students are safe</td>
<td>Community College of DC (CCDC)</td>
<td>GOAL: 20 residents</td>
<td>At Shadd, Backus and PR Harris campus (depending on the training program)</td>
</tr>
<tr>
<td>• Students live in stable communities</td>
<td>The Fishing School Parent Support Center</td>
<td>Footprint parents</td>
<td>On-going in Kenilworth ES School</td>
</tr>
<tr>
<td>• Family and community support learning</td>
<td>MPD 6th District Crime Prevention</td>
<td>Footprint residents</td>
<td>DCPNI Footprint Monthly meetings at Chavez</td>
</tr>
<tr>
<td>• Decrease in teen pregnancy</td>
<td>East River Family Strengthening Collaborative</td>
<td>Footprint families</td>
<td>DCPNI Parent Center and in footprint by program need</td>
</tr>
<tr>
<td>Solutions:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Promote child nutrition and exercise</td>
<td>Department of Housing Authority workforce &amp; Social services</td>
<td>Kenilworth Court Residents (262 families)</td>
<td>Kenilworth Courts</td>
</tr>
<tr>
<td>• Provide mentors and role models</td>
<td>Mayfair, Paradise, &amp; KPRMC Community Centers year-round social and educational services</td>
<td>Adults, disconnected youth, families, children</td>
<td>DCPNI Footprint</td>
</tr>
<tr>
<td>• Address health of whole families</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Address the needs of the most distressed families and teen parents</td>
<td>Bank on DC</td>
<td>Adults and teens</td>
<td>DCPNI Footprint, Schools, Community Centers</td>
</tr>
<tr>
<td>• Promote community-wide safety and resident engagement</td>
<td>DC Primary Care Association &amp; Unity Health Clinic</td>
<td>All families in the footprint</td>
<td>Unity Health Clinic in Parkside (to open in 2014)</td>
</tr>
<tr>
<td>• Provide legal aid</td>
<td>DLA Piper/EJW/Bread for the City Legal Clinic</td>
<td>13 Adults/families to date</td>
<td>On-going “warm”line, 11/29 clinic at Mayfair, 12/5 clinic at Kenilworth ES</td>
</tr>
</tbody>
</table>
## DCPNI Indicators

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>• # and % of three-year-olds and children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning (as defined by the U.S. Department of Education) as determined using developmentally appropriate early learning measures (as defined by the U.S. Department of Education).</td>
<td>• Children enter kindergarten ready to succeed in school.</td>
</tr>
<tr>
<td>• # and % of children, from birth to kindergarten entry, participating in center-based or formal home-based early learning settings or programs, which may include Early Head Start, Head Start, child care, or preschool.</td>
<td></td>
</tr>
<tr>
<td>• # and % of students at or above grade level according to State mathematics and reading or language arts assessments in at least the grades required by the ESEA (3rd through 8th and once in high school).</td>
<td>• Students are proficient in core academic subjects.</td>
</tr>
<tr>
<td>• Attendance rate of students in 6th, 7th, 8th, and 9th grade.</td>
<td>• Students successfully transition from middle</td>
</tr>
<tr>
<td>• Graduation rate (as defined by the U.S. Department of Education).</td>
<td>• Youth graduate from high schools</td>
</tr>
<tr>
<td>• # and % of Promise Neighborhood students who graduate with a regular high school diploma, as defined in 34 CFR 200.19(b)(1)(iv), and obtain postsecondary degrees, vocational certificates, or other industry-recognized certifications or credentials without the need for remediation.</td>
<td>• High school graduates obtain a postsecondary degree, certification, or credential.</td>
</tr>
</tbody>
</table>
### FAMILY AND COMMUNITY SUPPORT INDICATORS AND RESULTS THEY ARE INTENDED TO MEASURE

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>• # and % of children birth to kindergarten entry who have a place where they usually go, other than an emergency room, when they are sick or in need of advice about their health.</td>
<td>• Students are healthy.</td>
</tr>
<tr>
<td>• # &amp; % of children who participate in at least 60 minutes of moderate to vigorous physical activity daily; and</td>
<td>• Students feel safe at school and in their community</td>
</tr>
<tr>
<td>• # &amp; % of children who consume five or more servings of fruits and vegetables daily; or possible third indicator, to be determined (TBD) by applicant.</td>
<td>• Students live in stable communities.</td>
</tr>
<tr>
<td>• # &amp; % of students who feel safe at school and traveling to and from school, as measured by a school climate needs assessment (as defined in this notice).</td>
<td>• Families and community members support</td>
</tr>
<tr>
<td>• For children birth to kindergarten entry, the # and % of parents or family members who report that they read to their child three or more times a week;</td>
<td>• Students have access to 21st century learning tools.</td>
</tr>
<tr>
<td>• For children in the kindergarten through eighth grades, the # and % of parents or family members who report encouraging their child to read books outside of school; and</td>
<td></td>
</tr>
<tr>
<td>• For children in the ninth through twelfth grades, the # and % of parents or family members who report talking with their child about the importance of college and career.</td>
<td></td>
</tr>
<tr>
<td>• # &amp; % of students who have school and home access (and % of the day they have access) to broadband internet (as defined in this notice) and a connected computing device.</td>
<td></td>
</tr>
</tbody>
</table>

### ADDITIONAL DCPNI INDICATORS AND THE RESULTS THEY ARE INTENDED TO MEASURE

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>• # and % of teen pregnancies in the footprint.</td>
<td>• Fewer teenage pregnancies in the community</td>
</tr>
<tr>
<td>• # and % of mother’s acquiring additional education between a child’s birth and age 8.</td>
<td>• Greater maternal educational attainment.</td>
</tr>
</tbody>
</table>
Our mission is to increase the number of children who complete their education from cradle to college and enter adulthood as productive participants in the 21st-century economy and in the civic life of their communities.
Fyi, Ayris cancelled meeting tomorrow due to the event with Duncan.

Josephine Bias Robinson  
Chief, Family and Public Engagement

Sent from my iPad

Begin forwarded message:

From: "ayris.scales@dcpni.org" <ayris.scales@dcpni.org>  
Date: December 20, 2012 2:36:32 PM EST  
To: "Holland, Burnell (DCPS)" <burnell.holland3@dc.gov>  
Cc: "Robinson, Josephine B. (DCPS)" <josephine.robinson@dc.gov>  
Subject: Re: Kenilworth ES Space  
Reply-To: "ayris.scales@dcpni.org" <ayris.scales@dcpni.org>

Hello Josephine,

I apologize for the inconvenience but I will need to reschedule our meeting tomorrow. Friday morning Sec. Duncan will be visiting with us in the Promise Neighborhood to discuss safety in schools and announce the FY12 awards.

If you have time later on Friday or Thurs Dec. 27th, we could meet that morning or January 7th (anytime) if you don't feel that is too far out. Thanks for understanding.

All the best,  
Ayris  
Sent on the Sprint® Now Network from my BlackBerry®

---

From: Ayris Scales [mailto:ayris.scales@dcpni.org]  
Sent: Monday, December 17, 2012 12:36 PM  
To: Robinson, Josephine B. (DCPS)  
Cc: Henderson, Kaya (DCPS); Itesima Salcido; Holland, Burnell (DCPS)  
Subject: Re: Kenilworth ES Space

Hello Chancellor Henderson and Josephine,

As we discussed last week, I am attaching DCPNI's reuse proposal for Kenilworth Elementary School. I apologize for not submitting this last week, but there were last minute edits that had to be taken into account with regards to the Choice grant from HUD. In our proposal, DCPNI is asking to work in tandem specifically with DCPS and DPR to support the Mayor's interest in seeing a co-location facility at this site. DCPNI is currently an active tenant in the Kenilworth
ES, occupying three classrooms on the third floor. We are requesting to remain in the facility both in the short term and long-term redevelopment plans. After you have had a chance to review the attached, please feel free to contact me directly with any questions, comments or concerns. I look forward to meeting with you and will follow up with Burnell to get that squared away.

Again, I want to reiterate how much DCPNI has appreciated you lending your support, particularly in working with Dr. Thompson and Ms. Adderley and hope to further strengthen our partnership as we move forward to impact the educational achievement levels of the students in the Kenilworth-Parkside community, regardless of the final outcome for the school.

All the best,
Ayris T. Scales
Executive Director of DCPNI

On Tue, Dec 11, 2012 at 5:41 PM, Robinson, Josephine B. (DCPS) <josephine.robinson@dc.gov> wrote:

Hi Ayris,

Good to meet you virtually. Please do send the proposal this week and I’ll work to clear some time on my schedule for us to meet. I’ve copied Burnell Holland – he can facilitate scheduling a mutually convenient time for a discussion.

Kindly,

Josephine

Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools
202.442.5010

From: ayris.scales@dcpni.org [mailto:ayris.scales@dcpni.org]
Sent: Tuesday, December 11, 2012 5:27 PM
To: Henderson, Kaya (DCPS); Irasema Salcido
Cc: Robinson, Josephine B. (DCPS)
Subject: Re: Kenilworth ES Space

Greetings Kaya,

Thank you so much for your prompt response! We are mindful that you're still finalizing plans
and that there would need to a lease agreement for the site. I really appreciate all of your support for our initiative date. DCPNI will submit our proposal this week and appreciate your consideration as you weigh the best options to support your goals and the community.

Josephine, if you have a 30 min opening, before the 24th, that would be great and we will make our schedules open to accommodate your's. If not, an opportunity to meet with you both after the holidays would be beneficial as well.
Have a great evening and hope to connect with you soon.

All the best,
Ayris T. Scales
Executive Director, DCPNI

Sent on the Sprint® Now Network from my BlackBerry®

From: "Henderson, Kaya (DCPS)" <Kaya.Henderson@dc.gov>
Date: Tue, 11 Dec 2012 16:40:51 -0500
To: Irasema Salcido<irasema.salcido@chavezschools.org>
Cc: Ayris e mail<ayris.scales@dcpli.org>; Robinson, Josephine B. (DCPS)<josephine.robinson@dc.gov>
Subject: Re: Kenilworth ES Space

Irasema,

Thanks for your email. Unfortunately, my schedule is completely booked into the holidays, so I won't be able to meet with you.

Josephine Robinson is my Chief of Family and Community Engagement, and may be able to meet in my stead, though we're all pretty packed going into the holidays. I've copied her on this email so you two can be in touch directly regarding her schedule.

If she isn't able to get a meeting scheduled, you should simply feel free to send along any information that you'd like us to consider as we finalize this decision as soon as possible. We have a very short window to turn all of this around.
To be clear, we don't have a plan for using Kenilworth for DCPNI or anything else just yet. We listed it as a potential opportunity for re-use. If we ultimately determine that to be the best re-use opportunity, we'd need to discuss a leasing situation, as DCPS will no longer be able to offer in-kind space in a building that is no longer operational.

Thanks, again, Irasema.

Sent from my iPhone

On Dec 11, 2012, at 4:10 PM, "Irasema Salcido" <irasema.salcido@chavezschools.org> wrote:

Hi Kaya,

I hope that you are well. I want to thank you for your continued support of DCPNI’s work in the Kenilworth-Parkside community. We greatly value our partnership with DCPS to help improve student achievement in our footprint schools. We understand that soon you will be making a decision regarding the re-utilization of the proposed schools including Kenilworth Elementary School. We were very encouraged that you included mention of DCPNI in the possible reuse plans for Kenilworth Elementary School on page 37, Appendix E: Building Reuse Preliminary Thoughts, in the Proposed Consolidation and Reorganization document. We know that next Monday public proposals are due for the utilization of the space in the schools allotted to close and want to make sure that we have the opportunity to submit our proposal if necessary.

DCPNI is appreciative of DCPS’ current in-kind donation of office space in Kenilworth Elementary School. Our location in the heart of Kenilworth has been invaluable towards building a stronger relationship with the local students and families. It has allowed us and our many partners to deliver directly to the children and families who live here, well over $1.5 million of comprehensive cradle to college services more efficiently and effectively, this year alone. We believe that our continued partnership is critical to drastically improving the academic outcomes of the children in Kenilworth-Parkside. We request the opportunity to meet with you to discuss our interest in remaining at Kenilworth and how best to deliver our resources going forward.

Please let us know whom to contact to set up an appointment with you or your designee, regarding the above and if we need to submit a proposal. Also please let us know if there are other ways we can be of assistance to you during this process to help you support our footprint families who attend Kenilworth, Brown and Spingarn. We want to help you ensure an easy transition for all of our students and families. Thank you very much for your time and look forward to talking to you soon. Take care.
Irasema Salcido
CEO and Founder of Cesar Chavez Public Charter Schools
Founder, DC Promise Neighborhood Initiative
709 12th Street SE, Washington DC, 20003

Phone: 202.547.3975 ext 12
Fax: 202.547.3449

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Learn more at www.dconefund.org or www.onefund.dc.gov. One City, Working Together!

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Ms. Ayris T. Scales
Executive Director, DC Promise Neighborhood Initiative
The Ward 7 Community’s School Improvement Proposal

Presented by:
The Ward 7 Education Council
on behalf of the Ward 7 Community
Defining Quality Education for Ward 7

"Quality education has to do with the products of those educational institutions whose policies and practices contribute to the intellectual, physical and psychological preparation of students to participate effectively their society" (Scott 1973) ~ The Journal of the Alliance of Black School Educators

In response to the proposed consolidation and reorganization plan presented by Chancellor Kaya Henderson, the Ward 7 Education Council held a series of public working group sessions with Ward 7 parents, community leaders and stake-holders in an effort to clearly define what “quality education” should reflect for our children and youth in Ward 7. The Ward 7 community has collectively begun to define “quality education” for youth in Ward 7. To this end, below is a summary of what “quality education” should look like in our Ward 7 schools:

• We want DCPS to develop and implement initiatives and investments to improve the quality of education our children are currently receiving, such as adding more STEM programs, arts programming, global learning zones, early childcare centers in high schools and vocational trade programs.

• We want DCPS leadership to introduce a plan in FY13 for campus-wide leadership training that would train teachers, principals, and school staff to change the DCPS school and central office culture.

• We want DCPS to provide access to “quality education” as defined by the Ward 7 Education Council and its constituents within a walkable distance of one’s neighborhood so that no child is left behind or denied access to great schools within neighborhood boundaries.

• Furthermore, the “quality” of education and its stewardship should be evaluated on an annual basis to assure that DCPS leadership has the ability to effectively reach the goals outlined in DCPS “Capitol Commitment Plan” and as defined in our current Ward 7 Community’s School Improvement Plan (W7CSIP).

“If DCPS teachers and students are evaluated; then its leadership i.e. DCPS School Leadership should be evaluated too”

~ M.B. former DCPS teacher and community leader
Our Community’s Position:

A Ward 7 Moratorium on School Closure 2012

On October 4, 2012, The Ward 7 Education Council held a general body meeting with Ward 7 residents and community stake-holders, adopting a motion which was initially moved by long-time community leaders calling for a moratorium on school closures and opening new Charter Schools in Ward 7. A similar motion was dually adopted by the participants in the Deputy Mayor for Education’s Ward 7 Community Conversation held in August 2012 in response to community concerns regarding the recommendations for school closures presented by the Illinois Facilities Fund (IFF) Quality Schools report.

"The Ward 7 Moratorium on School Closures" has since then been adopted and championed by Ward 7 Councilmember Yvette Alexander, State Board of Education Representative Dorothy Douglas, several of Ward 7 ANCs, civic associations, and other community stake-holders citywide!

The original moratorium motion reads:

"We move 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 stakeholders from every Ward sector; place a moratorium on opening new Charter schools in Ward 7, until after the Ward 7 Peoples' Plan for School Reform is advanced."
Our Vision for Quality Education and A Comprehensive School Improvement
Currently Winston Elementary provides the following for children and youth:

- Recreation center located next door
- Greater reading proficiency than Stanton and Kramer Elementary
- Funding from Northrop Grumman
- History of partnership with the British Council
- Partnerships with City Year and Federal Bureau of Investigation
- Received a $319,000 “Proving What’s Possible” (PWP) grant.
As Proposed... DCPS will create further barriers to quality education for its African-American students.

The reorganization and consolidation of Winston as proposed will create the following barriers to the access of “quality education” for children and families in the neighborhood it currently serves:

• It is not a “walkable” route and promises threats of safety for our children

• Current data reflects historical neighborhood conflicts that have gone unaddressed and will exacerbate problems with truancy and other risk factors which will lead to further decline in enrollment

• The plan as proposed splits children between two currently under performing schools which will greatly impact our ability to reach levels of proficiency in reading and math as outlined in DCPS’s strategic goals for you and children
Our Vision for Winston

As a community, we recommend the following school improvement strategies which will help DCPS to reach its goals of “increasing enrollment” by attracting more in-boundary families to Winston:

- Building on the school’s strengths, transform Winston into a high quality, globally themed PK-8 neighborhood school.

- Co-locate a Global Education/Language Center which can serve as an educational hub serving Wards 7 and 8 students, educators, families, and community.

- Use global education resources and best practices at Winston to help create a larger “Global Zone,” over time to include all the Ward 7 schools.

- Fully utilize building by creating community partnerships which could provide on-site wrap-around services for students and families.
Creating Access to “World-Class Education”: GLOBAL EDUCATION AND LANGUAGES:

Why now? Why Ward 7?

- DC is a global capital, rich with resources, experts, and partners anxious to work with DCPS to help create the next generation of global citizens.
- The city has many, untapped global career pathways (business, hospitality, foreign service, military, international development, arts and culture, STEM)
- Mayor Gray is working to redefine DC’s economy as a global economy (more foreign investment in DC, expansion of international trade, creation of global businesses)
- All students need global skills, knowledge, experiences, and attitudes that will prepare them to work in our culturally diverse, globally interconnected city and world.
- Global competence and second language proficiency help students get into college and careers.
- At present, there is inadequate and inequitable availability of global programs and languages in Wards 7 & 8.
- We are seeing increasing community demand for access to global programs and languages. Parents are flocking to schools with language programs.
Our Vision for Winston cont.

WHAT WOULD A GLOBAL PK-8 SCHOOL LOOK LIKE?

• A whole school dedicated to preparing students for global citizenship and careers.
• Global content embedded in all grades and all subjects to help DCPS achieve its vision of every child receiving a “world-class education”
• A school culture that promotes global citizenship and respect for diversity
• High expectations for all students (the world is their horizon).
• Foreign language teaching.
• Use of the internet to make global connections/school partnerships.
• Extensive use and involvement of partner organizations.
• Commitment to service (local and global)
• Age-appropriate field trips, exchanges, and adventures that push students to go outside their comfort zones and prepares to compete on a national and global level with the rest of the world

WE CAN MAKE THIS HAPPEN:

The DC Center for Global Education and Leadership (CGEL), a DC nonprofit organization, is prepared to partner with Winston, DCPS, and W7EC to bring these ideas to fruition. CGEL will also be instrumental in helping identify external resources and develop strategic partnerships with –
– Government agencies
– Embassies
– Universities
– International businesses
– International organizations
– Museums, cultural and arts organizations
– Afterschool programs
Smothers Today

Currently Smothers Elementary provides the following for children and youth:

- Partnerships with Girls on the Run and Washington Ballet
- Received $100,000 from Ellen DeGeneres Show to fully upgrade computer lab
- Member of DC Collaborative for Change (DC3)
- Population has more than doubled in 4 years - enrollment growth from 144 students to 292 students
- One of few Ward 7 schools accessible by Metro
As Proposed....

The reorganization and consolidation of Smothers as proposed will present additional barriers to the access of “quality education” for our children and families, further isolating an entire population and adversely affecting the learning progress for this group of children:

• It is not a “walkable” route and promises threats of safety for our children

• It is the second school closure for children and families in the Smothers community; the previous being Benning Elementary in 2008

• It splits children between two schools; one with lower performance on the DC CAS

• Currently families in boundary for both Aiton and Plummer are enrolled at Smothers
Our Vision for Smothers

As a community, we recommend the following improvement strategies, which will help DCPS to reach its goals of “investing in struggling schools”, restoring public trust and “improving satisfaction” for in-boundary families in the Smothers neighborhood:

• Develop and implement a school modernization plan for FY13
• Create a needs assessment working group with parents, and community stakeholders that would work with the current Smothers school administration to identify areas for investment and potential investors thru the creation of community/school investment partners
• Identify how to connect with the funds and resources allocated in the new “Community School Legislation Act of 2011” to provide a fully enrolled, small, community school model at Smothers
Currently Kenilworth Elementary provides the following for children and youth:

- Resources and supplemental funding provided by partnerships with DC Promise Neighborhood Initiative, AARP Experience Corps, DC Reads, and the Fishing School
- Current home to Kenilworth recreation center and DCPNI Offices
- Made AYP 2010 (Safe Harbor)
DC PROMISE NEIGHBORHOOD INITIATIVE

About Us

Our Mission
The DC Promise Neighborhood Initiative (DCPN) will assure that each child in the Parkside Kenilworth neighborhood of Ward 7 will receive the Five Promises of 1) Caring adults 2) Physical and emotional safety wherever they are 3) A healthy start 4) An effective education, and 5) Opportunities to help others.

Our Mission
DCPN will increase the number of children who complete their education from cradle to college, and enter adulthood as productive participants in the 21st Century economy and in the civic life of their communities.

Our Approach
DCPN will create a unique partnership among a public charter school, neighborhood public schools, private corporations, community residents, service providers, expert partners and funders to build a pipeline of services and supports for the children of Parkside Kenilworth.

Our Goals
Aligned to produce results as prescribed the Department of Education

1. Children enter kindergarten ready to learn
2. Students are proficient in core academic subjects
3. Students successfully transition from middle grades to high school
4. Youth graduate from high school
5. High school graduates obtain a post secondary degree, certification or credential
6. Students are healthy
7. Students feel safe at school and in their community
8. Students live in stable communities
9. Families and community members support learning in PN schools
10. Students have access to 21st century learning tools
As proposed....

The reorganization and consolidation of Kenilworth as proposed will also create barriers to the access of “quality education” for children and families in Ward 7:

• The school route students will have to travel to Houston ES is not walkable and presents major safety issues for children due to the crossing of unsafe major thoroughfares such as Interstate 295.
• It takes students out of the geographically specific DC Promise Neighborhood Initiative footprint, thereby decreasing funding for special initiatives that augment learning and progress.
• It diminishes access to current wrap-around services and additional resources students receive to support their educational needs.
• DCPNI estimates its partners would have contributed approximately $1.5 million dollars to Kenilworth Elementary for SY 2012-13.
Our Vision for Kenilworth

As a community, we recommend the following considerations, which will help DCPS to reach its goals of “investing in struggling schools”, restoring public trust and “improving satisfaction” for in-boundary families in the Kenilworth community:

• Reorganized into an educational campus and community center as modeled by the Perry School, Webb-Wheatley, and/or Walker Jones.
• Increased community partnerships and additional resources through continued participation in DC Promise Neighborhood Initiative and awarding of the Choice grant.
• Potential space for nonprofits, CBOs, or government agencies providing services to the Kenilworth school community.
Currently Davis Elementary provides the following for children and youth:

- An occupational therapy room for parents, seniors and families
- It is conveniently located in the middle of a thriving community
- It is a recipient of the “Proving What’s Possible” (PWP) grant $190,000
- Better test scores than proposed receiving school
- Fully upgraded library provided by Target Inc.
- 3 yr old autism program for special needs students
As proposed....

The closing of Davis as proposed will create drastic barriers to the access of “quality education” for children and families in the neighborhood it currently serves:

• Students will pass two elementary schools and cross Benning Road, a major thoroughfare to get to receiving school

• Students will be placed in an environment that has produced lower test scores for both reading and math, putting them at a further educational disadvantage
Our Vision for Davis

As a community, we recommend the following strategies which will help DCPS to reach its goals of restoring public trust and “improving satisfaction” for families in the quaint Davis community:

• To restore public trust and the assurance of access to quality education for our children Davis PTA, ANC 7E and the Benning Ridge Civic Association have all demanded that Davis Elementary remains open!

• Reorganize the current school budget, secure additional grants and funding resources to develop and implement a full arts program, which will attract more students, similar to the Catalyst program model

• Explore co-location options such as an external diploma program to benefit parents and community members or partnerships with CCDC to provide valuable services and fully utilize the building.

• Develop and implement a school modernization plan for FY13
Ron Brown Today

Currently Ron Brown provides the following for children and youth:

- Highest percentage of students in boundary
- One of only three middle schools located in our Ward close a Metro
- One of only two schools in Ward 7 located close to a Metro
- Recreation center in close proximity
- Up and coming community: one of three neighborhoods identified for the HPAP-E program for first-time homebuyers
As proposed

The reorganization and consolidation of Ron Brown as proposed will create barriers to the access of “quality education” for children and families in Ward 7:

• The school route students will have to travel is not walkable and access to sufficient transportation is problematic for many residents

• Truancy issues may further be exacerbated due to increased barriers to accessibility and neighborhood conflicts

• The proposed closure of Kenilworth, Ron Brown, and Spingarn will result in the eradication of an entire feeder pattern
Our Vision for Ron Brown

As a community, we recommend the following improvement strategies which will help DCPS to reach its goals of “improving achievement rates” “increase graduation rates” and “improving satisfaction” for families in the Ron Brown/Deanwood community:

• Development of a STEM curriculum program that will feed into H.D. Woodson

• Maintenance of accessible, competitive middle school for Deanwood residents

• A competitive program at Ron Brown would attract families throughout Ward 7 and the city that is easily accessible by metro

• Identify and secure additional resources and funding from STEM partners to support and sustain proposed programming such as the Department of Commerce and the Ron Brown foundation
Points of Agreement

There are several points on which we agree and are willing to work with DCPS leadership on to ensure that the reorganization of resources and programming are carried out in a manner that does not produce any further negative impact on learning and access to “quality education” for children and youth in Ward 7.

• We are in agreement that current resources, budget allocations, school utilization plans and programs should be reorganized in a manner to achieve greater outcomes and positive learning impact for children and youth.

• We are in agreement with the five strategic goals as outlined in the DCPS “Capitol Commitment Plan” and are committed to working with DCPS leadership to ensure that we “truly” reach those stated goals for children and youth in Ward 7.

• We agree that needs of every community are different; therefore we intend to work with DCPS leadership to ensure that reorganization and school improvement strategies are delivered in a manner that is highly effective and improves the quality of education and access to supportive resources for children and youth in Ward 7.

• We agree that all children deserve a world-class education and to that end we will work to ensure that learning environments for our children are not repeatedly disrupted thereby further diminishing their rights to receive quality public education within the boundaries of their own neighborhoods.
Defining Adequacy for DC Public Education
December 10th, 2012 | by Soumya Bhat

“A new study is just getting started to help answer a critical education policy question: Are we spending enough on public schools in the District?”

• The year-long study—funded by the DC Deputy Mayor for Education—will analyze the cost of providing an “adequate” public education in the District. The idea for the adequacy study stems from the DC Public Education Finance Reform Commission. The independent commission, which was created by DC Council legislation in 2010 and issued its recommendations this past February, mainly tackled the issue of “equity” of school funding between DC Public Schools and DC Public Charter Schools.

• It also looked at broader issues of adequacy, affordability, and transparency in public education in DC. The Commission recommended that a full-scale study be completed to analyze the full costs of an adequate education in DC. The study is a good opportunity for the District to see if we are spending the right amount per student to meet our city’s educational needs. For example, the study might recommend revisions to the Uniform Per Student Funding Formula, which has not been updated since 2008, and offer a template for a working group to update the formula on a regular basis in the future.

• In addition, the adequacy study may make recommendations to change the way the needs of certain students are “weighted” or given additional funds because of greater levels of need.

• One of the Commission’s recommendations was that additional funding be considered for schools based on the number of students who are both low-income and academically behind. We support this recommendation, in an effort to assure resources are going to those children most in need.

This information was shared by the DC Fiscal Policy Institute courtesy Dr. Koura Gibson
Current School Budget vs. Closing Costs

Research shows that the 2008, closure and consolidation of 23 District of Columbia Public Schools did not in fact produce the desired results. Based on audits conducted by the Office of the District of Columbia Auditor, it was reported that The Office of Public Education Facilities Modernization (OPEFM) managed the closure and consolidation of the 23 schools with the support of contractors, which resulted in severe mismanagement of funds, impairment losses and did not happen within timeframe. OPEFM reported to the Council of the District of Columbia that capital costs to facilitate the closure and consolidation of the 23 schools were $9.7 million. However, it was reported that $8 million in additional costs associated with school closures and consolidations was identified for a total of $17.7 million of costs that the District incurred to close and consolidate schools., in addition they also found that school closures resulted in capital asset "impairment losses" of $21.8 million. Including capital costs of $9.7 million identified.

According to research and the data presented in our vision for the schools that have been slated for closure considering the cost of school closings, mismanagement and losses incurred in 2008 we believe that it would be more cost effective for the schools to remain open and with an assessment as to budget reallocation, the reorganization of space usage, and the implementation of some the recommendations made by the DC Public Education Finance Reform Committee that would support given additional funds to our students based on greater level of needs as outlined in its current study.

Audit of the Closure and Consolidation of 23 D.C. Public Schools
Office of the District of Columbia Auditor
September 6, 2012
Inequity in Current School Budgets

Other questions remain:

According to research and review of current school budget and enrollment information there are several schools in more affluent areas with low enrollment numbers, and in some cases with higher operating budgets. These schools spend more per pupil and would be considered under enrolled by DC Public Schools budget thresholds given in their consolidation proposal, but have not been proposed for closure, and more importantly receive greater resources overall. This being despite higher numbers of students qualifying for free and reduced lunch and other identifiable risk factors.

Most notably, Smothers and Hearst have a difference in one student. However, Smothers has an operating budget of over $400,000 dollars less.
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<td><strong>22,921,000</strong></td>
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* Based on the initial school budget allocation
** Based on the submitted school budget allocation
Cost Effective School Improvement

• The DC Public Education Finance Reform Commission’s “adequacy study may make recommendations to change the way the needs of certain students are “weighted” or given additional funds because of greater levels of need.”

• “One of the Commission’s recommendations was that additional funding be considered for schools based on the number of students who are both low-income and academically behind.”

• Considering there is a high concentration of special needs students and students who receive Free and Reduced lunch amongst other socio-economic barriers in Ward 7, immediate implementation of these DC Public Education Finance Reform Commission’s recommendations show a greater possibility of lending to cost effective school improvement rather than the repeated failure of school improvement experienced during the 2008 closures.
Final Recommendations

• The Ward 7 community demands 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 stakeholders from every Ward sector; we request that city’s leadership places a moratorium on opening new Charter schools in Ward 7, until after the Ward 7 Peoples' Plan for School Reform is advanced.

• We are willing to work with DCPS to develop and implement initiatives and investments to improve the quality of education our children are currently receiving such as adding more STEM programs, arts programming, global learning zones, early childcare centers in high schools and vocational trade programs.

• We are willing to work with DCPS leadership to introduce a plan in FY13 for campus-wide leadership training that would train teachers, principals and school staff in a manner that would help to change the DCPS school culture.

• We want DCPS to provide access to “quality education” as defined by the Ward 7 Education Council and its constituents within a walkable distance of one’s neighborhood so that no child is left behind or denied access to great schools within neighborhood boundaries.

• We want DCPS to examine and possibly implement recommendations made the DC Public Education Finance Reform Committee which could give our schools greater dollars to leverage towards improvement considering that we have the highest concentration of low-income and below proficiency rate students in the city.
On behalf of the Ward 7 Community, the Ward 7 Education Council would like to thank you for the opportunity to present recommendations for school improvement strategies that will best address the needs of our community.

We look forward to working with DCPS school leadership in FY13 and beyond to further develop our proposed plan and its implementation.

"Public education is illegitimate if it functions as a negative and defeating process in the lives of children" (Boyer 1972) ~

The Journal of the Alliance of Black School Educators
Basically. But, Shanita can confirm. I know there is also one from Sally Schwartz proposing a global language program. I think that Sally posted it herself but we can confirm and forward if needed.

From: Salmanowitz, Melissa (DCPS)
Sent: Wednesday, December 19, 2012 3:06 PM
To: Robinson, Josephine B. (DCPS)
Cc: Nyhus, Jill (DCPS); Burney, Shanita (DCPS)
Subject: RE: PRESS REQUEST: Alternative proposals

So basically the ones she already has (Garrison, FS and Ward 7) are the only real “proposals” we received?

From: Robinson, Josephine B. (DCPS)
Sent: Wednesday, December 19, 2012 3:04 PM
To: Salmanowitz, Melissa (DCPS)
Cc: Nyhus, Jill (DCPS); Burney, Shanita (DCPS)
Subject: RE: PRESS REQUEST: Alternative proposals

we received 78 new messages, not many were actual proposals on the 17th. Need to ask Jill how long it will take to load what we received via the OFPE email. I just received the Garrison proposal via email last night and Francis Stevens’s was forwarded to me on Friday, I just forgot to share the electronic document with the team to load.

I don’t have a problem forwarded the actual documents from Ward 7, Garrison and F-S since we definitely plan to include them on the site and its just easier and quicker. I’ll forward via separate emails.

Thanks

From: Salmanowitz, Melissa (DCPS)
Sent: Wednesday, December 19, 2012 2:54 PM
To: Robinson, Josephine B. (DCPS)
Subject: PRESS REQUEST: Alternative proposals

Hey Josephine –

See below.

Two main questions.

1. When do we plan to share the proposals?
2. Are there any major proposals worth sharing with Emma, even on background?

From: emmastrickland@gmail.com [mailto:emmastrickland@gmail.com] On Behalf Of Emma Brown
Sent: Wednesday, December 19, 2012 1:46 PM
To: Salmanowitz, Melissa (DCPS)
Subject: Re: Alternative proposals...
I just noticed that your website says you'll make available online all proposals received by email ...

http://dcdps.dc.gov/DCPS/Parents+and+Community/DCPS+Proposed+Consolidations+and+Reorganization/Meetings+and+Other+Feedback+Opportunities
(Note: We will make available all the proposals we receive here.)

Are those up online already and I'm missing them? Sorry to be a pill.

On Wed, Dec 19, 2012 at 10:43 AM, Salmanowitz, Melissa (DCPS) <melissa.salmanowitz@dc.gov> wrote:
Checking for you.

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!
-----Original Message-----
From: Emma Brown [mailto:emmastrickland@gmail.com]
Sent: Wednesday, December 19, 2012 8:37 AM
To: Salmanowitz, Melissa (DCPS)
Subject: Alternative proposals...

Hi,
I'm writing about schools and community members that have presented alternatives to the chancellor's consolidation plan. I've looked at the Engage DCPS website but the ideas posted there are less in depth than some of the proposals that have been presented to the chancellor in meetings. I'm aware of Garrison and Francis Stevens, and I heard Ward 7's plan at the community meeting. Are there others I'm missing? I'd be grateful for your guidance. On background is fine...
Thanks,
Emma

Sent from my phone

--
Emma Brown
The Washington Post
202-334-9571
we received 78 new messages, not many were actual proposals on the 17th. Need to ask Jill how long it will take to load what we received via the OFPE email. I just received the Garrison proposal via email last night and Francis Stevens’s was forwarded to me on Friday, I just forgot to share the electronic document with the team to load.

I don’t have a problem forwarded the actual documents from Ward 7, Garrison and F-S since we definitely plan to include them on the site and its just easier and quicker. I’ll forward via separate emails.

Thanks

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See below.

Two main questions.

1. When do we plan to share the proposals?
2. Are there any major proposals worth sharing with Emma, even on background?

I just noticed that your website says you'll make available online all proposals received by email ...

http://dcp.s dc.gov/DCPS/Parents+and+Community/DCPS+Proposed+Consolidations+and+Reorganization/Meetings+and+Other+Feedback+Opportunities
(Note: We will make available all the proposals we receive here.)

Are those up online already and I’m missing them? Sorry to be a pill.

On Wed, Dec 19, 2012 at 10:43 AM, Salmanowitz, Melissa (DCPS) <melissa.salmanowitz@dc.gov> wrote:

Checking for you.
To: Salmanowitz, Melissa (DCPS)
Subject: Alternative proposals...

Hi,
I'm writing about schools and community members that have presented alternatives to the chancellor's consolidation plan. I've looked at the Engage DCPS website but the ideas posted there are less in depth than some of the proposals that have been presented to the chancellor in meetings. I'm aware of Garrison and Francis Stevens, and I heard Ward 7's plan at the community meeting. Are there others I'm missing? I'd be grateful for your guidance. On background is fine...
Thanks,
Emma

Sent from my phone

--
Emma Brown
The Washington Post
202-334-9571
See below. Given your knowledge of this proposal, can you share how'd you'd prefer to use this time with them? Should we have a brief discussion before the meeting?

Josephine Bias Robinson
Chief, Family and Public Engagement

Sent from my iPad

Begin forwarded message:

From: "ayris.scales@dcpii.org" <ayris.scales@dcpii.org>
Date: December 18, 2012 7:25:29 PM EST
To: "Holland, Burnell (DCPS)" <burnell.holland3@dc.gov>, "Robinson, Josephine B. (DCPS)" <josephine.robinson@dc.gov>
Subject: Re: Kenilworth ES Space
Reply-To: "ayris.scales@dcpii.org" <ayris.scales@dcpii.org>

Hi Josephine and Burnell,

I want to thank you for getting this meeting set up so expeditiously. In order to maximize my time with you Josephine, I would like to know if there is anything specific you would like for me to focus on during our meeting?

We have given this proposal a lot of thought, but also view it as a work in progress, given no final decision has been made and we've had no discussion with DCPS. I have an agenda in my head but I want to make sure I cover the points of most importance to you to help with your process. Let me know and I will see you Friday.

Best Regards,
Ayris
Sent on the Sprint® Now Network from my BlackBerry®

From: "Holland, Burnell (DCPS)" <burnell.holland3@dc.gov>
Date: Mon, 17 Dec 2012 20:37:31 -0500
To: ayris.scales@dcpii.org<ayris.scales@dcpii.org>
Cc: Robinson, Josephine B. (DCPS)<josephine.robinson@dc.gov>
Subject: RE: Kenilworth ES Space

Sounds good...I’ll go ahead and confirm it now. Can you meet here at the Central Office (1200 1st Street NE)? If so, please come up to the 12th floor and let the front desk know you’re here to meet with Josephine Robinson. Please let me know if you have any questions at all.

Regards,
Burnell

From: ayris.scales@dcpni.org [mailto:ayris.scales@dcpni.org]
Sent: Monday, December 17, 2012 8:33 PM
To: Holland, Burnell (DCPS)
Cc: Robinson, Josephine B. (DCPS); Henderson, Kaya (DCPS); Irasema Salcido
Subject: Re: Kenilworth ES Space

Thank you. Friday Dec 21st at 11AM works perfectly for me.

Best,
Ayris
Sent on the Sprint® Now Network from my BlackBerry®

From: "Holland, Burnell (DCPS)" <burnell.holland3@dc.gov>
Date: Mon, 17 Dec 2012 20:16:53 -0500
To: Ayris Scales<ayris.scales@dcpi.org>
Cc: Robinson, Josephine B. (DCPS)<josephine.robinson@dc.gov>; Henderson, Kaya (DCPS)<Kaya.Henderson@dc.gov>; Irasema Salcido<irasema.salcido@chavezschools.org>
Subject: RE: Kenilworth ES Space

Hi Ms. Scales,

Mrs. Robinson has some availability this Thursday (12/20) at 10am or 12:30pm as well as this Friday (12/21) at 11am. Would any of those times work for you and your team? If not, please let me know I’ll see if I can carve out some more time.

Sincerely,
Burnell

Burnell E. Holland III
Manager
Office of Family and Public Engagement

District of Columbia Public Schools
Office of the Chancellor
1200 First Street, NE
Washington, DC 20002
T (202) 442-5041
E burnell.holland3@dc.gov

From: Henderson, Kaya (DCPS)
Sent: Monday, December 17, 2012 12:40 PM
To: Ayris Scales; Robinson, Josephine B. (DCPS)
Cc: Irasema Salcido; Holland, Burnell (DCPS)
Subject: RE: Kenilworth ES Space

Thanks.

Kaya Henderson
Chancellor
District of Columbia Public Schools
1200 1st Street NE
Hello Chancellor Henderson and Josephine,

As we discussed last week, I am attaching DCPNI’s reuse proposal for Kenilworth Elementary School. I apologize for not submitting this last week, but there were last minute edits that had to be taken into account with regards to the Choice grant from HUD. In our proposal, DCPNI is asking to work in tandem specifically with DCPS and DPR to support the Mayor’s interest in seeing a co-location facility at this site. DCPNI is currently an active tenant in the Kenilworth ES, occupying three classrooms on the third floor. We are requesting to remain in the facility both in the short term and long-term redevelopment plans. After you have had a chance to review the attached, please feel free to contact me directly with any questions, comments or concerns. I look forward to meeting with you and will follow up with Burnell to get that squared away.

Again, I want to reiterate how much DCPNI has appreciated you lending your support, particularly in working with Dr. Thompson and Ms. Adderley and hope to further strengthen our partnership as we move forward to impact the educational achievement levels of the students in the Kenilworth-Parkside community, regardless of the final outcome for the school.

All the best,
Ayris T. Scales
Executive Director of DCPNI

On Tue, Dec 11, 2012 at 5:41 PM, Robinson, Josephine B. (DCPS) <josephine.robinson@dc.gov> wrote:

Hi Aryis,

Good to meet you virtually. Please do send the proposal this week and I’ll work to clear some time on my schedule for us to meet. I’ve copied Burnell Holland – he can facilitate scheduling a mutually convenient time for a discussion.

Kindly,

Josephine

Josephine Bias Robinson

Chief, Office of Family and Public Engagement
Greetings Kaya,

Thank you so much for your prompt response! We are mindful that you're still finalizing plans and that there would need to a lease agreement for the site. I really appreciate all of your support for our initiative date. DCPNI will submit our proposal this week and appreciate your consideration as you weigh the best options to support your goals and the community.

Jospehine, if you have a 30 min opening, before the 24th, that would be great and we will make our schedules open to accommodate your's. If not, an opportunity to meet with you both after the holidays would be beneficial as well.

Have a great evening and hope to connect with you soon.

All the best,
Ayris T. Scales
Executive Director, DCPNI

Sent on the Sprint® Now Network from my BlackBerry®
Thanks for your email. Unfortunately, my schedule is completely booked into the holidays, so I won't be able to meet with you.

Josephine Robinson is my Chief of Family and Community Engagement, and may be able to meet in my stead, though we're all pretty packed going into the holidays. I've copied her on this email so you two can be in touch directly regarding her schedule.

If she isn't able to get a meeting scheduled, you should simply feel free to send along any information that you'd like us to consider as we finalize this decision as soon as possible. We have a very short window to turn all of this around.

To be clear, we don't have a plan for using Kenilworth for DCPNI or anything else just yet. We listed it as a potential opportunity for re-use. If we ultimately determine that to be the best re-use opportunity, we'd need to discuss a leasing situation, as DCPS will no longer be able to offer in-kind space in a building that is no longer operational.

Thanks, again, Irasema.

Sent from my iPhone

On Dec 11, 2012, at 4:10 PM, "Irasema Salcido" <irasema.salcido@chavezschools.org> wrote:

Hi Kaya,

I hope that you are well. I want to thank you for your continued support of DCPNI’s work in the Kenilworth-Parkside community. We greatly value our partnership with DCPS to help improve student achievement in our footprint schools. We understand that soon you will be making a decision regarding the re-utilization of the proposed schools including Kenilworth Elementary School. We were very encouraged that you included mention of DCPNI in the possible reuse plans for Kenilworth Elementary School on page 37, Appendix E: Building Reuse Preliminary Thoughts, in the Proposed Consolidation and Reorganization document. We know that next Monday public proposals are due for the utilization of the space in the schools allotted to close and want to make sure that we have the opportunity to submit our proposal if necessary.
DCPNI is appreciative of DCPS’ current in-kind donation of office space in Kenilworth Elementary School. Our location in the heart of Kenilworth has been invaluable towards building a stronger relationship with the local students and families. It has allowed us and our many partners to deliver directly to the children and families who live here, well over $1.5 million of comprehensive cradle to college services more efficiently and effectively, this year alone. We believe that our continued partnership is critical to drastically improving the academic outcomes of the children in Kenilworth-Parkside. We request the opportunity to meet with you to discuss our interest in remaining at Kenilworth and how best to deliver our resources going forward.

Please let us know whom to contact to set up an appointment with you or your designee, regarding the above and if we need to submit a proposal. Also please let us know if there are other ways we can be of assistance to you during this process to help you support our footprint families who attend Kenilworth, Brown and Spingarn. We want to help you ensure an easy transition for all of our students and families. Thank you very much for your time and look forward to talking to you soon. Take care.

Irasema Salcido  
CEO and Founder of Cesar Chavez Public Charter Schools  
Founder, DC Promise Neighborhood Initiative  
709 12th Street SE, Washington DC, 20003  

Phone: 202.547.3975 ext.12  
Fax: 202.547.3449

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Learn more at www.dconefund.org or www.onefund.dc.gov. One City, Working Together!

--

Ms. Ayris T. Scales  
Executive Director, DC Promise Neighborhood Initiative
Need to include this proposal in the document - completely overlooked this. Sorry.

Josephine Bias Robinson
Chief, Family and Public Engagement

Sent from my iPad

Begin forwarded message:

From: "Ayris Scales" <ayris.scales@dcpni.org>
To: "Robinson, Josephine B. (DCPS)" <josephine.robinson@dc.gov>
Cc: "Henderson, Kaya (DCPS)" <Kaya_Henderson@dc.gov>, "Irasema Salcido" <irasema.salcido@chavezschools.org>, "Holland, Burnell (DCPS)" <burnell.holland3@dc.gov>
Subject: Re: Kenilworth ES Space

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Executive Director of DCPNI

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Have a great evening and hope to connect with you soon.

All the best,
Ayris T. Scales
Executive Director, DCPNI

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Irasema,

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Sent from my iPhone

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Learn more at www.dconefund.org<http://www.dconefund.org> or

--
Ms. Ayris T. Scales
Executive Director, DC Promise Neighborhood Initiative
From: Robinson, Josephine B. (DCPS) [josephine.robinson@dc.gov]
Sent: Monday, December 17, 2012 9:26 PM
To: Robinson, Josephine B. (DCPS)
Cc: Henderson, Kaya (DCPS); Sutton, Fonda (DCPS)
Subject: Re: Invitation to ANC 2A Meeting & Thoughts on Proposed Closure of Francis-Stevens

Sorry, autocorrect messed up my sentence. Erin said Florence did not "speak" for Francis Stevens parents. She hadn't even talked to them or partipated in any way in the visioning work to develop the proposal. Erin said they were satisfied with their meeting with you.

Josephine Bias Robinson
Chief, Family and Public Engagement

Sent from my iPad

On Dec 17, 2012, at 9:16 PM, "Robinson, Josephine B. (DCPS)" <josephine.robinson@dc.gov> wrote:

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

Sent from my iPad

On Dec 17, 2012, at 9:11 PM, "Henderson, Kaya (DCPS)" <Kaya.Henderson@dc.gov> wrote:

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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From: Florence Harmon [mailto:florence@comcast.net]
Sent: Sunday, December 16, 2012 8:58 AM
To: Gray, Vincent (EOM); Henderson, Kaya (DCPS)
Cc: Mendelson, Phil (COUNCIL); Evans, Jack (COUNCIL); Hoskins, Victor (EOM); Kimbel,
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/nextmeet.htm](http://www.anc2a.org/nextmeet.htm) 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
From: Robinson, Josephine B. (DCPS) [josephine.robinson@dc.gov]
Sent: Monday, December 17, 2012 9:16 PM
To: Henderson, Kaya (DCPS)
Cc: Sutton, Fonda (DCPS)
Subject: Re: Invitation to ANC 2A Meeting & Thoughts on Proposed Closure of Francis-Stevens

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Sent from my iPad

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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,

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Respectfully,

Florence Harmon  
ANC 2A – Chair  
(202) 390-4438

DCPS 008969
Jill, Hassan, are these stats the most current we have? I’m a little uncomfortable using them knowing we are about to close some schools so we’ll have less principals and that number will be wrong as soon as we print it. Also highlighting 2,300 other staff doesn’t look good considering it’s more than half the number of teachers we have.

I would say, over 100 principals and school leaders, hundreds of community organizations (more than a thousand seems a bit much and I don’t know what that’s based on and we can prove it easily) over 1000 aides, support staff, etc. the dozens of specialized programs can stay (remove the extra comma) and so can the tens of thousands of parents. We should include some text that invites people in to our schools to learn about the great things we’re our kids are doing and learning, get involved and ultimately enroll their child and be a part of our growing educational success story.

Josephine Bias Robinson
Chief, Family and Public Engagement

Sent from my iPad

On Dec 16, 2012, at 3:48 PM, "Lerman, Amy (DCPS-OOC)" <amy.berman@dc.gov> wrote:

All,
Can I be of any assistance on this?

When I spoke to KSA on Friday night they made it very clear that our deadline is 8am tomorrow (Monday morning) to get them the language. The Spanish language must also be submitted by 8am...

From: Lujan, Claudia (DCPS)
Sent: Sunday, December 16, 2012 6:44 AM
To: Robinson, Josephine B. (DCPS); Charles, Hassan (DCPS); Nyhus, Jill (DCPS); Lerman, Amy (DCPS-OOC); DeGuzman, Anthony D. (DCPS)
Subject: Flyer/Insert Next Steps
Importance: High

JBR and OComm Team,

Attached is the layout of the School Chooser that was done by KSA. Given the super short timeline, I think it’s best that we have just one page of content. This way we just have to print/lay out one sheet (English on one side and Spanish on the other). My proposal is to take the attached draft and replace the content of the blue box insert at the bottom of the page with the following language:

DCPS Is ...
45,000 students committed to graduating from high school, prepared for college and work. 4,000 teachers determined to live up to our unparalleled role in ensuring the achievement of our students.

125 principals who demonstrate the vision to build positive school communities focused on academic achievement.

2,300 classroom aides, social workers, counselors, custodians, and other support staff who understand that our students must be safe, healthy, and supported in order to achieve at the highest possible levels.

More than 1,000 community organizations and thousands of volunteers who provide support for our students and staff in their daily work to achieve excellence.

Dozens of specialized programs, including International Baccalaureate, STEM, Arts Integration, Reggio Emilia, Montessori and dual language programs. We strive to develop programs that will appeal to students’ unique interests and talents.

Tens of thousands of parents and family members supporting our children and demanding a high-quality education for them.

This way we have both lottery info and general marketing/recruitment messages. We do not need to have all those key dates for the lottery. Please let me know what you think today. Also, all but the “Dozens of programs” stats came from the website, so I am assuming they are correct and we can use. I came up with the dozens statement because I felt like we needed something about our portfolio of programs. But, let me know what you think please.

Please send me all your comments, edits, questions, concerns, etc by tonight. I apologize for the super quick turnaround. I am translating tonight to get to KSA by 8 am in order for them to layout and get to printer by 10 am.

I appreciate your help!

Thanks,

Claudia

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!
Jill, Hassan, are these stats the most current we have? I'm a little uncomfortable using them knowing we are about to close some schools so we'll have less principals and that number will be wrong as soon as we print it. Also highlighting 2,300 other staff doesn't look good considering it's more than half the number of teachers we have.

I would say, over 100 principals and school leaders, hundreds of community organizations (more than a thousand seems a bit much and I don't know what that's based on and we can prove it easily) over 1000 aides, support staff, etc. the dozens of specialized programs can stay (remove the extra comma) and so can the tens of thousands of parents. We should include some text that invites people in to our schools to learn about the great things we're our kids are doing and learning, get involved and ultimately enroll their child and be a part of our growing educational success story.

Josephine Bias Robinson
Chief, Family and Public Engagement

Sent from my iPad

On Dec 16, 2012, at 3:48 PM, "Lerman, Amy (DCPS-OOC)" <Amy.Lerman@dc.gov> wrote:

All,
Can I be of any assistance on this?

When I spoke to KSA on Friday night they made it very clear that our deadline is 8am tomorrow (Monday morning) to get them the language. The Spanish language must also be submitted by 8am...

From: Lujan, Claudia (DCPS)
Sent: Sunday, December 16, 2012 6:44 AM
To: Robinson, Josephine B. (DCPS); Charles, Hassan (DCPS); Nyhus, Jill (DCPS); Lerman, Amy (DCPS-OOC); DeGuzman, Anthony D. (DCPS)
Subject: Flyer/Insert Next Steps
Importance: High

JBR and OComm Team,

Attached is the layout of the School Chooser that was done by KSA. Given the super short timeline, I think it’s best that we have just one page of content. This way we just have to print/lay out one sheet (English on one side and Spanish on the other). My proposal is to take the attached draft and replace the content of the blue box insert at the bottom of the page with the following language:

DCPS Is ...
45,000 students committed to graduating from high school, prepared for college and work.

4,000 teachers determined to live up to our unparalleled role in ensuring the achievement of our students.

125 principals who demonstrate the vision to build positive school communities focused on academic achievement.

2,300 classroom aides, social workers, counselors, custodians, and other support staff who understand that our students must be safe, healthy, and supported in order to achieve at the highest possible levels.

**More than 1,000** community organizations and thousands of volunteers who provide support for our students and staff in their daily work to achieve excellence.

**Dozens** of specialized programs, including International Baccalaureate, STEM, Arts Integration, Reggio Emilia, Montessori and dual language programs. We strive to develop programs that will appeal to students’ unique interests and talents.

**Tens of thousands** of parents and family members supporting our children and demanding a high-quality education for them.

This way we have both lottery info and general marketing/recruitment messages. We do not need to have all those key dates for the lottery. Please let me know what you think today. Also, all but the “Dozens of programs” stats came from the website, so I am assuming they are correct and we can use. I came up with the dozens statement because I felt like we needed something about our portfolio of programs. But, let me know what you think please.

Please send me all your comments, edits, questions, concerns, etc by tonight. I apologize for the super quick turnaround. I am translating tonight to get to KSA by 8 am in order for them to layout and get to printer by 10 am.

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Thanks,

Claudia

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Folks,

Thanks for following through on this. While this is theoretically the right thing to do, we're not at the point where we can strongly encourage schools to do this. We are in the process of making some of the decisions and there is some consideration of changes in receiving schools. I am 99% certain this won't fly. I'll raise it generally with John but the more likely scenario is that we promote open houses generally as a means to encourage marketing and enrollment. This could be a follow-on to the secret shopper work.

I'll let you know the response I get from John.

Thanks

Josephine Bias Robinson
Chief, Family and Public Engagement

Sent from my iPad

On Dec 12, 2012, at 4:24 PM, "Burney, Shanita (DCPS)" <shanita.burney@dc.gov> wrote:

Josephine,

This is an additional follow up from our check in earlier today.

As you know, Jen has been tasked with collecting “open house” dates from the receiving schools from the consolidation plan.

The only three schools who have responded to date are Hardy, Marie Reed, and Seaton. We feel strongly that attempting to track the dates and times for the remaining schools will be laborious and instead should move forward with Vincent’s recommendation to require the receiving schools to plan to block off 9-10am one day a week through December & January. Jen has crafted a message below that can go out (through JD) to supes for them to send to their principals. Let me know how you feel about this.

**Principals at Proposed Receiving Schools:**

Earlier this month, you received a request from Chief Davis to provide two dates in December and two dates in January where you would be available to meet with parents at proposed consolidating schools for one hour.

After receiving very limited responses, we are instead requesting that all receiving schools (reflected in the consolidation proposal) reserve 9-10 AM every Thursday school is in session until the end of January to speak with parents from consolidating schools. Again, there is no expectation for a formal presentation; only that you are available to answer questions from parents who are interested in learning more about your school. By offering the same day and time for all receiving schools, the message is easier to deliver to consolidating schools.
The dates you should plan to reserve on your calendar are 12/20/2012, 1/10/2013, 1/17/2013, 1/24/2013, and 1/31/2013. Please also communicate this to other staff in your building so they are prepared for extra visitors on these days.

**Principals at Proposed Consolidating Schools:**

Thank you for your cooperation during the community engagement component of the DCPS proposed consolidation and reorganization proposal. If you haven’t already done so, please plan to communicate to your families that they are encouraged to visit their proposed receiving school between 9-10 AM each Thursday school is in session through the end of January to speak with the principal.

There will be no formal presentation, but families will be able to meet the principal and/or their leadership team and get questions answered.

The dates you should plan to share with families for this purpose are 12/20/2012, 1/10/2013, 1/17/2013, 1/24/2013, and 1/31/2013. Please also communicate this to other staff in your building so they can share this information with parents as well.

Thank you.

Shanita Burney  
Director, Family and Community Engagement

Office of Family and Public Engagement  
District of Columbia Public Schools  
1200 First Street, NE (12th floor)  
Washington, DC  20002  
T: (202) 442-5612  
C: (202) 997-9887

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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 at @GarrisonPTA.

###

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Follow us on Twitter: http://twitter.com/#!/garrisonpta

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PRESS RELEASE

Garrison Elementary PTA | 1200 S Street NW | Washington, DC 20009 |
www.Facebook.org/GarrisonES

For Immediate Release: December 12, 2012

Contact: Ann McLeod 202-407-0794 | Vanessa Bertelli 202-406-0007 |
www.GarrisonElementary.org

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###

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Learn more at www.dconefund.org or www.onefund.dc.gov. One City, Working Together!
Accepted: School Consolidation Proposal
Would one of you please add this to the engagedcps site? Thanks.

Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools

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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Chancellor Kaya Henderson
DC Public Schools
cc: Ward 7 Council Representative & Community & Lists
    Media

Dear Chancellor Henderson,

The attached spreadsheet (sheets 1 & 2) display graduation cohort data (sheet 1) and DC CAS related data (sheet 2) for five DC Charter high schools that are located in Ward 7 and draw students from Ward 7 and neighboring wards:
Cesar Chavez – Parkside, Friendship – Collegiate, IDEA, Maya Angelou – Evans, SEED.

The enrollment data from DC OSSE’s enrollment audits and NCLB testing cohort or testing base reports show two disturbing facts: Large numbers of students are transferred by these five charter high schools prior to the administration of their grade 10 DC CAS test and prior to graduation. This inflates their proficiency rates and Adjusted Cohort Graduation Rate and deflates those of receiving DCPS schools.

For example: The October 2010 OSSE enrollment audit reported 767 9th grade students. Eighteen months later, April 2012, only 521 students took the grade 10 DC CAS test in these five charter high schools. 246 students were no longer part of that original cohort of students.

By Grade 12, the cohorts have declined even further. This sheet shows that the official graduation rate of the five schools was 2012: 80.1%, but 51.2% when comparing the nr of graduates to the original gr 9 enrollment 2011: 82.5%, but 53.3%

These – and other charter schools – can transfer their students, primarily their students who are likely to perform poorly on tests and drop out or not graduate with their cohort or class, because DCPS remains the school system “of right.”

In effect, charter schools recruit with promises of a SAFE AND ORDERLY SCHOOL ENVIRONMENT as well as the promise of academic achievement. As you can see from the DC CAS results on sheet #2, only one of the five schools a student proficiency rate of over 50% for most of the past five years. What would those rates be, if they did not have the “privilege” of transferring students who would have brought their scores down even more?

You know that primary reason parents transfer students to charters is for reasons of SAFETY and ORDER. If you would direct the school budget toward the end of creating SAFE and ORDERLY SCHOOLS in Ward 7 and all wards and give principals and teachers the authority to remove disruptive students, teachers will no longer have to waste precious learning time dealing with disruption.

This requires you to INVEST in our students and teachers and principals:
- Provide every school with the numbers of teachers trained to teach students in small classes to read and to master arithmetic concepts that many have not mastered.
- For students with more challenging behavior problems, they need to be in an upgraded CHOICE that is in a separate building. Putting CHOICE in Cardozo will drive parents away.

DO NOT CLOSE DCPS SCHOOLS: MAKE THEM SAFE AND WELCOMING AND MAKE TEACHERS AND PARENTS FEEL SUPPORTED. STOP TEACHER CHURN!

Erich Martel
Retired DCPS high school teacher
(Cardozo, Wilson, Phelps) ehmartel@starpower.net
Ok

Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools

From: Henderson, Kaya (DCPS)
To: Robinson, Josephine B. (DCPS)
Sent: Tue Dec 11 21:39:41 2012
Subject: FW: Five Ward 7 Charter HS Data: Inflate Scores and Graduation Rates: Transfer Unwanted Students to DCPS

Pls add to the feedback we've received. Thanks.

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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From: Erich Martel [mailto:ehmartel@starpower.net]
Sent: Wednesday, November 28, 2012 5:22 PM
To: Henderson, Kaya (DCPS); Ruda, Lisa M. (DCPS); Weber, Peter (DCPS); Alexander, Yvette (COUNCIL)
Cc: concerned4DCPS@yahoogroups.com
Subject: Five Ward 7 Charter HS Data: Inflate Scores and Graduation Rates: Transfer Unwanted Students to DCPS

Chancellor Kaya Henderson
DC Public Schools
cc: Ward 7 Council Representative & Community & Lists
    Media

Dear Chancellor Henderson,

November 28, 2012

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Erich Martel
Retired DCPS high school teacher
(Cardozo, Wilson, Phelps) ehmartel@starpower.net
Hi Adam,
I did see you but didn’t have an opportunity to connect as you probably saw. We should definitely have a follow-up conversation. My schedule is really jammed, but I'll have Burnell try to find some time for us to talk/meet over the next week.

Thanks for reaching back out and please let Burnell know some good times for you.
Kindly,
Josephine

Josephine Bias Robinson
Chief, Family and Public Engagement

Sent from my iPad

On Dec 11, 2012, at 3:58 PM, "Adam L. Barr" <abarr@greatschools.org> wrote:

Hi Josephine,

I saw you at the school closure Council hearing a couple of weeks back. Please let me know if there is a role you’d like us to play for you during this process. I think we could be helpful engaging parents of affected students in the school choosing process. We’re already assisting the parents that contact us, but we could do some proactive work if we partnered.

Also, I know you have your hands full, but I wanted to follow-up on our meeting with regard to our new school choosing tools. We’ve also been in touch with Vincent Baxter about piloting our GreatReaders product that I don’t believe we talked about. We’re hopeful that we’ll be able to roll it out or something like it in the near future.

----

We’ve been in the process of upgrading our school choosing tools over the past several months. These enhancements are designed to give parents a fuller picture of the schools they may be considering in order to identify schools that are higher performing and a great fit.

Our new school profiles and filters went live in Milwaukee, Indianapolis, and Washington at the beginning of October, and our new GreatSchools rating went live on October 30. Here’s an overview of the changes:

**Filters**: Our new filters allow parents to easily find schools based on what’s most relevant to them. In addition to school type, grade level, and location, parents can filter schools by:

- GreatSchools rating
- Before care
- After care
• Transportation options
• English Language Learners support
• Academic focus
• Specialized special education programming
• Sports
• Arts and music
• School support staff
• Facilities features

You can give it a try at http://www.greatschools.org/washington-dc/washington/schools/.

Profiles: Our new profiles supply a wealth of new information, and give parents a fuller picture of a school’s quality and unique characteristics. The profiles are organized into 6 tabs:
• Overview
• Reviews
• Test scores
• Students & teachers
• Programs & culture
• Enrollment

Some highlights:
• Apply Now button
• Pre-K starting age
• Photos and videos
• Where students go after graduating
• Special education support
• Academic programming
• Extracurricular activities
• English Language Learners support
• School culture features
• Enrollment statistics

Here is an example: http://www.greatschools.org/washington-dc/washington/120-Benjamin-Banneker-High-School/

Mobile: Our mobile GreatSchools.org site can be accessed on any mobile device. The site features automatic location detection and advanced filtering. You can try it out by visiting http://www.greatschools.org from any mobile device.

GreatSchools Rating: Our new rating goes beyond overall test scores and accounts for college readiness, student academic growth, and school climate. This new methodology provides a fuller picture of school quality. Milwaukee and Indianapolis will include school climate in their ratings this year, but Washington will not. See here for an example of our new ratings detail page.

Editorial Content: We recently released several short videos to give parents an overview of school choosing, including:

Finding the right elementary school. (Don't be a sheep!)
http://www.greatschools.org/school-choice/school-choice/7055-choose-elementary-school-video.gs

How to find a middle school -- lessons from a neurotic mom
http://www.greatschools.org/school-choice/school-choice/7056-choose-middle-school-video.gs
Finding the right high school -- even if it means taking advice from your ex
http://www.greatschools.org/school-choice/school-choice/7066-choose-high-school-video.gs

Please let me know if there are any questions I can answer.

Thanks,
Adam

Adam L. Barr
Director
GreatSchools D.C.

abarr@greatschools.org | www.greatschools.org/dc | cell: 202-596-9275
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Hi Aryis,

Good to meet you virtually. Please do send the proposal this week and I'll work to clear some time on my schedule for us to meet. I've copied Burnell Holland so he can facilitate scheduling a mutually convenient time for a discussion.

Kindly,
Josephine

Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools
202.442.5010

Greetings Kaya,

Thank you so much for your prompt response! We are mindful that you're still finalizing plans and that there would need to a lease agreement for the site. I really appreciate all of your support for our initiative date.
DCPNI will submit our proposal this week and appreciate your consideration as you weigh the best options to support your goals and the community.

Jospehine, if you have a 30 min opening, before the 24th, that would be great and we will make our schedules open to accommodate your's. If not, an opportunity to meet with you both after the holidays would be beneficial as well.

Have a great evening and hope to connect with you soon.

All the best,
Ayris T. Scales
Executive Director, DCPNI
Sent on the Sprint Now Network from my BlackBerry

Irasema,
Thanks for your email. Unfortunately, my schedule is completely booked into the holidays, so I won't be able to meet with you.

Josephine Robinson is my Chief of Family and Community Engagement, and may be able to meet in my stead, though we're all pretty packed going into the holidays. I've copied her on this email so you two can be in touch directly regarding her schedule.

If she isn't able to get a meeting scheduled, you should simply feel free to send along any information that you'd like us to consider as we finalize this decision as soon as possible. We have a very short window to turn all of this around.

To be clear, we don't have a plan for using Kenilworth for DCPNI or anything else just yet. We listed it as a potential opportunity for re-use. If we ultimately determine that to be the best re-use opportunity, we'd need to discuss a leasing situation, as DCPS will no longer be able to offer in-kind space in a building that is no longer operational.

Thanks, again, Irasema.

Sent from my iPhone

On Dec 11, 2012, at 4:10 PM, "Irasema Salcido" <irasema.salcido@chavezschools.org> wrote:

Hi Kaya,

I hope that you are well. I want to thank you for your continued support of DCPNI's work in the Kenilworth-Parkside community. We greatly value our partnership with DCPS to help improve student achievement in our footprint schools. We understand that soon you will be making a decision regarding the re-utilization of the proposed schools including Kenilworth Elementary School. We were very encouraged that you included mention of DCPNI in the possible reuse plans for Kenilworth Elementary School on page 37, Appendix E: Building Reuse Preliminary Thoughts, in the Proposed Consolidation and Reorganization document. We know that next Monday public proposals are due for the utilization of the space in the schools allotted to close and want to make sure that we have the opportunity to submit our proposal if necessary.

DCPNI is appreciative of DCPS' current in-kind donation of office space in Kenilworth Elementary School. Our location in the heart of Kenilworth has been invaluable towards building a stronger relationship with the local students and families. It has allowed us and our many partners to deliver directly to the children and families who live here, well over $1.5 million of comprehensive cradle to college services more efficiently and effectively, this year alone. We believe that our continued partnership is critical to drastically improving the academic outcomes of the children in Kenilworth-Parkside. We request the opportunity to meet with you to discuss our interest in remaining at Kenilworth and how best to deliver our resources going forward.

Please let us know whom to contact to set up an appointment with you or your designee, regarding the above and if we need to submit a proposal. Also please let us know if there are other ways we can be of assistance to you during this process to help you support our footprint families who attend Kenilworth, Brown and Spingarn. We want to help you ensure an easy transition for all of our students and families. Thank you very much for your time and look forward to talking to you soon. Take care.
Irasema Salcido
CEO and Founder of Cesar Chavez Public Charter Schools
Founder, DC Promise Neighborhood Initiative
709 12th Street SE, Washington DC, 20003
Phone: 202.547.3975 ext. 12
Fax: 202.547.3449

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It's on my desk top in the right sizing folder. Need to correct one line of the doc that says 2 meetings with Ed councils. Needs to say three.

Josephine Bias Robinson  
Chief, Family and Public Engagement

Sent from my iPad

On Dec 11, 2012, at 2:25 PM, "Holland, Burnell (DCPS)" <burnell.holland3@dc.gov> wrote:

Hey Josephine,

Do you have an electronic copy of that engagement/outreach list that you took to the ANC meeting w/ the Chancellor and the Mayor? Heather needs a copy of it for the PowerPoint she needs to submit at 3pm.

BH

From: Schwager, Heather (DCPS)  
Sent: Tuesday, December 11, 2012 1:22 PM  
To: Burney, Shanita (DCPS); Holland, Burnell (DCPS)  
Subject: FW: Need ASAP for KH, re: list of all consolidation meeting facilitators  
Importance: High

Hi Shanita – Any chance of getting the facilitator list along with other volunteers by 3pm today?

Hi Burnell – Would you happen to have the engagement/outreach list Josephine referenced in her email and if so, can you please also send to me by 3pm today?

I apologize for the quick turn-around time on this but the Chancellor just asked me this morning to put all of this detail in a PP for All-Hand’s on Friday so that she can review it ASAP.

Thanks much,  
Heather
Shanita,
Please provide facilitator list to Heather along with the other volunteers. We also should provide the engaged cps overview that Jill developed.

Hassan can you get that to Heather in Jill's absence?

Finally, I'll share the engagement/outreach list I prepared for chancellor detailing the number and types of meeting we've held and #of participants.

Thanks all.

Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools

Good morning! At this Friday's All-Hand's meeting, the Chancellor would like to provide a quick update to all Central Office staff on school consolidation and the highlight all the meeting facilitators (who've done a great job and come from all parts of CO).

Can you please send me all meeting facilitator names and anyone else you think she should recognize for their work on consolidation from your office today? I need to load their names into the deck which she wants to review no later than tomorrow.

Thanks,
Heather

Heather Schwager
Deputy Chief, Central Office Effectiveness

Office of Human Capital
District of Columbia Public Schools
1200 First Street, NE
Washington, DC 20002
T 202.442.5085
F 202.442.5026
W http://dcps.dc.gov

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Learn more at www.dconefund.org or www.onefund.dc.gov. One City, Working Together!
From: Robinson, Josephine B. (DCPS) [josephine.robinson@dc.gov]
Sent: Monday, December 10, 2012 8:41 PM
To: Burney, Shanita (DCPS)
Subject: RE:

I’m not on the list but will sign up. This is really very good and am pleased with their constructive activism and coordination. No one will give us credit for this, but we are actually helping to create real and dynamic community activism and accountability. We don’t have to agree on all counts, but I’d much rather have them working like this than not working at all. 😊

From: Burney, Shanita (DCPS)
Sent: Monday, December 10, 2012 8:36 PM
To: Robinson, Josephine B. (DCPS)
Subject: FW:

FYI – not sure if you get these emails from the W7COE.

From: Skates, Jennifer (DCPS)
Sent: Monday, December 10, 2012 3:47 PM
To: Johnson, Sarah N. (DCPS); Burney, Shanita (DCPS)
Subject: FW:

FYI

Jennifer Skates
P 202 442 8824

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From: Eboni Rose Thompson [mailto:ebonirose@gmail.com]
Sent: Monday, December 10, 2012 3:40 PM
Subject:

Regarding the status of the Ward 7 Education Council:

The board of the Ward 7 Education Council is currently working to build capacity and address the DCPS proposed school closures. Our only lens is positive outcomes for children in Ward 7, most importantly ensuring a quality education for Ward 7 students. As we move forward, we are working toward greater inclusion and increasing opportunities for community input in an effort to amplify the voice of a collective Ward 7.

- For anyone interested in reviewing the meeting minutes, they have been posted under files on our yahoo group. They will also be distributed at Thursday’s meeting for review and approval.

- The W7EC listserve is open. It is not restricted and does not require moderator approval to join. I apologize to anyone who has suffered any inconvenience and would like to reassure everyone this problem has been resolved. Please visit ward7educationcouncil-subscribe@yahooogroups.com to join. Should you have any difficulties, please email ward7ed@yahoo.com.

- Every Ward 7 community member, educator, and student is a member of the Ward 7 Education Council. We welcome all and want you to participate. The more support we can give our schools, the better they
will become. If you have ideas or suggestions, please email ward7ed@yahoo.com, so that we may capture your input or attend one of meetings.

- Treasurer Culver will provide a report at our meeting Thursday. At my request each of the board members are providing an $85 donation to cover our expenses and bring ourselves current with DCRA. Any membership donations will go towards costs for outreach at this point, as that is our only expense currently. Longer term, we will seek grant funding to provide programming and other services to the community.

Progress on School Closures

- We have passed a moratorium, which has gained the support of Councilmember Alexander, ANCs, civic associations, S.H.A.P.P.E., CPAC and is continuing to build support.

- With assistance from volunteers, we partnered with DC PTA to help parents and community members to register and develop testimony for the Council hearings on the DCPS proposal.

- We attended a meeting with the Chancellor to present our position in opposition to school closures and discuss the format for the community meeting held at Sousa on Nov 28th.

- In preparation for the meeting at Sousa, we held a meeting on Nov 26th to gather your ideas and responses to the DCPS proposal. Thank you to Chairman Mendelson and Councilmember Alexander for being in attendance and sharing what the Council heard during the 2 hearings on school closures.

- To ensure our community was not ignored, we reached out to the 5 schools proposed for closure directly, in advance of the community meetings via flyers home, phone calls, emails, and school visits. I am happy to say they represented their schools on Nov 28th and look forward to continue our outreach.

- We compiled community members input to address DCPS in one voice and presented ideas for improving the quality of the 5 schools slated for closure.

School Closure Next Steps

Thank you to everyone who attended the community meetings on November 26th and 28th, and everyone who has complemented the presentation at Sousa. That presentation is a success most importantly because it is a statement on what Ward 7 wants to see for itself. We are the only ward to have this opportunity because we were proactive and made the request. The bar has been set and other wards are following suit.

- To continue our progress, we invite you to get involved with one of the 5 school committees. These committees will continue direct engagement between general body meetings in each school community. Please email ward7ed@yahoo.com if you are interested in assisting or learning more. Full details will follow at our general body meeting, this Thursday, December 13th.

- We are refining an expanding our presentation to a comprehensive proposal for DC Public Schools and would like to continue to be informed by community input. Please send us an email with your feedback. The slides are also posted on our yahoo group under files.

I hope everyone has a wonderful week and look forward to seeing you this Thursday.

December general body meeting: This Thursday at 6:30pm at the Dorothy I. Height Library.

Eboni-Rose Thompson

202.460.3498  
ebonirose@gmail.com
From: Robinson, Josephine B. (DCPS) [josephine.robinson@dc.gov]
Sent: Monday, December 10, 2012 9:48 AM
To: Elliott, Heather (DCPS); Beers, Nathaniel (DCPS); Flanagan, Thomas P. (DCPS);
Rathinasamy, Neela (DCPS); Fields, Arthur (DCPS); Jackson, Charles W. (DCPS)
Cc: McKenzie, Tara (DCPS); Lujan, Claudia (DCPS); DeGuzman, Anthony D. (DCPS);
Burney, Shanita (DCPS); Charles, Hassan (DCPS)
Subject: RE: SAP Questions / Dec. 20 SAP Meeting
Attachments: School Consolidation and Reorganization-Final w_Notes.ppt

Folks,

I have attached the Chancellor’s powerpoint presentation that you can modify for the presentation. We do not have an FAQ document developed so you will need to address the special education specific questions to the best of your ability. OFPE and OCOO are working together to craft general responses to questions raised. We’ll need to review the timeframe for completion and determine what relevant information we’ll have available in time for this meeting on December 20th.

Please let me know who is on point for the OSE team so we can coordinate the action-items.

Kindly,

Josephine

Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools
202.442.5010

From: Elliott, Heather (DCPS)
Sent: Monday, December 10, 2012 9:34 AM
To: Beers, Nathaniel (DCPS); Flanagan, Thomas P. (DCPS); Rathinasamy, Neela (DCPS);
Fields, Arthur (DCPS); Jackson, Charles W. (DCPS)
Cc: McKenzie, Tara (DCPS); Lujan, Claudia (DCPS); DeGuzman, Anthony D. (DCPS);
Burney, Shanita (DCPS); Charles, Hassan (DCPS)
Subject: Re: SAP Questions / Dec. 20 SAP Meeting

Josephine,

Please let me know what you need from me.

Heather Elliott

Executive Director, Early Stages
Office of Special Education

District of Columbia Public Schools
Office of Special Education
From: Nathaniel Beers <nathaniel.beers@dc.gov>
Date: Monday, December 10, 2012 9:16 AM
To: Tom Flanagan <thomas.flanagan@dc.gov>, Neela Rathinasamy <Neela.Rathinasamy@dc.gov>, Art Fields <arthur.fields@dc.gov>, DCPS-OSE <heather.elliott@dc.gov>, "Jackson, Charles W. (DCPS)" <charles.jackson2@dc.gov>
Cc: "Robinson, Josephine B. (DCPS)" <josephine.robinson@dc.gov>, "McKenzie, Tara (DCPS)" <tara.mckenzie@dc.gov>
Subject: FW: SAP Questions / Dec. 20 SAP Meeting

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Nathaniel Beers, MD, MPA, FAAP
Chief, Special Education

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Office of Special Education
1200 First Ste NE
Washington, DC 20002
T 202 535-1089
F 202 654-6075
E Nathaniel.Beers@dc.gov
http://dcps.dc.gov

From: Karla Reid-Witt <motherwitt@yahoo.com>
Date: Mon, 10 Dec 2012 07:33:55 -0500
To: N Beers <nathaniel.beers@dc.gov>
Cc: Karla Witt <motherwitt@yahoo.com>
Subject: SAP Questions / Dec. 20 SAP Meeting

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You are on the Agenda, from 6:55 p.m. until 7:25 p.m. The first 10 minutes of our time with you will be set aside for you to brief us on the impact of the closures on students who receive special education services, brief us on your plan to address the closures and to answer the questions within the attached document. The last 20 minutes are set aside for questions to you from SAP members. We would appreciate your providing a written copy of the DCPS OSE School Closure Plan and any other information you think important to share with us, before or during the meeting.

We greatly appreciate the effort you have made to attend the meeting; and we look forward to a productive, informative and interesting discussion. Also, please let me know, how the SAP can be of service to DCPS in its efforts to serve students who receive special education services.

Best,
Karla Reid-Witt

Karla Reid-Witt, JD
E-mail: motherwitt@yahoo.com
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Date: Monday, December 10, 2012 9:16 AM
To: Tom Flanagan <thomas.jlanagan@dc.gov>, Neela Rathinasamy <neela.rathinasamy@dc.gov>, Art Fields <arthur.fields@dc.gov>, DCPS-OSE <heather.elliott@dc.gov>, "Jackson, Charles W. (DCPS)" <charles.jackson2@dc.gov>
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Heather Elliott

Executive Director, Early Stages
Office of Special Education

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Sorry. You’re gmail address came up first and didn’t notice before I hit send.

-----Original Message-----
From: Henderson, Kaya (DCPS)
Sent: Thursday, December 06, 2012 11:08 AM
To: Robinson, Josephine B. (DCPS)
Cc: DeGuzman, Anthony D. (DCPS); Davis, John L. (DCPS); Beers, Nathaniel (DCPS); Weber, Peter (DCPS); Ruda, Lisa M. (DCPS); Jason Kamras (jason.kamras@gmail.com)
Subject: Re: Thanks

Ditto and Amen!
#weRdcps&wecandothis!

Sent from my iPhone

On Dec 6, 2012, at 10:32 AM, "Robinson, Josephine B. (DCPS)" <josephine.robinson@dc.gov> wrote:

> I want to thank everyone for your contributions to a pretty seamless meeting last night. I've included the thank you message below from Renard Alexander to Dan Shea to illustrate how much we are coming together as a team through this process. Our facilitators from all across the building continue to do a phenomenal job at the tables and virtually every additional staff person who came jumped in to help in some way. I especially appreciate the special education team, principals and instructional superintendents, like Dan who either joined table discussions or served as roving resource people. I believe we're not just facilitating community conversations, but also building a community within DCPS across our teams.
> 
> As difficult as these next few weeks will be, I know we're on the right path and I appreciate the engagement and support this effort has received from virtually every part of the building.
> 
> Have a lovely day.
>
> -----Original Message-----
> From: Alexander, Renard (DCPS)
> Sent: Thursday, December 06, 2012 9:55 AM
> To: Shea, Daniel (DCPS)
> Cc: DeGuzman, Anthony D. (DCPS); Robinson, Josephine B. (DCPS)
> Subject: Facilitation Support
>
> Dan,
> Thanks a million for your support during the community meeting. The insight you provided to very good questions concerning the programmatic impacts and our planned strategy with the high school consolidation helped me tremendously with facilitating the session. Renard
>
> Sent from my iPhone
>
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Need you to think through and provide a recommended course of action. Share it with me, then we can craft a response.

Thanks

From: Skates, Jennifer (DCPS)
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 connected? 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

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Sent: Thursday, December 06, 2012 6:37 AM
To: Davis, John L. (DCPS)  
Subject: RE: Community Meetings and Office Hours

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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)  
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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.

LOCATION CHANGE:
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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
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I don't believe we received responses from schools (i havent seen a thing) but I'll double-check with Jennifer. I'm hoping this didn't slip on her end with all the extra work she was doing while Shanita has been out sick.

Josephine Bias Robinson
Chief, Family and Public Engagement

Sent from my iPad

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As always, email me with any questions and I thank you for your leadership during this transition, John Davis

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Ward
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Date
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Ward
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Inform first responders in advance!
Small edits below. thanks

From: Burney, Shanita (DCPS)
Sent: Wednesday, December 05, 2012 12:10 PM
To: Nyhus, Jill (DCPS)
Cc: Robinson, Josephine B. (DCPS); Charles, Hassan (DCPS)
Subject: Re: FOR YOUR REVIEW: Thank you for coming to the Ward 5 Community Dialogue

I think it looks good. Do we want to reference the slide deck from the presentation is available for view on the website at all?

On Dec 5, 2012, at 11:27 AM, "Nyhus, Jill (DCPS)" <Jill.Nyhus@dc.gov> wrote:

Hi Josephine and Shanita 🌟

We're getting ready to send out thank you emails to wards 5, 7 and 8 today. Below is the language. Hassan was good with it but just wanted to make sure there wasn't any additional messaging you wanted to include.

Thanks!

Jill

From: DC Public Schools [mailto:dcps.communications@dc.gov]
Sent: Wednesday, December 05, 2012 11:24 AM
To: Nyhus, Jill (DCPS)
Subject: Thank you for coming to the Ward 5 Community Dialogue

If you're having trouble viewing this email, you may see it online.
Thank you to those of you who were able to join us for the DCPS Proposed Consolidation and Reorganization Community Dialogue in Ward 5 last week. We appreciate all the thoughtful feedback that was shared before, during and after the meeting. Chancellor Henderson will review and consider the comments and proposals submitted as we work to finalize the proposal. Final decisions will be made on the proposal by Mayor Gray and Chancellor Henderson in January 2013.

Here are five ways to stay informed and engaged in the process:

1. **Review the notes** from the table discussions from the community meetings at EngageDCPS.org.
2. Continue to add **ideas and comments** about the proposal at EngageDCPS.org.
3. **Attend Office Hours** at the DCPS Central Office, Dec. 6 and Dec. 10.
   - Meet individually with DCPS staff on a first-come, first-served basis between 5 - 9 p.m.
   - Each appointment is limited to 10 minutes.
   - No RSVP required.
   - DCPS Central Office is located at 1200 First St NE, near the NoMa metro and near the 90, 92, 93, 96, 80, P6, G8, D3, D4, and X3 bus lines.
4. Check out the DCPS Facebook page for pictures from last week’s meetings.
5. Join our **text messaging list** to get breaking news and other critical information from DCPS. Text NEWS to 91990 right now or go online to signup.

The Office of Family and Public Engagement

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This email was sent to jill.nyhus@dc.gov. To ensure that you continue receiving our emails, please add us to your address book or safe list.

manage your preferences | opt out using TrueRemove.

Got this as a forward? Sign up to receive our future emails.
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I got these yesterday and we will not be answering questions from the podium tonight in this fashion. Some of the questions have already been addressed in some way in her remarks and comments so I'm not that worried about tonight.

I talked to ann mcleod last week and ran through the run of show. She knows we're not doing q&a but sent these anyway as a set-up/play. They have a meeting with chancellor on the 18th so they what doesn't satisfy them tonight will be retried/replayed/questioned again at that meeting. That being said, we should work on a reasonable set of responses to several questions we have received overall and provide to chancellor.

Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools

Do we need to be prepared to answer these questions?

Sent from my iPhone

Begin forwarded message:

From: "Burney, Shanita (DCPS)" <shanita.burney@dc.gov>
Date: December 4, 2012, 11:42:32 PM EST
To: "Lujan, Claudia (DCPS)" <Claudia.Lujan@dc.gov>
Cc: "Sutton, Fonda (DCPS)" <fonda.sutton2@dc.gov>
Subject: Re: SaveGarrison Updates 12-04-12

No, but check with JBR on this. She and the chancellor have been in conversation with these folks.

On Dec 4, 2012, at 10:26 PM, "Lujan, Claudia (DCPS)" <Claudia.Lujan@dc.gov> wrote:

Do you have the list of questions? Or is this old?

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Begin forwarded message:

From: Garrison PTA <garrisonpta@gmail.com>
Date: December 4, 2012, 10:21:14 PM EST
Subject: SaveGarrison Updates 12-04-12

Dear Garrison Family:
As always, thank you for your support of Garrison!! As you know, yesterday was the closing date to submit written testimony to the City Council regarding the matter of DCPS School Closings. We cannot thank you enough for submitting letters in support of Garrison. For the past few days, we've received many copies of the letters you submitted on our behalf. You're the best!! (If you submitted a letter but did not send us a copy, please do so.)

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Also - we just reached 500 signatures on our change.org petition!!! If you have not yet signed, please do so ASAP, and ask your friends and family to do the same - we've got to get as many signatures as possible!!!

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Charnise Elliott, Treasurer
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Chief, Office of Family and Public Engagement
District of Columbia Public Schools

From: Lujan, Claudia (DCPS)
To: DeGuzman, Anthony D. (DCPS); Robinson, Josephine B. (DCPS)
Sent: Wed Dec 05 07:01:55 2012
Subject: Fwd: SaveGarrison Updates 12-04-12

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Follow us on Twitter:  http://twitter.com/#!/garrisonpta
Help 9-1-1 Save Your Life!
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This was sent on Nov 21st and 25th and from what I can tell, few are taking the bait. He is a sideshow and is about to selfimplode with his obsessive focus on librarians and the Chancellor. People are tiring of him and his audience is dwindling. It doesn’t mean we don’t watch him and certainly take heed to some of the valid concerns he has raised but giving him any iota of attention is exactly what he wants and what we will no longer do. His time is up.

From: Charles, Hassan (DCPS)
Sent: Monday, December 03, 2012 3:13 PM
To: Robinson, Josephine B. (DCPS)
Cc: Salmanowitz, Melissa (DCPS)
Subject: FW: Chancellor Henderson's Resignation

How long before this hits the press hoy vey!

From: Nyhus, Jill (DCPS)
Sent: Monday, December 03, 2012 3:06 PM
To: Charles, Hassan (DCPS)
Subject: Fwd: Chancellor Henderson's Resignation

Begin forwarded message:

From: "Rock, Chelsea (DCPS)" <Chelsea.Rock@dc.gov>
Date: December 3, 2012 2:47:18 PM EST
To: "Nyhus, Jill (DCPS)" <Jill.Nyhus@dc.gov>
Subject: FW: Chancellor Henderson's Resignation

Chelsea Rock
O: 202-442-5124
M: 202-557-9527

From: Peter MacPherson [mailto:pmacpher@aol.com]
Sent: Sunday, November 25, 2012 1:00 PM
To: abassow@gmail.com; abassow@gmail.com; ahuff@dccouncil.us; Boccardi, Amy (DCPS); amyoffner@me.com; ann.mesnikoff@sierraclub.org; Ledford, Anne (DCPS); atrenkle@hotmail.com; audettelynh@verizon.net; averted@verizon.net; barbara@erols.com; bdewhurst@verizon.net; bhat@dcfpi.org; Kearney, Billy (DCPS); bpower@ellingtonarts.org; Eatman, Brandon (DCPS);
Dear Friends:

On Wednesday I sent the letter below to Mayor Gray, asking him to ask for Chancellor Henderson's resignation. And I'm hoping that some of you will join me by writing letters to the mayor asking for the same thing. Our school system is in trouble. I acknowledge that many of the schools proposed for closure are significantly under-enrolled. But one needs to ask how this situation came into being and whether or not closing 20 schools is really the appropriate response. And beyond the issue of the proposed closures most of what I see is crisis. We have unprecedented levels of teacher, principal and other staff turnover. We have a school system that has managed to keep un-modernized schools in a state of technological poverty despite an $800,000,000 million budget. We have new and fully-modernized schools that have libraries that are bookless or nearly so. Anacostia High School does not have a single library book. H.D. Woodson has 450 when it should have 10,000. The average of the books at Eastern is 1980. The school is slated to have an international Baccalaureate program but that requires a proper library and a librarian for certification, both of which are currently absent at Eastern. We have an enrollment that is smaller than it was five years ago coupled with negligible increases in student performance. And during one of the days in which the chancellor was giving testimony, the charter school board announced that three new operators want to open 10 schools in the next five years. One group--Rocketship--wants to open eight elementary schools in Wards Seven and Eight, serving 5,040. The chancellor hasn't modified her proposal based on this news. Rather it appears she is keeping the proposal for 11 charters she already backed and still wants to add an additional eight charters, eight of which are for charters in Wards Seven and Eight.

The more the charters are permitted unimpeded growth, the smaller and weaker DCPS will become. And such a scenario would ultimately effect the remaining DCPS schools. Once the charters are in the majority, they will be in the driver's seat relative to education spending in the city. Kaya Henderson isn't interested competing with the charters. She wants to them. We need someone leading DCPS who is committed not only to its survival but also its thriving. Henderson is not that person.

Not everyone is going to agree with them. And that is how it should be. But I'm hopeful many of you do and will help rescue our school system by writing the mayor.

Best,
Dear Mayor Gray:

It's been a week since schools chancellor Kaya Henderson announced her proposal to close 20 schools. After two days of council testimony on this issue and seeing her response to those citizen voices, I've come to the considered view that Henderson should no longer serve as chancellor. I am asking you to request her resignation and concurrently propose legislation that would end mayoral control of the schools. My request for the former is based on Henderson's performance. Regarding the later request, I do not think District residents should have to accept a level of disenfranchisement at home comparable to that to which they are subjected by the United State Congress. The District of Columbia Public Schools are run with the same concern for the taxpayers of this city have spent billions of dollars on DCPS and taken on substantial public debt to modernize an aging and crumbling inventory of school buildings. What that unprecedented investment in the school system has produced is smaller enrollment, negligible improvement in student performance,astronomically high levels of staff turnover and a cheating scandal for which a satisfactory conclusion has not been provided. Many of these expensively modernized schools are not being fully embraced by the communities they were built to serve. We have a chancellor who was present at the birth of this iteration of DCPS. She is a proud parent of an administrative culture that established itself as judge, operating under the moniker of "accountability." But that only flows in one direction, namely downward. This is a school system leadership for whom failings entirely rest with others. If student scores don’t rise, it’s because of bad teachers. If schools do not have computers it’s because principals didn’t buy them. If librarians are not performing as expected it's not because of a dearth of books and other materials. Rather they're just not giving an adequate return on investment.

Rather than accept responsibility for her inability to articulate plans and strategies that would bolster enrollment at small schools, instead she proposes their closer and make them and communities in which they reside responsible for their failure to thrive.

I think the situation DCPS faces is similar to that of Research in Motion, the Canadian company responsible for the Blackberry phone. Anyone with even a modest awareness of the smartphone industry knows that the Blackberry is in big trouble. RIM is making a play for survival in January by introducing a new generation of their signature device. If DCPS were RIM, it would have chosen to sell the same phone in a different box. And it would have closed the research division responsible for new products. The
schools being proposed for closure received $1.7 million in "Proving What's Possible" grant money. I guess they've proved already that nothing for them is possible.

You have asked us to accept a plan from the chancellor of your choice whose only major ideas are both closing schools and the continued pursuit of failed policies. I'm telling you that her plan is a disaster. DCPS is now facing an existential threat, one that is coming from within and without. An organization whose only response to an aggressive, motivated competitor is to retreat is going to fail. You're on record supporting a competitive model of school choice. That only works if both sides are truly competing. Chancellor Henderson frequently telegraphs the belief that charter schools have the better product. And she is pursuing policies that are guaranteed to produce that result.

The chancellor needs to be replaced and the current governance model abandoned. An new interim chancellor needs to be selected by a broad community group.

Best,

Peter MacPherson
pmacpher@aol.com
(202)315-8155

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Inform first responders in advance!
From: Robinson, Josephine B. (DCPS) [josephine.robinson@dc.gov]
Sent: Monday, December 03, 2012 10:44 AM
To: Henderson, Kaya (DCPS)
Subject: Re: Davis ES - Coffee and Doughnut Parent Comments (11/28/12)

These notes have now been posted to the web site as of this morning.

Josephine Bias Robinson
Chief, Family and Public Engagement

Sent from my iPad

On Nov 30, 2012, at 6:43 PM, "Henderson, Kaya (DCPS)" <Kaya.Henderson@dc.gov> wrote:

Kaya Henderson
Sent from my IPad

Begin forwarded message:

From: "Riddlesprigger, Maisha (DCPS)" <maisha.riddlesprigger@dc.gov>
Date: November 30, 2012, 12:25:42 PM EST
To: "Henderson, Kaya (DCPS)" <Kaya.Henderson@dc.gov>
Cc: "Davis, John L. (DCPS)" <john.davis@dc.gov>, "Canty, Clara (DCPS)"
<Clara.Canty@dc.gov>
Subject: Davis ES - Coffee and Doughnut Parent Comments (11/28/12)

Chancellor Henderson,

As discussed on Monday, below you will find a list of parent concerns shared at the Principal’s Coffee and Doughnuts meeting at Davis ES (11/28/12). I’ve tried to group and arrange them in some kind of order. I believe that some of these points may have been shared at the Ward 7 meeting because the parents that attended said they were going to the meeting later that evening (all except for one grandparent). Please let me know if you need anything else.

Parent Concerns re: School Consolidation
- Safety of walking to CW Harris (“Beef” between Simple City, 37th, and Benning Park)
- Greater safety concern: Older grandparents walking young students so far and into an unsafe area (“I’m 71 years old, I can’t walk that far!”)
- It’s dangerous to have 10 year olds responsible for the safety of 4 year olds
- The school is not a mile away from me. I live all the way up the block from Davis, Plummer is much closer.
- What do the parents that work (with no car) do? They can’t walk their children to CW Harris in the AM.
- Students will be late all the time and miss out on BIC or learning
- The distance will serve as a barrier to parent involvement for Davis ES families. How can we feel included?
In summer our kids don’t even go to the pool over there because they don’t feel safe with the “beef” going on between the two neighborhoods.

Grandparents walking children to school are an easy target for criminals and may have trouble crossing Benning Road quickly.

Concerned about student fighting.

There is not a bus (Metro) in the neighborhood that goes directly to CW Harris.

**Alternative Suggestions:**

- Bus Smothers ES students to Davis (a parent said this was mentioned at the council hearing)
  - “This is the closest school that is being closed, why can’t they come to us? Half the school is empty, we’ve got space.”
  - U8 Bus (direct route to Davis ES) can pick up students right at the Metro station down the street from Smothers.

- Send students to Plummer if you close Davis. They will not have to cross a major street.

- Modernize Davis ES and bring students here (in response to me informing them that our school had not been modernized)

- Open up boundaries to put more students in the Davis boundary
  - One parent stated that her address is now in the Nalle boundary, but when her older kids were in elementary school her address was in the Davis boundary.

**Miscellaneous Comments:**

- “The message this is sending to us is that it is OK for kids to be transferred to schools that are lower performing.”

- “Why is this just about enrollment? Shouldn’t our community get credit for improving?”

- “If this is an enrollment issue and the district is attempting to keep students, why are we sending them to a lower performing school? You are basically inviting me to leave DCPS, because I’m not having it!”

- “Look, kids are talking about going to charters. There’s no consensus about where, but parents want them to go.”

---

**Maisha Riddlesprigger**  
Principal  
Davis Elementary School  
4430 H Street SE  
Washington, DC 20019  
P: (202) 729-4340  
F: (202) 645-3215  
Website: [http://dcps.dc.gov/DCPS/davis](http://dcps.dc.gov/DCPS/davis)  
Become a fan of [Davis Elementary School](http://dcps.dc.gov/DCPS/davis) on FACEBOOK!

**Our Students. Our Future. Our Responsibility.**

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Inform first responders in advance!
Ladies,
These notes need to be input next week. No one is to do a lick of work related to this, this weekend!
Thanks!

Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools

Kaya Henderson
Sent from my IPad

Begin forwarded message:

From: "Riddlesprigger, Maisha (DCPS)" <maisha.riddlesprigger@dc.gov>
Date: November 30, 2012, 12:25:42 PM EST
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- Students will be late all the time and miss out on BIC or learning
• The distance will serve as a barrier to parent involvement for Davis ES families. How can we feel included?
• In summer our kids don’t even go to the pool over there because they don’t feel safe with the beef going on between the two neighborhoods
• Grandparents walking children to school are an easy target for criminals and may have trouble crossing Benning Road quickly
• Concerned about student fighting
• There is not a bus (Metro) in the neighborhood that goes directly to CW Harris

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• This is the closest school that is being closed, why can’t they come to us? Half the school is empty, we’ve got space.
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• Look, kids are talking about going to charters. There’s no consensus about where, but parents want them to go.

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Washington, DC 20019
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F: (202) 645-3215
Website: http://dcps.dc.gov/DCPS/davis
Become a fan of Davis Elementary School on FACEBOOK!


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Got it. We'll input these on Monday. Folks need a break this weekend. Tell Chip I said "hi" and enjoy your time away from here. I'm determined to get happy tomorrow at happy hour with Gordon and the crew.

Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools

Kaya Henderson
Sent from my iPad

Begin forwarded message:

From: "Riddlesprigger, Maisha (DCPS)" <maisha.riddlesprigger@dc.gov>
Date: November 30, 2012, 12:25:42 PM EST
To: "Henderson, Kaya (DCPS)" <Kaya.Henderson@dc.gov>
Cc: "Davis, John L. (DCPS)" <john.davis@dc.gov>, "Canty, Clara (DCPS)" <Clara.Canty@dc.gov>
Subject: Davis ES - Coffee and Doughnut Parent Comments (11/28/12)

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She has repeatedly stated there can be no dollar figure on “savings” until we know the final consolidations and what the costs of making the transitions will entail. If we close certain schools we will need to spend on transportation in some instances provide additional resources to support transitions of students and teachers. There are some numbers with respect to reduced overhead that we anticipate will yield some savings but those dollars may be eaten up by commitments we make in programming at receiving schools and the staff to support them. Any central office reductions and commensurate “savings” will be redirected to support interventions and supports at schools as well. Therefore, “savings” is an oxymoron.

Sorry for the politicians answer, but that’s really the answer. We don’t have a $ amount in the script and we understand that’s frustrating people. It’s the unsexy and real truth to this exercise.

Hi, I’m about to walk into a directors meeting and folks are wondering whether the chancellor has addressed how the cost savings from consolidations will be used and how much consolidations will yield. This is in the context of central office budget reductions... any input?

Jeanie Lee Boehmler
Chief of Staff, Office of the Chief Academic Officer

District of Columbia Public Schools
1200 First Street, NE
Washington, DC 20002
O 202 442 5644
C 202 302 8444
E jeanie.boehmler@dc.gov
W dcps.dc.gov

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Absolutely. That’s the plan. Also, we need the tables for food and comfort. It’s too late to change that setup and it won’t change the overall plan.

I sent a mtg invite out for 9:30 to the team to debrief generally and we can consider how to respond to the anticipated questions. I’ll loop back to folks after my call with her. What do you think about calling Yvette to take her temperature? Thanks.

Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools

I actually think following their format is fine. It will make them feel empowered. It will make us look responsive to the community. In fact, if they would like to lead the meeting, I think that would be fine too.

The only troublesome part is the 30 minutes of questions and answers. They are going to ask questions that we won’t be prepared to answer without having some indication of the questions in advance. I can guess a number of the questions and think we should be prepared to answer some, but we’ll need to do some quick work on these today.

Can you try to understand the main questions they want to discuss, and can we get an understanding from her as to how this is not just a screamfest?

Kaya Henderson
Chancellor
District of Columbia Public Schools
1200 1st Street NE
12th Floor
Washington, DC 20002
202-442-5885
Kaya.Henderson@dc.gov
My direct is 202 442 5010. Thanks

Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools

From: Eboni-Rose T <ebonirose@gmail.com>
To: Robinson, Josephine B. (DCPS)
Cc: Alexander, Yvette (COUNCIL); Karen.williams4@verizon.net <Karen.williams4@verizon.net>; epotillo@nabse.org <apotillo@nabse.org>; Koura Gibson <drkouragibson@yahoo.com>; T. N. Tate <tatetakiyah@gmail.com>; Henderson, Kaya (DCPS); Charles, Hassan (DCPS); Johnson, Sarah N. (DCPS); Burney, Shanita (DCPS)
Subject: Re: Nov 20 Ward 7 ed council meeting notes

I'll look forward to talking with you then.

Please send the best number for me to reach you.

Thank you

Eboni-Rose Mobile

From: "Robinson, Josephine B. (DCPS)" <josephine.robinson@dc.gov>
Date: Wed, 28 Nov 2012 06:56:41 -0500
To: Eboni Rose Thompson<ebonirose@gmail.com>
Cc: Alexander, Yvette (COUNCIL)<YAlexander@DCCOUNCIL.US>; karen.williams4@verizon.net<karen.williams4@verizon.net>; epotillo@nabse.org<apotillo@nabse.org>; drkouragibson@yahoo.com<drkouragibson@yahoo.com>; tatetakiyah@gmail.com<tatetakiyah@gmail.com>; Henderson, Kaya (DCPS)<Kaya.Henderson@dc.gov>; Charles, Hassan (DCPS)<hassan.charles@dc.gov>; Johnson, Sarah N. (DCPS)<Sarah.Johnson@dc.gov>; Burney, Shanita (DCPS)<shanita.burney@dc.gov>
Subject: Re: Nov 20 Ward 7 ed council meeting notes

Ms. Thompson,
Thank you for the feedback. I think much of this is feasible. Are you available for a call later this morning, around 11? I need to confirm a few things first on our end.

Kindly,
Josephine

Josephine Bias Robinson
Chief, Family and Public Engagement

Sent from my iPad

On Nov 28, 2012, at 12:21 AM, "Eboni Rose Thompson" <ebonirose@gmail.com> wrote:

   Hello Ms. Robinson,

   I am sorry for the delayed response, and I hope you enjoyed the Thanksgiving holiday.

   Yesterday evening we held a meeting with community members to discuss the DCPS if your Consolidation Proposal and received their feedback on what they would like to see in schools
moving forward. We were joined by Chairman Mendelson and Councilmember Alexander, who were gracious enough to share what they heard from the public meetings thus. We've taken the time to compile their feedback and would like to present the community's recommendations for the five schools proposed for closure in Ward 7.

After much discussion, we recommend holding the meeting in the auditorium in a townhall format rather than table working groups.

Our proposed agenda is as follows:

Welcome and Introductions (15 mins)
DCPS/Urban Institute Proposal (30 mins)
Community Proposal/Feedback from Public Meetings (15 mins)
Audience Question and Answer (30 mins)
Wrap Up/Next Steps (15 mins)

Thank you, and I look forward to seeing you all tomorrow.

Eboni-Rose Thompson

202.460.3498
ebonirose@gmail.com

On Wed, Nov 21, 2012 at 8:53 PM, Robinson, Josephine B. (DCPS) wrote:
Happy Thanksgiving Eve,
We very much appreciate the honest exchange last night and look forward to continuing our work together going forward. Attached are the summary notes from our discussion. Please let us know if we have missed any critical points, but more importantly, please let us know if you have additional feedback about the meeting design for next week.

We have requested information from The Urban Institute and 21st Century, specific to the number of school-age children in the Ward, where they live and where they attend school. We will know Monday what they will be able to provide us in advance of and in time for the meeting. Again, if there are other data points you would like that are not encompassed in the material we have already made publicly available on our website, please let me know by Friday.

I hope you all have a wonderful and blessed holiday and we'll see each other next week.
Kindly,
Josephine

Josephine Bias Robinson
Chief, Family and Public Engagement

Sent from my iPad

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From: Robinson, Josephine B. (DCPS) [josephine.robinson@dc.gov]
Sent: Wednesday, November 28, 2012 7:38 AM
To: Burney, Shanita (DCPS)
Subject: Fwd: ***FYI ONLY***Fwd: Flyer for Tomorrow's DCPS Ward 7 Meeting
Attachments: ATT00001.htm; consolidation_flyer_template.ward7.pdf

Josephine Bias Robinson
Chief, Family and Public Engagement

Sent from my iPad

Begin forwarded message:

From: "Henderson, Kaya (DCPS)" <Kaya.Henderson@dc.gov>
To: "Robinson, Josephine B. (DCPS)" <josephine.robinson@dc.gov>, "Weber, Peter (DCPS)" <peter.weber@dc.gov>, "Ruda, Lisa M. (DCPS)" <Lisa.Ruda@dc.gov>, "Charles, Hassan (DCPS)" <hassan.charles@dc.gov>, "DeGuzman, Anthony D. (DCPS)" <anthony.deguzman@dc.gov>, "Lujan, Claudia (DCPS)" <Claudia.Lujan@dc.gov>, "Davis, John L. (DCPS)" <john.davis@dc.gov>
Subject: Fwd: ***FYI ONLY***Fwd: Flyer for Tomorrow's DCPS Ward 7 Meeting

See below. Tomorrow's meeting will be very different than tonight's. Can folks begin to strategize how we might need to adjust? I think we have to be prepared for folks to not agree to the table format that we've established, and I'd like to have a plan for how we make changes so that we don't look caught off guard.

Sent from my iPhone

Begin forwarded message:

From: "Mary Brown" <mbrown@lifepieces.org>
To: "Henderson, Kaya (DCPS)" <Kaya.Henderson@dc.gov>
Subject: ***FYI ONLY***Fwd: Flyer for Tomorrow's DCPS Ward 7 Meeting

---------- Forwarded message ----------
From: Greg Rhett
<jrhett3009@aol.com>
Date: Tue, Nov 27, 2012 at 1:25 PM
Subject: Flyer for Tomorrow's DCPS Ward 7 Meeting
To: jrhett3009@aol.com

Good Afternoon All,

Here is the official flyer for tomorrow's Ward 7 meeting with Chancellor Henderson.
We realize that this may be short notice, but, we really need to do all that we can to ensure a large turnout for this important meeting!

The Chancellor has specifically requested feedback from this community regarding her proposed school consolidations within Ward 7.

“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.”

Last night at our Ward 7 Education Council’s strategic planning meeting, we received solid input and feedback from new Council Chairman Mendelson and our Ward 7 Councilmember Alexander. Both stayed for the duration and were actively engaged.

The group, via vote, reconfirmed Ward 7’s position on these proposed closures and developed a draft alternative plan for improving the five schools proposed for closure (Kenilworth ES, Davis ES, Smothers ES, Brown MS, and Winston EC). The Education Council’s draft alternative plan will be presented, in writing, to the Chancellor at tomorrow's meeting:

The Primary Ward 7 position:

"Ward 7 demands a moratorium on DCPS closures within Ward 7 AND a moratorium on opening any new Charter Schools within Ward 7, until we’ve had the opportunity to assess academic/resource needs and prepare and present a Comprehensive Ward 7 Education Plan."

Some suggested talking points:

There must be a sound and systemic Public Education plan that ensures tremendous improvements in Academic Performance at ALL of our schools (Traditional and Charter); there must be real and measurable steps towards closure of the historic Academic Achievement Gap impacting our Children across the board. The Chancellor should show that her plan includes an increased investment of resources within every classroom within our Ward 7 schools; and an increase in the number of high quality teachers/principals within each of our schools.

As for building under-utilization... yes, data confirms that Ward 7 parents are enrolling their Children in both Charter and Traditional schools across the city. For the most part this is mainly due to the lack of high quality and diverse academic and programmatic offerings at our Ward 7 neighborhood schools. For the most part, parental educational decisions are driven by their desire of ensuring the best education possible for their Children ...so, if the plan/desire is to have Ward 7 Children attend Ward 7 schools, then the academic product needs to be drastically improved.

Some unanswered questions: Why can't DCPS simply replicate some of these more attractive programs/academic offerings within Ward 7 schools? What if financial resources and high quality teachers/principals were redirected to Ward 7 schools? Millions of District Tax Dollars are being invested into Public Charter Schools... where is the public and transparent accountability for the expenditure of these tax dollars? Operational Autonomy does not mean that we should exclude Public Accountability.
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analysis also indicates that there has also been very little measurable improvement in academic
performance as a result of these previous closures.

Simply closing schools every four years is not the answer to improving academic performance.
Where is the DCPS plan to improve academic performance at neighborhood schools within
Ward 7?

Anyway, hope to see each of you and whoever you can bring tomorrow!

Thanks!

Greg Rhett
jrhett3009@aol.com
(202) 550-4612

Mary Brown
Executive Director
Life Pieces To Masterpieces
Creating art... Changing Lives TM
C/O Dr. Charles R. Drew Elementary School
5600 Eads Street, NE
Fourth Floor
Washington, DC 20019
Email: mbrown@lifepieces.org
Internet: www.lifepieces.org
Face Book: http://www.facebook.com/pages/Life-Pieces-To-Masterpieces-
Inc/209783313082?v=wall
Twitter: @LP2MP

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Create a free Safety Profile to provide critical, lifesaving data to 9-1-1 in the event of an
My direct is 202 442 5010.
Thanks

Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools

From: Eboni-Rose T <ebonirose@gmail.com>
To: Robinson, Josephine B. (DCPS)
Cc: Alexander, Yvette (COUNCIL); Karen.williams4@verizon.net <Karen.williams4@verizon.net>; epotillo@nabse.org <epotillo@nabse.org>; Koura Gibson <drkouragibson@yahoo.com>; T. N. Tate <tatetakiyah@gmail.com>; Henderson, Kaya (DCPS); Charles, Hassan (DCPS); Johnson, Sarah N. (DCPS); Burney, Shanita (DCPS)
Subject: Re: Nov 20 Ward 7 ed council meeting notes

I'll look forward to talking with you then.

Please send the best number for me to reach you.

Thank you

Eboni-Rose Mobile

Ms. Thompson,
Thank you for the feedback. I think much of this is feasible. Are you available for a call later this morning, around 11? I need to confirm a few things first on our end.

Kindly,

Josephine

Josephine Bias Robinson
Chief, Family and Public Engagement
On Nov 28, 2012, at 12:21 AM, "Eboni Rose Thompson" <ebonirose@gmail.com> wrote:

Hello Ms. Robinson,

I am sorry for the delayed response, and I hope you enjoyed the Thanksgiving holiday.

Yesterday evening we held a meeting with community members to discuss the DCPS if your Consolidation Proposal and received their feedback on what they would like to see in schools moving forward. We were joined by Chariman Mendelson and Councilmember Alexander, who were gracious enough to share what they heard from the public meetings thus. We've taken the time to compile their feedback and would like to present the community's recommendations for the five schools proposed for closure in Ward 7.

After much discussion, we recommend holding the meeting in the auditorium in a townhall format rather than table working groups.

Our proposed agenda is as follows:

Welcome and Introductions (15 mins)
DCPS/Urban Institute Proposal (30 mins)
Community Proposal/Feedback from Public Meetings (15 mins)
Audience Question and Answer (30 mins)
Wrap Up/Next Steps (15 mins)

Thank you, and I look forward to seeing you all tomorrow.

Eboni-Rose Thompson

202.460.3498
ebonirose@gmail.com

On Wed, Nov 21, 2012 at 8:53 PM, Robinson, Josephine B. (DCPS) <josephine.robinson@dc.gov> wrote:

Happy Thanksgiving Eve,

We very much appreciate the honest exchange last night and look forward to continuing our work together going forward. Attached are the summary notes from our discussion. Please let us know if we have missed any critical points, but more importantly, please let us know if you have additional feedback about the meeting design for next week.

We have requested information from The Urban Institute and 21st Century, specific to the number of school-age children in the Ward, where they live and where they attend school. We will know Monday what they will be able to provide us in advance of and in time for the meeting. Again, if there are other data points you would like that are not encompassed in the material we have already made publicly available on our website, please let me know by Friday.

I hope you all have a wonderful and blessed holiday and we'll see each other next week.

Kindly,
Help 9-1-1 Save Your Life!
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Inform first responders in advance!
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Agreed, given the circumstances. Feedback from tonight was largely positive so disappointed this is potentially going to be a less constructive dialogue.

I anticipated the need to debrief so I'm available tomorrow morning through 11 am. I'll send around an outlook request for 9:30 if that works for most folks? Let me know otherwise.

Thanks for everyone's contributions and counsel this evening. We have room for improvement but we made a very good first effort and our follow-thru will be strong going forward.

Kindly,
Josephine

Josephine Bias Robinson
Chief, Family and Public Engagement

Sent from my iPad

On Nov 27, 2012, at 9:57 PM, "Henderson, Kaya (DCPS)" <Kaya.Henderson@dc.gov> wrote:

> See below. Tomorrow's meeting will be very different than tonight's. Can folks begin to strategize how we might need to adjust? I think we have to be prepared for folks to not agree to the table format that we've established, and I'd like to have a plan for how we make changes so that we don't look caught off guard.
> 
> Sent from my iPhone
> 
> Begin forwarded message:
> 
> > From: "Mary Brown"
> > <mbrown@lifepieces.org<mailto:mbrown@lifepieces.org»>
> > To: "Henderson, Kaya (DCPS)"
> > <Kaya.Henderson@dc.gov<mailto:Kaya.Henderson@dc.gov»>
> > Subject: ***FYI ONLY***Fwd: Flyer for Tomorrow's DCPS Ward 7 Meeting
> > 
> > 
> > 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.
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> > ------- Forwarded message -------
> > From: Greg Rhett
> > <jrhett3009@aol.com<mailto:jrhett3009@aol.com><mailto:jrhett3009@aol.com»>
> > Date: Tue, Nov 27, 2012 at 1:25 PM
> > Subject: Flyer for Tomorrow's DCPS Ward 7 Meeting
> > To:
> > jrhett3009@aol.com<mailto:jrhett3009@aol.com><mailto:jrhett3009@aol.com>
Good Afternoon All,

Here is the official flyer for tomorrow's Ward 7 meeting with Chancellor Henderson.

We realize that this may be short notice, but, we really need to do all that we can to ensure a large turnout for this important meeting!

The Chancellor has specifically requested feedback from this community regarding her proposed school consolidations within Ward 7.

“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.”

Last night at our Ward 7 Education Council's strategic planning meeting, we received solid input and feedback from new Council Chairman Mendelson and our Ward 7 Councilmember Alexander. Both stayed for the duration and were actively engaged.

The group, via vote, reconfirmed Ward 7's position on these proposed closures and developed a draft alternative plan for improving the five schools proposed for closure (Kenilworth ES, Davis ES, Smothers ES, Brown MS, and Winston EC). The Education Council's draft alternative plan will be presented, in writing, to the Chancellor at tomorrow's meeting:

The Primary Ward 7 position:

"Ward 7 demands a moratorium on DCPS closures within Ward 7 AND a moratorium on opening any new Charter Schools within Ward 7, until we've had the opportunity to assess academic/resource needs and prepare and present a Comprehensive Ward 7 Education Plan."

Some suggested talking points:

There must be a sound and systemic Public Education plan that ensures tremendous improvements in Academic Performance at ALL of our schools (Traditional and Charter); there must be real and measurable steps towards closure of the historic Academic Achievement Gap impacting our Children across the board. The Chancellor should show that her plan includes an increased investment of resources within every classroom within our Ward 7 schools; and an increase in the number of high quality teachers/principles within each of our schools.

As for building under-utilization.... yes, data confirms that Ward 7 parents are enrolling their Children in both Charter and Traditional schools across the city. For the most part this is mainly due to the lack of high quality and diverse academic and programmatic offerings at our Ward 7 neighborhood schools. For the most part, parental educational decisions are driven by their desire of ensuring the best education possible for their Children .....so, if the plan/desire is to have Ward 7 Children attend Ward 7 schools, then the academic product needs to be drastically improved.

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Simply closing schools every four years is not the answer to improving academic performance. Where is the DCPS plan to improve academic performance at neighborhood schools within Ward 7?

Anyway, hope to see each of you and whoever you can bring tomorrow!

Thanks!

Greg Rhett
jrhett3009@aol.com
(202) 550-4612

Mary Brown
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Life Pieces To Masterpieces
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Facebook: http://www.facebook.com/pages/Life-Pieces-To-Masterpieces-Inc/20978331
Twitter: @LP2MP

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<consolidation_flyer_template.ward7.pdf>
Folks,

See email below. I thought I'd share this feedback we received following our meeting last week with the Ward 7 Ed Council. They will be looking for the Chancellor to acknowledge some of this, this evening, which we will do to a degree but we likely not be making commitments on any of these things tonight. There was a specific request to discuss a modernization plan for Hendley tonight. Hendley isn't mentioned on the modernization investments slide Anthony produced for tonight so wanted to raise this as something that will come up in discussions so we can be prepared if need be to address and certainly want to let the Chancellor know in the event she is cornered.

Thanks all!

From: Henderson, Kaya (DCPS)
Sent: Monday, November 26, 2012 6:18 PM
To: Robinson, Josephine B. (DCPS)
Subject: Fwd: Notes from the November 20 Ward 8 Education Council Meeting the Chancellor Henderson

Sent from my iPhone

Begin forwarded message:

From: Absalom Jordan <absalomjordan@yahoo.com>
Date: November 26, 2012, 5:53:18 PM EST
To: "Johnson, Sarah N. (DCPS)" <Sarah.Johnson@dc.gov>, "Henderson, Kaya (DCPS)" <Kaya.Henderson@dc.gov>
Subject: Re: Notes from the November 20 Ward 8 Education Council Meeting the Chancellor Henderson
Reply-To: Absalom Jordan <absalomjordan@yahoo.com>

Sarah, in reviewing the minutes there are some additional preliminary points what should be included in the discussion. They are as follows:

To build our discussion with the Chancellor and the points we sought to make I am offering the following for consideration

Vertical allignment

? We recommend that Ballou should be considere a STEM school, and therefore, Hart should have a STEM component, and at least one elementary school should have a STEM component as well.

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? True consolidation needs to happen with new uniforms; merge mascots or create a new one and joint names on the bldg.

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Also, 4 of the consolidated schools are feeding into Hart so work needs to happen now to provide these elementary school students with the same opportunities that are available to students in Wards 2&3.

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We need to know that transportation will be guaranteed for students who need to travel (esp important for younger students).

This was done for Bruce Monroe.

From: "Johnson, Sarah N. (DCPS)" <Sarah.Johnson@dc.gov>
To: "absalomjordan@yahoo.com" <absalomjordan@yahoo.com>; "White, Trayon (OSSE)" <trayon.white@dc.gov>
Cc: "Robinson, Josephine B. (DCPS)" <josephine.robinson@dc.gov>; "Charles, Hassan (DCPS)" <hassan.charles@dc.gov>; "Burney, Shanita (DCPS)" <shanita.burney@dc.gov>
Sent: Monday, November 26, 2012 11:33 AM
Subject: Notes from the November 20 Ward 8 Education Council Meeting the Chancellor Henderson

Greetings,
We very much appreciate the honest exchange on November 20 and look forward to continuing our work together going forward. Attached are the summary notes from our discussion. Please let us know if we have missed any critical points, but more importantly, please let us know if you have additional feedback about the meeting design for next week.

Please note that I do not have the email addresses for all the Ward 8 Education Council Members who attended the meeting and would appreciate your forwarding this message to them.

Best,

Sarah

Sarah N. Johnson, PhD
Manager, Family and Community Engagement Initiatives

Office of Family and Public Engagement
District of Columbia Public Schools
1200 First Street, NE (12th floor)
Washington, DC  20002
T:  (202) 442-5036
F:  (202) 442-5026

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Thanks Mary. Sorry for the holiday challenges and hope your family at least enjoyed the festivities before descending into travel hell.

I am aware of the meeting but as you know, we will be fully occupied with the Ward 8 meeting. Much of what you’ve shared has been relayed by numerous parents and we certainly appreciate the reinforcement of these points for consideration. We expect to hear this at our meeting on the 5th and at a meeting with the PTA on the 12th.

Thanks for keeping us looped in and it will be great if you could come by the ward 8 meeting to hear the additional perspectives and challenges.

Kindly,

Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools

---

From: Mary Lord <edwriter1@hotmail.com>
To: Robinson, Josephine B. (DCPS); Lord, Mary (OSSE)
Sent: Mon Nov 26 19:09:37 2012
Subject: FYI - community meeting about Francis Stevens closing

Josephine -

Apologies for the last minute notice, but we’ve been out of town on a ridiculously long Thanksgiving traffic-jammed odyssey that included hitting a deer and wrecking a rental car in remote New England.

Assume you’d heard about tomorrow’s meeting about Francis-Stevens closure, but given the constant struggle to keep everyone informed and in the loop on all matters concerning public education, I thought I should send you an e-mail with the information.

**When: Tuesday, November 27, at 6:30 pm,
Where: Francis-Stevens Auditorium, 2425 N St NW.**

Thus "Emergency Town Hall" is a joint effort by the Francis-Stevens PTA, ANC2A, ANC2B, the Foggy Bottom Association and other groups. There seems to be some momentum behind saving at least the early childhood and elementary programs. Some ANC commissioners are upset by the process, and that Foggy Bottom ANC’s decision on Stevens was predicated on having a walkable school at Francis-Stevens. Parents of preschoolers chose the program over World Bank and there’s no way they’re going to march up to Marie Reed. (Makes me wonder if boundaries and feeder patterns need to be rethought in the era of choice; many Ward 2 couples can afford to pull up stakes and leave, which is not how we want to be driving traffic.) Neighbors who don’t have kids are also going to bat for the school.

Both Garrison and Francis-Stevens seem to be schools that have developed stronger school cultures, attracted more local families, and are growing and improving the way Ross Elementary did. It wasn’t so long ago that Ross was under-enrolled and serving mostly out of boundary students. Now it’s one of the highest performing, lowest achievement-gap, most sought after elementary schools in the city, and it has a library because a retired librarian volunteered to build it. Another neighbor, whose kids went to private school, started an annual mother’s day book drive to keep it stocked.

Garrison can point to similar community engagement that has succeeded in turning that school around.

I know these are tough decisions, brought on as a result of changing demographics (baby boom bust), out of boundary
and charter options, and varying quality of programs.

However, I also know that the only growth in enrollment has been in early childhood education - and that our 'seed corn.' The parents of preschoolers may opt to leave DCPS or move from DC, but if we close their school, they'll surely flee for good. My two cents.

Good luck tomorrow. I’m going to try and visit both Ward 7 and Francis-Stevens forums.

Mary

Mary Lord
DC State Board of Education, Ward 2 Representative
At Large Member-elect
Personal work/cell: 301-502-7564
SBOE cell 202-257-3226
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

Principal,

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
<table>
<thead>
<tr>
<th>Ward</th>
<th>Location</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ward 8</td>
<td>Savoy ES 2400 Shannon Pl, SE</td>
<td>November 27, 2012</td>
<td>6 p.m. – 8 p.m.</td>
</tr>
<tr>
<td>Ward 7</td>
<td>Sousa MS 3650 Ely Pl, SE</td>
<td>November 28, 2012</td>
<td>6 p.m. – 8 p.m.</td>
</tr>
<tr>
<td>Ward 5</td>
<td>LOCATION CHANGE: McKinley Tech SHS (across the parking lot from Langley EC) 151 T Street, NE</td>
<td>November 29, 2012</td>
<td>6 p.m. – 8 p.m.</td>
</tr>
<tr>
<td>Wards 1, 2, 3, 4, 6</td>
<td>Brightwood EC 1300 Nicholson St, NW</td>
<td>December 5, 2012</td>
<td>6 p.m. – 8 p.m.</td>
</tr>
</tbody>
</table>

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See below as there are some expectations for chancellor response tomorrow.

Josephine Bias Robinson  
Chief, Office of Family and Public Engagement  
District of Columbia Public Schools

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Can you give me a call at home? Thanks

Josephine Bias Robinson
Chief, Office of Family and Public Engagement District of Columbia Public Schools

----- Original Message ----- 
From: Burney, Shanita (DCPS)
To: Robinson, Josephine B. (DCPS)
Sent: Fri Nov 23 01:52:36 2012
Subject: RE: Volunteers Needed for Community Meetings About School Consolidation and Reorganization

Message has been revised and is attached. Thanks.

Shanita Burney
Director, Family and Community Engagement
Office of Family and Public Engagement
DC Public Schools
202.997.9887

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Sent: Thursday, November 22, 2012 7:57 AM
To: Burney, Shanita (DCPS)
Subject: Re: Volunteers Needed for Community Meetings About School Consolidation and Reorganization

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<td>OHC</td>
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<tr>
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<td>OSE (Early Stages)</td>
<td>Thurs, 11/29, Ward 5, Langley EC</td>
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<td>OCAO (Related Services)</td>
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<td>Office of Special Education</td>
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<td>Florence Kreisman</td>
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<td>Carla Hillery</td>
<td>COS (ECE)</td>
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<td>Cynthia Robinson-Rivers</td>
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<td>Mike Zuerblis</td>
<td>Programming</td>
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<td>Sandy Watson</td>
<td>LEAMSST</td>
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<td>Anita Allen-King</td>
<td>Resolution</td>
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<td>OCAO (Related Services)</td>
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</table>

Thanks for all your help!

Kindly,

Josephine

From: DCPS Communications (DCPS)
Sent: Tuesday, November 20, 2012 2:52 PM
To: DCPS_CentralOffice (DCPS); DCPS CFO (DCPS); DCPS OGC (DCPS); DCPS-SECURITY
Subject: Volunteers Needed for Community Meetings About School Consolidation and Reorganization

Dear DCPS Central Office Staff,

As most of you know by now, DCPS has released a proposal to consolidate and reorganize 20 schools to ensure that our investments in schools will provide the greatest benefit to students. Before a final decision is made, we will be holding a series of important community meetings to receive feedback on the proposals from the community and to share information with the DCPS community.

We need your help!
Because we expect anywhere from 100-200 attendees at each event, we need your help. Volunteers are needed for set-up, greeting, sign-in, note-taking, general logistical assistance, and clean-up.

About the meetings
A total of four meetings are scheduled between Tuesday, Nov. 27, and Wednesday, Dec. 5.

All meetings are scheduled between 6 - 8 p.m., and volunteers are expected to arrive by 5:15 p.m. and should plan to stay until 8:30 p.m. – 9 p.m.

**How to sign up to volunteer**

- **Sign up here to volunteer!** You can sign up for a minimum of one and as many as four events and indicate what responsibilities you prefer.
- Following your sign up, you will receive a calendar event invite through Outlook from Jennifer Skates.
- Final volunteer role assignments will be sent out the day before each event.
- You will also receive an invitation to join us at a prep meeting on Monday, Nov. 26 from 2 p.m. – 3 p.m. in 1012A.

Thank you in advance for your support of the DCPS Proposed School Consolidation and Reorganization community meeting series. We **cannot** do this without you!

If you have any questions, feel free to reach out to Jennifer Skates at Jennifer.Skates@dc.gov.

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](http://www.smart911.com).
Inform first responders in advance!
Thank you. We will hold that date from 9:30-10:30 am at DCPS central office, 1200 First Street, NE. I will remain your point of contact for the meeting, please don't hesitate to contact me.

Kindly,
Josephine

Josephine Bias Robinson
Chief, Family and Public Engagement
202.442.5010

Sent from my iPad

On Nov 20, 2012, at 2:16 PM, "Garrison PTA" <garrisonpta@gmail.com> wrote:

Dear Chancellor Henderson and Josephine:

We'd love to meet on Tuesday, December 18 at 9:30 am. How long do we have?

I assume the meeting will take place at DCPS Central Office?

Many thanks
ann

On Mon, Nov 19, 2012 at 2:55 PM, Robinson, Josephine B. (DCPS) <josephine.robinson@dc.gov> wrote:

Folks,
We can accommodate a meeting that week at 9:30 am on Tuesday, Wednesday or Thursday. Please coordinate and let me know the one day the group has agreed on? I need to know by 4 pm tomorrow so I can schedule additional meetings that have been requested.
Kindly,
Josephine

Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools
Subject: Re: Garrison Elementary - Request for Meeting

Thank you Chancellor Henderson for your quick response. We look forward to meeting and appreciate your willingness to have a dialogue about this.

To clarify, by one-on-one I meant a private meeting between Garrison parent leadership and you, rather than a meeting with a broader group. Thank you for asking.

Josephine, we look forward to working with you to finalize a date and time.

Thanks,
ann McLeod
#SaveGarrison

---

On Fri, Nov 16, 2012 at 8:20 PM, Robinson, Josephine B. (DCPS) <josephine.robinson@dc.gov> wrote:

Folks,
I am happy to facilitate scheduling and will be in touch on Monday.

Kindly,
Josephine

Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools

From: Henderson, Kaya (DCPS)  
To: Garrison PTA <garrisonpta@gmail.com>  
Cc: Dima Reda <dimareda@gmail.com>; Lisa Leavitt <lisaleavitt@hotmail.com>; Sandra Wright <sandra1121.sw@gmail.com>; Luisabeth Naranjo <luisabethnaranjo@gmail.com>; Charnise Elliott <charnise.elliott@gmail.com>; Lo, Alison (DCPS); Robinson, Josephine B. (DCPS)  
Sent: Fri Nov 16 19:56:54 2012  
Subject: Re: Garrison Elementary - Request for Meeting

Thanks for your email. I'm happy to meet and I'm sure we can make something work for the week of the 17th. I've copied Josephine Robinson, our Chief of Family and Public Engagement, as she is managing the scheduling of these meetings. She'll be in touch with you regarding the date and time.

Quick question: the email says you want to meet one-on-one, but it's signed by the whole group. Am I meeting with one of you or with the entire PTA leadership team? I'm good either way, just looking for clarification.
On Nov 16, 2012, at 10:03 AM, "Garrison PTA" <garrisonpta@gmail.com> wrote:

Dear Chancellor Henderson:

As you know, the Garrison Elementary School community is strongly opposed to the DCPS proposal to consolidate Garrison Elementary School into Seaton Elementary School.

Thank you for staying at the hearing last night until the bitter end so you could begin to hear the many reasons why this proposal just does not make sense and is not supported by our community. But more importantly, this change will be to the detriment of our students and their families. As I mentioned after my testimony, we would like to meet with you one-on-one to discuss this proposal and our many ideas for Garrison. I am writing now to schedule this meeting.

Can we meet the week of December 17? While we'd like to meet sooner, most of us work full-time and our schedules simply do not allow us to meet sooner in order to prepare thoughtfully for our meeting. Please let us know of your availability the week of the 17th. Our preference is to meet in the morning shortly after we drop-off our children at Garrison.

Thank you in advance, Chancellor, for giving Garrison the chance it deserves.

Regards,
ann mcLeod, Garrison PTA President
Dima Reda, Vice President
Charnise Elliott, Treasurer
Sandra Wright, Secretary
Lisa Leavitt, Director-at-Large, Upper Grades
Luisabeth Naranjo, Director-at-Large, Lower Grades
Alison Lo, Teacher Representative

--
Like us on Facebook: https://www.facebook.com/#!/GarrisonES
Follow us on Twitter: http://twitter.com/#!/garrisonpta

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Like us on Facebook: https://www.facebook.com/#!/GarrisonES
Follow us on Twitter: http://twitter.com/#!/garrisonpta
Folks,

I am sorry you were not aware of our meeting this morning at OSSE. I sent the invitation below on Friday using your OSSE emails. None of the messages were returned and I did not have the time to personally call each of you to ensure receipt. We can arrange for a time to connect directly with me or a member of my team to discuss specific issues or feedback you wish to share over the next two weeks. Please respond to me with a copy to Shanita if you would like to do so.

Kindly,

Josephine
To: Robinson, Josephine B. (DCPS); Lord, Mary (OSSE)
Subject: RE: Did I miss your invitation to today's meeting with Chancellor and State Board?

Josephine,

I was just cc'ed on an e-mail from Ward 2 state board member-elect Jack Jacobson about a meeting he attended this morning for OSSE & state board members with the Chancellor. I never saw an invitation - nothing came on this e-mail account - nor was the meeting on this week's reminder of upcoming state board meetings from our staff. Did anyone from your office call our staff to call us?

Mary

202-331-9239 home
301-502-7564 work/cell
202-257-3226 sboe cell
Good Evening Cinque,

My apologies for forwarding this so late. I honestly let this simple task get away from me in the midst of a very full day of meetings.

I look forward to our discussion this evening.

Kindly,

Josephine

---

Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools
202.442.5010

---

Good day Josephine,

The Ward 7 Education Council will have the following attendees from the W7EC Membership:

Ward 7 Council Member
-Honorable Yvette M. Alexander

Ward 7 Education Council Board
-Eboni Rose Thompson, W7EC Chair, DC PTA Legislative Chair, Vice-Chair ANC 7A
-Dr. Koura Gibson, W7EC Vice-Chair
-T.N. Tate, W7EC Secretary, DCDSC At-Large Member, Ward 7 Democrats Executive Secretary
-Cinque E. Culver, W7EC Treasurer, Ward 7 Democrats Communications Chair, DCPS ECE Policy Council Community Rep.

-Ed Potillo, NABSE Director of Membership and Conferences, Ward 7 Democrats Chairmen, DCDSC Chair - Ward 7

-Honorable Karen Williams (unconfirmed), Ward 7 State Board of Education Member Elect, Hillcrest Civic Association President
Please let me know if you have any questions or concerns.

Best Regards,
Cinque E. Culver
202-907-8662

On Nov 19, 2012 6:09 PM, "Robinson, Josephine B. (DCPS)" <josephine.robinson@dc.gov> wrote:
Cinque,
Do you have the list of participants to share? We need to provide to security.
Thanks

Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools

From: Robinson, Josephine B. (DCPS)
To: 'culver.ce@gmail.com' <culver.ce@gmail.com>
Cc: Burney, Shanita (DCPS)
Subject: Re: Ward 7 Education Council Meeting with Chancellor Kaya Henderson

Hi Cinque,
We're working on it and will forward in the morning. Focused on preparing for the hearing and had to set aside for the day and get over to Wilson bldg. One thing we'll talk through in addition to concerns and ideas you all have is the approach for the public meeting. Sorry for delay.
Kindly,
Josephine

Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools

From: Cinque Culver <culver.ce@gmail.com>
To: Robinson, Josephine B. (DCPS)
Sent: Mon Nov 19 16:43:42 2012
Subject: Re: Ward 7 Education Council Meeting with Chancellor Kaya Henderson

Good evening Ms. Robinson,

Is there an agenda for tomorrow's meeting between the Chancellor and the W7EC Board?

-Cinque

On Nov 14, 2012 2:30 PM, "Robinson, Josephine B. (DCPS)" <josephine.robinson@dc.gov> wrote:

Mr. Culver,
As you know, DC Public Schools (DCPS) Chancellor Kaya Henderson announced yesterday and requested public feedback on a proposal to consolidate 20 schools in six wards across the city. While we have scheduled two DC Council hearings and four ward-based meetings in November (see attachments), the Chancellor wanted to provide an opportunity to hear from the Ward 7 Education Council directly.

We have scheduled a one hour briefing specifically for the Ward 7 Education Council on Tuesday, November 20, 2012 from 7:30-8:30 pm at the DCPS Central Office, 1200 First Street, NE, Room 875. Please “reply all” to this email with the list of individuals who will be present for the meeting – not to exceed 10 people. Given the meeting is after-hours, we will need to provide names to the security desk and clear folks in as a group since the doors to the respective floor will be secured.

We value your partnership with DCPS and specifically with the Office of Family and Public Engagement and want to ensure you have all of the relevant information and supporting materials for the proposal for the discussion. We have attached the overview documents for your immediate review, but please note that all of the information can be found on the DCPS website at www.dcps.dc.gov.

The Chancellor is deeply committed to working with our parents and school community leaders to ensure our final consolidation plan represents the best path for success for our students. We look forward to working in partnership with you to achieve that endeavor. Please do not hesitate to contact me if you have additional questions or concerns in advance of the discussion.

Kindly,

Josephine

Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools
202.442.5010

Share This:  

DCPS 009097
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>
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<td>City Council Hearing</td>
<td>Wilson Building</td>
<td>November 15, 2012</td>
<td>4-8 p.m.</td>
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<td>1350 Pennsylvania Ave,</td>
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<td>City Council Hearing</td>
<td>Wilson Building</td>
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<td>2-6 p.m.</td>
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<td>Wards 1-4, 6 Community Dialogue</td>
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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!
Yes, please and get their ideas about their public meeting.

I want to go to this given my schedule is freed up – thoughts?

Tonight!

Ward Five Council on Education
Forum on Planned DCPS School Closures for Ward 5
Tuesday, November 20th
6:30-8:00pm
at the Lamond-Riggs Library
5401 South Dakota Ave. NE
(between Kennedy and Jefferson Street)

Special Guest: Councilmember Kenyan McDuffie

Schools slated to be closed in Ward 5 include:

**Mamie D. Lee** (students to River Terrace)
[This school for special needs students is adjacent to the Ft. Totten Metro]

**CHOICE at Hamilton** (students to Cardozo High)
[This is near the rear/side of Gallaudet, not far from Farmer's Market and near Mt. Olivet Road, N.E.]

**Marshall ES** (students to Langdon EC)
[This school is in Ft. Lincoln]
**Spingarn HS** (students to Eastern, Dunbar and Woodson)
[This school is next to Langdon Golf Course at 25th & Benning Road. It is part of a cluster of schools not far from RFK Stadium]

**Spingarn STAY** (students to Ballou STAY and Roosevelt STAY)

We hope that all community stakeholders, students, parents, and educators will attend. We look forward to having an open and honest discussion that will allow us to develop a comprehensive plan that is best for the Ward 5 community and our public schools.

If you have any questions, please feel free to contact us at ward5coe@gmail.com or at 202-505-4309.

Visit or join the Ward Five Council on Education listserv!

---
Shelah Bocoum
Public Relations Officer
Ward Five Council on Education (W5COE)
shelah755@gmail.com
W5COE Phone: 202-505-4309

--
You received this message because you are subscribed to the Google Groups "DCPS Ward 5 Parent Engagement Committee" group.
To post to this group, send email to DCPS-W5-PEC@googlegroups.com.
To unsubscribe from this group, send email to DCPS-W5-PEC+unsubscribe@googlegroups.com.
For more options, visit this group at http://groups.google.com/group/DCPS-W5-PEC?hl=en.

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Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools

From: Robinson, Josephine B. (DCPS) [josephine.robinson@dc.gov]
Sent: Monday, November 19, 2012 6:09 PM
To: culver.ce@gmail.com
Cc: Burney, Shanita (DCPS)
Subject: Re: Ward 7 Education Council Meeting with Chancellor Kaya Henderson
Attachments: image001.gif; image006.gif; image008.gif; image004.png; image009.gif; image007.gif;
image003.png; image002.png; image005.png; image010.gif

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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

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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!
Hi Cinque,

We're working on it and will forward in the morning. Focused on preparing for the hearing and had to set aside for the day and get over to Wilson bldg. One thing we'll talk through in addition to concerns and ideas you all have is the approach for the public meeting. Sorry for delay.

Kindly,
Josephine

Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools

From: Cinque Culver <culver.ce@gmail.com>
To: Robinson, Josephine B. (DCPS)
Sent: Mon Nov 19 16:43:42 2012
Subject: Re: Ward 7 Education Council Meeting with Chancellor Kaya Henderson

Good evening Ms. Robinson,

Is their an agenda for tomorrow's meeting between the Chancellor and the W7EC Board?

-Cinque

On Nov 14, 2012 2:30 PM, "Robinson, Josephine B. (DCPS)" <josephine.robinson@dc.gov> wrote:

Mr. Culver,

As you know, DC Public Schools (DCPS) Chancellor Kaya Henderson announced yesterday and requested public feedback on a proposal to consolidate 20 schools in six wards across the city. While we have scheduled two DC Council hearings and four ward-based meetings in November (see attachments), the Chancellor wanted to provide an opportunity to hear from the Ward 7 Education Council directly.

We have scheduled a one hour briefing specifically for the Ward 7 Education Council on Tuesday, November 20, 2012 from 7:30-8:30 pm at the DCPS Central Office, 1200 First Street, NE, Room 875. Please “reply all” to this email with the list of individuals who will be present for the meeting – not to exceed 10 people. Given the meeting is after-hours, we will need to provide names to the security desk and clear folks in as a group since the doors to the respective floor will be secured.
We value your partnership with DCPS and specifically with the Office of Family and Public Engagement and want to ensure you have all of the relevant information and supporting materials for the proposal for the discussion. We have attached the overview documents for your immediate review, but please note that all of the information can be found on the DCPS website at www.dcps.dc.gov.

The Chancellor is deeply committed to working with our parents and school community leaders to ensure our final consolidation plan represents the best path for success for our students. We look forward to working in partnership with you to achieve that endeavor. Please do not hesitate to contact me if you have additional questions or concerns in advance of the discussion.

Kindly,

Josephine

Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools
202.442.5010

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
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.

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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 (dcp.s.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
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Inform first responders in advance!
Folks,

We can accommodate a meeting that week at 9:30 am on Tuesday, Wednesday or Thursday. Please coordinate and let me know the one day the group has agreed on? I need to know by 4 pm tomorrow so I can schedule additional meetings that have been requested.

Kindly,

Josephine

Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools

Thank you Chancellor Henderson for your quick response. We look forward to meeting and appreciate your willingness to have a dialogue about this.

To clarify, by one-on-one I meant a private meeting between Garrison parent leadership and you, rather than a meeting with a broader group. Thank you for asking.

Josephine, we look forward to working with you to finalize a date and time.

Thanks,

ann mcLeod
#SaveGarrison
From: Henderson, Kaya (DCPS)
To: Garrison PTA <garrisonpta@gmail.com>
Cc: Dima Reda <dimareda@gmail.com>; Lisa Leavitt <lisaleavitt@hotmail.com>; Sandra Wright <sandra1121.sw@gmail.com>; Luisabeth Naranjo <luisabethnaranjo@gmail.com>; Charnise Elliott <charnise.elliott@gmail.com>; Lo, Alison (DCPS); Robinson, Josephine B. (DCPS)
Sent: Fri Nov 16 19:56:54 2012
Subject: Re: Garrison Elementary - Request for Meeting

Thanks for your email. I'm happy to meet and I'm sure we can make something work for the week of the 17th. I've copied Josephine Robinson, our Chief of Family and Public Engagement, as she is managing the scheduling of these meetings. She'll be in touch with you regarding the date and time.

Quick question: the email says you want to meet one-on-one, but it's signed by the whole group. Am I meeting with one of you or with the entire PTA leadership team? I'm good either way, just looking for clarification.

Sent from my iPhone

On Nov 16, 2012, at 10:03 AM, "Garrison PTA" <garrisonpta@gmail.com> wrote:

Dear Chancellor Henderson:

As you know, the Garrison Elementary School community is strongly opposed to the DCPS proposal to consolidate Garrison Elementary School into Seaton Elementary School.

Thank you for staying at the hearing last night until the bitter end so you could begin to hear the many reasons why this proposal just does not make sense and is not supported by our community. But more importantly, this change will be to the detriment of our students and their families. As I mentioned after my testimony, we would like to meet with you one-on-one to discuss this proposal and our many ideas for Garrison. I am writing now to schedule this meeting.

Can we meet the week of December 17? While we'd like to meet sooner, most of us work full-time and our schedules simply do not allow us to meet sooner in order to prepare thoughtfully for our meeting. Please let us know of your availability the week of the 17th. Our preference is to meet in the morning shortly after we drop-off our children at Garrison.

Thank you in advance, Chancellor, for giving Garrison the chance it deserves.

Regards,
ann mcLeod, Garrison PTA President
Dima Reda, Vice President
Charnise Elliott, Treasurer
Sandra Wright, Secretary
Lisa Leavitt, Director-at-Large, Upper Grades
Luisabeth Naranjo, Director-at-Large, Lower Grades
Alison Lo, Teacher Representative

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--
Like us on Facebook: https://www.facebook.com/#!/GarrisonES
Follow us on Twitter: http://twitter.com/#!/garrisonpta
See below exchange. Can you give me some morning times to work with the week of the 17th as requested below? Thanks

From: Garrison PTA [mailto:garrisonpta@gmail.com]  
Sent: Friday, November 16, 2012 10:02 PM  
To: Robinson, Josephine B. (DCPS)  
Cc: Henderson, Kaya (DCPS); dimareda@gmail.com; lisaleavitt@hotmail.com; sandra1121.sw@gmail.com; luisabethnaranjo@gmail.com; charnise.elliott@gmail.com; Lo, Alison (DCPS)  
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To clarify, by one-on-one I meant a private meeting between Garrison parent leadership and you, rather than a meeting with a broader group. Thank you for asking.

Josephine, we look forward to working with you to finalize a date and time.

Thanks,  
ann mcLeod  
#SaveGarrison

On Fri, Nov 16, 2012 at 8:20 PM, Robinson, Josephine B. (DCPS) <josephine.robinson@dc.gov> wrote:  
Folks,  
I am happy to facilitate scheduling and will be in touch on Monday.  
Kindly,  
Josephine

Josephine Bias Robinson  
Chief, Office of Family and Public Engagement  
District of Columbia Public Schools

From: Henderson, Kaya (DCPS)  
To: Garrison PTA <garrisonpta@gmail.com>  
Cc: Dima Reda <dimareda@gmail.com>; Lisa Leavitt <lisaleavitt@hotmail.com>; Sandra Wright <sandra1121.sw@gmail.com>; Luisabeth Naranjo <luisabethnaranjo@gmail.com>; Charnise Elliott <charnise.elliott@gmail.com>; Lo, Alison (DCPS); Robinson, Josephine B. (DCPS)  
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See attendees for Tuesday's mtg with Ward 8.

Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools

Ms. Robinson, the names of members attending the meeting are as follows: Absalom Jordan, Thomas Byrd, Sharona Robinson, Donna Stewart, Danita Long, Iris Toyer, Wanda Lockridge, Trayon White and Crystal Powell.

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We have scheduled a one hour briefing specifically for the Ward 8 Education Council on Tuesday, November 20, 2012 from 6:15-7:15 pm at the DCPS Central Office, 1200 First Street, NE, Room 975. Please “reply all” to this email with the list of individuals who will be present for the meeting – not to exceed 10 people. Given the meeting is after-hours, we will need to provide names to the security desk and clear folks in as a group since the doors to the respective floor will be secured.

We value your partnership with DCPS and specifically with the Office of Family and Public Engagement and want to ensure you have all of the relevant information and supporting materials for the proposal for the discussion. We have attached the overview documents for your immediate review, but please note that all of the information can be found on the DCPS website at www.dcps.dc.gov.

The Chancellor is deeply committed to working with our parents and school community leaders to ensure our final consolidation plan represents the best path for success for our students. We look forward to working in partnership with you to achieve that endeavor. Please do not hesitate to contact me if you have additional questions or concerns in advance of the discussion.
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Chancellor

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Sure. Thanks.

Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools

From: Burney, Shanita (DCPS)
To: Robinson, Josephine B. (DCPS)
Subject: Re: DCPS ANC Office Hours, Friday, November 16, 2012

Do you want me to also weigh in letting her know we are available to speak with her via telephone at a time convenient for her, etc. As well, that while ideally this is an opportunity to speak to the concerns of her community, but that if she hasn't had time to consult with everyone, she should still take advantage of this opportunity to ask questions, speak with us for additional information, etc.

Let me know and I'll follow up with this email.

Thanks.

Shanita

On Nov 16, 2012, at 6:38 PM, "Robinson, Josephine B. (DCPS)" <josephine.robinson@dc.gov> wrote:

Ms. Washington,
I appreciate your concern regarding the timing of both the release and the extension of the invitation. We sent this invitation very shortly after the public release. We sought to establish a meeting date before the holiday to ensure impacted ANC members received one of the first opportunities for a one-on-one meeting with a DCPS official to provide feedback and suggestions. While we know you will need time to review the proposal closely and converse with your school community, we believe giving you this early option was worthwhile.

This certainly is not the only opportunity to provide feedback and we welcome your written feedback. While we won't meet this evening, I look forward to future opportunities to meet and engage directly with you on educational matters of import and/or concern in your community.

Kindly,
Josephine

Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools
202.442.5010
From: Sandi Washington [mailto:sandi31268@aol.com]  
Sent: Friday, November 16, 2012 2:26 PM  
To: Robinson, Josephine B. (DCPS)  
Cc: sandi31268@aol.com  
Subject: Re: DCPS ANC Office Hours, Friday, November 16, 2012

Thank you for providing the invitation to attend DCPS ANC Office Hours, I am not available to attend today due to previous commitment.

As the ANC Commissioner for ANC 5A01 where Mamie D. Lee is located, I would like to share my concern of the notification of this process. As I read the email below, I was a bit disturbed that we were only given a three (3) day notification of this meeting especially when you are asking us to provide information on the challenges and the impact on our community that this closure could cause; and to provide ideas that we might have for the building's future use.

Due to the untimely releasing of this information prior to beginning of the holiday season, I am unable to provide a proper response from my constituents. The ANC’s meeting process would have to be adhered to which would require a seven (7) day notice to the community for a meeting. Additionally, with the recent election of new ANC and the redistricting (effective 1/3/13) there are other internal matters that need to be addressed as it relates to the SMDs that border my SMD that must be taken into account.

Therefore, I will do my best to submit in writing a response from my community addressing the proposed closing and relocation of Mamie D. Lee as well as what the community would like to see as the building’s future use to you by November 30th. I realize that there are hearings taking place over the next week and that several ANC Commissioner will be testifying on this matter.

Also note that I am in close conversations with my Councilman Kenyan McDuffie and his office regarding our initial concerns regarding this entire matter.

Sincerely,

Commissioner Sandi Washington
ANC5A01

-----Original Message-----
From: Robinson, Josephine B. (DCPS) (DCPS) <josephine.robinson@dc.gov>
To: jeremy_leffler <jeremy_leffler@hotmail.com>; waitcain <waitcain@gmail.com>; mikesilversteinusa <mikesilversteinusa@yahoo.com>; sandi31268 <sandi31268@aol.com>; bsb <bsb@quixnet.net>; rob.king <rob.king@comcast.net>; gnauden <gnauden@gmail.com>; janisdhazel <janisdhazel@gmail.com>; antawan <antawan@gmail.com>; anc7b <anc7b@earthlink.net>; phopalmer <phopalmer@gmail.com>; Lewin-Zwerdling, Alexendra (ANC 1B02) (ANC 1B02) <1B02@anc.dc.gov>; Benardo, Michael B. (ANC 2F06) (ANC 2F06) <2F06@anc.dc.gov>; Silverstein, Mike (ANC 2B06) (ANC 2B06) <2B06@anc.dc.gov>; Vaughan, Joseph (ANC 4C05) (ANC 4C05) <4C05@anc.dc.gov>; Vaughan, Joseph (ANC 4C05) (ANC 4C05) <4C05@anc.dc.gov>; Washington, Sandi (ANC 5A01) (ANC 5A01) <5A01@anc.dc.gov>; Blacknell, Bernice (ANC 5B12) (ANC 5B12) <5B12@anc.dc.gov>; Blacknell, Bernice (ANC 5B12) (ANC 5B12) <5B12@anc.dc.gov>; Wiggins, Thalia (ANC 5B06) (ANC 5B06) <5B06@anc.dc.gov>; King, Robert (ANC 5A12) (ANC 5A12) <5A12@anc.dc.gov>; Ronneberg, Drew (ANC 6A02) (ANC 6A02) <6A02@anc.dc.gov>; Ross, Willie H. (ANC 7D03) (ANC 7D03) <7D03@anc.dc.gov>; Browne, George B. (ANC 7E01) (ANC 7E01) <7E01@anc.dc.gov>; Pecot, Liz (ANC 7D05) (ANC 7D05) <7D05@anc.dc.gov>; Kone, Keith (ANC 7C07) (ANC 7C07) <7C07@anc.dc.gov>; Marlin, Robin Lewis (ANC 7B05) (ANC 7B05) <7B05@anc.dc.gov>; Martin, Nicole (ANC 8E01) (ANC 8E01) <8E01@anc.dc.gov>; Seegars, Sandra (ANC 8E02) (ANC 8E02) <8E02@anc.dc.gov>; Slaughter, Stephen A. (ANC 8E07) (ANC 8E07) <8E07@ANC@dc.gov>; Burnette, Joyce D. (ANC 8E05) (ANC 8E05) <8E05@ANC@dc.gov>
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Sent: Tue, Nov 13, 2012 4:27 pm
Subject: DCPS ANC Office Hours, Friday, November 16, 2012

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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

--

DCPS Families and Community,

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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 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 (engagedcpts.com); or one of the public meetings that has 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

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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: Robinson, Josephine B. (DCPS) [josephine.robinson@dc.gov]
Sent: Friday, November 16, 2012 8:21 PM
To: Henderson, Kaya (DCPS); garrisonpta@gmail.com
Cc: dimareda@gmail.com; lisaleavitt@hotmail.com; SANDRA1121.SW@GMAIL.COM; luisabethnaranjo@gmail.com; charnise.elliott@gmail.com; Lo, Alison (DCPS)
Subject: Re: Garrison Elementary - Request for Meeting

Folks,
I am happy to facilitate scheduling and will be in touch on Monday.
Kindly,
Josephine

Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools

From: Henderson, Kaya (DCPS)
To: Garrison PTA <garrisonpta@gmail.com>
Cc: Dima Reda <dimareda@gmail.com>; Lisa Leavitt <lisaleavitt@hotmail.com>; Sandra Wright <sandra1121.sw@gmail.com>; Luisabeth Naranjo <luisabethnaranjo@gmail.com>; Charnise Elliott <charnise.elliott@gmail.com>; Lo, Alison (DCPS); Robinson, Josephine B. (DCPS)
Sent: Fri Nov 16 19:56:54 2012
Subject: Re: Garrison Elementary - Request for Meeting

Thanks for your email. I'm happy to meet and I'm sure we can make something work for the week of the 17th. I've copied Josephine Robinson, our Chief of Family and Public Engagement, as she is managing the scheduling of these meetings. She'll be in touch with you regarding the date and time.

Quick question: the email says you want to meet one-on-one, but it's signed by the whole group. Am I meeting with one of you or with the entire PTA leadership team? I'm good either way, just looking for clarification.

Sent from my iPhone

On Nov 16, 2012, at 10:03 AM, "Garrison PTA" <garrisonpta@gmail.com> wrote:

Dear Chancellor Henderson:

As you know, the Garrison Elementary School community is strongly opposed to the DCPS proposal to consolidate Garrison Elementary School into Seaton Elementary School.

Thank you for staying at the hearing last night until the bitter end so you could begin to hear the many reasons why this proposal just does not make sense and is not supported by our community. But more importantly, this change will be to the detriment of our students and their families. As I mentioned after my testimony, we would like to meet with you one-on-one to discuss this proposal and our many ideas for Garrison. I am writing now to schedule this meeting.

Can we meet the week of December 17? While we'd like to meet sooner, most of us work full-time and our schedules simply do not allow us to meet sooner in order to prepare thoughtfully for our meeting. Please let us know of your availability the week of the 17th. Our preference is to meet in the morning shortly after we drop-off our children at Garrison.
Thank you in advance, Chancellor, for giving Garrison the chance it deserves.

Regards,
ann mcLeod, Garrison PTA President
Dima Reda, Vice President
Charnise Elliott, Treasurer
Sandra Wright, Secretary
Lisa Leavitt, Director-at-Large, Upper Grades
Luisabeth Naranjo, Director-at-Large, Lower Grades
Alison Lo, Teacher Representative

--

Like us on Facebook:  https://www.facebook.com/#!/GarrisonES
Follow us on Twitter:  http://twitter.com/#!/garrisonpta

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!
Ms. Washington,

I appreciate your concern regarding the timing of both the release and the extension of the invitation. We sent this invitation very shortly after the public release. We sought to establish a meeting date before the holiday to ensure impacted ANC members received one of the first opportunities for a one-on-one meeting with a DCPS official to provide feedback and suggestions. While we know you will need time to review the proposal closely and converse with your school community, we believe giving you this early option was worthwhile.

This certainly is not the only opportunity to provide feedback and we welcome your written feedback. While we won’t meet this evening, I look forward to future opportunities to meet and engage directly with you on educational matters of import and/or concern in your community.

Kindly,

Josephine

Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools
202.442.5010

From: Sandi Washington [mailto:sandi31268@aol.com]
Sent: Friday, November 16, 2012 2:26 PM
To: Robinson, Josephine B. (DCPS)
Cc: sandi31268@aol.com
Subject: Re: DCPS ANC Office Hours, Friday, November 16, 2012

Thank you for providing the invitation to attend DCPS ANC Office Hours, I am not available to attend today due to previous commitment.

As the ANC Commissioner for ANC 5A01 where Mamie D. Lee is located, I would like to share my concern of the notification of this process. As I read the email below, I was a bit disturbed that we were only given a three (3) day notification of this meeting especially when you are asking us to provide information on the challenges and the impact on our community that this closure could cause; and to provide ideas that we might have for the building’s future use.

Due to the untimely releasing of this information prior to beginning of the holiday season, I am unable to provide a proper response from my constituents. The ANC's meeting process would have to be adhered to which would require a seven (7) day notice to the community for a meeting. Additionally, with the recent election of new ANC and the redistricting (effective 1/3/13) there are other internal matters that need to be addressed as it relates to the SMDs that border my SMD that must be taken into account.

Therefore, I will do my best to submit in writing a response from my community addressing the proposed closing and relocation of Mamie D. Lee as well as what the community would like to see as the building's future use to you by November 30th. I realize that there are hearings taking place over the next week and that several ANC Commissioner will be testifying on this matter.

Also note that I am in close conversations with my Councilman Kenyan McDuffie and his office regarding our initial concerns regarding this entire matter.
Sincerely,

Commissioner Sandi Washington
ANC5A01

-----Original Message-----
From: Robinson, Josephine B. (DCPS) (DCPS) <josephine.robinson@dc.gov>
To: jeremyJeffier <jeremyJeffler@hotmail.com>; waltcain <waltcain@gmail.com>; mikesilversteinusa <mikesilversteinusa@yahoo.com>; sandi31268 <sandi31268@aol.com>; bsb <bsb@quixnet.net>; rbob.king <rbob.king@comcast.net>; gnauden <gnauden@gmail.com>; janisdhazel <janisdhazel@gmail.com>; antawan <antawan@gmail.com>; anc7b <anc7b@earthlink.net>; phopalmer <phopalmer@gmail.com>; Lewin-Zwerdling, Alexandrea (ANC 1B02) (ANC 1B02) <1B02@anc.dc.gov>; Benardo, Michael B. (ANC 2F06) (ANC 2F06) <2F06@anc.dc.gov>; Silverstein, Mike (ANC 2B06) (ANC 2B06) <2B06@anc.dc.gov>; Vaughan, Joseph (ANC 4C05) (ANC 4C05) <4C05@anc.dc.gov>; Vaughan, Joseph (ANC 4C05) (ANC 4C05) <4C05@anc.dc.gov>; Washington, Sandi (ANC 5A01) (ANC 5A01) <5A01@anc.dc.gov>; Blacknell, Bernice (ANC 5B12) (ANC 5B12) <5B12@anc.dc.gov>; Blacknell, Bernice (ANC 5B12) (ANC 5B12) <5B12@anc.dc.gov>; Benardo, Michael B. (ANC 2F06) (ANC 2F06) <2F06@anc.dc.gov>; Silverstein, Mike (ANC 2B06) (ANC 2B06) <2B06@anc.dc.gov>; Vaughan, Joseph (ANC 4C05) (ANC 4C05) <4C05@anc.dc.gov>; Vaughan, Joseph (ANC 4C05) (ANC 4C05) <4C05@anc.dc.gov>; Washington, Sandi (ANC 5A01) (ANC 5A01) <5A01@anc.dc.gov>; Blacknell, Bernice (ANC 5B12) (ANC 5B12) <5B12@anc.dc.gov>; Blacknell, Bernice (ANC 5B12) (ANC 5B12) <5B12@anc.dc.gov>; Wiggins, Thalia (ANC 5B06) (ANC 5B06) <5B06@anc.dc.gov>; King, Robert (ANC 5A12) (ANC 5A12) <5A12@anc.dc.gov>; Ronneberg, Drew (ANC 6A02) (ANC 6A02) <6A02@anc.dc.gov>; Ross, Willie H. (ANC 7D03) (ANC 7D03) <7D03@anc.dc.gov>; Browne, George B. (ANC 7E01) (ANC 7E01) <7E01@anc.dc.gov>; Pecot, Liz (ANC 7D05) (ANC 7D05) <7D05@anc.dc.gov>; Kone, Keith (ANC 7C07) (ANC 7C07) <7C07@anc.dc.gov>; Martin, Robin Lewis (ANC 7B05) (ANC 7B05) <7B05@anc.dc.gov>; Martin, Nicole (ANC 8E01) (ANC 8E01) <8E01@anc.dc.gov>; Seegars, Sandra (ANC 8E02) (ANC 8E02) <8E02@anc.dc.gov>; Slaughter, Stephen A. (ANC 8E07) (ANC 8E07) <8E07@anc.dc.gov>; Burnette, Joyce D. (ANC 8E05) (ANC 8E05) <8E05@anc.dc.gov>
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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.

DCPS is behind other major systems in average school enrollment

<table>
<thead>
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<th>School District</th>
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<tr>
<td>Fairfax County</td>
<td>1,776,629 students, 200 schools</td>
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<tr>
<td>Montgomery County</td>
<td>1,464,497 students, 200 schools</td>
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<tr>
<td>Prince George’s County</td>
<td>1,233,317 students, 193 schools</td>
</tr>
<tr>
<td>San Francisco</td>
<td>1,528,824 students, 102 schools</td>
</tr>
<tr>
<td>Boston</td>
<td>659,900 students, 125 schools</td>
</tr>
<tr>
<td>Washington, DC</td>
<td>472,474 students, 123 schools</td>
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</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):

### SCHOOL STUDENTS REALLOCATED FROM REASSIGNED TO RECEIVING SCHOOL PROGRAMMATIC IMPROVEMENTS

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<td>Roosevelt HS</td>
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<td>Shaw at Garnett-Patterson (Ward 6)</td>
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<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>
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For more information, go to: EngageDCPS.org
FYI. Please add to Chancellor's calendar
Thanks

Josephine Bias Robinson
Chief, Family and Public Engagement

Sent from my iPad

Begin forwarded message:

From: "Robinson, Josephine B. (DCPS)" <josephine.robinson@dc.gov>
To: "Trabue, Ted (OSSE)" <Ted.Trabue@dc.gov>, "Slover, Laura (OSSE)" <Laura.Slover@dc.gov>, "Mara, Patrick (OSSE)" <patrick.mara@dc.gov>, "Lord, Mary (OSSE)" <Mary.Lord@dc.gov>, "Anderson, Kamili (OSSE)" <kamili.anderson@dc.gov>, "Jones, Mark A. (OSSE)" <mark.jones@dc.gov>, "Warren-Jones, Monica (OSSE)" <monica.warren-jones@dc.gov>, "Dorothy Dougas (Dorothy.Douglas@dc.gov)"
"White, Trayon (OSSE)" <trayon.white@dc.gov>, "jack@jackjacobsondc.com" <jack@jackjacobsondc.com>, "karen.williams4@verizon.net" <karen.williams4@verizon.net>
Cc: "Alvarez, Jose (OSSE)" <jose.alvarez@dc.gov>
Subject: INVITATION: Consolidation Discussion with Chancellor Henderson

Dear State Board of Education Members and Members-Elect,

As you know, Chancellor Kaya Henderson just released a 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. I have attached the overview of the proposal but you can access the full proposal and school specific information at www.dcps.dc.gov<http://www.dcps.dc.gov>.

Chancellor Henderson is deeply committed to working with our parents and school community leaders to ensure our final consolidation plan represents the best path for success for our students. Chancellor Henderson is interested in hearing your feedback and suggestions for improvement to the plan and would like you to join her and the Executive Team at OSSE for a discussion of the plan on Tuesday, November 20, 2012 at 11:00 am at OSSE, 810 First Street, NE on the 9th Floor.

Please respond to me with a copy to Jose Alvarez if you intend to join us. We look forward to the discussion.
Kindly,

Josephine

Josephine Bias Robinson

Chief, Office of Family and Public Engagement

District of Columbia Public Schools

202.442.5010

<Consolidation Brochure FINAL.PDF>
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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

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<tr>
<th>System</th>
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<td>Fairfax County</td>
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</tr>
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<tr>
<td>Washington, DC</td>
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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):

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<th>SCHOOL STUDENTS REASSIGNED FROM</th>
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<td>Langdon EC</td>
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From: Beers, Nathaniel (DCPS)
Sent: Thursday, November 15, 2012 1:00 PM
To: Robinson, Josephine B. (DCPS)
Subject: Re: Connecting with Special Ed parents

I think we will be fine. We can also make sure there are some OSE staff at events who could swing over if need be.

-N

Nathaniel Beers, MD, MPA, FAAP
Chief, Special Education

District of Columbia Public Schools
Office of Special Education
1200 First St NE
Washington, DC 20002
T 202 535-1089
F 202 654-6075
E Nathaniel.Beers@dc.gov
http://dcps.dc.gov

From: Josephine Robinson <josephine.robinson@dc.gov>
Date: Thu, 15 Nov 2012 09:50:11 -0500
To: N Beers <nathaniel.beers@dc.gov>
Subject: RE: Connecting with Special Ed parents

Nathaniel,

We received a request yesterday from Ward 2 representatives for childcare at the meeting on December 5th for Wards 1-4 and 6. We actually always provide childcare at the public meetings we host but it occurred to me that since we are ensuring we are inclusive of SPED at these meetings that there may be a need for additional assistance for children with special needs. This would ensure their parents could fully participate. We typically use (pay) the educational aides at the host school to provide the care, but depending on the needs, I’m not certain they would be able to provide appropriate assistance. Do you have any suggestions, or am I overthinking here and creating more work than what’s necessary? No one has asked about this but am thinking we should be prepared. Thoughts?

Thanks

From: Beers, Nathaniel (DCPS)
Sent: Thursday, November 15, 2012 7:03 AM
To: Karla Reid-Witt
Cc: Robinson, Josephine B. (DCPS); Maisterra, Amy (OSSE); McKenzie, Tara (DCPS)
Subject: RE: Connecting with Special Ed parents

Each school including Sharpe, Mamie D Lee and Prospect have a one pager with information about the consolidating school, what would happen to all students and any special populations of special education students that may be moving differently. The Office of Special Education will be working with both consolidating and receiving schools to make sure that services are in place for students this year and in the new locations next year. We are setting the expectation that parents should not feel like they are going into this alone and know that will mean more support from our office. Thank
you for talking with folks at the SAP. There will be space for a conversation about special education concerns at each of the Ward based community meetings. If the SAP feels there is something else that would help, please let me know so we can try to make that part of the role that OSE can support in creating this conversation around the proposed schools.

-N

From: Karla Reid-Witt [motherwitt@yahoo.com]
Sent: Thursday, November 15, 2012 5:19 AM
To: Beers, Nathaniel (DCPS)
Cc: Robinson, Josephine B. (DCPS); Maisterra, Amy (OSSE); McKenzie, Tara (DCPS)
Subject: Re: Connecting with Special Ed parents

Good Morning Dr. Beers,

We have a State Advisory Panel meeting, tonight. I will speak with the other members, get feedback and e-mail you.

Is there any specific information you can provide, right now, regarding the plan for students receiving special education services who are impacted by the closures? It would be helpful, if we had something for meeting tonight. I am sure panel members will want info. on things like the rationale for Sharpe, Mamie D. Lee, & Prospect, what will happen to special programs, and what is the capacity of the receiving schools (& charters) to absorb students who are in regular classrooms? Will you try to cluster students to focus resources or will it be every student/parent for himself?

This has to be a very scary time for all parents of students in schools slated for closure but, particularly, for parents of students receiving special education services.

Thanks for reaching out,
Best,
Karla Reid-Witt

---

"We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven't so far." Ron Edmonds, founder of the Effective Schools Movement

--- On Tue, 11/13/12, Beers, Nathaniel (DCPS) <nathaniel.beers@dc.gov> wrote:

From: Beers, Nathaniel (DCPS) <nathaniel.beers@dc.gov>
Subject: Connecting with Special Ed parents
To: "motherwitt@yahoo.com" <motherwitt@yahoo.com>
Cc: "Robinson, Josephine B. (DCPS)" <josephine.robinson@dc.gov>, "Maisterra, Amy (OSSE)" <amy.maisterra@dc.gov>, "McKenzie, Tara (DCPS)" <tara.mckenzie@dc.gov>
Date: Tuesday, November 13, 2012, 2:49 PM

As you may have heard, there will be an announcement today at 4pm about a proposed list of consolidations. As the Chair of the State Advisory Panel for Special Education, I wanted to make sure that you had heard that the information will be available on the DCPS website later today. I would also
like to connect with you about how we can best hear from our special education parents around the city. There will be a community engagement plan on the website, but we need to figure out if there is something different for our parents. Please let me know your thoughts and when we might connect about future plans.

-N

Nathaniel Beers, MD, MPA, FAAP
Chief, Special Education

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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!
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CC: Robinson, Josephine B. (DCPS); Maisterra, Amy (OSSE); McKenzie, Tara (DCPS)  
Subject: RE: Connecting with Special Ed parents

Each school including Sharpe, Mamie D Lee and Prospect have a one pager with information about the consolidating school, what would happen to all students and any special populations of special education students that may be moving differently. The Office of Special Education will be working with both consolidating and receiving schools to make sure that services are in place for students this year and in the new locations next year. We are setting the expectation that parents should not feel like they are going into this alone and know that will mean more support from our office. Thank
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From: Karla Reid-Witt [motherwitt@yahoo.com]
Sent: Thursday, November 15, 2012 5:19 AM
To: Beers, Nathaniel (DCPS)
Cc: Robinson, Josephine B. (DCPS); Maisterra, Amy (OSSE); McKenzie, Tara (DCPS)
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education services who are impacted by the closures? It would be helpful, if we had something for meeting
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Prospect, what will happen to special programs, and what is the capacity of the receiving schools (& charters) to
absorb students who are in regular classrooms? Will you try to cluster students to focus resources or will it be
every student/parent for himself?

This has to be a very scary time for all parents of students in schools slated for closure but, particularly, for
parents of students receiving special education services.

Thanks for reaching out,
Best,
Karla Reid-Witt

Karla Reid-Witt
E-mail: motherwitt@yahoo.com

"We can, whenever and wherever we choose, successfully teach all children whose schooling is
of interest to us. We already know more than we need to do that. Whether or not we do it
must finally depend on how we feel about the fact that we haven't so far." Ron Edmonds,
founder of the Effective Schools Movement

--- On Tue, 11/13/12, Beers, Nathaniel (DCPS) <nathaniel.beers@dc.gov> wrote:

From: Beers, Nathaniel (DCPS) <nathaniel.beers@dc.gov>
Subject: Connecting with Special Ed parents
To: "motherwitt@yahoo.com" <motherwitt@yahoo.com>
Cc: "Robinson, Josephine B. (DCPS)" <josephine.robinson@dc.gov>, "Maisterra, Amy (OSSE)"
<amy.maisterra@dc.gov>, "McKenzie, Tara (DCPS)" <tara.mckenzie@dc.gov>
Date: Tuesday, November 13, 2012, 2:49 PM

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consolidations. As the Chair of the State Advisory Panel for Special Education, I wanted to make sure
that you had heard that the information will be available on the DCPS website later today. I would also
like to connect with you about how we can best hear from our special education parents around the city. There will be a community engagement plan on the website, but we need to figure out if there is something different for our parents. Please let me know your thoughts and when we might connect about future plans.

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Nathaniel Beers, MD, MPA, FAAP
Chief, Special Education

District of Columbia Public Schools
Office of Special Education
1200 First St NE
Washington, DC 20002
T 202 535-1089
F 202 654-6075
E Nathaniel.Beers@dc.gov
http://dpcs.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!
Thanks Elba! Appreciate you keeping us looped in. We saw CM Evans’s statement but I hadn’t run across this yet. Keep them coming!

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!

Dear Garrison Family:

We're in this together and our voice will be heard, we will do everything in our power to ensure that DCPS does not close our school. Please see the below statement from Council Member Jack Evans, our Ward 2 representative. We are so grateful for his support and advocacy!

This afternoon, several Garrison parents and community members will testify at a hearing before the City Council regarding the DCPS proposal. The hearing will continue on Monday, and we have more people testifying on our behalf then. If you are able to show your support by attending, please do so!

A community meeting for our Ward regarding this issue will be held Wed, Dec 5 from 6-8 at Brightwood Education Campus. We were scheduled to hold a PTA meeting on this date...this community meeting will take its place. DCPS will provide childcare, and the PTA is looking into hiring group transportation to the site to make it easier to attend and so we can go as a group. WE NEED AS MANY PEOPLE AT THIS MEETING AS POSSIBLE. Please mark your calendar.

What you also must do is submit your written statement in support of Garrison. We will provide information on due dates and to whom to submit your statement. We are diligently working on talking points to help you write this statement, as well as a "form letter" that you can just easily sign your name to and submit. We will have these tools to you very soon.
An on-line petition is also in the works, and will be finalized today. We ask that you sign this and share with your family, friends, and neighbors to sign as well. For those without internet access, we are also circulating a written petition for signature.

Finally, if you are active on social media, start tweeting and use hashtag #SaveGarrison, re-tweet our tweets (find us on twitter at @GarrisonPTA), and like us on Facebook as well. We will prove to DCPS that we have strength not only in numbers, but in passion and spirit, and we'll go down fighting.

Thanks to everyone who has reached out in support.

#SaveGarrison!
Your PTA Officers
Ann McLeod, President
Dima Reda, Vice President
Charnise Elliott, Treasurer
Sandra Wright, Secretary
Lisa Leavitt, At-Large-Director
Luisabeth Naranjo, At-Large Director
Alison Lo, Teacher Representative

----------- Forwarded message -----------
From: Evans, Jack (COUNCIL) <JACKEVANS@dccouncil.us>
Date: Thu, Nov 15, 2012 at 11:21 AM
Subject: School Closings in Ward 2
To:

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

--
Like us on Facebook: https://www.facebook.com/#!/GarrisonES
Follow us on Twitter: http://twitter.com/#!/garrisonpta
See below. thoughts on this?

From: Robinson, Josephine B. (DCPS)  
Sent: Thursday, November 15, 2012 9:50 AM  
To: Beers, Nathaniel (DCPS)  
Subject: RE: Connecting with Special Ed parents

Nathaniel,
We received a request yesterday from Ward 2 representatives for childcare at the meeting on December 5th for Wards 1-4 and 6. We actually always provide childcare at the public meetings we host but it occurred to me that since we are ensuring we are inclusive of SPED at these meetings that there may be a need for additional assistance for children with special needs. This would ensure their parents could fully participate. We typically use (pay) the educational aides at the host school to provide the care, but depending on the needs, I’m not certain they would be able to provide appropriate assistance. Do you have any suggestions, or am I overthinking here and creating more work than what’s necessary? No one has asked about this but am thinking we should be prepared. Thoughts?

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E-mail: motherwltt@yahoo.com

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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!
I don’t have a problem with the substitute. Please send us an update of how many people we have scheduled at noon. Thanks!

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

We have confirmed for only a few only 2 called us to schedule and Sarah is making calls (mostly messages) now.

From: Robinson, Josephine B. (DCPS)
Sent: Wednesday, November 14, 2012 1:52 PM
To: Sutton, Fonda (DCPS); Williams, Shereen L. (DCPS)
Cc: Burney, Shanita (DCPS); Skates, Jennifer (DCPS)
Subject: FW: DCPS ANC Office Hours, Friday, November 16, 2012

Fyi, see the message below. We sent the brochure and the press release as attachments.

Shanita and Jennifer have received a few calls asking for an appointment but I don’t know how many we have yet. We’ll provide an update sometime tomorrow afternoon.
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Sent: Tuesday, November 13, 2012 4:27 PM
To: 'jeremy_jeffler@hotmail.com'; 'waltcain@gmail.com'; 'mikesilversteinusa@yahoo.com'; 'sandi31268@aol.com'; 'bsb@quixnet.net'; 'rbob.king@comcast.net'; 'gnauden@gmail.com'; 'janisdhazel@gmail.com'; 'antawan@gmail.com'; 'anc7b@earthlink.net'; 'phopalmer@gmail.com'; Lewin-Zwerdling, Alexendra (ANC 1B02); Benardo, Michael B. (ANC 2F06); Silverstein, Mike (ANC 2B06); Vaughan, Joseph (ANC 4C05); Vaughan, Joseph (ANC 4C05); Washington, Sandi (ANC 5A01); Blacknell, Bernice (ANC 5B12); Blacknell, Bernice (ANC 5B12); Wiggins, Thalia (ANC 5B06); '5A12@anc.dc.gov'; 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); '8E01@anc.dc.gov'; Seegars, Sandra (ANC 8E02); Slaughter, Stephen A. (ANC 8E07); '8E05@anc.dc.gov'
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](http://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 have 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>
<th>Time</th>
</tr>
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DCPS 009157
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<tr>
<th>Event Type</th>
<th>Location</th>
<th>Date</th>
<th>Time</th>
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<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>
</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>
<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>
We look forward to seeing you Tomorrow and working with you throughout this process.

Kindly,

Josephine

Josephine Bias Robinson
Chief, Family and Public Engagement

Sent from my iPad

On Nov 15, 2012, at 8:15 AM, "Pho S. Palmer" <phopalmer@gmail.com> wrote:

Hi - Pho Palmer will be in attendance. Expected arrival 6pm. Thank you for the invitation. Pho

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Thank you for your ongoing support,

Kaya Henderson
Chancellor

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Inform first responders in advance!

---

Pho S. Palmer  
Barry for Ward 8 Re-election Committee  
*Courageous leadership that delivers for Ward 8!*

3109 MLK Avenue SE, Suite 6  
Wash DC 20032  
(202) 803-2458  
phopalmer@gmail.com
Use the link that's embedded in the release to access the powerpoint deck and the school one pagers that are on-line. They were huge files (10 MB each) that I couldn’t attach to my earlier email. Let me know if you can’t find them and I’ll send from my desktop when I get in the office tomorrow.

Josephine Bias Robinson
Chief, Office of Family and Public Engagement District of Columbia Public Schools

----- Original Message -----  
From: Laysha.Ward <Laysha.Ward@target.com>  
To: Robinson, Josephine B.  
Subject: RE: DCPS Consolidation Overview

Thanks so much

-----Original Message-----
From: Robinson, Josephine B. (DCPS) [mailto:josephine.robinson@dc.gov]
Sent: Wednesday, November 14, 2012 6:22 PM
To: Laysha.Ward
Cc: Lujean.Larson
Subject: DCPS Consolidation Overview

Here you go. Let me know if you don't receive the attachments as sometimes forwarding through webmail proves challenging.

—

Kindly,
Josephine

Josephine Bias Robinson
Chief, Office of Family and Public Engagement District of Columbia Public Schools
202.442.5010

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<http://e2.ma/click/5a2dd/txve3d/1v06v>. 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.

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Location

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Time

City Council Hearing

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Wards 5 Community Dialogue

Langley EC
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November 29, 2012
6-8 p.m.

Wards 1-4, 6 Community Dialogue

Brightwood EC
1300 Nicholson Street, NW

December 5, 2012
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District of Columbia Public Schools | 1200 First Street, NE, Washington, DC 20002 | (202) 442-5885 | dcps.dc.gov
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101 T Street, NE<http://e2.ma/click/5a2dd/txve3d/xca7v>

November 29, 2012

6-8 p.m.

Wards 1-4, 6 Community Dialogue

Brightwood EC<http://e2.ma/click/5a2dd/txve3d/d5a7v>
1300 Nicholson Street, NW<http://e2.ma/click/5a2dd/txve3d/txb7v>

December 5, 2012

6-8 p.m.

[http://e2.ma/click/5a2dd/txve3d/9pc7v]
[http://e2.ma/click/5a2dd/txve3d/pid7v]
[http://e2.ma/click/5a2dd/txve3d/5ae7v]
[http://e2.ma/click/5a2dd/txve3d/13e7v]

District of Columbia Public Schools | 1200 First Street, NE, Washington, DC 20002 | (202) 442-5885 | dcps.dc.gov<http://e2.ma/click/5a2dd/txve3d/1vf7v>
Notice of Non-Discrimination<http://e2.ma/click/5a2dd/txve3d/hog7v>
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

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.

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.

DCPS is behind other major systems in average school enrollment

<table>
<thead>
<tr>
<th>School District</th>
<th>Average Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fairfax County</td>
<td>177,629 students, 200 schools</td>
</tr>
<tr>
<td>Montgomery County</td>
<td>146,497 students, 200 schools</td>
</tr>
<tr>
<td>Prince George's County</td>
<td>123,317 students, 193 schools</td>
</tr>
<tr>
<td>San Francisco</td>
<td>52,824 students, 102 schools</td>
</tr>
<tr>
<td>Boston</td>
<td>56,990 students, 125 schools</td>
</tr>
<tr>
<td>Washington, DC</td>
<td>47,247 students, 123 schools</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>
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<tr>
<td>Ward 5</td>
<td></td>
<td></td>
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<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>
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</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>
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<tr>
<td>Ron Brown MS</td>
<td>Kelly Miller MS</td>
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<tr>
<td>Ward 8</td>
<td></td>
<td></td>
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<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>
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<tr>
<td>Malcolm X ES</td>
<td>Turner ES</td>
<td></td>
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<tr>
<td>Johnson MS</td>
<td>Hart MS and Kramer MS</td>
<td></td>
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<tr>
<td><strong>Special Education and Alternative Education</strong></td>
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<td></td>
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<tr>
<td>Sharpe Health (June 2014)</td>
<td>River Terrace Campus</td>
<td></td>
</tr>
<tr>
<td>Mamarie D. Lee (June 2014)</td>
<td>River Terrace Campus</td>
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<tr>
<td>Prospect LC</td>
<td>Neighborhood Schools</td>
<td></td>
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<tr>
<td>Hamilton</td>
<td>Move CHOICE program to Cardozo HS</td>
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<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.

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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.

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<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>2013-14</td>
<td>2</td>
<td>Hardy MS (Middle Grades)</td>
<td>462</td>
</tr>
<tr>
<td>2</td>
<td>Garrison ES</td>
<td></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>
</tr>
<tr>
<td>4</td>
<td>Sharpe Health School</td>
<td></td>
<td>7</td>
<td>River Terrace</td>
<td>181</td>
</tr>
<tr>
<td>5</td>
<td>Mamie D Lee School</td>
<td></td>
<td>1</td>
<td>Cardozo HS</td>
<td></td>
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More information and materials are available [here](#).

###
Mr. Culver,

As you know, DC Public Schools (DCPS) Chancellor Kaya Henderson announced yesterday and requested public feedback on a proposal to consolidate 20 schools in six wards across the city. While we have scheduled two DC Council hearings and four ward-based meetings in November (see attachments), the Chancellor wanted to provide an opportunity to hear from the Ward 7 Education Council directly.

We have scheduled a one hour briefing specifically for the Ward 7 Education Council on Tuesday, November 20, 2012 from 7:30-8:30 pm at the DCPS Central Office, 1200 First Street, NE, Room 875. Please “reply all” to this email with the list of individuals who will be present for the meeting – not to exceed 10 people. Given the meeting is after-hours, we will need to provide names to the security desk and clear folks in as a group since the doors to the respective floor will be secured.

We value your partnership with DCPS and specifically with the Office of Family and Public Engagement and want to ensure you have all of the relevant information and supporting materials for the proposal for the discussion. We have attached the overview documents for your immediate review, but please note that all of the information can be found on the DCPS website at www.dcps.dc.gov.

The Chancellor is deeply committed to working with our parents and school community leaders to ensure our final consolidation plan represents the best path for success for our students. We look forward to working in partnership with you to achieve that endeavor. Please do not hesitate to contact me if you have additional questions or concerns in advance of the discussion.

Kindly,
Josephine

Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools
202.442.5010
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

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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 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.

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<tr>
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<td>2</td>
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###
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

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.

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.

DCPS is behind other major systems in average school enrollment

<table>
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<th>District</th>
<th>Average enrollment per school</th>
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<td>Fairfax County</td>
<td>177,629 students, 200 schools</td>
</tr>
<tr>
<td>Montgomery County</td>
<td>146,497 students, 200 schools</td>
</tr>
<tr>
<td>Prince George's County</td>
<td>123,317 students, 193 schools</td>
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<tr>
<td>San Francisco</td>
<td>52,824 students, 102 schools</td>
</tr>
<tr>
<td>Boston</td>
<td>56,990 students, 125 schools</td>
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<tr>
<td>Washington, DC</td>
<td>47,247 students, 123 schools</td>
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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):

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<td></td>
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<td>that at the Columbia Heights Education Campus. In August 2014, DCPS will open a middle</td>
</tr>
<tr>
<td></td>
<td></td>
<td>school dedicated to rigorous arts and world language instruction. If there is demand, as</td>
</tr>
<tr>
<td></td>
<td></td>
<td>the population on the east side of Ward 5 grows, Marshall ES will be available to reopen;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>until that time we will provide students transportation to their receiving school.</td>
</tr>
<tr>
<td>Wards 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</td>
</tr>
<tr>
<td>Smothers ES</td>
<td>Alton ES and Plummer</td>
<td>for students from Mamie D. Lee and Sharpe Health, allowing DCPS to continue to improve</td>
</tr>
<tr>
<td>Winston EC</td>
<td>Stanton ES/Kramer MS</td>
<td>special education services while providing schooling options closer to students’ homes.</td>
</tr>
<tr>
<td>Davis ES</td>
<td>CW Harris ES</td>
<td>DCPS has also partnered with DC Scholars to provide new programming at Stanton ES, focusing</td>
</tr>
<tr>
<td>Ron Brown MS</td>
<td>Kelly Miller MS</td>
<td>on rigorous instruction, school culture and innovative approaches to parental engagement.</td>
</tr>
<tr>
<td>Wards 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</td>
</tr>
<tr>
<td>MC Terrell-McCigney ES</td>
<td>ML King ES</td>
<td>provide a second chance to students who have not been successful in traditional middle</td>
</tr>
<tr>
<td>Malcolm X ES</td>
<td>Turner ES</td>
<td>schools and high schools.</td>
</tr>
<tr>
<td>Johnson MS</td>
<td>Hart MS and Kramer</td>
<td></td>
</tr>
<tr>
<td>Special Education and Alternative</td>
<td></td>
<td>Students will be transitioned from the Prospect Learning Center into their respective</td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td>neighborhood schools. This transition will enable students to attend schools closer to</td>
</tr>
<tr>
<td>Sharpe Health (June 2014)</td>
<td>River Terrace Campus</td>
<td>their home and will also build capacity within the neighborhood schools to serve this</td>
</tr>
<tr>
<td>Mamie D. Lee (June 2014)</td>
<td>River Terrace Campus</td>
<td>population. DCPS has established a promising partnership with UDC’s Community College at</td>
</tr>
<tr>
<td>Prospect LC</td>
<td>Neighborhood Schools</td>
<td>Ballou STAY.</td>
</tr>
<tr>
<td>Hamilton</td>
<td>Move CHOICE program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>to Cardozo HS</td>
<td></td>
</tr>
<tr>
<td>Spingarn STAY</td>
<td>Ballou STAY and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Roosevelt STAY</td>
<td></td>
</tr>
<tr>
<td>High Schools</td>
<td></td>
<td>Campus will be used to expand the number of 9–12 grade seats available at School Without</td>
</tr>
<tr>
<td>Francis-Stevens EC</td>
<td>Marie Reed ES/Hardy MS</td>
<td>Wallace HS.</td>
</tr>
<tr>
<td>Spingarn HS</td>
<td>Dunbar HS, Woodson HS</td>
<td>Campus will be rebuilt into a career and technical education hub including a</td>
</tr>
<tr>
<td></td>
<td>and Eastern HS</td>
<td>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>
<th>Meeting</th>
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<tr>
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<td>Sousa MS 3650 Ely Place, SE</td>
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<tr>
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<td>Langley EC 101 T Street, NE</td>
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</tr>
<tr>
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<td>Brightwood EC 1300 Nicholson Street, NW</td>
<td>December 5, 2012</td>
<td>6–8 p.m.</td>
</tr>
</tbody>
</table>

For more information, go to: EngageDCPS.org
Mr. Jordan,

As you know, DC Public Schools (DCPS) Chancellor Kaya Henderson announced yesterday and requested public feedback on a proposal to consolidate 20 schools in six wards across the city. While we have scheduled two DC Council hearings and four ward-based meetings in November (see attachments), the Chancellor wanted to provide an opportunity to hear from the Ward 8 Education Council directly.

We have scheduled a one hour briefing specifically for the Ward 8 Education Council on Tuesday, November 20, 2012 from 6:15-7:15 pm at the DCPS Central Office, 1200 First Street, NE, Room 975. Please “reply all” to this email with the list of individuals who will be present for the meeting – not to exceed 10 people. Given the meeting is after-hours, we will need to provide names to the security desk and clear folks in as a group since the doors to the respective floor will be secured.

We value your partnership with DCPS and specifically with the Office of Family and Public Engagement and want to ensure you have all of the relevant information and supporting materials for the proposal for the discussion. We have attached the overview documents for your immediate review, but please note that all of the information can be found on the DCPS website at www.dcps.dc.gov.

The Chancellor is deeply committed to working with our parents and school community leaders to ensure our final consolidation plan represents the best path for success for our students. We look forward to working in partnership with you to achieve that endeavor. Please do not hesitate to contact me if you have additional questions or concerns in advance of the discussion.

Kindly,
Josephine

Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools
202.442.5010
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>
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<td>November 27, 2012</td>
<td>6-8 p.m.</td>
</tr>
<tr>
<td>Dialogue</td>
<td>Address</td>
<td>Date</td>
<td>Time</td>
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<tr>
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<td>December 5, 2012</td>
<td>6-8 p.m.</td>
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*DCPS 009189*
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>2013-14</td>
<td>1</td>
<td>Marie Reed ES (Elementary Grades)</td>
<td>484</td>
</tr>
<tr>
<td>2</td>
<td>Garrison ES</td>
<td></td>
<td>2</td>
<td>Hardy MS (Middle Grades)</td>
<td>462</td>
</tr>
<tr>
<td>4</td>
<td>MacFarland MS</td>
<td></td>
<td>4</td>
<td>Roosevelt HS</td>
<td>616</td>
</tr>
<tr>
<td>4</td>
<td>Sharpe Health School</td>
<td>2014-15</td>
<td>7</td>
<td>River Terrace</td>
<td>181</td>
</tr>
<tr>
<td>5</td>
<td>Mamie D Lee School</td>
<td></td>
<td>1</td>
<td>Cardozo HS</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>CHOICE at Hamilton</td>
<td></td>
<td>5</td>
<td>Langdon EC</td>
<td>477</td>
</tr>
<tr>
<td>5</td>
<td>Spingarn HS</td>
<td>6, 5, 7</td>
<td>6, 5, 7</td>
<td>Eastern (9-11th), Dunbar, Woodson</td>
<td>608, 604, 822</td>
</tr>
<tr>
<td>5</td>
<td>Spingarn STAY</td>
<td>8, 4</td>
<td>7</td>
<td>Ballou STAY and Roosevelt STAY</td>
<td>739 and 711</td>
</tr>
<tr>
<td>6</td>
<td>Prospect LC</td>
<td></td>
<td>8</td>
<td>Neighborhood Schools</td>
<td>n/a</td>
</tr>
<tr>
<td>6</td>
<td>Shaw at Garnet-Patterson</td>
<td></td>
<td>1</td>
<td>Cardozo HS</td>
<td>647</td>
</tr>
<tr>
<td>7</td>
<td>Davis ES</td>
<td>2013-14</td>
<td>7</td>
<td>C.W. Harris ES</td>
<td>407</td>
</tr>
<tr>
<td>7</td>
<td>Kenilworth ES</td>
<td></td>
<td>7</td>
<td>Houston ES</td>
<td>356</td>
</tr>
<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>
<td></td>
<td>7</td>
<td>Aiton ES and Plummer ES</td>
<td>367 and 376</td>
</tr>
<tr>
<td>7</td>
<td>Winston EC</td>
<td></td>
<td>8</td>
<td>Stanton ES (Elementary Grades)</td>
<td>540</td>
</tr>
<tr>
<td>8</td>
<td>Ferebee-Hope ES</td>
<td></td>
<td>8</td>
<td>Kramer MS (Middle Grades)</td>
<td>379</td>
</tr>
<tr>
<td>8</td>
<td>Johnson MS</td>
<td></td>
<td>8</td>
<td>Hendley ES</td>
<td>511</td>
</tr>
<tr>
<td>8</td>
<td>Malcolm X ES</td>
<td></td>
<td>8</td>
<td>Hart and Kramer MS</td>
<td>617 and 379</td>
</tr>
<tr>
<td>8</td>
<td>MC Terrell-McGogney ES</td>
<td></td>
<td>8</td>
<td>Turner ES</td>
<td>516</td>
</tr>
<tr>
<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.

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<tr>
<td></td>
<td>101 T Street, NE</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Brightwood EC</td>
<td></td>
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</tbody>
</table>

More information and materials are available here.

###
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

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.

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.

<table>
<thead>
<tr>
<th>School District</th>
<th>Average Enrollment Per School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fairfax County</td>
<td>177,629 students, 200 schools</td>
</tr>
<tr>
<td>Montgomery County</td>
<td>146,497 students, 200 schools</td>
</tr>
<tr>
<td>Prince George's County</td>
<td>123,317 students, 193 schools</td>
</tr>
<tr>
<td>San Francisco</td>
<td>52,824 students, 102 schools</td>
</tr>
<tr>
<td>Boston</td>
<td>56,990 students, 125 schools</td>
</tr>
<tr>
<td>Washington, DC</td>
<td>47,247 students, 123 schools</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>Elementary and Middle Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wards 2, 4 and 6</td>
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<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>
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<td>Temporarily move to Cardozo HS</td>
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<tr>
<td>Ward 5</td>
<td></td>
<td></td>
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<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-McCognney 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>Special Education and Alternative Education</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>Mammie 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>High Schools</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.

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<td>November 28, 2012</td>
<td>6–8 p.m.</td>
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<tr>
<td>Ward 5 Community Dialogue</td>
<td>Langley EC 101 T Street, NE</td>
<td>November 29, 2012</td>
<td>6–8 p.m.</td>
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<tr>
<td>Ward 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>
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For more information, go to: EngageDCPS.org
Fyi, see the message below. We sent the brochure and the press release as attachments.

Shanita and Jennifer have received a few calls asking for an appointment but I don’t know how many we have yet. We’ll provide an update sometime tomorrow afternoon.

---

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](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
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](http://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](http://dcps.dc.gov)); our online discussion room ([engagedcps.com](http://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

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Excellent response. Thanks!

Mary,

We can discuss but I don't want to be overly swayed by one article or one person's response. Also, frankly I find this article to be bizarre. It's all hypothetical and maybe misleading if folks aren't paying attention to how this is set up.

Again, we want to work with you and team to pay attention to such issues. Let's take more reactions in an set up a time.

Thanks,
A

Anthony, It is of course no surprise that the Chancellor’s notion that she could control her buildings if DCPS students were not in them would not stand.

I think you need to look again at what the 21CSF recommendations—per our recommended scenario. With enrollment projected to increase, particularly in Ward 8 and the high utilization of the Ward 8 consolidated schools the implementation of the DCPS proposals is basically a ceding its market share in Ward 8, which it will NOT get back. DCPS does not control the capital budget. It is highly unlikely that it will get funds to expand its facilities when charters have all these sites.

DCPS needs a bigger tool box, it has one, I just don’t understand why it won’t use it.

Mary

Mayor Grays's response to the school closure announcement

The Examiner
By Mark Lerner
November 14, 2012

Here's what I imagine Mayor Gray saying today at a press conference in reaction to DCPS Chancellor Henderson's announcement that she will be closing 20 traditional schools.

"Good morning. Yesterday Chancellor Henderson revealed her plan to recommend the closing of 20 under-performing and under-enrolled DCPS facilities. The decision to close neighborhood schools is never easy but it is a necessary step in
order to steadfastly continue forward on our path of improving student academic achievement that for too long has been accepted a mediocre. Public school reform is difficult and we all recognize that change is hard. However, my commitment to you as Mayor when I was elected was to follow the path begun by my predecessor and the previous chancellor and to accept nothing but the highest quality when it comes to educating our children.

"I do, however, have to take strong exception to one statement made Tuesday by my Chancellor. We will not be maintaining these closed buildings within our control. For too long our charter school partners has been treated as second or third class citizens. These are public schools just like the sites we recommend to be shuttered. This alternative system now educates over 35,000 pupils which represent 43 percent of all public school students in this city. However, charters have for years had to teach our children in store fronts, church basements, and warehouses that are not suitable for the superior level of learning taking place in a great many of these structures. During my campaign I promised charter school equity with DCPS and I am steadfast in being faithful to this vow.

"I am here to state unequivocally that all closed DCPS buildings will be turned over to high performing charter schools as quickly as possible, and I have ordered the Deputy Mayor of Education’s office within the next 60 days to provide me with a plan to make this transition a reality.

"Thank you and have a great day."

Mary Filardo
Executive Director
21st Century School Fund
1816 12th Street, NW
Washington, DC 20009
(202)745-3745 X11 (phone)
(202)745-1713 (fax)
mfilardo@21csf.org
www.21csf.org
www.BESTfacilities.org

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Inform first responders in advance!
Excellent response. Thanks!

From: DeGuzman, Anthony D. (DCPS)  
Sent: Wednesday, November 14, 2012 11:24 AM  
To: MFilardo@21csf.org  
Cc: Robinson, Josephine B. (DCPS); Lujan, Claudia (DCPS)  
Subject: Re:  

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Mary Filardo <MFilardo@21csf.org>  
Date: Wed, 14 Nov 2012 11:10:32 -0500  
To: Teacher <anthony.deguzman@dc.gov>  
Cc: "Robinson, Josephine B. (DCPS)" <josephine.robinson@dc.gov>, Claudia Lujan <claudia.lujan@dc.gov>

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Inform first responders in advance!
From: Robinson, Josephine B. (DCPS) [josephine.robinson@dc.gov]
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

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

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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.

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See below. We need to add them to our stakeholders list for a possible one on one meeting at a later point in time.

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Forward this email

This email was sent to diane.grooms@dc.gov by infodcpn@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

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See below. He also sent an email response to the chain on Alice Speck's message to you yesterday.

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I agree. Many Garrison students are from Ward 1. There are very compelling reasons to preserve it! Bests Jim Graham

Alice, thank you for cc'ing me.

While closings are entirely up to the Chancellor, I also was disheartened to see Garrison on the list. The school posted stronger 2012 DC CAS scores than the proposed receiving school (Seaton), has a great new principal, strong PTA and community support, and a wonderful field that when renovated will provide a great play space for kids and neighborhood.

Deep, meaningful public engagement - particularly with families in the affected schools and communities - around this issue is critical.

Mary

Mary Lord
202-331-9239 home
202-577-9939 personal cell
202-257-3226 state board cell
@MaryLordDC
Good evening,

I know you'll be fielding a high volume of emails on the topic of school closures, so please don't feel as though you need to respond to this....

**I am very disappointed to see Garrison on this list.**

I am not so shocked to see Shaw consolidated with Cardozo, and think in the interim it is a good idea. I am going to spend the next days looking at the proposal, and reviewing A Capital Commitment, and will write again after the holiday.

Best,

Alice

--

Alice Speck
c:703.786.2266
Twitter: @AliceSpeck
From: Robinson, Josephine B. (DCPS) [josephine.robinson@dc.gov]
Sent: Wednesday, November 14, 2012 8:58 AM
To: Kaya Henderson (Kaya.Henderson@dc.gov)
Cc: Ruda, Lisa M. (DCPS); Weber, Peter (DCPS); Sutton, Fonda (DCPS-OOC) (fonda.sutton@dc.gov); DeGuzman, Anthony D. (DCPS)
Subject: FW: Garrison & Shaw

See below. He also sent an email response to the chain on Alice Speck’s message to you yesterday.

From: Jim Graham [mailto:Jim@grahamwone.com]
Sent: Wednesday, November 14, 2012 8:54 AM
To: Mary Lord
Cc: Alice Speck; Robinson, Josephine B. (DCPS); Hill, Collin A. (DCPS); Wells, Thomas (COUNCIL); Evans, Jack (COUNCIL); Mendelson, Phil (COUNCIL); Mara, Patrick (OSSE)
Subject: Re: Garrison & Shaw

I agree. Many Garrison students r from Ward 1. There r very compelling reasons to preserve it! Bests Jim Graham

Sent from my iPhone

On Nov 13, 2012, at 8:49 PM, "Mary Lord" <edwriter1@hotmail.com> wrote:

Alice, thank you for cc'ing me.

While closings are entirely up to the Chancellor, I also was disheartened to see Garrison on the list. The school posted stronger 2012 DC CAS scores than the proposed receiving school (Seaton), has a great new principal, strong PTA and community support, and a wonderful field that when renovated will provide a great play space for kids and neighborhood.

Deep, meaningful public engagement - particularly with families in the affected schools and communities - around this issue is critical.

Mary

Mary Lord
202-331-9239 home
202-577-9939 personal cell
202-257-3226 state board cell
@MaryLordDC

Date: Tue, 13 Nov 2012 19:59:04 -0500
Subject: Garrison & Shaw
From: alice.speck@gmail.com
To: Kaya.Henderson@dc.gov; john.davis@dc.gov; Jason.kamras@dc.gov; shanita.burney@dc.gov; mark.king@dc.gov; daniel.shea@dc.gov; theodore.thompson@dc.gov; josephine.robinson@dc.gov; tanya.roane@dc.gov; Collin.hill@dc.gov; guillaume.gendre@dc.gov; sara.dykstra@dc.gov
CC: twells@dccouncil.us; Jim@grahamwone.com; jackevans@dccouncil.us;
Good evening.

I know you'll be fielding a high volume of emails on the topic of school closures, so please don't feel as though you need to respond to this....

I am very disappointed to see Garrison on this list.

I am not so shocked to see Shaw consolidated with Cardozo, and think in the interim it is a good idea. I am going to spend the next days looking at the proposal, and reviewing A Capital Commitment, and will write again after the holiday.

Best,
Alice

--

Alice Speck
c:703.786.2266
Twitter: @AliceSpeck
Thanks. Really helpful.

Josephine Bias Robinson
Chief, Family and Public Engagement

Sent from my iPad

On Nov 13, 2012, at 9:13 PM, "Burney, Shanita (DCPS)" <shanita.burney@dc.gov> wrote:

FYI

I thought this was a good article Debonis did...especially culling it down to 5 takeaways and having the expectations at the end for what we she should expect to hear more from from parents.

Shanita

Begin forwarded message:

From: Faith Gibson Hubbard <fg1913@gmail.com>
Date: November 13, 2012, 6:02:28 PM EST
To: "ward5coe-members@googlegroups.com" <ward5coe-members@googlegroups.com>
Subject: [ward5coe] Articles: Five Takeaways from the DCPS School Closings


Eight elementary schools are among the 20 slated for closure. (Katherine Frey/The Washington Post)

Twenty schools in 19 buildings would close over the next two years under a plan publicly floated Tuesday by D.C. Public Schools Chancellor Kaya Henderson. Most of the schools are severely underenrolled schools in wards 5, 7 and 8 — the latest signal of a public education system in flux, as in-boundary parents continue to be lured away by out-of-boundary
schools, charter schools, and private school vouchers. A closer look at the proposed closure plan tells a story about how the system is changing and how DCPS is managing it, and what to expect as the process plays out.

1. **High-profile schools would close, but their buildings could quickly reopen as DCPS facilities.** Two of the bigger names on the list are Spingarn High School in Ward 5 and the Francis-Stevens Education Center in Ward 2. Spingarn is the alma mater of hoops legends Elgin Baylor and Dave Bing and stands to become the first DCPS high school closed in a generation, while Francis-Stevens is currently undergoing at $24 million renovation. Henderson is proposing specific reuses for both buildings: Spingarn, currently set for a $65 million modernization to be completed in 2017, would then become a high school focused on career and technical education, she said, with a particular focus on transportation. (Remember that DDOT is proposing to locate a streetcar barn next door.) Francis-Stevens, meanwhile, would become a satellite campus for the School Without Walls, the Foggy Bottom high school that has been bursting at the seams even after a meticulous 2010 renovation. Expect to see neighbors and elected officials push for guarantees here, particularly on Spingarn.

2. **Despite parent concerns, number of middle schools could dwindle.** In many parts of the city, parent activism has turned to improving middle school options — particularly in wards 3 and 5. But Henderson looks to have decided that in other parts of the city, there are better options for the middle school population than leaving underenrolled schools open. Middle-schoolers at Francis-Stevens, for instance, would be sent to Hardy Middle School in Georgetown. MacFarland Middle School in Ward 4 would be closed, and its students combined in the same building with Roosevelt High School next door, which is set for a $127 million modernization to be completed in 2015. Two small middle schools east of the Anacostia River — Johnson and Ron Brown — would have their students sent to more modern facilities nearby (Hart and Kramer, and Kelly Miller, respectively). Perhaps most surprising are plans to close Shaw at Garnet-Patterson, which serves wards 1 and 2. Shaw’s Rhode Island Avenue campus has been set for a $54.8 million modernization to be completed in 2018; Henderson said Tuesday those plans would proceed once a “critical mass” of in-boundary students materialize. In the meantime, its students will attend Cardozo High, now under renovation. Expect to hear concerns about combining middle- and high-school students in the same building, though Henderson says it’s been working in Columbia Heights, with Bell Multicultural High and Lincoln Middle.

3. **The spin is about educational, not financial, economies of scale.** Henderson’s pitch to reporters today steered clear of discussions about money. For instance, she did not discuss specifics about potential staff reductions, savings or costs. Rather, she focused on individual school resources, that schools that are underenrolled do not offer students the
best education possible. They spend more per pupil on administrators, custodial and clerical staff. That means they cannot afford to hire full-time librarians or art teachers or music teachers. She offered rough thresholds beyond which the economies of scale begin to make sense: 350 students for a elementary school, 450 students for a middle school and 600 students for a high school. The schools being closed fall well under those targets. Expect to see Henderson pressed for more specifics at upcoming D.C. Council hearings, even if the politics demand that this be solely “about the kids.”

4. It’s not (completely) about real estate. In the 2008 round of closings, the opposition found much grist to mill in the uncertain disposition of the closed campuses. It was prelude, they said, to mass giveaways to developers, the privatization of public assets. While that mostly turned out to be overstated (only the old Stevens School is being privately developed), what’s notable about the latest round is that Henderson proposes keeping the bulk of the schools as educational facilities. Three of the schools slated for closure — Sharpe Health in Ward 4, Hamilton in Ward 5, and Malcolm X in Ward 8 — have been eyed for “strategic partnerships” with high-performing charter schools. Uses for five schools are deemed “to be determined,” while Henderson is looking keep 11 of the 19 buildings in the DCPS inventory. Some, like Spingarn and Francis-Stevens, have specific uses in mind, but others, like Davis or Ferebee-Hope elementaries, are simply to be kept in case demand increases. One wild card is Garnet-Patterson, which is being eyed for an alternative secondary school, but also appears on the “to be determined” list. Located in the booming U Street Corridor, it would be a fat target for developers. That also goes for Garrison Elementary, a few blocks to the southwest, though Henderson is floating a neighborhood arts center for that space. Expect to see Henderson to be pressed on how she can justify holding on to empty school buildings indefinitely.

5. No relief for the western wards. There was some scuttlebutt that the Duke Ellington School for the Arts might be involved in the school closings shuffle, moving from its Reservoir Road campus in Ward 2 to make way for the re-establishment of Western High School. But Ellington is not in play, not today, so pressure will continue to mount on Wilson High. Meanwhile, with the proposed closing of Francis-Stevens, Shaw @ Garnet-Patterson and MacFarland, fewer middle school options means more pressure on Hardy Middle School, focus in recent years of serious tension between in-boundary parents and the out-of-boundary parents who appreciated its arts program. Expect this discussion to be rekindled early next year, as Henderson starts adjusting school boundaries and feeder patterns to reflect stronger demands on neighborhood schools in Ward 3.

Join the Ward Five Council on Education listserv!

---
Send me the database but we’ll have to talk about how to incorporate most of these folks into the current scheduling or if there is a way you all can help capture their input/feedback/concerns in a separate discussion that we support you on. Thanks!

I suggest:
Deborah Menkart/America Calderon - Teaching for Change
Sapna from MLOV
Jared D. Cohen - Multicultural Community Services
Lori Kaplan - Latin American Youth Center
Barbara Laur, Interim Executive Director Carecen
Ethiopian Community Center
Surjeet Ahluwalia, Asian American LEAD
Hien Vu from the Vietnamese American Community Center
Elaine Richardson – Columbia Heights - Shaw Family Support Collaborative

I can send you OBEs database if you rather just have a working list.

Elba M. García
Director, Office of Bilingual Education

District of Columbia Public Schools
Office of Bilingual Education
1200 S Street, NW, Washington DC 20009
Phone: 202-671-0750 Fax: 202-671-2667
Direct Line: 202-671-0757
Email: Elba.Garcia@dc.gov

Thank you kindly!!

Need to chat about any ELL community groups we should include in our partner briefings/meetings. We won’t have much opportunity to do separate meetings but we can think about how to go group discussions.
Thanks again!

From: Garcia, Elba (DCPS)
Sent: Tuesday, November 13, 2012 4:01 PM
To: Robinson, Josephine B. (DCPS)
Subject: FW: Garrison Included on DCPS School Closure List

Keeping you in the loop!

Elba M. García  
Director, Office of Bilingual Education

District of Columbia Public Schools  
Office of Bilingual Education  
1200 S Street, NW, Washington DC 20009  
Phone: 202-671-0750 Fax: 202-671-2667  
Direct Line: 202-671-0757  
Email: Elba.Garcia@dc.gov

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Inform first responders in advance!

From: Garrison PTA [mailto:garrisonpta@gmail.com]  
Sent: Tuesday, November 13, 2012 2:35 PM  
Subject: Garrison Included on DCPS School Closure List

Dear Garrison Family:

Garrison has been included on the list of school closures by DCPS. Although the official announcement has not yet been made, multiple sources confirm this. We have been working so hard together and we certainly do not want our great school to close. This comes as quite a shock to all of us.

WHAT YOU CAN DO NOW:

Testify at School Closures Hearing - Sign-Ups due TODAY: The hearings are this Thursday, Nov 15, 2012 from 4:00 p.m. to 8:00 p.m., and Monday, Nov 19, 2012, from 2:00 p.m. to 6:00 p.m. Call or email Ms. Erika Wadlington at (202) 724-8124 or EWadlington@dccouncil.us and provide your name, address, telephone number, and organizational affiliation, if any, by the close of business TODAY. You'll be limited to three minutes of testimony, so you need to thoughtfully prepare your statement in advance. Hearings will take place in Room 412 of the John A. Wilson Building, 1350 Pennsylvania Avenue, NW.

Otherwise, we are meeting to create a coordinated approach to this. Please stay tuned and alert for your call to duty!

And as always, thank you for making Garrison the great community that we are. We've got great kids, great families, great staff, and great neighbors, and we'll get through this!
Best,
Your PTA Officers

--
Like us on Facebook: https://www.facebook.com/#!/GarrisonES
Follow us on Twitter: http://twitter.com/#!/garrisonpta
I sent the ANC email before I saw this, so invite is out. The Chancellor required we do this meeting along with another for SBOE folks so, not much we can do about this now. I hear and kind of agree with Mary’s points, but we’re not going to be able to deliver this level of engagement across the board. I know they can help but Chancellor is not going to turn this over to them so we’ve got to find a meeting in the middle about what’s truly feasible.

I wanted you to see Mary’s feedback before I responded.

Let me know if you feel strongly either way about how I respond. It will be basically that the meeting of the ANC will happen to get in front of them before the 12/6 meeting with the Chancellor (and there is no other way to do this without doing an office hours format because of the number of them).

Also that we can definitely use mindmixer as a part of the plan and encourage more ideas from her, that I am working with Jill, etc.

Lastly, the 2 hour meeting block was changed from the 2.5 hour meeting block I originally proposed...I’m assuming this was done purposely and there will be no flexibility with this?

Shanita, I think you need to look at www.mindmixer.com. Jill Nyhus is working hard on this. I suggest this because it seems to me that the engagement strategy that you have described is not integrated with the online strategy and that if you integrate the two, I think you will have more public dialogue, which is needed, as opposed to just quick in/out meetings with ANC commissioners and their constituencies; and you will have more time. I also think what you have laid out for office hours will be a huge problem for DCPS, and not advance public trust, dialogue or problem solving—and likely get cancelled on your office. Public will not come in meekly for 20 minute scheduled meetings.

I would urge ANC folks to submit issues, concerns on the web site first. I would not meet with them so close to the announcement. If you want you I would not hold any office hours until after the hearing on the 19th. In any early meetings you will just get reactions, which are good, but are better done in the public square and online or at a hearing venue.

I would suggest that the reason for office meetings be with ANCs or others would be IF they have come up with suggestions for modifications to the proposals—could be just don’t do it, but would have to include how will the school
increase enrollment. So I would do NO office hours to start with. I think people will be upset about trying to do 20 minute meetings; with being handled. All information you are proposing to give them they can get on the web site, so it is unclear what they would get from meeting with OFPE.

I would, however, invite people to create working committees—through their ANCs and local schools and come to the dialogues—which really need to be extended to 3 hours—people should have time to become familiar with the challenges as DCPS sees it, express their concerns, but also to begin to grapple with what can/should be done about it.

On Ward Dialogues: I think the hours need to be extended to 3 hours—21CSF will provide food. At the dialogue the public should be invited to address two types of issues:

1) The proposals specifically: for example, they should have the opportunity to make the case against or for the specific proposal—basically have the opportunity to make the case, why the school in my community should continue to be operated by DCPS—with whatever minor modifications might be proposed by the public. Should the proposals be modified, if so, how?

2) Concerns about implementation—will transportation be provided to children from sending schools? what will happen to the closed school? what programs will be available at the consolidated schools? Is there really enough capacity at the receiving school? It the consolidation pairing the right ones—middle schools into high schools, for example; These are mostly implementation issues.

Both of these are important to address during the dialogues and often get mixed up. I would recommend we use the electronic vote equipment as part of how to register issues, concerns in the room and develop a set of questions around the proposals and the implementation to bring to the public—this would be done together, then have people work at their tables to try to figure out how to solve the problems that were raised.

Mary

Mary Filardo
Executive Director
21st Century School Fund
1816 12th Street, NW
Washington, DC 20009
(202)745-3745 X11 (phone)
(202)745-1713 (fax)
mfilardo@21csf.org
www.21csf.org
www.BESTfacilities.org

From: Burney, Shanita (DCPS) [mailto:shanita.burney@dc.gov]
Sent: Tuesday, November 13, 2012 1:46 PM
To: Mary Filardo
Cc: Nancy Huvendick; Lujan, Claudia (DCPS)
Subject: FOR REVIEW AND COMMENT: Community Engagement Plan
Importance: High

Mary,
I have attached a detailed community engagement plan for the next several weeks... I would like you to review it and let’s discuss prior to our Thursday meeting so I can ensure your role in each meeting is clarified. Be on the lookout for some dates as well I’d like to hold on your calendar for these moving forward. If there is anyone else other than Nancy you would like me to invite, please let me know. Thanks!

Shanita Burney
Director, Family and Community Engagement

Office of Family and Public Engagement
District of Columbia Public Schools
1200 First Street, NE (12th floor)
Washington, DC 20002
T: (202) 442-5612
C: (202) 997-9887

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Inform first responders in advance!
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>
<th>Time</th>
</tr>
</thead>
</table>

DCPS 009225
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<tr>
<th>Event Type</th>
<th>Location</th>
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<tbody>
<tr>
<td>City Council Hearing</td>
<td>Wilson Building</td>
<td>November 15, 2012</td>
<td>4-8 p.m.</td>
</tr>
<tr>
<td>City Council Hearing</td>
<td>Wilson Building</td>
<td>November 19, 2012</td>
<td>2-6 p.m.</td>
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<tr>
<td>Ward 8 Community Dialogue</td>
<td>Savoy ES</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</td>
<td>November 28, 2012</td>
<td>6-8 p.m.</td>
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<tr>
<td>Wards 5 Community Dialogue</td>
<td>Langley EC</td>
<td>November 29, 2012</td>
<td>6-8 p.m.</td>
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<tr>
<td>Wards 1-4, 6 Community Dialogue</td>
<td>Brightwood EC</td>
<td>December 5, 2012</td>
<td>6-8 p.m.</td>
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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

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>District</th>
<th>Average Enrollment per School</th>
</tr>
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<tbody>
<tr>
<td>Fairfax County</td>
<td>177,629 students, 200 schools</td>
</tr>
<tr>
<td>Montgomery County</td>
<td>146,497 students, 200 schools</td>
</tr>
<tr>
<td>Prince George's County</td>
<td>123,317 students, 193 schools</td>
</tr>
<tr>
<td>San Francisco</td>
<td>52,824 students, 102 schools</td>
</tr>
<tr>
<td>Boston</td>
<td>56,990 students, 125 schools</td>
</tr>
<tr>
<td>Washington, DC</td>
<td>47,247 students, 123 schools</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>
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<tr>
<td>Wards 2, 4 and 6</td>
<td></td>
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</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>
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<tr>
<td>MacFarland MS (Ward 4)</td>
<td>Roosevelt HS</td>
<td></td>
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<tr>
<td>Shaw at Garnet-Patterson (Ward 6)</td>
<td>Temporarily move to Cardozo HS</td>
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<tr>
<td>Ward 5</td>
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<td></td>
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<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>
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<tr>
<td><strong>Ward 7</strong></td>
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<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>
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<tr>
<td>Winston EC</td>
<td>Stanton ES/Kramer MS</td>
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<tr>
<td>Davis ES</td>
<td>CW Harris ES</td>
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<tr>
<td>Ron Brown MS</td>
<td>Kelly Miller MS</td>
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<tr>
<td><strong>Ward 8</strong></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>
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</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>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>Sharpe Health (June 2014)</td>
<td>River Terrace Campus</td>
<td></td>
</tr>
<tr>
<td>Mamarie D. Lee (June 2014)</td>
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<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>
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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.

How can consolidating schools increase enrollment and strengthen programs?

Consolidating under-enrolled schools increases efficiency and creates a flexible portfolio of schools, which allows us to:

- Offer more robust programming in schools;
- Capitalize on our investment in great teachers and principals;
- More quickly modernize our older facilities; and
- Provide more equitable funding across all schools.

By offering more programming, we will be able to retain our existing students and attract new students.

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.

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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.

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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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</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.

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More information and materials are available here.

###
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](http://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

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DCPS 009235
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FOR IMMEDIATE RELEASE
Tuesday, November 13, 2012

Contact: Melissa Salmanowitz
(desk) 202.535.1096

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<td>8</td>
<td>Hart and Kramer MS</td>
<td>617 and 379</td>
</tr>
<tr>
<td>8</td>
<td>Malcolm X ES</td>
<td>2014-15</td>
<td>8</td>
<td>Turner ES</td>
<td>516</td>
</tr>
<tr>
<td>8</td>
<td>King ES</td>
<td>2014-15</td>
<td>8</td>
<td>Hendley ES</td>
<td>511</td>
</tr>
<tr>
<td>8</td>
<td>MC Terrell-McGogney ES</td>
<td>2014-15</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>
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<th>Time</th>
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<td>Wilson Building</td>
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</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>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 28, 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>
</tr>
<tr>
<td></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](#).

###
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

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.

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.

DCPS is behind other major systems in average school enrollment

<table>
<thead>
<tr>
<th>City</th>
<th>Enrollment (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>52,824</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>

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>SCHOOLS 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><em>Ward 5</em></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></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Ward 7</em></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><em>Ward 8</em></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 transitioning 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>
</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>
<th>Meeting</th>
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<td>Wilson Building 1350 Pennsylvania Ave, NW</td>
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<tr>
<td>City Council Hearing</td>
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<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>
</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>
<td>Ward 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>Ward 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>

For more information, go to: EngageDCPS.org
Thank you kindly!!

Need to chat about any ELL community groups we should include in our partner briefings/meetings. We won’t have much opportunity to do separate meetings but we can think about how to go group discussions.

Thanks again!

From: Garcia, Elba (DCPS)
Sent: Tuesday, November 13, 2012 4:01 PM
To: Robinson, Josephine B. (DCPS)
Subject: FW: Garrison Included on DCPS School Closure List

Keeping you in the loop!

Elba M. García
Director, Office of Bilingual Education

District of Columbia Public Schools
Office of Bilingual Education
1200 S Street, NW, Washington DC 20009
Phone: 202-671-0750 Fax: 202-671-2667
Direct Line: 202-671-0757
Email: Elba.Garcia@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!

From: Garrison PTA [mailto:garrisonpta@gmail.com]
Sent: Tuesday, November 13, 2012 2:35 PM
Subject: Garrison Included on DCPS School Closure List

Dear Garrison Family:

Garrison has been included on the list of school closures by DCPS. Although the official announcement has not yet been made, multiple sources confirm this. We have been working so hard together and we certainly do not want our great school to close. This comes as quite a shock to all of us.

WHAT YOU CAN DO NOW:

Testify at School Closures Hearing - Sign-Ups due TODAY: The hearings are this Thursday, Nov 15, 2012
from 4:00 p.m. to 8:00 p.m., and Monday, Nov 19, 2012, from 2:00 p.m. to 6:00 p.m. Call or email Ms. Erika Wadlington at (202) 724-8124 or EWadlington@dccouncil.us and provide your name, address, telephone number, and organizational affiliation, if any, by the close of business TODAY. You'll be limited to three minutes of testimony, so you need to thoughtfully prepare your statement in advance. Hearings will take place in Room 412 of the John A. Wilson Building, 1350 Pennsylvania Avenue, NW.

Otherwise, we are meeting to create a coordinated approach to this. Please stay tuned and alert for your call to duty!

And as always, thank you for making Garrison the great community that we are. We've got great kids, great families, great staff, and great neighbors, and we'll get through this!

Best,
Your PTA Officers

--
Like us on Facebook: https://www.facebook.com/#!/GarrisonES
Follow us on Twitter: http://twitter.com/#!/garrisonpta
Ok. made the edits. This version is good to go. Thanks all!

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. We value your partnership with DCPS and specifically with the Office of Family and Public Engagement and want to ensure you have all of the relevant information and supporting materials for the proposal. We have attached the overview documents for your immediate review, but please note that all of the information can be found on the DCPS website at www.dcps.dc.gov.

While we continue to be available for all of the relevant work we share and can provide general information on the proposal, we encourage you to visit our online forum at www.EngageDcps.org and share your comments and ideas on how to strengthen the proposal. This is the best way for us to capture your feedback. We have scheduled two DC Council hearings and four ward-based meetings in November (see attachments) and there will be additional opportunities to speak directly with DCPS staff in December during the Office of Family and Public Engagement Office Hours. We will post the office hour dates and times, along with instructions on how to register for an appointment, after December 5, 2012 on the DCPS website.

The Chancellor is deeply committed to working with our parents and school community leaders to ensure our final consolidation plan represents the best path for success for our students. We look forward to working in partnership with you to achieve that endeavor.

Looks good. Three small things:

- 2nd paragraph: we encourage you to visit our online forum at www.EngageDcps.org
- 2nd paragraph: “two city council hearings” should be “two DC Council hearings”
- Closing: Do we include the OFPE hotline number?
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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!
Thanks. I caught another error in the 2nd paragraph, 3rd line where I say “scheduled” twice. If no one else has edits, I’ll send the final language. Shanita, is it just your team that’s sending stuff out to people or should I send this to the entire OFPE team?

Looks good. Three small things:

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- 2nd paragraph: “two city council hearings” should be “two DC Council hearings”
- Closing: Do we include the OFPE hotline number?

Let me know if this works as a cover to our stakeholder emails:

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Inform first responders in advance!
Shanita,
Please make sure she is aware of the SIT mtg tmrw when we send announcement this afternoon. Thanks

Josephine Bias Robinson
Chief, Office of Family and Public Engagement District of Columbia Public Schools

Morning, Jeanette - the briefing today is not a public event, but I DCPS leadership intends to reach out to the respective Education Councils.

FS

Fonda Sutton
Office of the Chancellor
District of Columbia Public Schools
202.442.5035

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Inform first responders in advance!

Good morning,

Where and what time? Can members of Ward Council on Education attend?

Jeannette
Thanks!

Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools

From: Charles, Hassan (DCPS)
To: Robinson, Josephine B. (DCPS)
Cc: Nyhus, Jill (DCPS)
Sent: Mon Nov 12 12:52:44 2012
Subject: RE: Draft Connect Ed message

Not a problem. We're all here and will ensure every item is checked off the list. I'm forwarding you a summary that me, Claudia and LMR put together this morning. It lists all of today's and tomorrow's proposed outreach. Coming now.

From: Robinson, Josephine B. (DCPS)
Sent: Monday, November 12, 2012 12:48 PM
To: Charles, Hassan (DCPS)
Cc: Nyhus, Jill (DCPS)
Subject: Re: Draft Connect Ed message

Ok. I just don't know if she even approved the text I sent her. Radio silence. She's out with Marcus now, so I'll leave it to you to figure this one out since I'm not knowledgable about how this technically gets done. Thanks a ton!

Josephine Bias Robinson
Chief, Family and Public Engagement

Sent from my iPad

On Nov 12, 2012, at 12:44 PM, "Charles, Hassan (DCPS)" <hassan.charles@dc.gov> wrote:

Andy is here to set up call now. I will work with Kaya to record the message. She can do this from her home phone.

HC
Folks,
Did the recording get scheduled and/or completed yet? I have neither seen nor heard anything about this. Let me know if I need to push Pete or Lisa on this. I know Chancellor is not available today as its Marcus's birthday so need to know what we'll need to get this done to go out tomorrow.
Thanks

Josephine Bias Robinson
Chief, Family and Public Engagement

Sent from my iPad

On Nov 10, 2012, at 1:32 PM, "Robinson, Josephine B. (DCPS)" <josephine.robinson@dc.gov> wrote:

Chancellor,
Here is the draft Connect Ed message for your review. Please let us know if you have changes and when you would like to record.

Kindly,
Josephine

Josephine Bias Robinson
Chief, Family and Public Engagement

Sent from my iPad

Connect Ed Script: Better Schools for All Students

Dear DCPS parents, this is Chancellor Kaya Henderson and I’m calling with a very important message.

Over the next few days, you will read and hear lots of news about DCPS’s proposal to consolidate some of our schools. Your child may bring home a letter that says their school is proposed for consolidation or that their school may receive students from another school. All of the information about what we are proposing and the next steps can be found on our website at www.dcps.dc.gov.

I want many more options and opportunities for our students at all levels and in every school and I’ve listened to parents across the city who have said the same -- but we can’t get there without making some big changes. Let me assure you, I understand how difficult making changes to our schools will be
for many of our families and I want to hear how we can make our proposal stronger to serve all of our students better.

The letter has information about the public meetings we have scheduled and ways to contact me and my team. All of this information is on our website as well.

I want to work with you as we make these difficult decisions now, so we can create a system that provides all of our students the world-class education they deserve.

Thank you.

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Inform first responders in advance!
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Subject: Re: Draft Connect Ed message

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Josephine Bias Robinson
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Over the next few days, you will read and hear lots of news about DCPS’ proposal to consolidate some of our schools. Your child may bring home a letter that says their school is proposed for consolidation or that their school may receive students from another school. All of the information about what we are proposing and the next steps can be found on our website at www.dcps.dc.gov.

I want more options and opportunities for our students at all levels and in every school – and I’ve listened to parents across the city who have said the same -- but we can’t get there without making some big changes. Let me assure you, I understand how difficult making changes to our schools will be for many of our families and I want to hear how we can make our proposal stronger to serve all of our students better.

The letter has information about the public meetings we have scheduled and ways to contact me and my team. All of this information is on our website as well.

I want to work with you as we make these difficult decisions now, so we can create a system that provides all of our students the world-class education they deserve.

Thank you.

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!
Folks,
Did the recording get scheduled and/or completed yet? I have neither seen nor heard anything about this. Let me know if I need to push Pete or Lisa on this. I know Chancellor is not available today as its Marcus's birthday so need to know what we'll need to get this done to go out tomorrow.

Thanks

Josephine Bias Robinson
Chief, Family and Public Engagement

Sent from my iPad

On Nov 10, 2012, at 1:32 PM, "Robinson, Josephine B. (DCPS)" <josephine.robinson@dc.gov> wrote:

Chancellor,
Here is the draft Connect Ed message for your review. Please let us know if you have changes and when you would like to record.

Kindly,
Josephine

Josephine Bias Robinson
Chief, Family and Public Engagement

Sent from my iPad

---

**Connect Ed Script: Better Schools for All Students**

**Dear DCPS parents, this is Chancellor Kaya Henderson and I'm calling with a very important message.**

**Over the next few days, you will read and hear lots of news about DCPS' proposal to consolidate some of our schools. Your child may bring home a letter that says their school is proposed for consolidation or that their school may receive students from another school. All of the information about what we are proposing and the next steps can be found on our website at [www.dcps.dc.gov](http://www.dcps.dc.gov).**

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same -- but we can’t get there without making some big changes. Let me assure you, I understand how difficult making changes to our schools will be for many of our families and I want to hear how we can make our proposal stronger to serve all of our students better.

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I want to work with you as we make these difficult decisions now, so we can create a system that provides all of our students the world-class education they deserve.

Thank you.

<CKH_Robo_Call_2012-13_Consolidations_JBR_edit].doc>
Thanks Pete. Looks fine with minor edits: there are four ways to engage us, not three and office hours are not "throughout the communities". We are largely holding them during the day at DCPS. Jill, please change to, "we will hold office hours in December for interested individuals and community stakeholders. Available Times will be posted on the DCPS website after December 5th.". This will ensure folks who will speak at public meetings don’t grab the available slots.

Thanks

Josephine Bias Robinson
Chief, Family and Public Engagement

Sent from my iPad

On Nov 12, 2012, at 11:29 AM, "Nyhus, Jill (DCPS)" <Jill.Nyhus@dc.gov> wrote:

Thanks, Pete!

From: Weber, Peter (DCPS)
Sent: Monday, November 12, 2012 11:19 AM
To: Robinson, Josephine B. (DCPS); Charles, Hassan (DCPS); Nyhus, Jill (DCPS)
Cc: Ruda, Lisa M. (DCPS)
Subject: Web Copy

Attached is my simple web copy for the site. If you write anything beyond what is here, you need to take it directly from the powerpoint. Let me know if you have questions.

DCPS Proposed Consolidations and Reorganization: Better Schools for All Students

To reach the goals that we have laid out in A Capital Commitment,[link] DCPS must use all of our resources wisely – every dollar, every building, and every minute of instructional time.

We cannot do that with our schools as they are now organized. Too many of our schools are too small. As a result, we spend too much on maintaining small schools rather than investing in programs for students.

We are proposing to consolidate and reorganize schools to ensure that:

• Our programs will meet the diverse needs of our students. We will offer a range of programs including, higher quality Career and Technical Education (CTE) opportunities across the city, special education services near the students who need them most, alternative settings for students who need extra help, and challenging offerings for advanced learners.
Our schools will be flexible, allowing for population growth and shifts and always ensuring that students have high-quality schools in their neighborhood as well as out-of-boundary options.

Our district will maximize opportunities for charter schools to complement the work we are doing.

Our Request To You

We began this process by seeking public input through eight ward-based State of the Schools meetings. We also engaged community leaders and demographic experts as we established our proposal.

We want your feedback once again. We want to know:

- Your creative and innovative ideas for improving our school consolidation and reorganization plan and
- Your proposals for how we should use consolidated school facilities to better serve the community.

You can provide input in three ways:

- There are two DC Council hearings [link to schedule]
- There are four community meetings [link to schedule]
- We have online forums for feedback [link]
- We will hold office hours throughout the communities in December.

Our Proposal

Links to:
Powerpoint – can break it up into sections if you prefer
PDF of the proposed school closing slide
School One pagers – broken up by school
Press Release
Brochure
Letters to parents
HR FAQs

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: Robinson, Josephine B. (DCPS) [josephine.robinson@dc.gov]
Sent: Monday, November 12, 2012 11:35 AM
To: Nyhus, Jill (DCPS)
Cc: Charles, Hassan (DCPS)
Subject: Re: Web Copy
Attachments: image001.png

Thanks for being on top of this! Husband had to go in to office so I’ve got my son. I’ll be in at 2 but online and available. Call if you need me. 202 731 3076.
Thx

Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools

From: Nyhus, Jill (DCPS)
To: Weber, Peter (DCPS); Robinson, Josephine B. (DCPS); Charles, Hassan (DCPS)
Cc: Ruda, Lisa M. (DCPS)
Sent: Mon Nov 12 11:28:33 2012
Subject: RE: Web Copy

Thanks, Pete!

From: Weber, Peter (DCPS)
Sent: Monday, November 12, 2012 11:19 AM
To: Robinson, Josephine B. (DCPS); Charles, Hassan (DCPS); Nyhus, Jill (DCPS)
Cc: Ruda, Lisa M. (DCPS)
Subject: Web Copy

Attached is my simple web copy for the site. If you write anything beyond what is here, you need to take it directly from the powerpoint. Let me know if you have questions.

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Our Proposal

<table>
<thead>
<tr>
<th>School</th>
<th>Grade Levels</th>
<th>Zip Code</th>
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<tbody>
<tr>
<td>Mt. Vernon ES</td>
<td>PK-8</td>
<td>20011</td>
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<tr>
<td>Van Ness ES</td>
<td>PK-8</td>
<td>20009</td>
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<tr>
<td>Hawthorne ES</td>
<td>PK-5</td>
<td>20010</td>
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<tr>
<td>Shaw MS</td>
<td>PK-8</td>
<td>20009</td>
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<tr>
<td>Garfield ES</td>
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<tr>
<td>Superior plaza ES</td>
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<tr>
<td>Kamppp-Potomac ES</td>
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<td>Coolidge HS</td>
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<tr>
<td>Rendell ES</td>
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<tr>
<td>St. Elizabeth ES</td>
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<tr>
<td>Parklawn ES</td>
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<tr>
<td>H.D. Thurgood Marshall ES</td>
<td>PK-12</td>
<td>20009</td>
</tr>
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Links to:
Powerpoint – can break it up into sections if you prefer
PDF of the proposed school closing slide
School One pagers – broken up by school
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!
i didn't see anything missing beyond a few misplaced words that I'm sure your proofer will catch.
Thanks

Team,

I am attaching the email I am proposing we send to the principals of schools proposed for consolidation after John reaches the impacted principal on Monday evening. Please review the attachments and keep the following in mind:

- The goal is to send one email with all the relevant information (to do’s, media tips, things to consider) that a principal needs as the public announcement is made on Tuesday. If at all possible, we want to avoid sending multiple emails as these principals are always busy after a three day weekend and these principals have the additional challenge of learning their school may consolidate and communicating that to their staff and families.

- Someone else is proof reading the email. You should review it for “what is missing” or “what we should not say.” I am hoping for comments/suggestions like, “you should include some special instructions for front office staff” (it’s in there!) as opposed to line by line edits.

- While the email is meant only for principals of consolidated schools, someone may forward it more broadly. We shouldn’t regret what we write in the morning so shout if you think anything in either document is not ready for public distribution (if that occurs).

- The handout on staff excessing (what happens to me when my school closes?) is being finalized. We are making some edits. The plan is to include that with the principal email so the principal has something to handout to staff at Tuesday morning’s staff meeting. As soon as that is completed, I will circulate it.

- **Word to the wise:** It is really hard to talk or write about this stuff without saying the word “closing.” Double-check the documents you may be drafting. I learned that lesson the hard way on these documents. Also, Mamie D. Lee and Sharpe Health are a bit of a challenge because they don’t close until SY 14-15. Impacted schools want to know that things they don’t consolidate until after this school year, but we can’t say things like “your school is proposed for consolidation in June 2013” without running into the timeline issue with MDL and SH. We are going to have to send a general disclaimer to these two schools because I continue to find references in all documents (except the one-pagers) that confuse the message with these two schools. We are going to make a mistake on something or other.
John would send this email and attachments after he makes calls on Monday night. However, I would like to forward it to the superintendents for review before it goes to principals and am requesting your comments and feedback by 1:00 p.m. on Sunday so I can edit and then give to the superintendents for their review.

Thanks so much,
LMR

Help 9-1-1 Save Your Life!
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So long as they have printed copies available at the school that works. The general letter is being translated but I'm not sure its for all languages. We prioritized the language needs of the impacted schools. Claudia, please confirm. My apologies if I am confusing or conflating things by asking but I don't want parents confused or frustrated if they don't receive things.

So long as non-impacted schools make the letter available at the school then I believe the connect ed message below is good for all.

Let me know your thoughts on the message itself so we can get Chancellor's approval and get the message recorded. Thank you kindly,
Josephine

Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools

From: Ruda, Lisa M. (DCPS)
To: Robinson, Josephine B. (DCPS)
Cc: Weber, Peter (DCPS); DeGuzman, Anthony D. (DCPS); Lujan, Claudia (DCPS)
Sent: Sat Nov 10 10:19:12 2012
Subject: Re: Connect Ed

We can't ask the non-receiving schools/non-closing schools to print and distribute letters in Tuesday. We are, however, asking these schools to email the general letter and to have copies available in their main office on Tuesday. We are offering the schools the option of printing the letter and distributing the letter on Tuesday or later in the week, but we have already told non-closing and non-receiving schools that we are not requiring them to do so on Tuesday. It is too much to ask these schools to print on site and distribute to all students on Tuesday. The translation is important -- isn't OBE translating the general letter?

LMR

On Nov 10, 2012, at 9:31 AM, "Robinson, Josephine B. (DCPS)" <josephine.robinson@dc.gov> wrote:

Attached is a draft Connect Ed script for all students. My reading pace clocked in at 68 seconds.

since we talked about this being for all students, Hassan made a great point that all families may not have web access so his original script said parents could pick all of this information up at their schools. We (me, Lisa, Claudia, et al) decided not to print and deliver everything to all non-impacted schools Tuesday so I took that reference out of the script. But, the entire system does need a message from the Chancellor. I recommend we inform the non-impacted schools to print the letter and make it available. I know there is then a translation issue, but could we provide something to the Language Line?

If we don't have the ability to do this, then we'll need to narrow the Connect Ed message to parents at just the impacted schools. thoughts?
Connect Ed Script: Better Schools for All Students

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The letter has information about the public meetings we have scheduled and ways to contact me and my team. All of this information is on our website as well.

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Thank you.

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Inform first responders in advance!

<CKH_Robo_Call_2012-13.Consolidations_JBR edit].doc>
Let me know if you don't need me to forward these. Thanks.

Josephine Bias Robinson  
Chief, Office of Family and Public Engagement District of Columbia Public Schools

----- Original Message ----- 
From: Burney, Shanita (DCPS)  
To: Burney, Shanita (DCPS); Robinson, Josephine B. (DCPS)  
Cc: Charles, Hassan (DCPS)  
Sent: Thu Nov 08 21:13:44 2012  
Subject: RE: [ward5coe] DCPS school closing list expected Tuesday 

...AND Debonis incorrectly credits DCPS with sanctioning the IFF study here. We should demand he correct this ASAP.

Shanita Burney  
Director, Family and Community Engagement  
Office of Family and Public Engagement  
DC Public Schools  
202.997.9887  

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: Burney, Shanita (DCPS)  
Sent: Thursday, November 08, 2012 9:11 PM  
To: Robinson, Josephine B. (DCPS)  
Cc: Charles, Hassan (DCPS)  
Subject: FW: [ward5coe] DCPS school closing list expected Tuesday

FYI  
Shanita Burney  
Director, Family and Community Engagement  
Office of Family and Public Engagement  
DC Public Schools  
202.997.9887

From: ward5coe-members@googlegroups.com [ward5coe-members@googlegroups.com] On Behalf Of Faith Gibson Hubbard [fg1913@gmail.com]  
Sent: Thursday, November 08, 2012 8:27 PM  
To: ward5coe-members@googlegroups.com; concerned4dcps@yahoogroups.com; wardfive@googlegroups.com; ward5@yahoogroups.com  
Subject: [ward5coe] DCPS school closing list expected Tuesday

Sent from the iPad of Faith Gibson Hubbard

--
You received this message because you are subscribed to the Google Groups "Ward Five Council on Education" group.
To post to this group, send email to ward5coe-members@googlegroups.com.
To unsubscribe from this group, send email to ward5coe-members+unsubscribe@googlegroups.com.
Visit this group at http://groups.google.com/group/ward5coe-members?hl=en.
From: Robinson, Josephine B. (DCPS) [josephine.robinson@dc.gov]
Sent: Thursday, November 08, 2012 2:17 PM
To: Burney, Shanita (DCPS)
Cc: Charles, Hassan (DCPS); Skates, Jennifer (DCPS); Johnson, Sarah N. (DCPS); Holland, Burnell (DCPS)
Subject: RE: Thomas Byrd Radio Show on School Closings

Thanks. Enormously helpful and appreciate you all listening in on this and continuing to capture these. I will provide to the Chancellor and the MT.
Keep 'em coming!

From: Burney, Shanita (DCPS)
Sent: Thursday, November 08, 2012 12:03 PM
To: Robinson, Josephine B. (DCPS)
Cc: Charles, Hassan (DCPS); Skates, Jennifer (DCPS); Johnson, Sarah N. (DCPS); Holland, Burnell (DCPS)
Subject: Thomas Byrd Radio Show on School Closings

Radio Guests are listed below and some highlights of their comments in the event you are interested. I have highlighted a couple points I feel are particularly important to consider as additional context as we finalize our communication documents in prep for roll out. Hope this is helpful.

• Faith Hubbard, Chair of Ward 5 Education Council; has not taken a stand on the moratorium on school closings
  o Transportation is an issue...passing by high performing charter schools to get to a lower performing school; safety issues associated with this as well
  o Growth of central office is an issue
  o Q: Given the fact there is no financial gain, contributes to the net loss, and doesn’t contribute to student achievement, what is DCPS trying to achieve?
    ▪ Ward 5, student enrollment is low although population trend anticipated to grow. At the time, for DCPS it’s about dollars and cents and you need to be as close to capacity to provide the necessary resources. Do understand the foundation of closing schools and anticipated challenge. However, feel don’t get enough notice, needs to be a community process, a longer process of true transition to make parents more comfortable...when we do get involved (i.e. Community Conversations) feel nothing happens with it and the community loses faith.

• Sharona Robinson, representing Ward 8 Education Council and Ballou PTA president (was a DCPS student and has 4 children in DCPS)
  o Agrees with Ward 7 on the moratorium on school closings
  o Agree things need to change, but before anything happens, need to be in the best interest of the students of Ward 8
  o Process needs to be transparent; back and forth from DME and DCPS saying the IFF report is not us and DME saying school closures is not them...feels like there is no accountability or ownership
  o Feels decisions are already made even though we’re going to have the community meetings
  o Referenced wasted funds used to pay for transportation for Turner when only 10-15 students were riding
  o Q: What happens after a moratorium?
    ▪

• Ebony Rose, Ward 7 Ed Council President
  o Feel school closure disproportionately affecting the ward
  o Never been an evaluation on how the closures affect students, communities, and impact academic success
Know that schools are under enrolled and that all aren’t high performing, but want to make wise decisions.

Impact citywide: # of schools decrease is leading to school population decreasing; making point that only 50 of the 150-160 students from River Terrace ended up at feeder Neval Thomas and that we are not identifying where they are going (i.e. charter, parochial, etc.)

Majority of students are not going from low performing school (closing) to a high performing school...instead they are going to a low performing school.

Q: Feel real intent is to get district to where DCPS is operating west of the park and the schools that are high performing and that charter schools will take over and operate east of the river
   ▪ Feels is unfortunate that we are not dealing with charters, their performance, and how difficult it is to close poor performing schools

Charters created to build wealth, drive income?
   ▪ Forgetting what the purpose of the charters were – intent was to offer something different than what the traditional public schools were offering. (i.e. Madarin immersion, residential, etc.);
     used to have lots of different wonderful programs in DCPS that the charters expanded upon (i.e. magnet program at Houston ES) but there is now a proliferation of them and this idea has been “hijacked” and people are capitalizing on this

Q: What happens after a moratorium?
   ▪ Knowing what quality means for us... didn’t get to finish/show ended

Villereal Johnson, Ward 7 ANC and unsuccessful candidate for Ward 7 SBOE
(Q: Impact of last round of closures?)
   ▪ During 2008 closings, 5300 students affected, DCPS didn’t think about what community thought about it...DCPS thought about population trends, capital improvements, economic development, etc.... it wasn’t about the children...

Host:
   • Feel real intent is to get district to where DCPS is operating west of the park and the schools that are high performing and that charter schools will take over and operate east of the river (no one answered this directly)
   • Charters created to build wealth, drive income?

Shanita Burney
Director, Family and Community Engagement
Office of Family and Public Engagement
District of Columbia Public Schools
1200 First Street, NE (12th floor)
Washington, DC 20002
T: (202) 442-5612
C: (202) 997-9887

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Inform first responders in advance!
Agree. You can set the meeting up after the hearings and work out a date that works best given the heavy schedule we have. If I can do it, I will but we may need to divide and conquer especially with these limited dates. Note that those two dates are also proposed for the partner call and we may need to do the Cardozo feeder group. We can’t be in all of these places at once and will need to prioritize who gets on schedule and who meets with them.

Thanks

---

From: Burney, Shanita (DCPS)
Sent: Thursday, November 08, 2012 1:52 PM
To: Lujan, Claudia (DCPS)
Cc: Robinson, Josephine B. (DCPS); DeGuzman, Anthony D. (DCPS); Charles, Hassan (DCPS); Holland, Burnell (DCPS)
Subject: RE: Empower DC Education Campaign - Important Dates/Updates to fight School Closures

Claudia et al,

I’ve gone back and forth on this.

I do believe we will need to follow up with the initial contact Mary and I made with him indicating the interest in meeting. I think Mary and I should be the two he and his team meet with. I do think we should meet with him following the council hearings although the initial outreach to him indicated we wanted to meet prior to the announcements. I did let him know scheduling issues was the reason for the meeting delay.

I propose we have the meeting Tuesday, 11/20 or Wednesday, 11/21 (I know this day is not ideal since prior to Thanksgiving holiday) and have the goal shift to having a dialogue post-announcement, post-hearings and pre-community meetings.

The dialogue would be with myself and Mary.

Thoughts before I move forward?

As an FYI, Melissa spoke with Jonetta Rose Barras today refuting the claim that a meeting was promised to Empower DC with the Chancellor.

Help 9-1-1 Save Your Life!
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Inform first responders in advance!
Got it.

Sent from my iPhone

On Nov 2, 2012, at 2:03 PM, "Burney, Shanita (DCPS)" <shanita.burney@dc.gov> wrote:

Yes, but there was concern (that makes sense to me) that we would have been meeting with him before the Mayor had received a full briefing, before all the CM’s, etc.

So, I have been communicating with him and had to unfortunately cancel twice and am stalling him right now.

From: Lujan, Claudia (DCPS)  
Sent: Friday, November 02, 2012 2:00 PM  
To: MFilardo@21csf.org; Burney, Shanita (DCPS); Robinson, Josephine B. (DCPS); DeGuzman, Anthony D. (DCPS)  
Subject: RE: Empower DC Education Campaign - Important Dates/Updates to fight School Closures  

Are we still meeting with them?

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.

From: MFilardo@21csf.org [mailto:MFilardo@21csf.org]  
Sent: Friday, November 02, 2012 1:56 PM  
To: Lujan, Claudia (DCPS); Burney, Shanita (DCPS); Robinson, Josephine B. (DCPS); DeGuzman, Anthony D. (DCPS)  
Subject: FW: Empower DC Education Campaign - Important Dates/Updates to fight School Closures  

FYI.

Mary Filardo  
Executive Director  
21st Century School Fund  
1816 12th Street, NW  
Washington, DC 20009  
(202)745-3745 X11 (phone)  
(202)745-1713 (fax)  
mfilardo@21csf.org  
www.21csf.org  
www.BESTfacilities.org

From: Daniel del Pielago [mailto:daniel@empowerdc.org]  
Sent: Friday, November 02, 2012 12:17 PM  
Subject: Empower DC Education Campaign - Important Dates/Updates to fight School Closures  

Hello all,
DCPS will most likely be announcing school closures this coming week. It will be important that now more than ever we are pushing back and calling for a moratorium on school closures. Please join us on Saturday the 10th for a meeting to plan a response to the announcements and to develop testimony for the upcoming hearings City Council will be having on DCPS school closures. If you haven’t already please make sure to register to give testimony at the hearings ASAP, details are listed below. Please feel free to contact me with any questions or concerns.

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  o This will be the first part of the hearings Council is having on DCPS school closures. This is a great opportunity to speak on your concerns about school closures in your community and the city at large. We really want to let the city know that we need a Moratorium on schools closures immediately! This is a good day for Students and Parents to give testimony as it starts at 4:00pm.

? Monday, November 19th (2:00 – 6:00pm) Council Hearing on DCPS school closures (part 2)
  o Second hearing on DCPS school closures.

To register to give testimony on either of these dates please contact Erika Wadlington of the City Council at 202-724-8124 or via email at ewadlington@dccouncil.us by close of business on Tuesday, November 13th. Hearing announcement is attached.

If you need help in getting registered please feel free to contact me at 202-234-9119 xt. 104.

Daniel del Pielago
Education Organizer
Empower DC
1419 V Street, NW
202-234-9119 xt. 104
Agree. You can set the meeting up after the hearings and work out a date that works best given the heavy schedule we have. If I can do it, I will but we may need to divide and conquer especially with these limited dates. Note that those two dates are also proposed for the partner call and we may need to do the Cardozo feeder group. We can't be in all of these places at once and will need to prioritize who gets on schedule and who meets with them.

Thanks

Claudia et al,

I've gone back and forth on this.

I do believe we will need to follow up with the initial contact Mary and I made with him indicating the interest in meeting. I think Mary and I should be the two he and his team meet with. I do think we should meet with him following the council hearings although the initial outreach to him indicated we wanted to meet prior to the announcements. I did let him know scheduling issues was the reason for the meeting delay.

I propose we have the meeting Tuesday, 11/20 or Wednesday, 11/21 (I know this day is not ideal since prior to Thanksgiving holiday) and have the goal shift to having a dialogue post-announcement, post-hearings and pre-community meetings.

The dialogue would be with myself and Mary.

Thoughts before I move forward?

As an FYI, Melissa spoke with Jonetta Rose Barras today refuting the claim that a meeting was promised to Empower DC with the Chancellor.

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!
Got it.

Sent from my iPhone

On Nov 2, 2012, at 2:03 PM, "Burney, Shanita (DCPS)" <shanita.burney@dc.gov> wrote:

Yes, but there was concern (that makes sense to me) that we would have been meeting with him before the Mayor had received a full briefing, before all the CMs, etc.

So, I have been communicating with him and had to unfortunately cancel twice and am stalling him right now.

From: Lujan, Claudia (DCPS)
Sent: Friday, November 02, 2012 2:00 PM
To: MFilardo@21csf.org; Burney, Shanita (DCPS); Robinson, Josephine B. (DCPS); DeGuzman, Anthony D. (DCPS)
Subject: RE: Empower DC Education Campaign - Important Dates/Updates to fight School Closures

Are we still meeting with them?

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.

From: MFilardo@21csf.org [mailto:MFilardo@21csf.org]
Sent: Friday, November 02, 2012 1:56 PM
To: Lujan, Claudia (DCPS); Burney, Shanita (DCPS); Robinson, Josephine B. (DCPS); DeGuzman, Anthony D. (DCPS)
Subject: FW: Empower DC Education Campaign - Important Dates/Updates to fight School Closures

FYI

Mary Filardo
Executive Director
21st Century School Fund
1816 12th Street, NW
Washington, DC 20009
(202)745-3745 X11 (phone)
(202)745-1713 (fax)
mfilardo@21csf.org
www.21csf.org
www.BESTfacilities.org

From: Daniel del Pielago [mailto:daniel@empowerdc.org]
Sent: Friday, November 02, 2012 12:17 PM
Subject: Empower DC Education Campaign - Important Dates/Updates to fight School Closures

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Empower DC  
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Pete,
Jill sent me good edits this morning that I anticipated reviewing and adding to. I’ve been sidetracked multiple times so am sending her comments directly for your consideration.
Thanks

From: Nyhus, Jill (DCPS)
Sent: Thursday, November 08, 2012 9:04 AM
To: Robinson, Josephine B. (DCPS)
Subject: Re: video script

Just reviewed it. Overall it is much stronger than what she said in her shoot the other day - esp with stronger Cap Comm framing.

Few quick things:

1. Needs more mention that we are seeking feedback and that there are several ways for ppl to engage with proposals in addition to DCPS website (ie hearings, meetings, online forum)

2. Near end, don't love word "struggle" here:

"But if we can struggle through this difficult work together, we will arrive at a DCPS that can provide a great education to all of our students."

How about "if we can work together through this difficult time..."

3. Add "families" at beginning -- "Hello DCPS parents and families"

From: "Weber, Peter (DCPS)" <peter.weber@dc.gov>
Date: November 7, 2012 10:13:16 PM EST
To: "Ruda, Lisa M. (DCPS)" <Lisa.Ruda@dc.gov>, "DeGuzman, Anthony D. (DCPS)" <anthony.deguzman@dc.gov>, "Robinson, Josephine B. (DCPS)" <josephine.robinson@dc.gov>
Subject: FW: video script

Attached and below is the script I put together for Kaya’s video tomorrow. I've got it clocked in at 2:30 right now. Happy to take feedback.
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: Weber, Peter (DCPS)
Sent: Wednesday, November 07, 2012 10:13 PM
To: Henderson, Kaya (DCPS)
Subject: video script

Attached and below is my draft for your video script. Let me know what you think. I’ll have some time tomorrow during the hearing to play around with it.

********************

Video Shoot Script
November 8, 2012

Hello DCPS parents, I am Kaya Henderson, Chancellor of DC Public Schools.

We have big plans for your students in the next five years. I recently shared our strategic plan, A Capital Commitment, with you. In that plan, I told you our five big goals for the next five years.

- We will improve achievement for all students.
- We will invest in our struggling schools.
- We will increase our graduation rates.
- We will improve student satisfaction.
- And we will increase enrollment.

It is exciting to me to imagine everything that DCPS can do for students so that we can reach these goals together.

But to reach these goals we need our schools to look very different. We need high schools that provide challenging coursework to college-ready students and alternative schools that offer students a second chance. We need career and technical education programs that prepare our students for great jobs. We need middle schools with robust course offerings to prepare students for high school. We need elementary schools that can offer students a wide range of opportunities.

As I visit schools and see your students in action, I can see the tremendous potential bubbling up inside them.

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 are 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.

We have a chance to make a big investment in our children, but instead we are making a big investment in keeping small schools open.

I want to change that. I want to invest in our children.

In the coming weeks, I want to work with you to identify creative and innovative ways to reorganize our school district. Together, I want to 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.

We have put together a proposal for consolidating and reorganizing schools that I want to share with you. You can find it at www.dcps.dc.gov.

Now I know that this work will be challenging and I am sure for many of us it will be scary. But if we can struggle through this difficult work together, we will arrive at a DCPS that can provide a great education to all of our students.

I am honored to have the chance to serve you and your children and I will do everything in my power to make sure we give your child everything he or she deserves.

I look forward to your feedback.

<video script.docx>
Can you look at this ASAP? I need to bring feedback to my 9:30 mtg. Please don't share or let anyone know you have it. Thanks!

Josephine Bias Robinson  
Chief, Family and Public Engagement

Sent from my iPad

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Sent: Monday, November 05, 2012 8:57 PM
To: Robinson, Josephine B. (DCPS)
Subject: Fwd: [ward5coe] Fwd: School Closings - Testimony Support and Letter from SHAPPE

FYI

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Date: November 5, 2012, 8:30:52 PM EST
To: "ward5coe-members@googlegroups.com", "ward5@yahoogroups.com", "wardfive@googlegroups.com"
Subject: [ward5coe] Fwd: School Closings - Testimony Support and Letter from SHAPPE

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Best,
Faith
Join the Ward Five Council on Education listserv!
---
Faith Gibson Hubbard
President
Ward Five Council on Education (W5COE)
fg1913@gmail.com
W5COE Phone: 202-505-4309

Begin forwarded message:

From: Cathy Reilly <dc.s.h.a.p.p.e@gmail.com>
Subject: School Closings - Testimony Support and Letter from SHAPPE
Date: November 5, 2012 7:11:54 PM EST
To: Cathy Reilly <dc.s.h.a.p.p.e@gmail.com>
Dear S.H.A.P.P.E. Members,

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Below is the letter I would like to send from S.H.A.P.P.E. later this evening or tomorrow morning to each Council Member regarding the school closings. Let me know your thoughts. Cathy

S.H.A.P.P.E.

Senior High Alliance of Parents, Principals and Educators

1340 Ingraham St. NW; Washington, DC. 20011

dc.s.h.a.p.p.e@gmail.com; www.shappe.org

Council of the District of Columbia

1350 Pennsylvania Avenue, NW

Washington, DC 20004

November 5, 2012

Dear Council Member,
The Council has oversight and budget authority over DCPS. We need you to exercise that authority. Public school closings are wrenching to families and to neighborhoods; it is up to you to make sure the due diligence has been done to justify each school that appears on the list or see that it is removed from the list.

DCPS is the system charged with providing a home school to every child in the city regardless of the number of charter or private schools opened or the rise and fall of the population and of households with children. The charter schools are not responsible for educating the children in the city. They serve those that choose them. We want to live in a city that takes on the responsibility of public education for all the city’s children now and in the future. The capital program has invested in a future for DCPS; the Council has supported the Chancellor and the charters even in tough economic times. It is crucial that the Council hold DCPS responsible.

- Can DCPS defend its budget priorities to demonstrate the need to close schools? School size alone is not a sufficient reason to close a school. The charter sector is supporting about the same number of small schools as is DCPS. DC families are choosing small schools. The city is poised to add school age children in the coming decade. School systems have to be able to shrink and grow. What has DCPS done to support these neighborhood schools as they try to attract children in the competitive environment here in DC? The following statements give a sense of the scope of issues that should be addressed.
  - In 2006 DCPS closed 7 schools and in 2008 they closed an additional 23. In those closings the loss of students to DCPS accelerated. The 2008 closings cost DCPS $39.5 million. Since 2008 DCPS has closed Birney, Draper, Montgomery, Shaed, and River Terrace while opening Capitol Hill Montessori and a School Within a School at Logan. The Youth Engagement Academy at Eliot became Metropolitan High School in the KC Lewis Building. With these three moves DCPS re-opened two of its buildings.
  - Analysis of the FY 2012 budget noted DCPS has 694 central office full time employees to support 45,000 students – in 2003 we had 535 to support 63,369 students.
  - The current DCPS reform agenda has diagnosed the school reform problem as teacher quality and the solution as increased pay and incentive pay as well as “workforce replacement” or the termination of many employees and the hiring of new employees. The evaluation system IMPACT and more central office personnel have been put in place to hold employees accountable. The cost and effectiveness of this strategy have not been reviewed. The high level of employee turnover alone suggests adjustments are necessary.

- DCPS is first obligated to do no harm. Can DCPS ensure that the children affected will be better off after the consolidations?
  - Is there adequate room with appropriate class size at the consolidated school? Directly consolidating two schools was the only incidence in 2008 where DCPS did not lose a majority of the students from the closed school in 2009 - - dispersing students from the closed school to several surrounding schools was much less successful.
Are there sufficient cost savings such that DCPS will be able to offer increased programming at the consolidated school that will benefit both schools? School closings may limit future expenditures, but not produce current savings especially with enrollment losses.

At almost all of the elementary schools closed in 2008 and later, DC-CAS scores have gone down, and while middle school scores have risen somewhat, in virtually all these schools the percentage of students proficient is lower than the DCPS average, which ranges from 42%-46%. At least as to test scores, the students involved whose school experience was disrupted received no benefit, but apparent harm. [7]

- Is there equity? Are the schools on this list concentrated in a few areas? Are children in the less advantaged parts of the city more adversely affected by these closings?
  - The value of walk-able neighborhood schools that children have a right to attend was confirmed in the 5 community conversations hosted by the Deputy Mayor for Education's office. [8] It is a precious legacy, not to be lightly sacrificed especially for the poorest neighborhoods. We may not be able to close any more DCPS schools and maintain walk-ability ensuring that schools are accessible to our children without substantial transportation cost. [9] Costs are to families who may have to use public or private transportation; they may also be to the city required to provide additional busing.

If we want a system of strong public schools across the city, owned, coordinated and operated by the city for current and future DC families, the Council will have to demand a plan with robust public input- - put it to a vote - -and provide a budget that ensures this vision. If we continue to proceed passively, it is possible that only the DCPS magnet schools and the neighborhood schools west of Rock Creek Park and on Capitol Hill may survive in the long run; the remainder of the city will be served only by public charter schools accessed by lottery. That is the current trajectory.

The DC City Council is holding hearings this month on the DCPS school closings as well as bill 19-734 requiring regular boundary and feeder pattern changes for DCPS. A hearing on the closings without any responding action would be irresponsible. The Council has the power to require a plan that justifies each closing as a better option for the children; a plan that is economically responsible. The plan should also map out a vision for the future we can all embrace. Prior to the due diligence, there should be a moratorium on school closings. Use this power.

Sincerely,

Cathy Reilly
Director of S.H.A.P.P.E.

Cc: Mayor Vincent Gray
Chancellor Kaya Henderson
Interim Deputy Mayor for Education Jennifer Leonard

[1] 45 charters are in school buildings serving fewer than 300 students, not counting virtual schools or schools which share buildings with other schools, bringing the total building enrollment up over 470. 47 DCPS schools are in buildings with enrollments below 300 - not counting schools that share a building with another school bringing the total building enrollment up over 500 or the DYRS and Dept of Corrections schools

https://sites.google.com/site/shappesite/policy/facilities-1_Small_Schools_2011-12NFA21CSF


[8] The DOE is leaving 11-1-12, staff member in charge has resigned and the promised community input has not been published prior to the announcement of the closings. Summary of several ward meetings provided here https://sites.google.com/site/shappesite/Home


S.H.A.P.P.E.
Senior High Alliance of Parents, Principals and Educators
Cathy Reilly - Executive Director
202-722-4462 www.shappe.org

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You received this message because you are subscribed to the Google Groups "Ward Five Council on Education" group.
To post to this group, send email to ward5coe-members@googlegroups.com.
To unsubscribe from this group, send email to ward5coe-members+unsubscribe@googlegroups.com.
Visit this group at http://groups.google.com/group/ward5coe-members?hl=en.

<Notice B19-734 - Boundaries_School Closing.pdf>
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.
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November 5, 2012

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The Council has oversight and budget authority over DCPS. We need you to exercise that authority. Public school closings are wrenching to families and to neighborhoods; it is up to you to make sure the due diligence has been done to justify each school that appears on the list or see that it is removed from the list.

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- Can DCPS defend its budget priorities to demonstrate the need to close schools? School size alone is not a sufficient reason to close a school. The charter sector is supporting about the same number of small schools as is DCPS.[1] DC families are choosing small schools. The city is poised to add school age children in the coming decade. School systems have to be able to shrink and grow. What has DCPS done to support these neighborhood schools as they try to attract children in the competitive environment here in DC? The following statements give a sense of the scope of issues that should be addressed.
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At almost all of the elementary schools closed in 2008 and later, DC-CAS scores have gone down, and while middle school scores have risen somewhat, in virtually all these schools the percentage of students proficient is lower than the DCPS average, which ranges from 42%-46%. At least as to test scores, the students involved whose school experience was disrupted received no benefit, but apparent harm. [7]

- Is there equity? Are the schools on this list concentrated in a few areas? Are children in the less advantaged parts of the city more adversely affected by these closings?
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The DC City Council is holding hearings this month on the DCPS school closings as well as bill 19-734 requiring regular boundary and feeder pattern changes for DCPS. A hearing on the closings without any responding action would be irresponsible. The Council has the power to require a plan that justifies each closing as a better option for the children; a plan that is economically responsible. The plan should also map out a vision for the future we can all embrace. Prior to the due diligence, there should be a moratorium on school closings. Use this power.

Sincerely,

Cathy Reilly
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http://sites.google.com/site/shappe/site/policyfacilities-1_SmallSchools2011-12NH21CSF


2012-5-3 Barry Memo to Chair re DCPS FY 13 https://sites.google.com/site/shappe/site/policy/budget-2

GAO Report of July 2009

https://sites.google.com/site/shappe/site/policy/restructuring/TeacherRetention2000-2011MI

https://sites.google.com/site/shappe/site/Home/2012-2013-school-closing-info

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S.H.A.P.P.E.
Senior High Alliance of Parents, Principals and Educators
Cathy Reilly - Executive Director
202-722-4462 www.shappe.org

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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.
I'm forwarding now to her and chiefs. Just didn't want to duplicate.

Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools

No, just you, but I can.

On Nov 5, 2012, at 10:14 PM, "Robinson, Josephine B. (DCPS)" <josephine.robinson@dc.gov> wrote:

did you share this with Claudia or anyone else? I actually think this is a good letter.

From: Burney, Shanita (DCPS)
To: Robinson, Josephine B. (DCPS)
Sent: Monday, November 05, 2012 8:57 PM
Subject: Fwd: [ward5coe] Fwd: School Closings - Testimony Support and Letter from SHAPPE

FYI

Begin forwarded message:

From: Faith Gibson Hubbard <fg1913@gmail.com>
Date: November 5, 2012, 8:30:52 PM EST
To: "ward5coe-members@googlegroups.com" <ward5coe-members@googlegroups.com>, "ward5@yahoogroups.com" <ward5@yahoogroups.com>, "wardfive@googlegroups.com" <wardfive@googlegroups.com>
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FYI. Below please find the sample letter that SHAPPE is recommending to send to our Councilmembers (CM McDuffie and our At-Large CMs) in regards to school closures. Please consider contact our CM via email or by phone to let him know your concerns about school closures.

Best,
Faith
Join the Ward Five Council on Education listserv!
---
Faith Gibson Hubbard
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From: Cathy Reilly <dc.s.h.a.p.p.e@gmail.com>
Subject: School Closings - Testimony Support and Letter from SHAPPE
Date: November 5, 2012 7:11:54 PM EST
To: Cathy Reilly <dc.s.h.a.p.p.e@gmail.com>

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On Saturday November 10th (12:00 2:00pm) School closure Testimony development meeting for upcoming council hearings:

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Below is the letter I would like to send from S.H.A.P.P.E. later this evening or tomorrow morning to each Council Member regarding the school closings. Let me know your thoughts. Cathy

S.H.A.P.P.E.

Senior High Alliance of Parents, Principals and Educators

1340 Ingraham St. NW; Washington, DC. 20011
Council of the District of Columbia
1350 Pennsylvania Avenue, NW
Washington, DC 20004

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<Notice B19-734 - Boundaries_School Closing.pdf>

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President
Ward Five Council on Education (W5COE)
fg1913@gmail.com
W5COE Phone: 202-505-4309

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Check out www.grade.dc.gov today.
That's fine but it was submitted for chancellors report as if it were final - that was confusing. When is osse's deadline/plan for posting this and who have you all worked with there to do this?

Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools

From: Burney, Shanita (DCPS)
To: Robinson, Josephine B. (DCPS)
Cc: Holland, Burnell (DCPS)
Sent: Mon Nov 05 07:10:22 2012
Subject: Re: FACE Bullets for Chief Report (11/2/12)

No, it has not. I asked Jocelyn basely to have this vetted by Pete as a last step and she pushed back s it should go to you. I knew in submitting to you, it would get passed through one or the both of them.

On Nov 4, 2012, at 10:58 PM, "Robinson, Josephine B. (DCPS)" <josephine.robinson@dc.gov> wrote:

Shanita,
Did OPFG or ODA get the ESEA FAQ document cleared by Pete and Lisa or any other chief? I don't remember being asked to review/sign off on this. I need to be able to answer that when the chancellor asks.
Thanks

Josephine Bias Robinson
Chief, Family and Public Engagement

Sent from my iPad

On Nov 2, 2012, at 12:15 PM, "Burney, Shanita (DCPS)" <shanita.burney@dc.gov> wrote:

I know, I know 🎉

I don’t think I’ve ever been this late, so hopefully that will buy me some points 🎉

Shanita

FACE UPDATES FOR OFPE CHIEF REPORT 🎉 11/2/12
**Ward 5 Great Schools Initiative:** We would like to co-host a small public meeting for the Ward 5 community in coordination with McKinley Tech’s principal to provide an update on the Great Schools Initiative. The meeting will be combined with the following taking place that evening: 1) McKinley SIT meeting 2) McKinley Tech SHS parent meeting Pinder is hosting to provide construction updates. The public meeting would be 45 minutes \( \ast \) 1 hour in length and would have the following agenda items: 1) McKinley Academic/Bldg. Design/Construction Updates, 2) McKinley Feeders 3) Brookland Academic/Bldg. Design Updates, 4) Browne IB Steering Committee Update, 5) General Questions

**Next Steps:** Approval needed for 11/14/12 meeting date

**School Closures:** The FACE team has presented school options for each of the 4 ward based community meetings we will host beginning 11/27 and ending 12/4. The remaining project planning necessary to coordinate each meeting successfully is occurring as well and timely updates will be provided as necessary and appropriate. **Next Steps:** OFPE will propose a community meeting format and run of show for consideration.

**Elementary and Secondary Education Act (ESEA) Waiver FAQ:** In coordination with ODA and OFPG, the OFPE team worked with OSSE to create an FAQ for parents who may struggle to understand the ESEA waiver and how it is different from No Child Left Behind. The attached document will be distributed to schools for principals to use for parents, but can be useful for all members of the school community.

**Upcoming Dates:**

- 11/6/12; Browne EC IB Steering Committee Meeting, 6:00pm \( \ast \) 7:30pm
- 11/9/12; Monthly Planning Meeting with DCPTA, 11:30am \( \ast \) 1:00pm
- 11/13/12; DCPTA Re-Chartering PTA Meeting, 5:30pm \( \ast \) 8:00pm

Shanita Burney  
Director, Family and Community Engagement  
Office of Family and Public Engagement  
District of Columbia Public Schools  
1200 First Street, NE (12th floor)  
Washington, DC 20002  
T: (202) 442-5612  
C: (202) 997-9887

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Shanita Burney
Director, Family and Community Engagement

Office of Family and Public Engagement
District of Columbia Public Schools
1200 First Street, NE (12th floor)
Washington, DC 20002
T: (202) 442-5612
C: (202) 997-9887

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<FACE 11_2_12.doc>
<ESEA FAQ.doc>
Josephine Bias Robinson
Chief, Family and Public Engagement

Sent from my iPad

Begin forwarded message:

I know, I know...

I don’t think I’ve ever been this late, so hopefully that will buy me some points...

Shanita

FACE UPDATES FOR OFPE CHIEF REPORT – 11/2/12

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Sent: Friday, November 02, 2012 3:50 PM
To: Robinson, Josephine B. (DCPS); Beers, Nathaniel (DCPS); Holland, Burnell (DCPS);
DeGuzman, Anthony D. (DCPS); Alexander, Renard (DCPS)
Subject: Re: River Terrace SIT follow up

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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

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Gentlemen,

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Thanks for your anticipated assistance.

Kindly,

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Can we expect to hear from you or Ms. Robinson again next week either with new concrete information or a general check-in? If so, that will be greatly appreciated by the River Terrace community.

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Manager
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From: Diana Onley-Campbell [mailto:dcampbell1@starpower.net]
Sent: Wednesday, October 31, 2012 7:02 AM
To: Robinson, Josephine B. (DCPS)
Cc: Rosa Lee; Dianne Hampton; Johnny Gaither; Joanne Prue; Daniel del Pielago
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DCPS Proposed School Closings and Consolidations
The Challenge

- DCPS is not currently configured to provide students with the educational opportunities that will prepare them for college and careers.
- To prepare our students for success, we must use all of our resources – our facilities, our staff, and our funds – wisely.
- Our current configuration of schools forces us to make poor decisions with regard to resource allocation.
- By making a significant reduction in our number of facilities and a dramatic change in the programs we offer, we can improve the quality of education that we provide to students.
Facilities

Compared to surrounding jurisdictions, DCPS operates many more schools for the number of students that we serve...

... And many of those schools are under-enrolled (based on an 80% target utilization rate).
Facilities

- Not only are schools under-enrolled, they are also too small to support high quality programs. While there is no magic number for enrollment, schools with under 350 students require additional per pupil funding to offer a full range of services.
  - The Average DCPS Elementary School has fewer than 350 students (333 average)
  - 65% of DCPS Elementary Schools have fewer than 350 students.

Finally, too many of our buildings do not support student learning.

Even after making $XX in investments to improve YY DCPS facilities, students at ZZ schools still go to school in buildings in need of substantial facilities upgrades.
Staff

Our small schools do not allow our staff to work together collaboratively, do not allow our students to have access to the staffing resources that they need, limit flexibility with regard to class sizes and student grouping, and minimize the impact of our highly effective teachers.

48% of our 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. The average team size in core subjects across the district is 2 teachers.

With only one or two teachers per grade level, small changes in student populations at a specific grade can force large class sizes. Schools cannot provide flexible grouping to meet specific student needs (e.g. small groups for struggling learners).
Staff

In FY 2013, facing budget challenges, DCPS had to limit school allocations for librarians. With the rising cost of staff, even as DCPS increased school budget allocations by 2%. As a result, DCPS reduced the number of librarians on staff from 86 FTEs in the 2011-2012 school year to 58 FTEs in 2012-2013. This meant that XX additional schools, all of which had fewer than 300 students, did not have any librarian.

The cost of maintaining small schools meant that DCPS could not provide students with the staff they need.

Funds

Overall, DCPS’ per pupil funding is much lower in large and fully enrolled schools than it is at small and under enrolled schools. Funding that goes to support small school sizes cannot be used to support improved programs including programs to help students catch up.
Funds

Because every school requires some basic functions, having many small schools means that DCPS spends disproportionately high sums on non-instructional staff.

In DCPS Middle Schools only 50% of middle school staff are teachers. In Charlotte Mecklenburg Schools, 73% of middle school staff are teachers.

DCPS’ small elementary schools spend 57% more per pupil on school leadership, 100% more on social and emotional needs of students, and 104% more on school operations and maintenance compared to large elementary schools.

compared to our largest Middle Schools, our smallest Middle Schools spend 75% more on school leadership and 50% more per pupil on operations and maintenance.
This Challenge is Broadly Understood

- Quote from IFF
- Quote from ERS
- Quote from Mayor Gray
- Others?
The Solution

We are proposing to close 19 schools across 6 wards to improve the quality of education that we provide, improve the effectiveness of our resource utilization, and to ensure our long term stability.

[we can add the full list of schools here or put it at the end]
Ward 8 Elementary and Middle Schools

Currently, Ward 8 has 15 DCPS elementary schools with an average enrollment of 303 students and 3 middle schools with an average enrollment of 348 students. With a projected decrease in the school age population in the ward through 2015, DCPS cannot maintain all of these facilities.

DCPS proposes to close the following schools:

<table>
<thead>
<tr>
<th>Proposed Closing</th>
<th>Enrollment</th>
<th>Building Utilization Rate</th>
<th>Receiving School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ferebee-Hope ES</td>
<td>215</td>
<td>74%</td>
<td>Hendley ES</td>
</tr>
<tr>
<td>MC Terrell-McGogney ES</td>
<td>208</td>
<td>84%</td>
<td>ML King ES</td>
</tr>
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<td>Malcolm X ES</td>
<td>221</td>
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<td>Turner ES</td>
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<tr>
<td>Johnson MS</td>
<td>242</td>
<td>35%</td>
<td>Kramer MS</td>
</tr>
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Ward 7 Elementary and Middle Schools

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- XX students will attend school in a building that has been modernized compared to YY students who do now.
DCPS Proposed School Closings and Consolidations
The Challenge

- DCPS is not currently configured to provide students with the educational opportunities that will prepare them for college and careers.
- To prepare our students for success, we must use all of our resources – our facilities, our staff, and our funds – wisely.
- Our current configuration of schools forces us to make poor decisions with regard to resource allocation.
- By making a significant reduction in our number of facilities and a dramatic change in the programs we offer, we can improve the quality of education that we provide to students.
Facilities

Compared to surrounding jurisdictions, DCPS operates many more schools for the number of students that we serve...

... And many of those schools are under-enrolled (based on an 80% target utilization rate).
Facilities

- Not only are schools under-enrolled, they are also too small to support high quality programs. While there is no magic number for enrollment, schools with under 350 students require additional per pupil funding to offer a full range of services.
  - The Average DCPS Elementary School has fewer than 350 students (333 average)
  - 65% of DCPS Elementary Schools have fewer than 350 students.

Finally, too many of our buildings do not support student learning.

Even after making $XX in investments to improve YY DCPS facilities, students at ZZ schools still go to school in buildings in need of substantial facilities upgrades.
Staff

Our small schools do not allow our staff to work together collaboratively, do not allow our students to have access to the staffing resources that they need, limit flexibility with regard to class sizes and student grouping, and minimize the impact of our highly effective teachers.

48% of our 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. The average team size in core subjects across the district is 2 teachers.

With only one or two teachers per grade level, small changes in student populations at a specific grade can force large class sizes. Schools cannot provide flexible grouping to meet specific student needs (e.g. small groups for struggling learners).
Staff

In FY 2013, facing budget challenges, DCPS had to limit school allocations for librarians. With the rising cost of staff, even as DCPS increased school budget allocations by 2%. As a result, DCPS reduced the number of librarians on staff from 86 FTEs in the 2011-2012 school year to 58 FTEs in 2012-2013. This meant that XX additional schools, all of which had fewer than 300 students, did not have any librarian.

The cost of maintaining small schools meant that DCPS could not provide students with the staff they need.

Funds

Overall, DCPS’ per pupil funding is much lower in large and fully enrolled schools than it is at small and under enrolled schools. Funding that goes to support small school sizes cannot be used to support improved programs including programs to help students catch up.
Funds

Because every school requires some basic functions, having many small schools means that DCPS spends disproportionately high sums on non-instructional staff.

In DCPS Middle Schools only 50% of middle school staff are teachers. In Charlotte Mecklenburg Schools, 73% of middle school staff are teachers.

DCPS’ small elementary schools spend 57% more per pupil on school leadership, 100% more on social and emotional needs of students, and 104% more on school operations and maintenance compared to large elementary schools.

compared to our largest Middle Schools, our smallest Middle Schools spend 75% more on school leadership and 50% more per pupil on operations and maintenance.
This Challenge is Broadly Understood

- Quote from IFF
- Quote from ERS
- Quote from Mayor Gray
- Others?
The Solution

We are proposing to close 19 schools across 6 wards to improve the quality of education that we provide, improve the effectiveness of our resource utilization, and to ensure our long term stability.

[we can add the full list of schools here or put it at the end]
Ward 8 Elementary and Middle Schools

Currently, Ward 8 has 15 DCPS elementary schools with an average enrollment of 303 students and 3 middle schools with an average enrollment of 348 students. With a projected decrease in the school age population in the ward through 2015, DCPS cannot maintain all of these facilities.

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Nathaniel Beers, MD, MPA, FAAP
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T 202 535-1089
F 202 654-6075
E Nathaniel Beers@dc.gov
http //dcps dc gov

Many, many thanks Dr. Beers. 😊
Nathaniel,

Members of Anthony and my team are working to develop response to a number of the hard questions we posed during our discussion last week on school closures. In addition to the questions we developed, the consulting team we have engaged and who will assist us in the development of all of the collateral communications material, produced a number of additional questions of which you see referenced below. They developed questions on special education that we need your assistance with.

How is the District planning to manage the closure of all the special education schools at one time? The move for Mamie D Lee and Sharpe would take place in SY 14-15 to allow the facility at River Terrace to be prepared for the students and the programs. The closure of Prospect would allow us to be more compliant with the law and decrease the number of due process complaints and non-public placements by increasing the capacity in neighborhood schools to serve the students who are currently enrolled at Prospect. As DCPS has built capacity at neighborhood schools, there have been many fewer referrals to Prospect and the population has been decreasing outside the new early childhood and ED classrooms placed there.

Won’t this just increase the number of students in non-public placements? See above

Has there been any analysis of how inclusion of special education students is working? DCPS has been evaluating the progress of all students. However, there is little historical data to rely on. The Office of Special Education has been working to ensure that schools get the right technical support they need to serve students in more inclusive settings.

Are there projected cost savings from closing the special education schools? There are no cost savings. The goal is to make sure that the students can receive more comprehensive services than currently offered at Sharpe and Mamie D Lee. This means that the current resources would be redistributed to improve the capacity to serve students. For the students at Prospect, the costs will be similar however DCPS will be more compliant with IDEA requirements to provide education in the least restrictive environment and thus increase the chances for students to receive more services within the general education environment.

Would you be able to take some time to consider and develop the responses for these questions by about noon tomorrow?

I am sure these are not be full representative of all the questions we may be asked with respect to the impact on the SPED program and students, but they are in the ballpark of what we can anticipate having to answer at some point. Please feel free to edit and/or augment the questions themselves if you can think of a different approach. You may not be able to answer the question, but knowing that will help us determine the narrative and design the documents appropriately.

Thanks in advance.

Kindly,

Josephine

---

From: Lerman, Amy (DCPS-OOC)
Sent: Monday, October 15, 2012 1:21 PM
To: Robinson, Josephine B. (DCPS); DeGuzman, Anthony D. (DCPS); adam@ksaplus.com; Burney, Shanita (DCPS);
Charles, Hassan (DCPS); Lujan, Claudia (DCPS)

Subject: Follow-ups from today's communications meeting

We need to hash out some of the answers to the “tough” FAQs. Adam has a firm grasp on most of the questions, but DCPS needs to do some thinking on several.

The OFPE team needs to work on the following:

What will you need to see from these public hearings to engage the public on the challenges you are facing, rather than trying to solve it all within DCPS?

What is the value and role of trust and support from DCPS families, parents and community members as you manage our public schools?

Josephine—I believe you said you would also check in with Dr. Beers on the SPED questions.

The COO team needs to work on the following:

When DCPS and Mayor Fenty closed 23 schools in 2008, they promised that it would benefit the programs in the remaining schools and lead to better schools. A number of the schools on this closing list were ones that were the receiving schools in 2008, why didn’t this work out?

Some of the city’s best-regarded schools have small enrollments (e.g., Ross, Cleveland, Hearst, Peabody, Capitol Hill Montessori, School Without Walls, Banneker, and Ellington) and nearly half of all the public charter schools have enrollments less than 350 students. If they are successful with few students, can’t small schools with children from low income families and communities be supported also?

Do the Mayor, Chancellor and Council want the DCPS schools to be walkable, particularly in communities where families may not have personal automobiles?

What will the impact be on the traffic congestion in the city, if more students are bussed or driven to school? How might this affect student health? How much will this cost?

Years ago, small Georgetown schools clustered to share staff, and now these DCPS schools are growing and have expanded and modernized buildings. Why not try that or other approaches rather than disinvesting in neighborhoods where people also need neighborhood schools?

(ADG) Schools in Ward 3 jumped the modernization list and got full modernizations moving ahead of the schools on the closing list. Now a number of neighborhood schools are proposed for closure, in part because they were not modernized. How is this equitable?

Best,

Amy

Amy Lerman
Manager, Strategic Enrollment Initiatives
Office of the Chief Operating Officer

District of Columbia Public Schools
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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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From: Beers, Nathaniel (DCPS)
Sent: Tuesday, October 16, 2012 2:37 PM
To: Robinson, Josephine B. (DCPS)
Subject: Re: ACTION: Respond to SPED questions re closures
Importance: High

See below.

Nathaniel Beers, MD, MPA, FAAP
Chief, Special Education

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From: Josephine Robinson <josephine.robinson@dc.gov>
Date: Tue, 16 Oct 2012 10:32:28 -0400
To: N Beers <nathaniel.beers@dc.gov>
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When DCPS and Mayor Fenty closed 23 schools in 2008, they promised that it would benefit the programs in the remaining schools and lead to better schools. A number of the schools on this closing list were ones that were the receiving schools in 2008, why didn’t this work out?

Some of the city’s best-regarded schools have small enrollments (e.g., Ross, Cleveland, Hearst, Peabody, Capitol Hill Montessori, School Without Walls, Banneker, and Ellington) and nearly half of all the public charter schools have enrollments less than 350 students If they are successful with few students, can’t small schools with children from low income families and communities be supported also?
Do the Mayor, Chancellor and Council want the DCPS schools to be walkable, particularly in communities where families may not have personal automobiles?

What will the impact be on the traffic congestion in the city, if more students are bussed or driven to school? How might this affect student health? How much will this cost?

Years ago, small Georgetown schools clustered to share staff, and now these DCPS schools are growing and have expanded and modernized buildings. Why not try that or other approaches rather than disinvesting in neighborhoods where people also need neighborhood schools?

(ADG) Schools in Ward 3 jumped the modernization list and got full modernizations moving ahead of the schools on the closing list. Now a number of neighborhood schools are proposed for closure, in part because they were not modernized. How is this equitable?

Best,
Amy

Amy Lerman
Manager, Strategic Enrollment Initiatives
Office of the Chief Operating Officer

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Nathaniel,

Members of Anthony and my team are working to develop response to a number of the hard questions we posed during our discussion last week on school closures. In addition to the questions we developed, the consulting team we have engaged and who will assist us in the development of all of the collateral communications material, produced a number of additional questions of which you see referenced below. They developed questions on special education that we need your to assistance with.

1. How is the District planning to manage the closure of all the special education schools at one time?
   a. Won’t this just increase the number of students in non-public placements?
2. Has there been any analysis of how inclusion of special education students is working?
3. Are there projected cost savings from closing the special education schools?
   a. Will the cost of increased special education staffing at neighborhood schools be less or more than the cost of continuing to staff the existing special-education campuses?

Would you be able to take some time to consider and develop the responses for these questions by about noon tomorrow?

I am sure these are not be full representative of all the questions we may be asked with respect to the impact on the SPED program and students, but they are in the ballpark of what we can anticipate having to answer at some point. Please feel free to edit and/or augment the questions themselves if you can think of a different approach. You may not be able to answer the question, but knowing that will help us determine the narrative and design the documents appropriately.

Thanks in advance.

Kindly,
Josephine

---

From: Lerman, Amy (DCPS-OOC)
Sent: Monday, October 15, 2012 1:21 PM
To: Robinson, Josephine B. (DCPS); DeGuzman, Anthony D. (DCPS); adam@ksaplus.com; Burney, Shanita (DCPS); Charles, Hassan (DCPS); Lujan, Claudia (DCPS)
Subject: Follow-ups from today's communications meeting

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- What will you need to see from these public hearings to engage the public on the challenges you are facing, rather than trying to solve it all within DCPS?
What is the value and role of trust and support from DCPS families, parents and community members as you manage our public schools?

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See exchange Shanita had with Shelagh yesterday.

We just completed the draft schedule and plan for the boundaries and feeders community engagement and are working with Anthony to finalize so we can get it to you and the chiefs then get moving next week. The DME's community conversations have these folks all whipped up. None of them have gone well from what I see in the notes and feedback from my team who have attended a few. Shelagh's reference to resolutions in Wards 4 and 7 underscore that.

We can talk off-line about the survey itself.

Kindly,
Josephine

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.

Hi Shelagh,

We will be rolling out a public meeting schedule very soon. I know the public is very anxious about information particularly on the heels of the Community Conversations. To be clear, the work we are undertaking involves feeder patterns, boundaries, and academic programs figuring out how we strengthen all of those. I know it's hard not to just focus on the school closure aspect of the conversation, but it's critical that you do to make sure the conversation and the process is one that is productive and helpful.

I'm not in a position to respond to your survey. I feel that if this is something you and you and your peers feel is helpful information and you can get enough individual responses to tell a compelling story that will be different information than DCPS or you all have, then go for it. What might not be helpful is if this is information that folks already have, are collecting, or you don't have a large enough group to respond to the survey to make your point.
Hi Shanita,

Hope you're doing well. I'd love to chat with you sometime if you have time. I'd like to know how much time we have before final decisions are made about school closures next year. The organizers of the Community Conversations are planning to meet soon, and many of them are very opposed to school closures. Resolutions were passed in Ward 4 and Ward 7 to oppose any school closures.

Will school buses be provided if consolidated schools are too far away for kids to walk? Can charters share space with existing DCPS schools? That would be a great way to get them to share best practices and maybe even school buses.

I created a survey for parents to get a sense of their priorities and needs for their child's education. [http://www.surveymonkey.com/s/CKZ3ZYM](http://www.surveymonkey.com/s/CKZ3ZYM) Can you take a look at it and let me know what you think?

Are there different questions that you would ask? Does the chancellor care what parents think and what community leaders think? Those might be very different things, but what the chancellor thinks might be something else entirely.

- Shelagh
  202-494-6229
See exchange Shanita had with Shelagh yesterday.

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I'm sorry I'm not more helpful.

Shanita

From: Shelagh Bocoum [mailto:shelagh755@gmail.com]
Sent: Wednesday, August 22, 2012 11:32 AM
To: Burney, Shanita (DCPS)
Subject: Proposed school survey

Hi Shanita,

Hope you're doing well. I'd love to chat with you sometime if you have time. I'd like to know how much time we have before final decisions are made about school closures next year. The organizers of the Community Conversations are planning to meet soon, and many of them are very opposed to school closures. Resolutions were passed in Ward 4 and Ward 7 to oppose any school closures.

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Are there different questions that you would ask? Does the chancellor care what parents think and what community leaders think? Those might be very different things, but what the chancellor thinks might be something else entirely.

- Shelagh
202-494-6229
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

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Thanks for the information, Fonda, within the desired turnaround time. Much appreciated.

Just quickly, when did Ms. Yeager leave?

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,
Happy Monday, again. I just wanted to follow-up to see if you had any information on the request below. Is there someone you’d recommend I contact directly?

Terrance

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: 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@dcccouncil.us
www.yvettealexander.org
Understand how it came to pass and what's done is done. Still don't agree that this is a good move for OME or us, but I get over myself and move on very quickly. 😊

They coordinated with us before they scheduled it because the principal and partner already approved it. I pushed back but they already had all the site approvals. It's one school. They will be okay. Shereen was also looped in.

LMR

On Aug 1, 2012, at 2:54 PM, "Robinson, Josephine B. (DCPS)" <josephine.robinson@dc.gov> wrote:

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 OME 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 OME off of this date.

Thanks!

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.

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Jessica Sutter
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<DC Choicework - Leveling the Playing Field_final.pdf>
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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

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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.”

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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

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Sent: Wednesday, August 01, 2012 2:42 PM
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Cc: Holland, Burnell (DCPS); Williams, Shereen L. (DCPS); Baxter, Vincent (DCPS)
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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)
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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."
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.
- Professional guidance counselors as well as community volunteers must be available to help students work through life challenges.
- 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.
- Policy leaders and education experts should improve standardized tests so they more accurately measure whether students are learning.

Approach C  Prioritize and support parent/guardian and community involvement in schools

- The district should hire principals who believe in strong family and community relations.
- Principals and teachers need to establish good communication with families.
- Principals and teachers must form deep relationships with their schools’ communities.
- 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.
- 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.
From: Robinson, Josephine B. (DCPS) [josephine.robinson@dc.gov]
Sent: Monday, July 30, 2012 11:47 AM
To: Burney, Shanita (DCPS); Holland, Burnell (DCPS)
Subject: RE: DME Quality Schools Community Conversations

Can you please put these dates on my calendar as an FYI? Thanks

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 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

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

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)
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:

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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)
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Learn more at www.grade.dc.gov
Fyi, see below exchange. I recall our prior conversations and will proceed appropriately.

Thanks

Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools

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Take care,  
Jessica
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From: Robinson, Josephine B. (DCPS) [josephine.robinson@dc.gov]
Sent: Monday, June 04, 2012 5:52 PM
To: Burney, Shanita (DCPS)
Cc: Nyhus, Jill (DCPS); Skates, Jennifer (DCPS); Johnson, Sarah N. (DCPS)
Subject: FW: Follow-up: Ward 8 State of the Schools Meeting

Shanita,

Please see the email below.

I found this note to be thoughtful and an interesting counter to some of the feedback provided by others. I would like to respond directly but, of course, want to check with you and get your thoughts and assistance in crafting a response. You also might know her and have additional helpful feedback.

I'd like to respond to her tomorrow.

Thanks for your anticipated assistance.
Kindly,
Josephine

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-----Original Message-----
From: Terra Moody [mailto:terramoody@gmail.com]
Sent: Monday, June 04, 2012 5:16 PM
To: Robinson, Josephine B. (DCPS)
Cc: Nyhus, Jill (DCPS)
Subject: Follow-up: Ward 8 State of the Schools Meeting

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, BANC 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
That's certainly a way to look at it. 😊 Agree with Shanita, check em! 😊

From: Johnson, Sarah N. (DCPS-OOC)
Sent: Monday, May 14, 2012 4:57 PM
To: Skates, Jennifer (DCPS); Burney, Shanita (DCPS); Robinson, Josephine B. (DCPS)
Subject: FYI: Empower DC Education Campaign - Important Dates Reminder for this Week and Next

Free advertising! :-)
Sent via Blackberry
C: 202 423-6113

Are these definitely the dates?

Eboni-Rose Mobile

From: "Daniel del Pielago" <Daniel@empowerdc.org>
Date: Mon, 14 May 2012 16:27:02 -0400
To: Daniel del Pielago <Daniel@empowerdc.org>
Subject: Empower DC Education Campaign - Important Dates Reminder for this Week and Next

Hello all,

We have some great momentum behind our campaign and we want to keep things moving. This past Saturday we had an outreach day in Ward 7 to raise awareness about school closures. We handed out flyers and talked to over 300 people. Thanks again to all those who volunteered!

Now on to the important Dates/Meetings:

- **Thursday May 17th**: Empower DC planning meeting for fighting School Closures. Join students, parents, teachers and community members to plan and develop tools to fight school closures. **This meeting will take place at the Benning Heights Library (3935 Benning Road, NE) from 6 to 8:30pm.** We will also use this meeting to prepare for the upcoming State of the Schools meetings being put on by DCPS.

- **DCPS State of the Schools Meetings:**

  DCPS will be hosting the State of the Schools meetings in each Ward. Typically the Chancellor is there and presentations are made about the education/schools in the respective Ward and there is also a community input part. Now that we are faced with both the Chancellor
and the Mayor wanting to close more schools, these meetings are a good opportunity to say directly to the Chancellor  We don’t want school closures as well as letting her know what your children/school needs to be more successful. Not all the dates and locations have been announced but here are the dates for Ward 7 and 8:

**Ward 7**  Tuesday May 22 - Kelly Miller (301 49th St. NE)  5 to 8pm

**Ward 8**  Wednesday May 23 - Hart Middle School (601 Mississippi Ave. SE)  5 to 8pm

Daniel del Pielago  
Education Organizer  
Empower DC  
1419 V Street, NW  
202-234-9119 xt. 104
From: Robert Gundling [secfund@aol.com]
Sent: Tuesday, October 16, 2012 9:02 PM
To: Kornak, Mary (DOH); chandra@rand.org; aforseter@hotmail.com; achuukwu@rcn.com; Bachman, Ellen (OSSE); bquinton@howard.edu; Beers, Nathaniel (DCPS); Bell, Gwen (DHCF); BWolf@hscsn.org; beverlyjack390@yahoo.com; bbobalo324@aol.com; Massey, Brian (DCPS); carmen.daugherty@aje-dc.org; cdoggette@hscsn.org; csanzi@efa.org; Copemann, Margaret (DOH); csynthia.jones@hscsn.org; allaboutedward131@yahoo.com; familyvoicesofdc@yahoo.com; cbiddle@cnmc.org; whr_tn@yahoo.com; timothy.wheeler@crns.hhs.gov; Tomlyn.Farley@aje-dc.org; tmoseswillie2000@yahoo.com; tfesseha@hscsn.org; vschuyle@cnmc.org
Subject: Re: any comments on this article from September

I will get excited if the design of this school leads to it becoming a true community school, where public, charter and community based organizations are under one roof, accepting the challenge, with appropriate funding, resources and support to have inclusive classrooms focused on the developmental levels of children of all ages, as young as 6 weeks old.

A school that becomes a model for others to come and see research based curricula, ongoing assessments and services to maximize the potential of the children. Encouraging children to reach their potential and focusing on children, some with varying degree of challenges, yet all children, entitled to resources to support their unique needs, regardless of the degree of need.

A school with comprehensive services providing the opportunity for the medical, educational, social service professionals, etc. to collaborate to meet the needs of the children and their families.

A school where research is conducted and used to make sure there is continuous progress.

A school where children are first.

Robert Gundling

Dr. Robert Gundling, Deputy Operating Officer
Southeast Children's Fund, Inc.
4224 6th St, SE
Washington, DC 20032
Telephone: 202-561-8706

-----Original Message-----
From: Kornak, Mary (DOH) (DOH) <mary.kornak@dc.gov>
To: Anita Chandra <chandra@rand.org>; Annette Forseter <aforseter@hotmail.com>; Anthony Chuukwu <achuukwu@rcn.com>; Bachman, Ellen (OSSE) (OSSE) <Ellen.Bachman@dc.gov>; Barbara Quinton <bquinton@howard.edu>; Beers, Nathaniel (DCPS) (DCPS) <nathaniel.beers@dc.gov>; Bell, Gwen (DHCF) (DHCF) <gwen.bell@dc.gov>; Bette Jean Wolf <bwolf@hscsn.org>; Beverly Jackson <beverlyjack390@yahoo.com>; Brenda Williams <bbobalo324@aol.com>; Massey, Brian (DCPS) (DCPS) <brian.massey@dc.gov>; Carmen Daugherty <carmen.daugherty@aje-dc.org>; Cecil Doggette <cdoggette@hscsn.org>; Cheri Sanzi <csanzi@efa.org>; Copemann, Margaret (DOH) (DOH) <margaret.copemann@dc.gov>; Cynthia Jones <cynthia.jones@hscsn.org>; Doreen Hodges <Doreen.Hodges@aje-dc.org>; Dr. Cara Biddle <CBiddle@cnmc.org>; Dr. Robert Gundling <secfund@aol.com>; Dr. Wendy Hoffman <whoffman@cnmc.org>; Edenn Perez <edenn.perez@aje-dc.org>; Freeman, Vinetta (DOH) (DOH) <vinetta.freeman3@dc.gov>; Henry, Georgia (DOH) (DOH) <georgia.henry@dc.gov>; Holt, Maude (DHCF) (DHCF) <maude.holt@dc.gov>; Jacqueline McMorris <jwmcmorris@msn.com>; Janet Phoenix <japhoenix@yahoo.com>; Johnston-Stewart, Jerri (OSSE) (OSSE) <jerri.johnston-stewart@dc.gov>; Kamilah Pickett <Kamilah.Pickett@aje-dc.org>; Karen Fratantoni <kfrost@ajedc.org>
DCPS proposes turning River Terrace into special-needs school

By Emma Brown

The residents of Ward 7’s River Terrace have been wondering for months what will become of their neighborhood elementary school building, shuttered last spring because of low enrollment.

Chancellor Kaya Henderson offered them a choice Wednesday night at a standing-room-only community meeting, held in the old school’s auditorium.

Renovate River Terrace Elementary from top to bottom and turn it into a school for special-needs students from across the city. Or give the building up, allowing the city to put it out for offers from charter schools, or — if charters aren’t interested — private developers.

The news came nearly two years after River Terrace residents made an impassioned plea to save their school, arguing that it played a central role in the life of the community.

Henderson said she was moved by that testimony, but simply hadn’t been able to justify operating a school with fewer than 150 kids enrolled. A citywide special-needs school at River Terrace wouldn’t be the same as a neighborhood elementary, she said Wednesday, but it could still be a neighborhood hub.

“I didn’t want to just walk away from this school and leave it as we have done in other communities,” she said.

Residents offered mixed reactions. Some stepped to the microphone to lambast Henderson for closing the school in the first place. Others exhorted their neighbors to support the proposed school as a compromise far better than allowing the building to slip out of public ownership.

“We have all kinds of various opinions about what this school should have been,” said Lawrence Johnson, a 60-year resident of the neighborhood who attended River Terrace as a kid, and whose mother and sister taught there. “I just want there to be something here, and as soon as possible.”

Still others said they liked the proposal, but found it hard to trust Henderson after her decision to close River Terrace.

“We definitely want to keep this as an educational resource — our community is pretty much behind that,” said parent and activist Diana Onley-Campbell. “But I’m wary.”

If the community agrees to the proposal, a renovated River Terrace could open a year from now in Fall 2013.

Nathaniel Beers, chief of special education for DCPS, said it was too early to know how much the work would cost. The money, he said, would come from pooling capital dollars set aside for building facilities for students with disabilities.

Students would come from Mamie D. Lee (in Ward 5) and Sharpe Health (in Ward 4). Together they serve about 200 children in grades pre-K to 12 with severe disabilities. Both need renovation and modernization that, for one reason or another, is difficult to do, Henderson said.

Kamili Anderson, Ward 4 representative to the State Board of Education, said she had no idea that this proposal was being considered. What, she asked, will happen in the Northwest communities that are home to Sharpe and Lee?
Henderson said her staff had met with representatives from each school, but hadn’t done broader outreach because they weren’t sure River Terrace would embrace the proposal.

A small group of community members will meet with DCPS to decide whether to renovate River Terrace or let it go.

Cinque Culver, who helped organize opposition to the school’s closure, and whose family has lived in the neighborhood for a half-century, said it’s hard to let go of hopes that the school would reopen as it was.

“It’s melancholy,” he said of the mood among meeting-goers Wednesday.

Still, Culver said he supports Henderson’s proposal and appreciated her willingness to ask the community for input. “It’s a change in the tenor of the conversation,” he said.

By Emma Brown | 05:20 PM ET, 09/20/2012

Mary Frances Komak, MPH
Title V Program Coordinator
DC Department of Health
Community Health Administration
Office of Grant Management and Program Evaluation
phone 202-442-9167
fax 202-442-4796

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Check out wwwGRADE.DC.GOV today.
I have two questions. If Henderson et al are closing and consolidating schools due to under-enrollment, why is there a need for more charter schools? They will only siphon off more DCPS students and in 4-5 years we will be back at the table to close more schools. Is this the ultimate end game, the complete eradication of DCPS in Washington DC?

Sent via BlackBerry by AT&T

From: msjudgejackie@aol.com
Sender: Ward7@yahoogroups.com
Date: Tue, 4 Dec 2012 14:23:43 -0500 (EST)
To: <Ward7@yahoogroups.com>; <HillcrestDC@yahoogroups.com>; <east_of_the_river@yahoogroups.com>
ReplyTo: Ward7@yahoogroups.com
Subject: [Ward 7] Friendly Amendement - No Charter Moratorium

In speaking with Cinque Culver (via text) I was informed that the Ward 7 Education Council made a friendly amendment to remove a moratorium on charters from the motion. Who knew? And why was that not made public?

I also asked him about the analysis. He indicated they haven't decided who will do it yet and I should not be so hard on the Kangaroo Court because they are going to hop their own way no matter what. I also asked how long it would take and he responded, "As long as it takes luv." Really!

He ended with the following statement, "If you want to work with us you'll have to do so on our terms. You know my type, I'm not going to change." Really!

In reviewing the letter from CM Alexander I noticed there is not language regarding the moratorium on charters. And in the W7EC plan the mission statement did not include any language regarding the moratorium on charters. So much for the will of the people.

Just wanted to update you!

Jackie
RECENT ACTIVITY:

- New Members 2

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Join the East of the River on Facebook.
PROPOSAL TO DISTRICT OF COLUMBIA PUBLIC SCHOOLS

A CONTINUUM OF SERVICES TO PROMOTE INCLUSION

and BUILD INTERNAL CAPACITY

Presented By

SPECTRUM CENTER SCHOOLS and PROGRAMS

September 9, 2011
Overview
Spectrum Center Schools and Programs (Spectrum) is prepared to provide a comprehensive continuum of services to assist District of Columbia Public Schools (DCPS) in promoting inclusion and building internal capacity to best meet the needs of students who have emotional disturbance.

For more than 35 years, Spectrum has worked collaboratively with school districts to serve students ages five to 22 with challenging educational and behavioral needs in a cost effective and high quality manner. Spectrum operates state-certified schools and integrated collaborative classrooms on public school campuses that provide special education services to over 100 school districts. Partnering with Spectrum positions school districts to:

- Promote inclusion;
- Expand internal capacity;
- Increase least restrictive environment options;
- Broaden within-district placement options and reduce the need to place students out-of-district;
- Strengthen parental support for district remedies;
- Provide education and behavior supports to the greatest number of teachers, paraprofessionals and students in the shortest amount of time;
- Reduce transportation costs, legal exposure and the need to hire additional employees;
- Facilitate students’ successful transition back to their referring schools or into adult life after high school.

Aligned with Mayor Gray’s vision to reduce nonpublic school placements and bring students back to a least restrictive environment (LRE) in their neighborhood schools, Spectrum proposes a comprehensive multi-year inclusionary partnership with DCPS that includes:

- Establishment of collaborative (co-location) classrooms on DCPS campuses so that students can receive services and interact with their typically developing peers, teachers and paraprofessionals;
- Provide direct services for students in collaborative classrooms on district campuses that would serve as professional learning labs for DCPS staff.
- Work with DCPS personnel to design and implement in-house programs from the “ground up,” including program model development, staff training and ongoing professional support to build internal capacity. These programs and services would be individualized to meet the specific needs of the students, special education staff, general education staff and individual school sites.
- Identify program/student benchmarks for successful outcomes including transitioning individual students to a less restrictive placement.
In order to accomplish this we are proposing to pilot five high school and middle school classrooms in year one. In the subsequent years we would add additional classrooms while supporting the initial classrooms to continue to build the internal capacity for the district.

This partnership will create a team-based approach to developing and delivering the highest quality education services for children with special needs. It will also provide DCPS with more education options as it reduces the need to place students outside the district. A partnership between DCPS and Spectrum will help the district meet its goals to enhance services, promote inclusion and increase internal capacity.
DCPS Goals of Collaborative Classroom Partnership with Spectrum

- Partner with DCPS to establish collaborative classrooms to deliver intensive special education services for middle and high school students with Emotional Disturbance
- Provide model program with evidence-based best practices and data-based instruction that addresses academic skill deficits and behavior and social skill development
- Build DCPS internal capacity
- Improve student academic achievement and behavior
- Ensure access for all students and provide least restrictive environment (LRE) for students typically placed at segregated sites
- Assist district by providing expert witnesses as part of the process of defending options for LRE
- Facilitate mainstreaming and transition back to district classrooms
- Reduce district costs associated with current Non-Public School (NPS) placements

The Spectrum Collaborative Classroom

The collaborative classroom is a partnership between DCPS and Spectrum Center. Each classroom is located on a school campus within the district, allowing for integration opportunities and student access to campus resources (library, computer lab, extracurricular activities), as appropriate. The collaborative model allows Spectrum to provide direct services to students on district campuses and allows the classrooms to serve as professional learning labs where DCPS staff receive training. DCPS staff will be able to practice the skills learned through Spectrum training and receive immediate feedback and coaching from Spectrum staff.

All classrooms emphasize intensive academic interventions, comprehensive behavior management and counseling based on evidence-based practices for ED students.

Components of the ED Model (see Appendix A)

- Curriculum and Instruction
  - Effective, evidence-based instruction and methodology
  - Assess: Comprehensive academic, behavioral and vocational assessments
  - Prescribe: Individual course of study to address skill deficits and behavior programming
  - Instruct: Small group, individual and computer-assisted instruction using standards-based curriculum, including DCPS core curriculum, computer-assisted instruction and direct instruction (see Appendix B)
  - Accommodations/Modifications to the curriculum are provided as needed
  - Formal and Informal assessments are used to individualize and personal instruction (see Appendix C)
  - Outcomes: Student outcomes drive the instructional process
  - Implementation of the classroom quality assurance program (see Appendix D)
• Positive Behavior Support founded on the principles of applied behavior analysis (ABA) 
  (see Appendix E)
  o Implementation of reinforcement/rewards program
• Therapeutic/Mental Health
  o Group and individual therapy
  o Family support/workshops
• Environmental Management
  o Classroom organization and management support the students’ emotional/behavioral needs
  o Physical space/layout is used intentionally to support the students’ emotional/behavioral needs
  o The emotional climate of the school is safe as demonstrated by students’ willingness to initiate interactions or ask questions
  o Scheduling is developed intentionally to support students’ emotional/behavioral needs
• Affective Education/Social Skills
  o An evidence-based social skills program will be implemented in the classroom and generalized throughout the school day
• Transition Education
  o ITP development and implementation
  o Transition curriculum, including career planning
• Educational Enrichment
  o Enrichment activities are associated with specific content standards when applicable
  o Enrichment activities are experiential learning activities
• Parent Involvement
  o Daily/Weekly communication logs and/or progress reports
  o Pre-IEP meetings
  o Parent/Teacher conference before progress reports are issued
  o Parental involvement in the school/program improvement process

**Spectrum Staffing and Supports, Per Classroom (1:4 staff to student ratio, 12 students/class)**

**Classroom staff**
• 1 Full time teacher with approved Special Education credential
• 1 Full time classroom staff with degree and approved substitute credential
• 1 Full time Behavior Support Specialist

---

*Proposal for DCPS*

*September 9, 2011*
Support Staff

- Local Onsite Support:
  - 1 Full time Director who is a board certified behavior analysis and/or has experience and training in PBS
  - 1 Full time Program Coordinator who is a board certified behavior analysis and/or has experience and training in PBS
  - 2 Full time Mental Health/Therapists
  - 1 Transition Specialist

- Regional Level Support:
  - Curriculum & Instruction, Academic Assessment, Clinical Services, Recruitment, Administrative and IT

Facilities and Materials

The District shall provide:

- A classroom and a refocus room per site.
- The classrooms will be available exclusively to Spectrum Center on a 12 month basis for instructional services, including winter and spring break and extended school year.
- Classroom maintenance, custodial services, security/fire systems, utilities, telephone service, Internet service, waste removal, general repairs and maintenance, and furniture.
- Common areas or "integration opportunities" as specified by mutual consent, before the commencing of the class (i.e. library, cafeteria, bathrooms).
- All custodial supplies (i.e. tissues, cleaning supplies, paper towels, etc.)
- Staff access to a copier.
- DCPS core curriculum/text books.
- Lunch for students.

Spectrum Center shall provide:

- All intervention curriculum (see Appendix B)
- Computers and software
- All other teacher supplies

Support to Host Campus

- Spectrum staff and DCPS host campuses will establish site-specific protocols that include staff responsibilities, communication, student supervision, management of behavior issues, parent visits and use of campus facility, supplies and interfacing with campus personnel.
- Spectrum staff will work with DCPS campus staff to provide communication to parents before their child’s placement is changed to a collaborative classroom, or mainstreaming into the
district classrooms. This communication will include a description of the program and review of the student/parent handbook.

- Prior to the opening of each class, campus staff, parents and students will be invited to visit the classroom and meet Spectrum Collaborative classroom staff.
- Spectrum’s model collaborative classroom staff can also provide mentoring and support for the DCPS staff.

**Training to Host Campus**
Spectrum will work collaboratively with DCPS to identify areas of training for District.

- Trainings will be provided by highly qualified Spectrum staff whose experience and formalized training is in the area of Positive Behavior Supports, Curriculum, Instruction and Assessment. Most of these trainers hold a Master’s Level degree in Special Education and Clinical Services.
- Professional development for district general education teachers *(see Appendix F)*

**Financial Details**
Spectrum proposes to provide five collaborative classrooms each containing up to 12 middle school and high school students diagnosed with Emotional Disturbance.

<table>
<thead>
<tr>
<th>Monthly Rate*</th>
<th>Number of students in each classroom</th>
<th>Number of classrooms</th>
<th>Total Contract for base period end 07/31/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>$203,543</td>
<td>12</td>
<td>5</td>
<td>$1,628,344</td>
</tr>
</tbody>
</table>

*To be billed monthly October 2011 through May 2012 *(see Appendix G and Appendix H for details of current and subsequent years).*

In August of each subsequent year DCPS will be billed for annual recurring Beginning of the Year costs *(see Appendix I).*
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1. Appendix A – ED Model
2. Appendix B – Curriculum
3. Appendix C – Formal and Informal Assessments
4. Appendix D – Classroom Quality Assurance Program
5. Appendix E – Positive Behavior Supports/Intervention Program
6. Appendix F – Potential Professional Development Workshop Topics for District Teachers
7. Appendix G – Detailed Cost Proposal
8. Appendix H – Payment Schedule
9. Appendix I – Annual Beginning of Year Costs Billed Each August
Appendix A

Components of Spectrum ED Model

A. ED Model Overview

B. Components
   1. Curriculum and Instruction
   2. Positive Behavior Support Program
   3. Environmental Management
   4. Affective Education/Social Skills
   5. Transition Education Program
   6. Educational Enrichment Program
   7. Therapeutic/Mental Health Program
   8. Parent Involvement
   9. Staffing Model
   10. Staff Development
THE ED MODEL

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

~15% of Students

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

~5% of Students

~80% of Students
Component Overview

1. **Curriculum and Instruction**
   All students have the right to learn in a safe and engaging educational environment that provides evidence-based curriculum and instruction, which maximizes the success of the learner.

   **Key Components:**
   - Effective, evidence-based instruction and methodology
     - Engelmann’s Direct Instruction Intervention Programs (Reading, Writing, Spelling, Math- Corrective and Essential for Algebra)
   - Comprehensive, standards-based curriculum
     - A Plus Learning System (State Standards Aligned- Computer Assisted Instruction)
     - Discovery Education
     - E2020
     - District textbooks
   - Accommodations/Modifications to the curriculum are provided when needed
     - Small group instruction
     - 1:1 instruction
     - Text Help (computer program which orally reads the text to the student)
     - Examples: Extended time, shorter assignments, incorporate visual supports, adapt readability level-CAI, peer tutoring, enlarge text, project-based activities, use of concrete examples, etc.
   - Formal and Informal assessments are used to individualize and personalize instruction
     - Curriculum Based Progress Monitoring Systems – Reading Fluency, Writing Fluency, Math Fluency, Basic Reading Inventory
     - Annual Assessments – Five subtests of the WJIII, STAR test result
   - Implementation of the Classroom START Standards

2. **Positive Behavior Support Program**
   Foundations of Positive Behavior Supports are based upon the following Behavioral Principles: All students have a right to feel safe. Students will be treated with respect, dignity & encouragement. All students will have the opportunity to experience academic success.

   **Key Components:**
   - Positive Behavior Program, Tier Components
     - Primary: School-wide
     - Secondary: Classroom-based
     - Tertiary: Individual
   - Implementation of Reinforcement/Rewards Program based upon a defined point/level system
   - Effective Procedures for Dealing with Discipline
• Data Entry and Analysis – School Wide Implementation System (SWIS)
• Expectations and Rules Developed
• Management Systems are in place for Crisis Intervention- PRO-ACT trained staff
• Lesson Plans for teaching Expectations/Rules

3. **Environmental Management**

The systematic use of resources, physical factors, and organizational strategies are used to structure the students’ total environment for the purpose of providing necessary support and control.

**Key Components:**

- Classroom organization and management support the students’ emotional/behavioral needs.
  - Individual student work areas
  - Small and large group instructional areas
- Resources are adequate, appropriate personnel with expertise in instruction, behavior and emotional needs are adequate and appropriate for the program.
  - Assigned classroom staff and support staff. Regional Office staff support (Director of Clinical Services, Administrative Director, Director of Curriculum and Instruction, Credential Specialist etc.)
- Physical space/layout is used intentionally to support students’ emotional/behavioral needs.
  - Assigned seating based upon safety and peer issues
  - Space available for de-escalation and calming
- The emotional climate of the school is safe as demonstrated by students’ willingness to initiate interactions or ask questions.
  - Student safety is always the first priority
  - Staff are trained to work proactively with ED students
  - Program is built upon a system of positive reinforcement and logical consequences
- Scheduling is done intentionally to support students’ emotional/behavioral needs; incorporating teacher directed instruction and Computer Assisted Instruction.

4. **Affective Education/Social Skills**

We provide an educational environment that promotes fairness and respect of all people. Spectrum assists young people in learning successful coping mechanisms to achieve academic growth and to live functionally with the people in their community by promoting social development and group responsibility. This is accomplished through using situations that arises as exemplars of content that was formally taught.

**Key Components:**

- An adopted social skills program will be implemented campus wide, both in the classroom and generalized throughout the school day
- Utilize research-based curriculum
5. **Transition Education Program**

Systems are provided which develop the skills of students necessary for productive and meaningful lives outside of school. These systems provide the link between the skills a student gains in his/her school experience and application of those skills in the nonacademic setting. Spectrum believes that transition services should be provided to students in elementary, middle, and high school through career awareness, exploration, and preparation experiences, so that each child has the opportunity to lead an independent and self-sufficient post-secondary life.

**Key Components:**
- Assessment
- Curriculum & Instruction
- Curriculum Resources
  - The Transition Curriculum (Fulton & Silva- James Stanfield publisher)
- Community Based Instruction
- Career/Employment
- Independent Living Skills

Students may participate in the following activities (not an all-inclusive list) based upon student needs, interests, skill levels, IEP goals, and approval from parent and IEP team.
- Service Learning
- Community service/volunteerism – in and outside of the school
- Work study/employment
- Social, arts or athletic clubs (school or community)
- Field trips
- Community speakers (including business, civic, educational and social groups/leaders)

6. **Educational Enrichment Program**

All students have the right to an education that is well rounded and ensures access to a variety of integrated activities that teaches them about the school community. Other purposes for these activities include teaching social skills, community service/awareness, and the application of skills in the natural environment. Enrichment activities should be designed to promote skills and higher order thinking, allow students to explore their interests, ensure creative expression, problem solving, and teach students to be independent learners. Learning is more effective when students enjoy what they are doing.
Key Components:
- Enrichment activities are associated with specific content standards.
  - Guest Speakers invited to share information on specific content area being studied
  - Project-based learning activities
- Enrichment activities are experiential learning activities.
- Students are given the opportunity to choose the enrichment activities that they are able to participate in based on their skills and interests.

7. **Therapeutic/Mental Health**
Integrating counseling and therapeutic services into the student’s school program is a critical component of this program.

Key Components:
- Delivery of services can be done through a variety of methods, based upon student need:
  - Group
  - Individual
  - Classroom
  - Wrap-around/outside agencies

8. **Parent Involvement**
The academic and social success of students requires supports beyond the school day. Through parent involvement activities, parents are knowledgeable of their child’s educational plans, progress and successes. Students benefit from parent involvement because supports and recognition of each child’s success reinforces positive behaviors, responses and outcomes.

**Key Components to facilitate Parent Involvement:**
- Program intake meeting
- Pre-IEP Meeting
- Daily/Weekly communication logs
- Parent Training
- Parent/Teacher conferences before progress reports are issued
- Parental involvement in the school/program improvement process
- Contact with parents regarding student progress and significant goals/milestones

9. **Staffing Model**
Spectrum provides special education credentialed teachers and qualified/trained support staff to deliver services in an ED classroom/program. All staff members are PRO-ACT trained in crisis intervention as well as the trainings listed below in item #10.
10. **Staff Development**

Staff development is the cornerstone for any quality program. The staff development program for this model will include a two week initial training for new programs followed by systematic coaching, and feedback. For existing programs these training components will be scheduled throughout the school year. In addition, there will be staff development trainings covered throughout the school year.

We have also developed a tool which identifies and measures the quality indicators of an ED Program, this is the Classroom START.

The following is a list of the ED training modules:

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<th>Module</th>
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<tr>
<td>Introduction to ED Students</td>
</tr>
<tr>
<td>Classroom START</td>
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<tr>
<td>Site Specific Policies and Procedures</td>
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<td>Required Safety Trainings</td>
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<td>Effective Instructional Strategies</td>
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<td>Assessment Strategies</td>
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<td>Direct Instruction</td>
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<td>Crisis Intervention</td>
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<td>Social Skills Curriculum</td>
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<td>CPR/First Aid</td>
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<tr>
<td>Computer Assisted Instruction</td>
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<td>IEP Goal Writing</td>
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<td>Developing FAA/BIP &amp; BSP</td>
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<td>LSCI</td>
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<tr>
<td>Communication with Parents</td>
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<tr>
<td>Staff Supervision</td>
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<tr>
<td>Writing Progress Reports/Grading and Transcripts</td>
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References

Neel, Cessena, Borock, Bechard (2003). Quality Program Indicators for Children with Emotional and Behavioral Disorders, Journal: Beyond Behavior


### Appendix B

**DC Public Schools Curriculum**

<table>
<thead>
<tr>
<th>INTERVENTION CURRICULUM:</th>
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<td>Corrective Reading Decoding</td>
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<td>Corrective Reading Comprehension</td>
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<td>Expressive Writing I&amp;II</td>
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<td>Essentials for Writing (high school level)</td>
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<td>Reasoning and Writing: levels C-F</td>
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<td>Spelling Morphographs</td>
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<td>Corrective Math</td>
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<td>Essentials for Algebra</td>
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<td>Why Try Program</td>
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<td>Skills to Work Skills (PCI)</td>
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<td>Skillstreaming the Adolescent</td>
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<td>“Be Cool” Video Series (middle/high school)</td>
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<td>Second Steps- A Violence Prevention Program (grades 6-8)</td>
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Appendix C

Formal and Informal Assessments

ASSESSING STUDENT LEARNING
In compliance with No Child Left Behind and IDEA it is critical that teachers to use a variety of sources in collecting, monitoring and analyzing student progress and learning. Standardized Tests and Progress Monitoring (e.g., Curriculum Based Assessments) are utilized by teachers to determine current level of performance, monitoring of student progress, instructional decision making based upon the results, and IEP development.

Standardized tests are one of the measurements we will utilize to determine current levels of performance and academic gains. These tests are designed in such a way that the "questions, conditions for administering, scoring procedures, and interpretations are consistent" and are "administered and scored in a predetermined, standard manner." One of the main advantages of standardized testing is that the results can be empirically documented; therefore the test scores can be shown to have a relative degree of validity and reliability, as well as results which are generalizable and replicable.

Curriculum Based Measurements/CBM is the other method of assessment that we will be implementing. CBM offers an effective and time-efficient way for teachers and administrators to make informed instructional decisions and quantify students' rate of progress. CBM differs significantly from traditional standardized tests in that it involves administering tests directly from the curriculum or short tests (typically one to five minutes) frequently; usually one or more times per week. From these tests, one can identify each student's rate of progress toward the instructional goals/benchmarks for the academic year and you know immediately how well your students are performing. In this way, CBM also tells you how the student has responded to instruction, and whether or not instructional changes are needed. As we make instructional changes and continue to administer the frequent, short tests, one can evaluate the success of different teaching methods. Teachers must also involve students in the process of assessing their own learning and progress by sharing results and graphing progress. CBM enables you to achieve two types of goals that are both essential for improving student achievement. The first is to determine the effectiveness of the teaching methods you use. The second is to help your school raise student achievement and demonstrate its success. This is critical under the provisions of the federal education legislation, No Child Left Behind. Portfolio Assessment is another procedure we have established that shows the evidence of student progress; specifically related to their IEP goals/benchmarks. We have taken an important next step in the assessment process by instituting a standardized system to report student outcomes based upon the IEP which enables us to examine results to determine the success of individual students, classrooms, programs, and our school system as a whole.
**CURRICULUM BASED MEASUREMENT TRACKING KEY:**

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<tr>
<th>SCHOOL &amp; STUDENT INFORMATION</th>
<th>READING FLUENCY</th>
<th>WRITING FLUENCY</th>
<th>MATH FLUENCY</th>
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**CURRICULUM BASED MEASUREMENT TRACKING:**

**SCHOOL AND STUDENT INFORMATION KEY:**

- **Reading Fluency Key:**
  - 1st: Enter common names
  - 2nd: Enter abbreviations to identify student's primary educational disability: EVA, AIM, ER, SLD, OI, TD

- **Writing Fluency Key:**
  - 1st: Enter the following code for Decoding Reading Mastery or CC: DA, DB1, DB2, DC, RM1, RM2, RM3, RM4, RM5, RM6 and C for core

- **Math Fluency Key:**
  - 1st: Enter the number (A, B, M, D) and specific letter(s) to identify the student's specific math program: A-Z

**SCHOOL AND STUDENT INFORMATION:**

- **Reading Fluency:**
  - Enter the student's reading fluency score in WPM (words per minute)

- **Writing Fluency:**
  - Enter the student's writing fluency score in CWS (correct words per sentence)

- **Math Fluency:**
  - Enter the student's math fluency score in # Correct

**ATTENDANCE:**

- **Attendance Key:**
  - 1st: Enter the number of days present in the student's attendance
  - 2nd: Enter the number of days late in the student's attendance

**Directions:**

1. Enter the student's score in the appropriate column.
2. Enter the student's attendance in the attendance column.
3. Review the student's progress and enter the necessary corrections.

**Notes:**

- Do not use any abbreviations or marks. Capitalize the first letter of any word(s) and abbreviations.
ANNUAL STANDARDIZED TEST RESULTS
School Year 2011-2012

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DCPS 009486
# THREE YEAR SUMMARY OF ANNUAL ASSESSMENTS

**Campus:**

**Student:**

**STANDARDIZED TEST:**

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Appendix D

Classroom Quality Assurance Program

Start Checklist

Teacher: __________________________ Date: __________________________ School: __________________________
## STANDARDS:

### 1) Classroom Behavior Management System
- a. Specific Verbal Praise ongoing (4:1)
- b. Use of proximity/mobility
- c. Reinforcers delivered for desired behavior
- d. Evidence of IEP behavior goal tracking
- e. Consequences given consistently (pos/neg)
- f. Choices given for behaviors
- g. Behavioral expectations/rules clear & posted
- h. Progressive discipline plan utilized & posted
- i. Vaned reinforcement system established (immediate, daily, weekly, monthly)
- j. Referred activities implemented
- k. Organized transitions (in/out class)
- l. All students on task/engaged
- m. BSP/BIP followed-staff communicate
- n. BIP at a Glance posted
- o. BIP target behaviors tracked

### 2) Active Delivery of Instruction
- a. Objective, relevance, closure
- b. Whole period instruction planned
- c. Motivating/meaningful curriculum
- d. Accommodations/mod. for individual need
- e. Teacher competent in subject
- f. Evidence of "I do, we do, you do" strategy
- g. Positive energy- voice/tone
- h. Immediate correction of errors
- i. Evidence of daily progress monitoring

### 3) Appropriate Curriculum
- a. Meets State Standards
- b. Addresses IEP goals
- c. Supports/Enrichment available
- d. Age Appropriate/High interest/modify
- e. Specialized curriculum implemented: social skills, life skills, transition, & computers

### 4) Intervention Curriculum
- a. Implemented as prescribed for each student
- b. Data documented weekly
- c. Evidence of on-going progress monitoring (e.g., mastery tests, work samples, DBR)

### 5) Affective/Social Skills
- a. Life/Social Skills throughout school day
- b. Teacher prompting positive peer interactions
- c. Current skill of focus is posted & visible
- d. Staff modeling respectful interactions
- e. Peers engaging in respectful interactions
- f. Evidence interventions/descalation per ProAct

### 6) Classroom Technology/Computer
- a. Each student scheduled daily/weekly & posted
- b. Software: ESA approved
- c. Classroom adheres to Spectrum policy
- d. Reinforcement software approved by sup.

### 7) State Standards
- a. Reflected in the lesson plan book
b. Standard-based IEP with instruction

c. Standards reflected in long range planning

d. Students can articulate learning objective

8) Classroom Environment

a. Neat, clean & organized
b. Furniture arrangement facilitates learning
c. Age appropriate decor, instruction based
d. Absence of hazards and noise
e. Current Student work displayed
f. Evidence of optimal learning environ.
g. Physical space facilitates learning
h. Evacuation route posted/documentation

9) Class Schedule

a. Posted, covers entire day
b. Implemented as posted
c. Appropriate instructional minutes
d. Staff/student pairing posted
e. Reflects CDE bell schedule

10) Weekly Lesson Plans:

a. Lesson Plans in standard LP Book
b. All courses listed, including specialized (social/life skills, transition, computer)
c. Times/Dates for the week’s plans
d. Enrichment activities reflected
e. Homework listed in lesson plans if req.
f. All curriculum/materials listed
g. MLO’s listed in proper format
h. Groups & corresponding activities listed
i. Related services schedule is documented

11) Grade Book

a. Approved site grade book
b. Facility name on front
c. Teacher’s full name & school year
d. Legend for grades/attendance
e. Dates written in and current
f. Attendance recording daily
g. Daily grades & participation for each student, all subjects

12) Class Files

a. IEP (Special Education)
b. BSP/BIP/FAA/FBA
c. Standardized Assessment
d. Report card/progress, <1 yr. old
e. Files are locked and secured
f. Work samples reflect IEP/ITP
g. Current assessment CBM & WJIII data for each student
h. Student education portfolio
i. Doc. of parent/agency contact
j. Credit worksheet (HS)

13) Effective use of Instructional Assistants

a. Implementing behavioral standards (#1)
b. Use of proximity/mobility/verbal praise
c. Supporting instruction/small groups

Total percentage of all Standards Mastered (at a 90% criteria or higher) ____ %
d. Collects/records data- teacher directed (e.g.,
daily/ weekly/month/behavior sheets,
BIP/BSP, CBM etc.)

e. Active supervision of students
START TEACHER FEEDBACK

Teacher: ____________________________  Reviewer: ____________________________

After observing your classroom, the following classroom standards were outstanding:

The following classroom standard/s need focus:

Plan to address classroom standard/s needing focus:

Progress on last month’s plan:

Signatures verifying that verbal feedback has also been provided:

________________________________________  ________________________________
Reviewer  Teacher
Appendix E

Positive Behavioral Supports/Intervention Program

OVERVIEW

The purpose of any program designed for a student with challenging behaviors is to teach self-regulatory and pro-social behaviors in order to facilitate his/her placement toward a less restrictive environment. Positive behavioral supports and interventions are the core foundation to a classroom program for students with challenging behaviors. Student behaviors are first assessed to determine the function of the behavior and then replacement behaviors and intervention strategies are developed; both the proactive response before the behavior and the reactive response after the behavior. Analysis of this assessment will assist in determining the next steps in supporting the student. All positive behavioral interventions involve understanding the environment factors which may also affect student behavior. Another component of an effective classroom program is a Positive Behavioral Intervention Supports program (PBIS). An effective PBIS system will assist in addressing many of the challenging behaviors presented by the students. The primary goal of the classroom is to educate and teach effective interpersonal skills, not to manage or suppress behavior.

The majority of students function best in a structured and consistent classroom environment. Both a clear and consistent management system within the classroom and program as well as positive environmental “climate” are fundamental to an effective delivery of services to these students. A clear and predictable classroom structure with defined expectations enables the student to have a successful school experience. The following sections provide information on developing systems and strategies that provide the foundation for positive behavioral supports in the classroom and school setting.

BASIC BEHAVIORAL PRINCIPLES  Any Behavior that is reinforced will occur more frequently

1. Identify the Function of the Behavior
   - Ask, “What purpose/function does this behavior serve the student?”
   - Possible Answers
     o To gain attention
     o Avoid the task/assignment
     o A way to communicate
     o A need for sensory
     o To control or regain order of the environment

2. Teach Replacement Behaviors
   - Ask, “How can we teach the student a different behavior that will also serve that purpose?”
     E.g., teach a student to, when frustrated with an assignment, hold up a card with the word “help” written on it vs. yelling out in class.
   - A replacement behavior teaches the student a better way to achieve his/her purpose.
3. **Delivery of Instruction (Antecedent, Behavior, Consequence)**
   a. The instructor gives a short, clear DIRECTION
   b. The student RESPONDS
   c. The instructor provides immediate & specific FEEDBACK
      - Correct response - positive reinforcement
      - Incorrect response - corrective feedback

4. **Teach New Behavior**
   a. **Shaping** – to build a behavior through the reinforcement of successive approximations of that behavior – reward small steps
   b. **Fading** – to gradually reduce the prompts necessary for the student to perform the behavior independently – give as much help as necessary, then slowly back off. This teaches Personal Independence.
   c. **Prompting Levels** – Full Physical, Partial Physical, Modeled, Gestural, Direct Verbal, Indirect Verbal

5. **Proactive Strategies**
   - Change the environment
   - Be aware of the student’s antecedent behaviors
   - Implement a structured academic program (e.g., DI)

**POSITIVE BEHAVIOR SUPPORT STRATEGIES**
A Positive Behavior Support System is an integral component into all aspects of the school program. The areas outlined below give specific information on classroom/program support systems.
   - Point & Level System
   - Classroom Rules/Expectations
   - Behavioral Expectations in the Classroom/Staff
   - Behavioral Supports Outside the Classroom/Crisis Intervention
   - Preventing Restraints/De-escalation Techniques
   - Student Transitions
   - Supervision of Students
   - Classroom Environment
   - Characteristics of Professional Behavior
## Daily Schedule

**Work Goals**

1. Start on time
2. 85% accuracy
3. Staying on task
4. Neatness
5. Finishing

**Bus A.M.:**

**Bus P.M.:**

**Date:**

**Level:**

<table>
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<th>Work Goals</th>
<th>Appropriate Social Inter.</th>
<th>Respecting Rights</th>
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<td>Lunch/Social Skills</td>
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</tbody>
</table>
Appendix F

Potential Professional Development Workshops for District Teachers

- Introduction to ED Students
- Instructional Strategies to Support Mainstreaming
- Positive Behavior Supports and Intervention Plans
- Effective Instructional Strategies
- Assessment Strategies
- Direct Instruction
- Social Skills Curriculum
- IEP Goal Writing/Implementation in the Classroom
- Computer Assisted Instruction
- Transition Education
- Effectively Communicating with Parents
Appendix G

Proposed Detailed Summary of Pricing and list of staffing and expenses included

### 5 Classrooms

<table>
<thead>
<tr>
<th>Total contract cost (Oct '11 - JUL '12, Excluding ESY)</th>
<th>$1,628,344</th>
</tr>
</thead>
<tbody>
<tr>
<td>The contract begins October of the 2012 school year and continues through July 31.</td>
<td></td>
</tr>
</tbody>
</table>

8 Monthly payments (Billed Oct - May) | $203,543 |

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
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<th></th>
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<tr>
<td>7/31/2012</td>
<td>$12,403</td>
<td>7/31/2013</td>
<td>$13,023</td>
<td>7/31/2014</td>
<td>$15,159</td>
<td>7/31/2015</td>
<td>$15,917</td>
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<tr>
<td>7/31/2012</td>
<td>$11,250</td>
<td>7/31/2013</td>
<td>$11,813</td>
<td>7/31/2014</td>
<td>$12,403</td>
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<td>$13,023</td>
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<td>7/31/2012</td>
<td>$11,250</td>
<td>7/31/2013</td>
<td>$11,813</td>
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<td>7/31/2015</td>
<td>$13,023</td>
</tr>
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<td>7/31/2012</td>
<td>$13,750</td>
<td>7/31/2013</td>
<td>$14,438</td>
<td>7/31/2014</td>
<td>$15,159</td>
<td>7/31/2015</td>
<td>$15,917</td>
</tr>
<tr>
<td>7/31/2012</td>
<td>$28,125</td>
<td>7/31/2013</td>
<td>$29,531</td>
<td>7/31/2014</td>
<td>$31,008</td>
<td>7/31/2015</td>
<td>$32,558</td>
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<tr>
<td>7/31/2012</td>
<td>$5,000</td>
<td>7/31/2013</td>
<td>$5,250</td>
<td>7/31/2014</td>
<td>$5,513</td>
<td>7/31/2015</td>
<td>$5,788</td>
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<td>7/31/2012</td>
<td>$40,625</td>
<td>7/31/2013</td>
<td>$42,656</td>
<td>7/31/2014</td>
<td>$44,789</td>
<td>7/31/2015</td>
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<tr>
<td>7/31/2012</td>
<td>$17,500</td>
<td>7/31/2013</td>
<td>$18,375</td>
<td>7/31/2014</td>
<td>$19,294</td>
<td>7/31/2015</td>
<td>$20,258</td>
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<tr>
<td>7/31/2012</td>
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<td>7/31/2013</td>
<td>$6,038</td>
<td>7/31/2014</td>
<td>$6,339</td>
<td>7/31/2015</td>
<td>$6,656</td>
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<tr>
<td>7/31/2012</td>
<td>$2,500</td>
<td>7/31/2013</td>
<td>$2,625</td>
<td>7/31/2014</td>
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<td>7/31/2015</td>
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</table>

<table>
<thead>
<tr>
<th>Staffing 5 classrooms</th>
<th># of employees</th>
<th>Monthly</th>
<th>Monthly</th>
<th>Monthly</th>
<th>Monthly</th>
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</thead>
<tbody>
<tr>
<td>Administrator/Ed Co</td>
<td>1</td>
<td>$11,250</td>
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<td>$13,023</td>
</tr>
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<td>Administrator/Ed Co</td>
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<td>$13,023</td>
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<td>Mental Health Therapists</td>
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<td>$13,750</td>
<td>$14,438</td>
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<td>Behavior Support Specialists</td>
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<td>$29,531</td>
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<td>Full-Time Clerical</td>
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<td>Special Ed Instructional Aides w/ BA</td>
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<td>Transition Specialist</td>
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<td>Subs (As needed)</td>
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<td>$2,500</td>
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<td>Benefits (Workers Comp, Health, 401k match, employer taxes)</td>
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<td>$39,250</td>
<td>$41,213</td>
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<td>$45,437</td>
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<td>Maintenance (Equipment)</td>
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<td>$350</td>
<td>$368</td>
<td>$386</td>
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<tr>
<td>Metro tokens/transportation</td>
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<td>$370</td>
<td>$389</td>
<td>$408</td>
<td>$428</td>
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<tr>
<td>Classroom supplies, curriculum supplement, attendance outings</td>
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<td>$7,560</td>
<td>$7,938</td>
<td>$8,335</td>
<td>$8,752</td>
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<td>Certification, dues and memberships</td>
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<td>$320</td>
<td>$336</td>
<td>$353</td>
<td>$370</td>
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<tr>
<td>Orientation packets and printed materials</td>
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<td>$400</td>
<td>$420</td>
<td>$441</td>
<td>$463</td>
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<tr>
<td>Minor classroom equipment and p.e. supplies</td>
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<td>$880</td>
<td>$924</td>
<td>$970</td>
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<td>Extra curricular activities and student events</td>
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<td>$600</td>
<td>$630</td>
<td>$662</td>
<td>$695</td>
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<td>Telecommunication/network services /web costs</td>
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<td>$4,263</td>
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<td>$630</td>
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<td>$695</td>
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<tr>
<td>Open houses and promotional costs</td>
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<td>$400</td>
<td>$420</td>
<td>$441</td>
<td>$463</td>
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<tr>
<td>Airfare, lodging, car rental, meals - training and regional support</td>
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<td>$7,600</td>
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<td>$8,798</td>
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<td>Liability insurance for sites and property insurance</td>
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<td>$2,400</td>
<td>$2,520</td>
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<td>Recruitment, fingerprinting, background checks</td>
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<td>$900</td>
<td>$945</td>
<td>$992</td>
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<td>Office equipment, office supplies, paper, toner, postage</td>
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<td>$1,900</td>
<td>$1,995</td>
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| * DCPS would be billed 8 installments of $203,543 from October to May totalling $1,628,344. |
| In subsequent years DCPS will be billed 10 equal monthly installments from August to May and one additional billing each August for annual recurring beginning of the year costs. |
Appendix H

DCPS Payment Schedule
Base Contract Period October 2011 - July 2012

<table>
<thead>
<tr>
<th>Month</th>
<th>Payment</th>
<th>School Year Ending 07/31/13</th>
<th>School Year Ending 07/31/14</th>
<th>School Year Ending 07/31/15</th>
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<tbody>
<tr>
<td>October</td>
<td>$203,543</td>
<td>August $53,449 *</td>
<td>August $56,121 *</td>
<td>August $58,928</td>
</tr>
<tr>
<td>November</td>
<td>$203,543</td>
<td>October $213,720</td>
<td>October $224,406</td>
<td>October $235,627</td>
</tr>
<tr>
<td>December</td>
<td>$203,543</td>
<td>November $213,720</td>
<td>November $224,406</td>
<td>November $235,627</td>
</tr>
<tr>
<td>January</td>
<td>$203,543</td>
<td>December $213,720</td>
<td>December $224,406</td>
<td>December $235,627</td>
</tr>
<tr>
<td>February</td>
<td>$203,543</td>
<td>January $213,720</td>
<td>January $224,406</td>
<td>January $235,627</td>
</tr>
<tr>
<td>March</td>
<td>$203,543</td>
<td>February $213,720</td>
<td>February $224,406</td>
<td>February $235,627</td>
</tr>
<tr>
<td>April</td>
<td>$203,543</td>
<td>March $213,720</td>
<td>March $224,406</td>
<td>March $235,627</td>
</tr>
<tr>
<td>May</td>
<td>$203,543</td>
<td>April $213,720</td>
<td>April $224,406</td>
<td>April $235,627</td>
</tr>
<tr>
<td>June</td>
<td>$203,543</td>
<td>May $213,720</td>
<td>May $224,406</td>
<td>May $235,627</td>
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<tr>
<td>July</td>
<td>$203,543</td>
<td>June $213,720</td>
<td>June $224,406</td>
<td>June $235,627</td>
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</table>

* The first August payment is for recurring annual expenses at the beginning of each school year.

Total $1,628,345
Total $2,190,652
Total $2,300,184
Total $2,415,193
## Appendix I

<table>
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<tr>
<th>DCPS</th>
<th>Recurring Annual Beg. Of Year Costs</th>
<th>Billed 8/31/2012</th>
<th>Billed 8/31/2013</th>
<th>Billed 8/31/2014</th>
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<td>Regional Travel/Start Up</td>
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<td>Reading Plus license</td>
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<tr>
<td>A+ license/Citrix</td>
<td>8,855</td>
<td>9,298</td>
<td>9,763</td>
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<tr>
<td>United Streaming license</td>
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<td>110</td>
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<tr>
<td>DI Curriculum</td>
<td>5,704</td>
<td>5,989</td>
<td>6,289</td>
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</tr>
<tr>
<td>Total</td>
<td>$53,449</td>
<td>$56,122</td>
<td>$58,928</td>
<td></td>
</tr>
</tbody>
</table>
Begin forwarded message:

From: "Rinkus, Christopher (DCPS)" <Christopher.Rinkus@dc.gov>
Date: January 11, 2013, 11:26:54 AM EST
To: "Michel-Herf, Nadja (DCPS)" <nadja.michel-herf@dc.gov>, "Ruda, Lisa M. (DCPS)" <Lisa.Ruda@dc.gov>, "Petersen, John (DCPS)" <John.Petersen@dc.gov>
Subject: RE: Early Learning Center (ELC) proposal

The lion's share of Early Stages positions are part of the Sped allocation in the local school budgets. That's what the EC and ECA designations are on school budget allocations.

From: <Michel-Herf>, "Nadja (OCPS)" <nadja.michel-herf@dc.gov>
To: Christopher Rinkus <christopher.rinkus@dc.gov>, "Ruda, Lisa M. (DCPS)" <Lisa.Ruda@dc.gov>, "Petersen, John (DCPS)" <John.Petersen@dc.gov>
Subject: RE: Early Learning Center (ELC) proposal

So they're not talking about it coming out of the Early Stages bucket?

From: Rinkus, Christopher (DCPS)
Sent: Friday, January 11, 2013 11:08 AM
To: Ruda, Lisa M. (DCPS); Michel-Herf, Nadja (DCPS); Petersen, John (DCPS)
Subject: Re: Early Learning Center (ELC) proposal

They have grouped ELL & OSE funding as "separate" funding sources, but for the purpose of school budgets, it's all one cost. There's no magic baskets of OSE or ELL funding. That means the per pupil expenditure is about $16,500 per student to teach 130 students, not the $12,000 per student they've given. That makes it one of the highest per pupil costs in the city, if not the highest.

I'm also not 100% sure why we wouldn't just expand the existing Pre-S/Pre-K classrooms at Ketcham and Stanton if the goal of the exercise to offer more ECE opportunities and there's facility space available.

Chris Rinkus

From: <Ruda>, "Lisa M. (DCPS)" <Lisa.Ruda@dc.gov>
To: "Michel-Herf, Nadja (DCPS)" <nadja.michel-herf@dc.gov>, Christopher Rinkus <christopher.rinkus@dc.gov>, "Petersen, John (DCPS)" <John.Petersen@dc.gov>
Subject: RE: Early Learning Center (ELC) proposal

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.
So would these be new local costs or a transition of funds from consolidated schools?

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

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!
The lion's share of Early Stages positions are part of the Sped allocation in the local school budgets. That's what the EC and ECA designations are on school budget allocations.

So they're not talking about it coming out of the Early Stages bucket?

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Chris Rinkus

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LMR

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Please let us know if there’s any further information we can provide.

-Dan

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Here’s my condensed bullets, this is probably better:

1. John, Claudia & I have worked on this project for over three years.
2. What was traditionally indecipherable & arbitrary has become objective & transparent.
3. No one in the working group has the experience necessary to make the judgment calls that are being made.
4. Very few in the working group has the experience working with principals, superintendents or community members to understand the multiplicity of factors involved when making wide-ranging budget decisions.
5. When individuals with no experience in the subject area attempt to innovate a standing process, the result is typically viewed poorly by school principals.
6. If checklists were the radical innovation needed to perfect budgeting, we would have already created checklists. We use a budget guide, instead.
7. Engaging other central office program managers in a working group at this stage is going to lead to false expectations that their ideas will be incorporated in the process.
8. John & I end up being the ones who have to let them down. That’s not fair to us.
9. Given these factors, the working group should not continue to meet.
10. Your own backyard: what’s the status on central budgets? How can these be a tool for better school budgets?

From: Rinkus, Christopher (DCPS) [Christopher.Rinkus@dc.gov]
Sent: Tuesday, January 08, 2013 9:45 AM
To: Petersen, John (DCPS); Lujan, Claudia (DCPS)
Subject: AM Mtg

General theme:

We asked Claudia to join us given the significant her role has in developing school budgets, particularly this year when we are facing school closures.

I wanted to meet today to make clear that we view school budgets exclusively as the responsibility of this group, meaning John, Claudia and myself. That is not because we are on a power trip but because we have worked extremely hard for three years to turn this process from what was once indecipherable and arbitrary into something that’s objective and transparent.

We have worked too hard for three years to have someone come in at the eleventh hour and think that they can overhaul the process.

This is the list of names of the people that you invited to participate in a working group about school budgets. Highlighted in yellow are the names of people that have never worked on school budgets before. Of your group of 18 people, six have had experience with budgets, and for some of those people, this will be their first year in a substantive budget role.

What is frustrating for us is that it appears you think that there are some easy innovations that will revolutionize the budgeting process. Let me be perfectly clear: if perfect budgeting could be achieved by developing a checklist, we would have done it already. The reality is that this process is extremely nuanced and that final budgets are a product of many hours of working one-on-one with individual school principals and superintendents to develop a working plan. They are not the result of checklists. They are the result of individuals like John, Claudia and myself willing to have the difficult conversations with principals about what’s realistic and what isn’t. It also includes difficult conversations with community members about what resources their struggling school will receive, and what they won’t. The vast majority of people in your working group do not have the experience to truly know what may work, what may not work, and what has already been tried. The people who lack this experience includes both you and Jessica.
When we initially met to discuss the upcoming budget season, it was made clear that you would be responsible for central budgets, and John and I would be responsible for school budgets. I don’t see that being any different now. I don’t think it’s appropriate for you to continue hosting a working group to innovate school budgets. That group should not meet going forward. It is only going to give false expectations to the participants that their ideas will in fact be incorporated into the school budget process. That isn't fair to them or to John & I, as we will eventually be the ones who have to let them down.

In addition, any emails that you receive about school budgets should be forwarded to John and I. We will pay you the same courtesy in regards to central budgets.

That's it.

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Who's the strange one here ... her or me

From: <Michel-Herf>, "Nadja (DCPS)" <nadja.michel-herf@dc.gov>
To: Christopher Rinkus <christopher.rinkus@dc.gov>
Subject: RE: School Consolidation Analysis Next Steps

Our interaction’s been bugging me for the past couple hours. I just want you to know that I see you as the expert on school budget processes and everyone who has worked with you says the same thing. To be completely honest ODA has lacked direction since Cate left and Pete sees this as a project where they could provide some niche guidance. The goal is definitely not to undermine your work but to help you with any data pulls.

From: Rinkus, Christopher (DCPS)
Sent: Thursday, December 20, 2012 11:14 AM
To: Michel-Herf, Nadja (DCPS)
Cc: Lujan, Claudia (DCPS)
Subject: Re: School Consolidation Analysis Next Steps

It's surprising for me to hear about the importance of them knowing Claudia's and my willingness to collaborate since they were seemingly unaware of either of our roles earlier this very morning, but sure, Claudia & I work well with others and are happy to assist.

From: <Michel-Herf>, "Nadja (DCPS)" <nadja.michel-herf@dc.gov>
To: Claudia Lujan <claudia.lujan@dc.gov>, Christopher Rinkus <christopher.rinkus@dc.gov>
Subject: RE: School Consolidation Analysis Next Steps

I think Pete asked Pras and Greg to look into this because the consolidations present a new wrinkle in the budgeting process for principals. I think it’s important they know you’re open to collaborating with them.

From: Lujan, Claudia (DCPS)
Sent: Thursday, December 20, 2012 10:50 AM
To: Ranaweera, Pras (DCPS); Rinkus, Christopher (DCPS)
Cc: Michel-Herf, Nadja (DCPS); Garrison, Greg (DCPS)
Subject: RE: School Consolidation Analysis Next Steps

OBE develops ELL projections and OSE develops SPED projections, but I look forward to running through how this all works and hearing what other data reports you have the might be helpful.

See you at 3.

Thanks!

From: Ranaweera, Pras (DCPS)
Sent: Thursday, December 20, 2012 10:40 AM
To: Lujan, Claudia (DCPS); Rinkus, Christopher (DCPS)
Cc: Michel-Herf, Nadja (DCPS); Garrison, Greg (DCPS)
Subject: RE: School Consolidation Analysis Next Steps
Great – thanks! We should sync with you both to ensure we aren’t duplicating or contradicting you on anything - or sharing data with schools at an time that could undermine your efforts.

ODA’s role as we envisioned it internally and talked about with Pete, might be to send principals analysis or simply additional data points that could help principals plan how to allocate their budgets. Some of those data points would be student performance data, which would of course be closely linked to projected enrollment. We’ve been thinking about analyzing the number of ELL, SpEd students etc - and we have a few other ideas – but mainly we want to know which pieces (of the many different analyses we could run) could actually be useful to principals at the stage of the budgeting cycle in which they become a “receiving” school – I guess mid-January 2013. Maybe you are already working on some of these questions so this should be a really fruitful conversation with you and I am looking forward to it. See you at 3pm.

Pras

From: Lujan, Claudia (DCPS)
Sent: Thursday, December 20, 2012 9:56 AM
To: Rinkus, Christopher (DCPS)
Cc: Michel-Herf, Nadja (DCPS); Ranaweera, Pras (DCPS); Garrison, Greg (DCPS)
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

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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
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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

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No. Pete wants to give principals "more strategic information" from which to make budget decisions. He probably also wants to keep ODA busy as they don't have a a chief. It has nothing to do with your projections. The next time Nadja sends me an editorial disguised as email again I'm going to blow up

Does Pete want ODA to do projections??

I think Pete asked Pras and Greg to look into this because the consolidations present a new wrinkle in the budgeting process for principals. I think it’s important they know you’re open to collaborating with them.

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To: "Ranaweera, Pras (DCPS)" <pras.ranaweera@dc.gov>
Cc: Garrison, Chris (DCPS) <greg.garrison@dc.gov>; Christopher Rinkus <christopher.rinkus@dc.gov>
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From: Rinkus, Christopher (DCPS) [Christopher.Rinkus@dc.gov]
Sent: Thursday, December 20, 2012 9:57 AM
To: Lujan, Claudia (DCPS)
Subject: Re: School Consolidation Analysis Next Steps

thx good cop

From: <Lujan>, Claudia Lujan <claudia.lujan@dc.gov>
To: Christopher Rinkus <christopher.rinkus@dc.gov>
Cc: "Michel-Herf, Nadja (DCPS)" <nadja.michel-herf@dc.gov>, "Ranaweera, Pras (DCPS)" <pras.ranaweera@dc.gov>, "Garrison, Greg (DCPS)" <greg.garrison@dc.gov>
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Mr. Chittams,

Thanks for your follow-up.

When we refer to the physical limitations of the Smothers Elementary site in the attached document, it's meant to indicate that the Smothers site is smaller than any of the surrounding school sites, including Aiton Elementary, Plummer Elementary, and Drew Elementary.

I hope this information helps. Thank you,

Chris Rinkus

Christopher Rinkus
Manager, Critical Response Team
Office of the Chief of Staff

District of Columbia Public Schools
Office of the Chancellor
1200 1st Street NE
Washington, DC 20002

Office (202) 442-5679
Fax (202) 442-5026
Cell (202) 423-8961
E-mail christopher.rinkus@dc.gov

Previously I requested the specific "limitations" alleged to exist at Smothers (see below). Resending the general and non-specific information provided at the information meetings is not responsive. I still await your reply. Thank you.

Ralph J. Chittams, Sr.

On 11/30/12, Ralph Chittams <rjchittamssr@gmail.com> wrote:
Thank you for sending me information already in my possession. One of the questions I posed concerned the alleged limitations at the Smothers site. Those "limitations" are cited as one of the reasons to close Smothers. However, that statement was made but not supported with any documentation. What are these alleged limitations, exactly?
On 11/30/12, Rinkus, Christopher (DCPS) <Christopher.Rinkus@dc.gov> wrote:

Reverend Chittams,

Thanks for your e-mail. We appreciate you taking the time to contact the District of Columbia Public Schools.

Please see attached for some specifics about the proposed consolidation of Smothers Elementary. I think this will help answer many of your questions.

Your feedback regarding proposed school consolidations is important. Our plan is for final decisions to be made only after we've had the opportunity to hear from our school communities about the proposed changes.

However, it is also important to understand the context in which DCPS is proposing these changes. In order to achieve the goal of dramatically improving student achievement, DCPS must be able to maximize our resources, including the best use of every dollar, every building and every minute of instructional time. Currently, DCPS operates too many buildings with too few students against a backdrop of rising costs. Through consolidation and reorganization, we will be able to better ensure that all students are learning in modern buildings, are experiencing a wide array of academic programming, and, finally, are receiving instruction from the best teachers.

Over the past week, we've held community meetings regarding the proposed consolidations, including one that we held specifically for Ward 7 at Sousa Middle on Wednesday, November 29th. You are welcome to join us at the remaining meeting on December 5th to learn more about the consolidations as well as voice your feedback directly to Chancellor Henderson. Please see below for a listing of the event, locations, dates and times:

DCPS Consolidation and Reorganization Proposal
Public Meeting Schedule

Meetings
Location
Date
Time

Wards 1-4, 6 Community Dialogue
Brightwood EC
1300 Nicholson Street, NW

December 5, 2012
6-8 pm

Please let me know if you have additional questions or concerns. I've included my contact information below. Thanks,

Chris Rinkus

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Washington, DC 20002

Office: (202) 442-5679
Fax: (202) 442-5026
Cell: (202) 423-8961
E-mail: christopher.rinkus@dc.gov

---Original Message---
From: "rjchittamssr@gmail.com" <rjchittamssr@gmail.com>
Date: 11/29/2012 10:32:05 AM
To: "director.dcps@dc.gov" <director.dcps@dc.gov>
Cc: 
Subject: Webform.DCPS.atd

This Email was sent from the

Rev. Ralph J. Chittams Sr.
rjchittamssr@gmail.com

Subject
========
Other (School Closings)

Message
========
Please explain, with specifics, the "limitations of the Smothers site" that make it not ideal for long-term growth. This school is 82% utilized and has better test scores than Aiton, one of the schools into which it is being consolidated. A cursory look suggests Aiton should be closed.

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From: Ralph Chittams <rjchittamssr@gmail.com>
To: Christopher Rinkus <christopher.rinkus@dc.gov>, "Henderson, Kaya (DCPS)" <Kaya.Henderson@dc.gov>
Cc: ward7 group <ward7@yahooogroups.com>, east_of_the_river <east_of_the_river@yahooogroups.com>, hillcrestdc <hillcrestdc@yahooogroups.com>
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In your e-mail, you mentioned Shaw Middle School at Garnet-Patterson, which will teach about 120 students in grades six through eight this year while only using about a quarter of its building space. Unfortunately, in the current climate, that's not sustainable. Frustratingly, it actually costs us more to deliver less to these students. By proposing to consolidate the school with the newly modernized Cardozo High, we can share resources and space to ultimately make better use of our existing infrastructure.

Over the past week, we've held several community meetings regarding the proposed consolidations in Ward 5, 7 & 8. You are welcome to join us at the remaining meeting on December 5th to learn more about the consolidations as well as voice your feedback directly to Chancellor Henderson. The meeting will be held at Brightwood Education Campus on 1300 Nicholson Street NW from 6:00PM to 8:00PM.

Please let me know if you have additional questions or concerns. I may be reached directly at christopher.rinkus@dc.gov or (202) 442-5679. Thanks,

Chris Rinkus
Manager, Critical Response Team
DC Public Schools

---Original Message---
From: Joy Hicks <hicks615@yahoo.com>
Date: November 30, 2012, 4:08:08 PM CST
To: "Henderson, Kaya (DCPS)" <Kaya.Henderson@dc.gov>

The lack of response leads me to believe that you and your staff are the least bit interested in responding to my concerns. I am applauded at the decision to close DCPS. As a parent I see that all the schools that have been closed that my children attended (Clark ES and Scott Montgomery ES ) are now Charter Schools. What is DCPS doing with the money it gets from the uses of these buildings? Clearly the money is not spent on our children or the teachers. Its
not spent on computers, security or other supplies schools need. If DCPS continues in this fashion then you won't have a job in DCPS because all the children will be in Charter. Maybe that is the goal. Also who came up with the bright idea to put Cardozo, Choice and Shaw @ Garnett Patterson in the same building? I guess that is how DCPS handles Urban children. Emailing you and your staff seems like wasting my time with anymore emails to you or your staff because I will not get a response. Thanks for nothing.

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!
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

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!
<table>
<thead>
<tr>
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<td>(Instructional Coach, Social Worker, School Psychologists, Guidance Counselors, Academic Coordinators)</td>
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<td>Average of ALL Schools</td>
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<td>$11,212</td>
<td>2</td>
<td>8%</td>
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Schools proposed for consolidation are ABOVE average in administration.
## Schools Proposed for Consolidation

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<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>
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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>
</tr>
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</tr>
<tr>
<td>7%</td>
<td>1.5</td>
<td>2%</td>
<td>2.5</td>
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<td>1.5</td>
<td>3%</td>
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</tr>
<tr>
<td>11%</td>
<td>2.0</td>
<td>6%</td>
<td>2.0</td>
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<tr>
<td>13%</td>
<td>2.0</td>
<td>5%</td>
<td>2.5</td>
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<tr>
<td>14%</td>
<td>2.5</td>
<td>4%</td>
<td>1.5</td>
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<tr>
<td>12%</td>
<td>2.0</td>
<td>5%</td>
<td>1.5</td>
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<tr>
<td>9%</td>
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<td>8%</td>
<td>2.0</td>
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<td>22%</td>
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<td>2%</td>
<td>2.0</td>
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<tr>
<td>15%</td>
<td>10.0</td>
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<td>4.0</td>
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<tr>
<td>11%</td>
<td>2.0</td>
<td>4%</td>
<td>2.0</td>
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<tr>
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<td>3</td>
<td>5%</td>
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</tr>
<tr>
<td>9%</td>
<td>3</td>
<td>3%</td>
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Schools proposed for consolidation have fewer Art, Music, PE Teachers or Librarians than average.

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## Schools Proposed for Receiving

<table>
<thead>
<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>
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<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>
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<tr>
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<td>S</td>
<td>T</td>
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<td></td>
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<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<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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<tr>
<td>Cost as % of School Budget</td>
<td># of Full-Time Employees</td>
<td>Cost as % of School Budget</td>
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<tr>
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<td>4</td>
<td>1%</td>
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<td>6%</td>
</tr>
<tr>
<td>5</td>
<td>0%</td>
<td>4.0</td>
<td>7%</td>
</tr>
<tr>
<td>6</td>
<td>4%</td>
<td>3.0</td>
<td>6%</td>
</tr>
<tr>
<td>7</td>
<td>6%</td>
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<tr>
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<td>6%</td>
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<tr>
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<td>9%</td>
<td>3.0</td>
<td>5%</td>
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<tr>
<td>12</td>
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<td>3.0</td>
<td>7%</td>
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<td>13</td>
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<td>17</td>
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<td>3</td>
<td>6%</td>
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<tr>
<td>19</td>
<td>3%</td>
<td>4</td>
<td>5%</td>
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</table>

Schools proposed for consolidation are BELOW average in classroom teachers.
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<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
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<tbody>
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<td>School Name</td>
<td>FY13 Enrollment Projection</td>
<td>FY13 Total Budget</td>
<td>FY13 Per Pupil Spend</td>
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<td>Schoolwide Instructional Support (Instructional Coach, Social Worker, School P-12 Guidance Counselors, Academic Coordinators)</td>
<td># of Full-Time Employees</td>
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<td>5</td>
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<tr>
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<td>Average of ALL Schools</td>
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<td>$4,037,859</td>
<td>$11,212</td>
<td>2</td>
<td>8%</td>
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<td>J</td>
<td>K</td>
<td>L</td>
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<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>
<td>ELL Counselors, Teachers &amp; Aides # of Full-Time Employees</td>
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<td>Item #</td>
<td>School Name</td>
<td>FY13 Enrollment Projection</td>
<td>FY13 Total Budget</td>
<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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<td>536</td>
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<td>Physical Teachers; <strong>prarians</strong></td>
<td>Special Education Teachers &amp; Aides</td>
<td>ELL Counselors, Teachers &amp; Aides</td>
<td>Custodial Staff</td>
<td>Other Costs (Overtime, Supplies &amp; Materials, Technology, Contracts)</td>
<td>Instructional Aides</td>
<td>Classroom Teachers</td>
<td># of Students per Classroom Teacher</td>
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<td>Cost as % of School Budget</td>
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<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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Interesting message from CM Evans re- Garrison closure below the Garrison PTA message. Fyi only

From: Christopher Rinkus (DCPS) [christopher.rinkus@dc.gov]
Sent: Thursday, November 15, 2012 1:00 PM
To: Ruda, Lisa M. (DCPS)
Subject: FW: School Closings in Ward 2

From: <Sewell>, "Bryant (DCPS)" <bryant.sewell@dc.gov>
To: Christopher Rinkus <christopher.rinkus@dc.gov>, "Sutton, Fonda (DCPS)" <fonda.sutton2@dc.gov>
Subject: FW: School Closings in Ward 2

From: Garrison PTA [mailto:garrisonpta@gmail.com]
Sent: Thursday, November 15, 2012 12:03 PM
Subject: Fwd: School Closings in Ward 2

Dear Garrison Family:

We're in this together and our voice will be heard, we will do everything in our power to ensure that DCPS does not close our school. Please see the below statement from Council Member Jack Evans, our Ward 2 representative. We are so grateful for his support and advocacy!

This afternoon, several Garrison parents and community members will testify at a hearing before the City Council regarding the DCPS proposal. The hearing will continue on Monday, and we have more people testifying on our behalf then. If you are able to show your support by attending, please do so!

A community meeting for our Ward regarding this issue will be held Wed, Dec 5 from 6-8 at Brightwood Education Campus. We were scheduled to hold a PTA meeting on this date...this community meeting will take its place. DCPS will provide childcare, and the PTA is looking into hiring group transportation to the site to make it easier to attend and so we can go as a group. WE NEED AS MANY PEOPLE AT THIS MEETING AS POSSIBLE. Please mark your calendar.

What you also must do is submit your written statement in support of Garrison. We will provide information on due dates and to whom to submit your statement. We are diligently working on talking points to help you write this statement, as well as a "form letter" that you can just easily sign your name to and submit. We will have these tools to you very soon.

An on-line petition is also in the works, and will be finalized today. We ask that you sign this and share with your family, friends, and neighbors to sign as well. For those without internet access, we are also circulating a written petition for signature.

Finally, if you are active on social media, start tweeting and use hashtag #SaveGarrison, re-tweet our tweets (find us on twitter at @GarrisonPTA), and like us on Facebook as well. We will prove to DCPS that we have strength not only in numbers, but in passion and spirit, and we'll go down fighting.

Thanks to everyone who has reached out in support.

#SaveGarrison!
Your PTA Officers
Ann McLeod, President
Dima Reda, Vice President
Charnise Elliott, Treasurer
Sandra Wright, Secretary
Lisa Leavitt, At-Large-Director
Luisabeth Naranjo, At-Large Director
Alison Lo, Teacher Representative

---------- Forwarded message ----------
From: Evans, Jack (COUNCIL) <JACKEVANS@dccouncil.us>
Date: Thu, Nov 15, 2012 at 11:21 AM
Subject: School Closings in Ward 2
To:

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

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Like us on Facebook: https://www.facebook.com/#!/GarrisonES
Follow us on Twitter: http://twitter.com/#!/garrisonpta

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!
I like to help new colleagues start off on the right foot so I am going to take a look at this data for you but don’t let my boss know, she’s pretty sensitive to this school closure stuff.

That’s fair.

Sorry which office are you with? Do we know each other?

Hi Stranger,

Sorry to ignore your emails – I am trying not to die or commit suicide.

LMR said she was meeting with you this afternoon to talk about running new budgets for closures and wanted me to send you the numbers we are using for our one-pagers.

Can you cross check it and shout if something looks off? Also, I think she is going to ask you to run new budgets off these numbers. Note two calculation notes at the bottom of sheet.

Let me know what you think.

Thanks!
Claudia

Claudia Luján
Office of the Chief Operating Officer
District of Columbia Public Schools
1200 1st Street NE
Washington, DC 20002

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!
Sad

From: <Lujan>, Claudia Lujan <claudia.lujan@dc.gov>
To: Christopher Rinkus <christopher.rinkus@dc.gov>
Subject: RE: McKinley

I heard that’s not likely. I heard that we needed to close 50 schools to break even 😊

The whole Ward 5 thing is fundamentally flawed. We do not have the students to support 2 stand alone neighborhood middle schools. McKinley should have really been a specialized/application middle school. And we should have opened it second – after Brookland. Sigh...

From: Rinkus, Christopher (DCPS)
Sent: Tuesday, October 23, 2012 1:37 PM
To: Lujan, Claudia (DCPS)
Subject: Re: McKinley

Funny ... maybe closures will help pay for it

From: <Lujan>, Claudia Lujan <claudia.lujan@dc.gov>
To: Christopher Rinkus <christopher.rinkus@dc.gov>
Subject: RE: McKinley

Looping in Shanita, copied on this email.

From: Rinkus, Christopher (DCPS)
Sent: Tuesday, October 23, 2012 1:35 PM
To: Lujan, Claudia (DCPS)
Subject: Re: McKinley

Super efficient

From: <Lujan>, Claudia Lujan <claudia.lujan@dc.gov>
To: Christopher Rinkus <christopher.rinkus@dc.gov>
Subject: RE: McKinley

No one else next year....as of now.

From: Rinkus, Christopher (DCPS)
Sent: Tuesday, October 23, 2012 1:32 PM
To: Lujan, Claudia (DCPS)
Subject: Re: McKinley

Who else is losing their MS
From: <Lujan>, Claudia Lujan <claudia.lujan@dc.gov>
To: Christopher Rinkus <christopher.rinkus@dc.gov>
Subject: Re: McKinley

MS will open next year with full 6-8. Langley will lose ms at the end of this year. Langley, as of now, is only feeder to McKinley ms.

Sent from my iPhone

On Oct 22, 2012, at 5:26 PM, "Rinkus, Christopher (DCPS)" <Christopher.Rinkus@dc.gov> wrote:

How does McKinley MS affect Langley

From: <Rinkus>, Christopher Rinkus <christopher.rinkus@dc.gov>
To: "Robinson, Akilah (DCPS)" <akilah.robinson@dc.gov>
Subject: Re: McKinley

Got it. I'm honestly not sure. Let me find out & get back to you

From: <Robinson>, "Akilah (DCPS)" <akilah.robinson@dc.gov>
To: Christopher Rinkus <christopher.rinkus@dc.gov>
Subject: Re: McKinley

Yes and when will the change take place.

From: "Rinkus, Christopher (DCPS)" <Christopher.Rinkus@dc.gov>
Date: Mon, 22 Oct 2012 17:12:32 -0400
To: DCPS-OSE1 <akilah.robinson@dc.gov>
Subject: Re: McKinley

Just so I have the question correct, you are asking that with the launch of McKinley Middle School, how will that affect Langley offering MS?

From: <Robinson>, "Akilah (DCPS)" <akilah.robinson@dc.gov>
To: Christopher Rinkus <christopher.rinkus@dc.gov>
Subject: McKinley

Hi Chris,

In my check-in with Dr. Beers, he asked me to touch base with you regarding McKinley Middle School. Are the Langley grades moving our of the building for SY13-14 or SY13-15? Please let me know if you need more clarity.

Thanks,

Akilah

Akilah M. Robinson
Specialist, Strategy & Performance
Office of Special Education
District of Columbia Public Schools
1200 First Street, NE
Washington, DC 20002
T 202 576 1113
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.
That works for me. Go Browns

Let's walk through this tomorrow. Very helpful.

LMR

If you want to check out now, see attached. I think it came out pretty cool but does require some explanation.

The Excel sheet has two tabs: Scenario 1 & Scenario 2. 1 is for 8 schools closure, 2 is for 12 schools closure. When you're on the worksheet, you can look at the "Aggregate Data" table, which shows the overall change to the different budget line items if we effected all the scenarios.

More helpful is probably the "Scenarios Table" which shows you the savings yielded from each scenario.

We can talk about this tomorrow but there's a number of interesting factors we need to consider. First & foremost is that the assumed $2,500 increase in the cost of ET-15 means our overall spend increases by about $10M, from $503M to $513M. That means the majority of our scenarios only work to off-set this increase in cost rather than yield us lots of "new money."

I've also kept SPED harmless, meaning that if School A closes, all of its Special Ed staffing (including psychs & social workers) go to School B no matter what. Obviously tweaking that would yield additional savings.

We can discuss further tmrw but please let me know if you have questions.

LMR—I finished the FY14 budget modeling you asked for last Friday. I have the two scenarios—8 schools & 12 schools. Do you want me to send to you & Pete now, with some detail in the body of the e-mail, or would you prefer to wait until we have time to review together tomorrow?
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.
Begin forwarded message:

From: "Rinkus, Christopher (DCPS)" <Christopher.Rinkus@dc.gov>
To: "Ruda, Lisa M. (DCPS)" <Lisa.Ruda@dc.gov>
Subject: Re: FY14 scenarios

If you want to check out now, see attached. I think it came out pretty cool but does require some explanation.

The Excel sheet has two tabs: Scenario 1 & Scenario 2. 1 is for 8 schools closure, 2 is for 12 schools closure. When you're on the worksheet, you can look at the "Aggregate Data" table, which shows the overall change to the different budget line items if we effected all the scenarios.

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From: "Rinkus, Christopher (DCPS)" <Christopher.Rinkus@dc.gov>
To: "Ruda, Lisa M. (DCPS)" <Lisa.Ruda@dc.gov>
Subject: Re: FY14 scenarios

If you want to check out now, see attached. I think it came out pretty cool but does require some explanation.

The Excel sheet has two tabs: Scenario 1 & Scenario 2. 1 is for 8 schools closure, 2 is for 12 schools closure. When you're on the worksheet, you can look at the "Aggregate Data" table, which shows the overall change to the different budget line items if we effected all the scenarios.

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I've also kept SPED harmless, meaning that if School A closes, all of its Special Ed staffing (including psychs & social workers) go to School B no matter what. Obviously tweaking that would yield additional savings.

We can discuss further tmrw but please let me know if you have questions.

From: <Rinkus>, Christopher Rinkus
<christopher.rinkus@dc.gov>
To: "Ruda, Lisa M. (DCPS)" <Lisa.Ruda@dc.gov>
Subject: FY14 scenarios

LMR I finished the FY14 budget modeling you asked for last Friday. I have the two scenarios 8 schools & 12 schools. Do you want me to send to you & Pete now, with some detail in the body of the e-mail, or would you prefer to wait until we have time to review together tomorrow?

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If you want to check out now, see attached. I think it came out pretty cool but does require some explanation.

The Excel sheet has two tabs: Scenario 1 & Scenario 2. 1 is for 8 schools closure, 2 is for 12 schools closure. When you're on the worksheet, you can look at the "Aggregate Data" table, which shows the overall change to the different budget line items if we effected all the scenarios.

More helpful is probably the "Scenarios Table" which shows you the savings yielded from each scenario.

We can talk about this tomorrow but there's a number of interesting factors we need to consider. First & foremost is that the assumed $2,500 increase in the cost of ET-15 means our overall spend increases by about $10M, from $503M to $513M. That means the majority of our scenarios only work to off-set this increase in cost rather than yield us lots of "new money."

I've also kept SPED harmless, meaning that if School A closes, all of its Special Ed staffing (including psychs & social workers) go to School B no matter what. Obviously tweaking that would yield additional savings.

We can discuss further tmrw but please let me know if you have questions.
It's difficult to do an apples-to-apples for medium-size schools between FYs because we changed the definitions, meaning in FY12, a med school was 250 to 500, in FY13, a med school is 300 to 600. We spend less per student at the 11 schools with between 500 and 600 students, so it dilutes the per pupil spend for FY13.

An actual apples-to-apples can be this:

- In FY12, at a school with between 300 and 600 students, we spent $10,411 on average per student. For FY13, at our schools with between 300 and 600 students, we will spend $10,493 per student, which is an increase of $82 per student. If you consider the 28,000 students that are enrolled in our 68 medium-sized schools, that increase of $82 per student represents an investment of over $2.3M in our medium-size schools.

Pls let me know if that helps or if I should go back to drawing board

---

From: "Henderson, Kaya (DCPS-OOC)" <Kaya.Henderson@dc.gov>
Date: Mon, 9 Apr 2012 16:49:50 -0400
To: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
Cc: "Weber, Peter (DCPS-OOC)" <peter.weber@dc.gov>, Christopher Rinkus <christopher.rinkus@dc.gov>
Subject: Re: Small vs. middle school costs

Here's what's crazy. We're cutting small schools, but still spending even less on medium size schools in 13 than we did in 12????????

Kaya Henderson
Sent from my iPad

On Apr 9, 2012, at 4:44 PM, "Salmanowitz, Melissa \(DCPS\)" <melissa.salmanowitz@dc.gov> wrote:

With help from Chris Rinkus and team (I’ll put a printed copy on your desk).

**Detail:**

- In FY12 (current school year), our definition of a "small school" was a school with fewer than 250 students. We operated 31 small schools, mainly at the elementary level, although notably including four middle schools (Shaw MS with 109 students, Ron Brown MS with 181 students, MacFarland MS with 185 students, and Johnson MS with 248 students.) The average enrollment of these schools was 180 students.

- Of these schools, River Terrace ES, which was projected to enroll 124 students this year, was proposed and accepted for closure for next school year.
In FY13, we've updated the definition of a small school to be any school with fewer than 300 students. This puts us on track to operate 52 small schools in FY13. The average enrollment of these schools for FY13 is 216 students.

Small schools receive the lowest allocation in our Comprehensive Staffing Model (CSM); however, since all schools regardless of size share a similar overhead (including school principal, instructional coach, social worker, school psychologist, Art or Music Teacher, etc.), we end up spending significantly more per student at our small schools, and these resources far outweigh what we actually receive in funding for these students. Unlike a strict per-student funding formula, the benefit of a funding model is that it allows us to guarantee a standard level of service at all schools, regardless of size. However, it ultimately means we spend more to support students at our small schools, at the expense of resources for our medium- and large-size schools.

In FY12, we spent on average $13,251 per student at a small school (fewer than 250 students.)

In FY13, we are planning on spending an average of $12,447 per student at a small school (fewer than 300 students.) The decrease in per-pupil spend at small schools between FYs can be primarily attributed to increasing the threshold from 250 to 300 and broadening the universe of schools. At our very smallest middle schools (Shaw and MacFarland), we are spending more than $17,000 per student. At our smallest elementary schools (Davis and Drew), we are spending more than $12,000 per student.

In FY12, the average per student spend at our medium-size schools (a school between 250 and 500 students) was $10,523, or over $2,700 less than the per student spend at a small school.

In FY13, the average per student spend at our medium-size schools (a school between 300 and 600 students) is planned to be $10,493. This is about $1,900 less than the per student spend at a small school.

Conclusions:

We spend dramatically more at small schools because all schools share same overhead to guarantee minimum level of service, and that is expensive.

In the upcoming year, we’re going to spend about $1900 less per student at a medium size school when compared to a small school. This gap is actually closing when compared against the current fiscal year, largely as a result of our efforts to find parity between our schools’ spending across different sizes.

We want to reward our schools that continue to grow and to ensure that they receive the appropriate resources.

We recognize that small schools are, by nature, expensive to operate.
We fully fund Special Education services and English Language Learner (ELL) services regardless of school size, which can affect resource allocation but also guarantees our highest need students receive appropriate service regardless of their school's size.

Celebrate the 150th Anniversary of Emancipation Day!
“Commemorating the Struggle for Freedom, Justice and Equality”
Learn more at www.emancipation.dc.gov

From: Henderson, Kaya (OOC)
Sent: Monday, April 09, 2012 4:08 PM
To: Salmanowitz, Melissa (DCPS)
Subject: Re: Statement/thoughts on librarians

Thx

Kaya Henderson
Sent from my IPad

On Apr 9, 2012, at 3:41 PM, "Salmanowitz, Melissa \(DCPS\)" <melissa.salmanowitz@dc.gov> wrote:

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.
Just checking if you are good with this. OCOMM saying reporter is on deadline. See below for detail

LMR—Melissa contacted me with 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.
   - 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.
   - 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.

She needs these today. See below.

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.salmanowitz@dc.gov> wrote: -----
To: "Jessica Gould" <jgould@wamu.org>
From: "Salmanowitz, Melissa (DCPS)" <melissa.salmawowitz@dc.gov>
Date: 04/03/2012 11:10AM
Subject: RE: RE: DCPS Libraries

What number should she call you on?

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.salmawowitz@dc.gov> wrote: -----

To: "Jessica Gould" <jgould@wamu.org>
From: "Salmanowitz, Melissa (DCPS)" <melissa.salmawowitz@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?

-----"Salmanowitz, Melissa (DCPS)" <melissa.salmawowitz@dc.gov> wrote: -----

To: "Jessica Gould" <jgould@wamu.org>
From: "Salmanowitz, Melissa (DCPS)" <melissa.salmawowitz@dc.gov>
Date: 04/03/2012 10:48AM
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 the landline. I’ll also tape the conversation from our studio at WAMU as backup. Just let me know what number to call.

Jessica

-----"Salmanowitz, Melissa (DCPS)" <melissa.salmawowitz@dc.gov> wrote: -----

To: "Jessica Gould" <jgould@wamu.org>, "Lewis, Frederick (DCPS-OOC)" <frederick.lewis@dc.gov>
From: "Salmanowitz, Melissa (DCPS)" <melissa.salmawowitz@dc.gov>
Date: 04/03/2012 10:35AM
Subject: RE: RE: DCPS Libraries

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>
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

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: -----
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 – 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.
Thank you!
Jessica

Jessica Gould
Reporter, WAMU 88.5 News
LMR—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.

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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:jqould@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.

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To: "Jessica Gould" <jgould@wamu.org>
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Date: 04/03/2012 10:48AM
Subject: RE: RE: DCPS Libraries

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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

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Feel free to give me a call with any questions at (202) 465-0179.
Thanks!
Jessica

Jessica Gould
Reporter, WAMU 88.5 News
Melissa—pls see below, not sure if you want to condense it into talkers or use the long form. Copying LMR so she can edit as needed. In a meeting so this was a little rushed, pls let me know if it works.

// DRAFT RESPONSE

Ms. Mohammed,

Thanks for your e-mail.

Each year, school principals work in partnership with their school communities to develop a working budget that will meet the needs of the school and its students. Schools receive their budget allocation, or the amount of funding that they will have available to spend, based primarily on the number of students projected to enroll at the school for the upcoming year.

Within this allocation, we directly fund certain positions based on our policy goals. For example, we provide an allocation to every school for a full-time Instructional Coach, recognizing how integral this position is to advancing the professional development of our teacher corps. These positions are called "Required Staffing", and we expect schools to budget for these positions.

Schools also receive "Flexible Staffing" funds, which is funding that may be repurposed to meet needs unique to that school. The decisions that school communities and school principals make during budget development focus largely on how to spend this flexible staffing funds.

For the upcoming fiscal year, we did not provide a directed allocation for the position of Librarian/Media Specialist for schools that are projected to enroll fewer than 300 students. We did not require schools to staff this position; we also did not prohibit schools from staffing the position. The decision whether or not to staff the Librarian/Media Specialist position would ultimately come from the collaborative budgeting process between school principal and school community.

DCPS will operate more than 50 schools next year with fewer than 300 students. Our challenge has been to identify the right way to fund these small programs without unduly penalizing our medium- and large-sized schools. Small schools alone do not generate the funding to cover the cost of operating a school that offers specialized courses like Art and Music. As a system, we end up subsidizing these small programs to ensure they can in fact offer specialized courses like Art and Music. This subsidy ends up being paid for by our medium- and large-sized schools. While it’s true that some of our largest programs are able to level the playing field through economies of scale, we’ve concluded that it’s not sustainable or equitable to continue to have our smallest programs spending thousands of dollars more per student than our largest programs.

One way we expect to support schools that did not budget for a Librarian/Media Specialist is by exploring partnership opportunities. One idea we’re considering is expanding the relationship between DC Public Libraries and DC Public Schools. We’ve also seen our principals propose creative (and effective) solutions, including sharing positions between nearby schools.

I do appreciate your feedback, and if you have additional questions or concerns, please feel free to reach out to Chris Rinkus from my Critical Response Team at (202) 442-5679 or christopher.rinkus@dc.gov. Thanks,

Kaya Henderson
Melissa,

Pls work with Lisa and Chris to craft a response. Our response should basically say that while we appreciate the role that libraries play in our schools, we simply can’t afford a full complement of offerings when schools drop below a certain threshold. We should also add that in our attempts to ensure that large schools receive the full funding they deserve, monies that had previously been taken from them to subsidize small schools is no longer available.

Sent from my iPhone

Begin forwarded message:

From: "luzon" <vmohammed16@aol.com>
Date: March 23, 2012 1:21:19 PM EDT
To: <jsmith@dcvoice.org>, "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>, "Henderson, Kaya (OOC)" <kaya.henderson@dc.gov>, <vorange@dccouncil.us>, <kbrown@dccouncil.us>, <mbowser@dccouncil.us>, <mbarry@dccouncil.us>, <mcheh@dccouncil.us>, <yalexander@dccouncil.us>, <jgraham@dccouncil.us>, <twells@dccouncil.us>, <jevans@dccouncil.us>
Subject: Closing of DCPS school libraries proposed

It was just brought to my attention that in next year's budget it is proposed to close all school libraries in facilities that have less than 300 students. For those schools that have more than 300 students, the principal has been given the option to raise money to keep a librarian on staff but allow the media center to remain unmanned!

I have decided to write an article about this budget issue. Please provide me with as much detailed info as possible on the subject. For the record, research shows that students who do well in school have fully functioning libraries and that most school without libraries are in the urban schools - code name predominately BLACK and poor.

How many schools in your wards don't have libraries? How well are the students succeeding in those schools? On deadline for March 29. Peace.

Valencia Mohammed
202-710-6713

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 vmohammed16,

Earlier this week, The D.C. City Council, by a 10 to 1 vote approved final passage of the Omnibus Education Act of 2012 - a bill incorporating four separate education measures, one of them authored and fought for by DC VOICE partners, volunteers and staff. CONGRATULATIONS!

The Community Schools Incentive Act will require the Mayor to fund and launch at least 5 community schools that establish public and private partnerships to coordinate educational, developmental, family, health, and after-school care programs during non-school hours for students, families and local communities, at a public school or public charter school with the objectives of improving academic achievement, reducing absenteeism, building stronger relationships between students, parents, and communities, and improving skills, capacity, and well being of the surrounding community residents.

Since many of the partners and volunteers that were vital to securing this victory joined this campaign at different points, below is a timeline of its important milestones.

**Timeline for Community Schools Incentive Act Legislation**

- 2005 - Launching of the Ready Schools Project, where DC VOICE sought to engage lay persons in education research by coordinating a series of principal interviews to access the systemic support for the opening of the school year.
- 2007 - DC VOICE scaled up the Ready Schools Project to include more than 135 schools.
- 2008 - With 2 years of support from the Community Foundation and the Bill and Melinda Gates Foundation, DC
VOICE was able to expand their community school research in depth to holistically examine student supports across the District of Columbia.

- 2009 - DC VOICE volunteers held our first community caucus to prioritize a set of campaign issues inclusive of community schools. DC VOICE volunteers launched the Demand Reform, Demand Equity campaign with the support of over 119 community organizations.
- 2010 (January) - DC VOICE staff and volunteers worked with D.C. City Council staff to author and draft the Comprehensive Community Schools Incentive Act.
- 2010 (February-March) - DC VOICE volunteers and partners held education days with Councilmembers and staff.
- 2010 (April) - Comprehensive Community Schools Incentive Act was introduced by Councilmember Michael Brown and cosponsored by a host of other Councilmembers.
- January 2011 - D.C. City Council session expires and D.C. City Council Chairman changes with no action on Comprehensive Community Schools Incentive Act legislation.
- August 2012 - DC VOICE volunteers kick off 2011-2012 school year with a series of City Council Advocacy Days meeting with 9 or 13 sitting Council members.
- September 2011 - DC VOICE launches an email campaign to Chairman Brown for a hearing on 2 year old Comprehensive Community Schools Incentive Act legislation.
- October 2011 - Chairman Brown agrees to call a hearing on Comprehensive Community Schools Incentive Act legislation on December 14, 2011.
- December 14, 2011 - DC VOICE is notified of late evening cancelation of Community Schools Bill hearing.
- December 14, 2011 - DC VOICE volunteers, partners, and youth rallied in Wilson Building halls demanding immediate rescheduling of Community Schools legislation hearing.
- January 2012 - Comprehensive Community Schools Incentive Act legislation hearing held.
- 2 Mondays ago - Chairman Brown’s staff announces bundling of popular Community Schools legislation with more controversial issues including mandatory SAT exams in one omnibus bill entitled the "Raising the Expectations for Education Outcomes Act of 2012."
- 2 Tuesdays ago - First reading of omnibus education act and marked up for final votes.
- This Tuesday - Omnibus act, inclusive of DC VOICE's Community Schools bill, passes with 10-1 support.
To follow up on this victory and begin planning for the next phases of community inclusive school reform measures in Washington, D.C., DC VOICE will be partnering with several organizations to launch and co-host a new series of community planning meetings.

**Panel Presentation and Public Discussion**
**Thursday, March 29th, from 6 to 8 pm**
**Metropolitan Community Church**
(474 Ridge Street NW, 20001, near 5th and M Sts. NW, 2 short blocks from the Convention Center)

Topics will cover:

- DC history of race, class and public education
- Where we are now
- Perspectives from Chicago neighborhoods
- Finding a path for our future

**Save the Date**
**Community Conversation on the Future of Community Schools in D.C.**
**Saturday, April 28th from 10-12noon**
**Location: TBD**

Topics will cover:

- Release of DC VOICE Ready Middle School Data
- Presentations from Community Schools Advisory Committee

In case you missed it...

**DC VOICE Education Town Hall Radio Show**

The Education Town Hall informs and enlightens audiences with a provocative discussion on how proposed and existing strategies for transforming the current condition of public education in the District of Columbia. The Education Town Hall is a talk radio show with a limited number of newsbreaks,
interviews and special features. Listeners have the opportunity to participate in the discussion via phone, Facebook or Twitter.

Thursday mornings with The Education Town Hall begins with a week in review, which offers commentary on the latest issues and political news that affects D.C. education reform. Local and national guests engage in discussions while sharing with the listeners their views on specific aspects of education reform.

To listen to past Education Town Hall Radio Shows, please visit DC VOICE's Blog.

Follow, Join, and Friend DC VOICE on the Web!

Click the image links below

Don’t forget to read the DC VOICE Ostrich’s new blog!

For further information on DC VOICE, please visit our website at www.dcvoice.org or call our office at 202-506-6367.
<table>
<thead>
<tr>
<th></th>
<th>A</th>
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<td>Type</td>
<td>Item No.</td>
<td>Projected Cost Factor</td>
<td>Allocation Detail</td>
<td>FY12 Cost</td>
<td>Initial FY13 Cost</td>
<td>Variance</td>
<td>Revised FY13 Cost</td>
<td>Variance Between FY12 and Revised Cost</td>
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<td><strong>Schoolwide/Administrative</strong></td>
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<td>2</td>
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<td>1</td>
<td>School Leadership</td>
<td>Principal, Assistant Principal</td>
<td>$27,880,626</td>
<td>$28,820,725</td>
<td>$940,098</td>
<td>$28,940,508</td>
<td>$1,059,882</td>
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<td>2</td>
<td>Instructional Coaches</td>
<td>1 coach allocated to all schools</td>
<td>$11,153,802</td>
<td>$11,960,125</td>
<td>$806,323</td>
<td>$10,369,786</td>
<td>-$784,016</td>
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<td>3</td>
<td>Art, Music &amp; PE</td>
<td>Allocated to all elementary schools, based on enrollment</td>
<td>$21,763,517</td>
<td>$22,532,876</td>
<td>$769,359</td>
<td>$20,213,915</td>
<td>-$1,549,602</td>
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<td></td>
<td>4</td>
<td>Librarian</td>
<td>Allocated to all schools, based on enrollment</td>
<td>$9,929,604</td>
<td>$10,811,953</td>
<td>$882,349</td>
<td>$8,601,666</td>
<td>-$1,327,939</td>
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<td>6</td>
<td></td>
<td>5</td>
<td>Guidance Counselors</td>
<td>Allocated for every 400 students at HS &amp; MS IVs</td>
<td>$5,415,799</td>
<td>$5,547,750</td>
<td>$131,951</td>
<td>$4,657,130</td>
<td>-$758,669</td>
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<tr>
<td>7</td>
<td></td>
<td>6</td>
<td>Administrative Staff</td>
<td>Business Mgr., Clerk, Registrar, Admin. Aide</td>
<td>$17,457,029</td>
<td>$17,749,048</td>
<td>$292,019</td>
<td>$16,404,736</td>
<td>-$1,052,292</td>
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<tr>
<td>8</td>
<td></td>
<td>7</td>
<td>Attendance Counselors</td>
<td>Attendance counselors (add'l staff allocated to W8 MS &amp; HS)</td>
<td>$1,182,754</td>
<td>$1,182,754</td>
<td>$0</td>
<td>$1,092,146</td>
<td>-$90,608</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>8</td>
<td>Custodial Staff</td>
<td>Custodial Foreman, Custodians, Custodial OT</td>
<td>$30,274,617</td>
<td>$30,279,731</td>
<td>$5,114</td>
<td>$29,673,248</td>
<td>-$601,369</td>
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<tr>
<td>10</td>
<td></td>
<td>9</td>
<td>Non-Personnel Spending (NPS)</td>
<td>3.5% of total budget for purchasing supplies &amp; materials, including technology</td>
<td>$14,080,000</td>
<td>$17,500,000</td>
<td>$3,420,000</td>
<td>$13,966,129</td>
<td>-$113,871</td>
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<tr>
<td>11</td>
<td><strong>ECE</strong></td>
<td>10</td>
<td>Teachers</td>
<td>Allocation based on student to teacher ratio, varying by school type</td>
<td>$197,942,139</td>
<td>$217,979,451</td>
<td>$20,037,312</td>
<td>$208,724,065</td>
<td>$10,781,925</td>
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<td>12</td>
<td></td>
<td>11</td>
<td>Pre-School/Pre-Kindergarten/Kindergarten Aides</td>
<td>Allocated 1:15 Pre-S students, 1:20 Pre-K students, 1:20 K students</td>
<td>$13,945,029</td>
<td>$15,533,406</td>
<td>$1,588,377</td>
<td>$9,685,500</td>
<td>-$4,259,529</td>
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<tr>
<td>13</td>
<td></td>
<td>12</td>
<td>Special Education Teachers</td>
<td>Allocations proposed by OSE</td>
<td>$54,408,600</td>
<td>$69,635,000</td>
<td>$15,226,400</td>
<td>$55,385,170</td>
<td>$976,570</td>
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<tr>
<td>14</td>
<td></td>
<td>13</td>
<td>Social Workers</td>
<td>Allocations proposed by OSE</td>
<td>$12,105,956</td>
<td>$18,275,071</td>
<td>$6,169,115</td>
<td>$13,332,582</td>
<td>$1,226,626</td>
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<td>15</td>
<td></td>
<td>14</td>
<td>Special Education Aides</td>
<td>Allocations proposed by OSE</td>
<td>$8,336,075</td>
<td>$10,549,620</td>
<td>$2,213,545</td>
<td>$8,160,614</td>
<td>-$175,461</td>
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<tr>
<td>16</td>
<td></td>
<td>15</td>
<td>Special Education Coordinator</td>
<td>Allocated to some schools, based on enrollment</td>
<td>$6,210,041</td>
<td>$0</td>
<td>-$6,210,041</td>
<td>$0</td>
<td>-$6,210,041</td>
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<td>1</td>
<td></td>
<td><strong>Cost Trend</strong></td>
<td><strong>Notes</strong></td>
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<td>2</td>
<td></td>
<td>Up</td>
<td>Salary increases for Assistant Principals included</td>
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<td>3</td>
<td></td>
<td>Down</td>
<td>Salary increase for ET-15s</td>
<td></td>
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<td>4</td>
<td></td>
<td>Down</td>
<td>Salary increases for ET-15s, also includes specials for SPED schools</td>
<td></td>
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<tr>
<td>5</td>
<td></td>
<td>Down</td>
<td>Salary increase for ET-15s</td>
<td></td>
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<td></td>
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<tr>
<td>6</td>
<td></td>
<td>Down</td>
<td>We added additional funding for GCs at the end of budget process last year. This does NOT yet include that cost</td>
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<tr>
<td>7</td>
<td></td>
<td>Down</td>
<td>This one needs add'l research. We are allocating the same amt of business mgrs etc. not sure why decrease</td>
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<tr>
<td>8</td>
<td></td>
<td>Down</td>
<td>This includes slight salary increase and added positions for W8 schools. All HS are receiving an attendance counselor.</td>
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<td>9</td>
<td></td>
<td>Down</td>
<td>Allocating on a more regimented scale of student sq footage to positions. In years past, the formula was more generous.</td>
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<td>10</td>
<td></td>
<td>Down</td>
<td>As budgets are going up, 3.5% represents more dollars.</td>
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<tr>
<td>11</td>
<td></td>
<td>Up</td>
<td>Salary increase for ET-15s</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Down</td>
<td>Salary increase for aides, same number of ECE students served. Need to research</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>13</td>
<td></td>
<td>Up</td>
<td>Used SPED enrollment against their ratios and arrived at ~605 teachers. Used generous rounding</td>
<td></td>
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<tr>
<td>14</td>
<td></td>
<td>Up</td>
<td>Salary increase for ET-15s</td>
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<tr>
<td>15</td>
<td></td>
<td>Up</td>
<td>SPED proposed a reduction in aides this year, which we used in allocations</td>
<td></td>
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<tr>
<td>16</td>
<td></td>
<td>Down</td>
<td>Reduction in SPED Coord</td>
<td></td>
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### Projected Fiscal Year 2013 Costs by Program Area

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<th>Item No.</th>
<th>Spec Type</th>
<th>Projected Cost Factor</th>
<th>Allocation Detail</th>
<th>FY12 Cost</th>
<th>Initial FY13 Cost</th>
<th>Variance</th>
<th>Revised FY13 Cost</th>
<th>Variance Between FY12 and Revised Cost</th>
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<td>16</td>
<td>Specific</td>
<td>School Psychologist</td>
<td>Allocations proposed by OSE</td>
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<td>$10,070,000</td>
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<td>17</td>
<td>General</td>
<td>Schoolwide Application Model (SAM) Coaches</td>
<td>Allocations proposed by OSE</td>
<td>$1,360,215</td>
<td>$1,425,000</td>
<td>$64,785</td>
<td>$0</td>
<td>-$1,360,215</td>
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<td>18</td>
<td>Specific</td>
<td>Returning Nonpublic Students (OSE)</td>
<td>Funds to support students returning from nonpublic schools</td>
<td>$0</td>
<td>$0</td>
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<td>$0</td>
<td>$0</td>
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<td>19</td>
<td>English Language Learners (ELL) Teachers, Aides &amp; Bilingual Counselors</td>
<td>Allocations based on audited ELL student count by level</td>
<td>$21,124,442</td>
<td>$23,094,442</td>
<td>$1,970,000</td>
<td>$21,323,038</td>
<td>$198,597</td>
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<td>20</td>
<td>Full Service Schools (FSS) Model</td>
<td>Targeted Middle School intervention (1 AP, 2 ET-15s)</td>
<td>$2,517,724</td>
<td>$2,727,724</td>
<td>$210,000</td>
<td>$3,317,733</td>
<td>$795,069</td>
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<td>21</td>
<td>Catalyst School Coordinators</td>
<td>Coordinators for Catalyst Schools</td>
<td>$1,171,885</td>
<td>$1,171,885</td>
<td>$0</td>
<td>$321,836</td>
<td>-$850,050</td>
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<td>22</td>
<td>International Baccalaureate (IB) Coordinators</td>
<td>Coordinators for IB Schools</td>
<td>$270,435</td>
<td>$270,435</td>
<td>$0</td>
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<td>-$270,435</td>
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<td>Gifted and Talented Program (SEM)</td>
<td>Support for Gifted &amp; Talented Program</td>
<td>$0</td>
<td>$200,000</td>
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<td>Ward 5 Planning</td>
<td>Support for Ward 5 Schools</td>
<td>$0</td>
<td>$3,325,000</td>
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<td>25</td>
<td>Board of Ed-Directed Specialty Funds</td>
<td>Funds to support application schools and off-set reductions at Phelp &amp; SWW</td>
<td>$5,994,310</td>
<td>$5,994,310</td>
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<td>26</td>
<td>Per Pupil Funding Minimum (PPFM) Funds</td>
<td>Funds to guarantee schools spending minimum $8400/student</td>
<td>$3,563,107</td>
<td>$5,000,000</td>
<td>$1,436,893</td>
<td>$4,209,731</td>
<td>$646,624</td>
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<td>27</td>
<td>Strategic Ambition for our 40 Lowest Performing Schools</td>
<td>Supports for our 40 lowest performing schools</td>
<td>$0</td>
<td>$10,000,000</td>
<td>$10,000,000</td>
<td>$10,000,000</td>
<td>$10,000,000</td>
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<tr>
<td>28</td>
<td>Title Dollars</td>
<td>Title funding is designated to support FARM-qualifying students</td>
<td>$14,808,036</td>
<td>$14,808,036</td>
<td>$0</td>
<td>$15,056,497</td>
<td>$248,461</td>
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<tr>
<td>29</td>
<td>Special Education Reserve Fund</td>
<td>Funds set aside to address SPED student enrollment variance</td>
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<td>TBD</td>
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**Total**

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<td>18</td>
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<td>Need to finalize planning re- psychs</td>
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<td>Reflects slight increase in avg salary for EG-10s</td>
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<tr>
<td>21</td>
<td>↑</td>
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<td>Increase in ET-15 avg salary cost, need to acct for minimum 8 itinerant teachers, not yet built into model</td>
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<td>22</td>
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<td>Increase in AP salary and ET-15 salary</td>
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<td>23</td>
<td>↓</td>
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<td>OCAO proposed reduction in Catalyst, which we incorporated into model</td>
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<td>24</td>
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<td>Slight increase in avg salary for EG-10s</td>
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<td>25</td>
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<td>New program, OCAO confirms $200K is all that's needed for funding</td>
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<td>26</td>
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<td>Omitted this cost</td>
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<td>27</td>
<td>↔</td>
<td></td>
<td>No change from FY12</td>
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<tr>
<td>28</td>
<td>↑</td>
<td></td>
<td>This one in particular will need to be researched as a whole, not sure why going down yet—could be result of more equitable, ratio-driven SPED staffing</td>
<td></td>
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<tr>
<td>29</td>
<td>↑</td>
<td></td>
<td>In model but not yet allocated out</td>
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<td>30</td>
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<td>Need to clarify if Title 2 funding should be included in allocation</td>
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<td>31</td>
<td>↑</td>
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<td>Need to finalize figure</td>
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<td>32</td>
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## Possible Reduction Scenarios

### Fiscal Year 2013 Reduction Scenarios by Program

#### Current Model, overspent by ~$26M

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Type</th>
<th>Item No.</th>
<th>Allocation Detail</th>
<th>FY12 Cost</th>
<th>Initial FY13 Cost</th>
<th>Variance</th>
<th>Revised FY13 Cost</th>
<th>Variance Between FY12 and Revised Cost</th>
<th>Cost Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>School Leadership</td>
<td>1 School Leadership</td>
<td>Principal, Assistant Principal</td>
<td>$27,880,626</td>
<td>$28,820,725</td>
<td>$940,098</td>
<td>$29,983,508</td>
<td>$2,102,882</td>
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</tr>
<tr>
<td>2</td>
<td>Instructional Coaches</td>
<td>2 Instructional Coaches</td>
<td>1 coach allocated to all schools</td>
<td>$11,153,802</td>
<td>$11,960,125</td>
<td>$806,323</td>
<td>$11,851,184</td>
<td>$697,382</td>
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</tr>
<tr>
<td>3</td>
<td>Art, Music &amp; PE</td>
<td>3 Art, Music &amp; PE</td>
<td>Allocated to all elementary schools, based on enrollment</td>
<td>$21,763,517</td>
<td>$22,532,876</td>
<td>$769,359</td>
<td>$22,651,053</td>
<td>$887,537</td>
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</tr>
<tr>
<td>4</td>
<td>Librarian</td>
<td>4 Librarian</td>
<td>Allocated to all schools, based on enrollment</td>
<td>$8,929,604</td>
<td>$10,811,953</td>
<td>$882,349</td>
<td>$10,226,425</td>
<td>$296,820</td>
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</tr>
<tr>
<td>5</td>
<td>Guidance Counselors</td>
<td>5 Guidance Counselors</td>
<td>Allocated for every 400 students at HS &amp; MS Ms</td>
<td>$5,415,799</td>
<td>$5,547,750</td>
<td>$131,951</td>
<td>$4,657,130</td>
<td>-$758,669</td>
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<tr>
<td>6</td>
<td>Administrative Staff</td>
<td>6 Administrative Staff</td>
<td>Business Mgr., Clerk, Registrar, Admin. Aide</td>
<td>$17,457,029</td>
<td>$17,749,048</td>
<td>$292,019</td>
<td>$16,921,719</td>
<td>-$335,310</td>
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<tr>
<td>7</td>
<td>Attendance Counselors</td>
<td>7 Attendance Counselors</td>
<td>Attendance counselors (add'l staff allocated to WB MS &amp; HS)</td>
<td>$1,182,754</td>
<td>$1,182,754</td>
<td>$0</td>
<td>$1,092,146</td>
<td>-$90,608</td>
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<tr>
<td>8</td>
<td>Custodial Staff</td>
<td>8 Custodial Staff</td>
<td>Custodial Foreman, Custodians, Custodial OT</td>
<td>$30,274,617</td>
<td>$30,279,731</td>
<td>$5,114</td>
<td>$29,938,642</td>
<td>-$335,975</td>
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<tr>
<td>9</td>
<td>Non-Personnel Spending (NPS)</td>
<td>9 Non-Personnel Spending (NPS)</td>
<td>3.5% of total budget for purchasing supplies &amp; materials, including technology</td>
<td>$14,080,000</td>
<td>$17,500,000</td>
<td>$3,420,000</td>
<td>$17,038,853</td>
<td>$2,958,853</td>
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<tr>
<td>10</td>
<td>Teachers</td>
<td>10 Teachers</td>
<td>Allocation based on student to teacher ratio, varying by school type</td>
<td>$197,942,139</td>
<td>$217,979,451</td>
<td>$20,037,312</td>
<td>$212,088,263</td>
<td>$14,146,124</td>
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<tr>
<td>11</td>
<td>Pre-School/Pre-Kindergarten</td>
<td>11 Pre-School/Pre-Kindergarten</td>
<td>Allocated 1:15 Pre-S students, 1:20 Pre-K students, 1:20 K students</td>
<td>$13,945,029</td>
<td>$15,533,406</td>
<td>$1,588,377</td>
<td>$15,806,050</td>
<td>$1,861,020</td>
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DCPS Confidential

1/24/2014

Page 5
<table>
<thead>
<tr>
<th>Possible Reduction Scenarios</th>
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<table>
<thead>
<tr>
<th>Program Area</th>
<th>Possible Reductions</th>
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</thead>
<tbody>
<tr>
<td>Notes</td>
<td>Reduction Scenario</td>
</tr>
<tr>
<td>$20K salary increase for Assistant Principals included</td>
<td>Reduce $20K salary increase for Assistant Principals to $10K</td>
</tr>
<tr>
<td>Salary increase for ET-15s</td>
<td>Schools with fewer than 250 students receive a 0.5 Instructional Coach allocation</td>
</tr>
<tr>
<td>Salary increases for ET-15s, also includes specials for SPED schools</td>
<td>Reduce the 1.5 Art/Music/PE allocation to 1.0 for all schools (affects Ig schools)</td>
</tr>
<tr>
<td>Salary increase for ET-15s</td>
<td>Eliminate the 0.5 Librarian allocation at schools smaller than 250</td>
</tr>
<tr>
<td>We added additional funding for GCs at the end of budget process last year. This does NOT yet include that cost</td>
<td>Stick to formula; do not add additional funding for GCs</td>
</tr>
<tr>
<td>Decrease due to variances in enrollment, other factors</td>
<td>Eliminate clerk at schools with fewer than 250 students</td>
</tr>
<tr>
<td>This includes slight salary increase and added positions for WB schools</td>
<td>Stick to formula</td>
</tr>
<tr>
<td>Allocating on a more regimented scale of student sq footage to positions.</td>
<td>Cap RW5 custodian at 7.0 (affects Ig schools)</td>
</tr>
<tr>
<td>As budgets are going up, 3.5% represents more dollars.</td>
<td>Reduce NPS allocation to 3.0%</td>
</tr>
<tr>
<td>Salary increase for ET-15s</td>
<td>Raise student to teacher allocation ratio at Middle School and Education Campus M5 grades to 1:22</td>
</tr>
<tr>
<td>Salary increase for aides, same number of ECE students served. Need to research</td>
<td>Eliminate aide allocation for Kindergarten</td>
</tr>
</tbody>
</table>

DCPS Confidential

1/24/2014
### Fiscal Year 2013 Reduction Scenarios by Program

**Current Model, overspent by ~$26M**

<table>
<thead>
<tr>
<th>Type</th>
<th>Item No.</th>
<th>Projected Cost Factor</th>
<th>Allocation Detail</th>
<th>FY12 Cost</th>
<th>Initial FY13 Cost</th>
<th>Variance</th>
<th>Revised FY13 Cost</th>
<th>Variance Between FY12 and Revised Cost</th>
<th>Cost Trend</th>
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<tbody>
<tr>
<td>Education</td>
<td>12</td>
<td>Special Education Teachers</td>
<td>Allocations proposed by OSE</td>
<td>$54,408,600</td>
<td>$69,635,000</td>
<td>$15,226,400</td>
<td>$58,109,031</td>
<td>$3,700,431</td>
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<td>Special Education</td>
<td>13</td>
<td>Social Workers</td>
<td>Allocations proposed by OSE</td>
<td>$12,105,956</td>
<td>$18,275,071</td>
<td>$6,169,115</td>
<td>$13,332,582</td>
<td>$1,226,626</td>
<td>↑</td>
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<td>Education</td>
<td>14</td>
<td>Special Education Aides</td>
<td>Allocations proposed by OSE</td>
<td>$8,336,075</td>
<td>$10,549,620</td>
<td>$2,213,545</td>
<td>$8,160,614</td>
<td>$-175,461</td>
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<tr>
<td>Special Education</td>
<td>15</td>
<td>Special Education Coordinator</td>
<td>Allocated to some schools, based on enrollment</td>
<td>$6,210,041</td>
<td>$0</td>
<td>$-6,210,041</td>
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<td>$-6,210,041</td>
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<td>Education</td>
<td>16</td>
<td>Psychologist</td>
<td>Allocations proposed by OSE</td>
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<td>$10,070,000</td>
<td>$10,070,000</td>
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<td>$6,000,000</td>
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<tr>
<td>Special Education</td>
<td>17</td>
<td>Schoolwide Application Model (SAM) Coaches</td>
<td>Allocations proposed by OSE</td>
<td>$1,360,215</td>
<td>$1,425,000</td>
<td>$64,785</td>
<td>$1,433,611</td>
<td>$73,396</td>
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<td>ELI</td>
<td>18</td>
<td>Returning Nonpublic Students (OSE)</td>
<td>Funds to support students returning from nonpublic schools</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>↔↔</td>
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<tr>
<td>ELI</td>
<td>19</td>
<td>English Language Learners (ELL) Teachers, Aides &amp; Bilingual Counselors</td>
<td>Allocations based on audited ELL student count by level</td>
<td>$21,124,442</td>
<td>$23,094,442</td>
<td>$1,970,000</td>
<td>$21,323,038</td>
<td>$198,597</td>
<td>↑</td>
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<tr>
<td>School Models</td>
<td>20</td>
<td>Full Service Schools (FSS) Model</td>
<td>Targeted Middle School intervention (1 AP, 2 ET-15s)</td>
<td>$2,517,724</td>
<td>$2,727,724</td>
<td>$210,000</td>
<td>$1,210,165</td>
<td>$-1,307,559</td>
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<td>Catalyst School Coordinators</td>
<td>Coordinators for Catalyst Schools</td>
<td>$1,171,885</td>
<td>$1,171,885</td>
<td>$0</td>
<td>$321,836</td>
<td>-$850,050</td>
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<tr>
<td>School Models</td>
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<td>International Baccalaureate (IB) Coordinators</td>
<td>Coordinators for IB Schools</td>
<td>$270,435</td>
<td>$270,435</td>
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<td>$275,859</td>
<td>$5,424</td>
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<td>Gifted and Talented Program (SEM)</td>
<td>Support for Gifted &amp; Talented Program</td>
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<td>$200,000</td>
<td>$200,000</td>
<td>$200,000</td>
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<td>Ward 5 Planning</td>
<td>Support for Ward 5 Schools</td>
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<td>$0</td>
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<td><strong>Possible Reduction Scenarios</strong></td>
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<td>Notes</td>
<td>Reduction Scenario</td>
<td>New Cost</td>
<td>Variance from FY12</td>
<td>Cost Trend</td>
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</tr>
<tr>
<td><strong>Used SPED enrollment against their ratios and arrived at ~605 teachers. Used generous rounding</strong></td>
<td>Strictly use SPED-given ratios to allocate staff, do not round up</td>
<td>$55,385,170</td>
<td>$976,570</td>
<td>↑</td>
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<tr>
<td><strong>Salary Increase for ET-15s</strong></td>
<td>Reduce Social Worker allocation by 12 to account for salary increase</td>
<td>$12,186,018</td>
<td>$80,062</td>
<td>↑</td>
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<tr>
<td><strong>SPED proposed a reduction in aides this year, which we used in allocations</strong></td>
<td>Preserve SPED proposal (no additional savings)</td>
<td>$8,160,614</td>
<td>-$175,461</td>
<td>↓</td>
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</tr>
<tr>
<td><strong>Reduction in SPED Coord</strong></td>
<td>Eliminate SPED Coordinator</td>
<td>$0</td>
<td>-$6,210,041</td>
<td>↓</td>
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<tr>
<td><strong>Need to finalize planning re-psychs</strong></td>
<td>Allocate Psychologists</td>
<td>$6,000,000</td>
<td>$6,000,000</td>
<td>↑</td>
<td></td>
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<tr>
<td><strong>Reflects slight increase in avg salary for EG-10s</strong></td>
<td>Eliminate SAM allocation</td>
<td>$0</td>
<td>-$1,360,215</td>
<td>↓</td>
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<td><strong>Need more info</strong></td>
<td>Need more info</td>
<td>$0</td>
<td>$0</td>
<td>↔ ↔</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Increase in ET-15 avg salary cost, need to account for minimum 8 itinerant teachers, not yet built into model</strong></td>
<td>Hold ELL at FY12 level plus salary increases</td>
<td>$21,323,038</td>
<td>$198,597</td>
<td>↑</td>
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</tr>
<tr>
<td><strong>FSS only utilizing the AP for Intervention for FY13 as per OCAO</strong></td>
<td>Stick with proposed reduction in FSS</td>
<td>$1,210,165</td>
<td>-$1,307,559</td>
<td>↓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>OCAO proposed reduction in Catalyst, which we incorporated into model</strong></td>
<td>Stick with reduced Catalyst proposal</td>
<td>$321,836</td>
<td>-$850,050</td>
<td>↓</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Slight increase in avg salary for EG-10s</strong></td>
<td>Eliminate IB Coordinator allocation</td>
<td>$0</td>
<td>-$270,435</td>
<td>↓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>New program, OCAO confirms $200K is all that's needed for funding</strong></td>
<td>Stick to current proposal</td>
<td>$200,000</td>
<td>$200,000</td>
<td>↑</td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Cost has been omitted</strong></td>
<td>Cost has been omitted</td>
<td>$0</td>
<td>$0</td>
<td>↔ ↔</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Possible Reduction Scenarios

Current Model, overspent by ~$26M

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Type</th>
<th>Item</th>
<th>Projected Cost Factor</th>
<th>Allocation Detail</th>
<th>FY12 Cost</th>
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<th>Cost Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Specialty</td>
<td>Board of Ed-Directed Specialty Funds</td>
<td>Funds to support application schools and off-set reductions at Phedus &amp; SWW</td>
<td>$5,994,310</td>
<td>$5,994,310</td>
<td>$0</td>
<td>$5,994,310</td>
<td>$0</td>
<td>➡️➡️</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Specialty</td>
<td>Per Pupil Funding Minimum (PPFM) Funds</td>
<td>Funds to guarantee schools spending minimum $8400/student</td>
<td>$3,563,107</td>
<td>$5,000,000</td>
<td>$1,436,893</td>
<td>$2,303,117</td>
<td>-$1,259,990</td>
<td>➣</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Specialty</td>
<td>Strategic Ambition for our 40 Lowest Performing Schools</td>
<td>Supports for 40 lowest performing schools</td>
<td>$0</td>
<td>$10,000,000</td>
<td>$10,000,000</td>
<td>$10,000,000</td>
<td>$10,000,000</td>
<td>➢</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Title</td>
<td>Title Dollars</td>
<td>Title funding is designated to support FARM-qualifying students</td>
<td>$14,808,036</td>
<td>$14,808,036</td>
<td>$0</td>
<td>$15,056,497</td>
<td>$248,461</td>
<td>➢</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Reserve Fund</td>
<td>Special Education Reserve Fund</td>
<td>Funds set aside to address SPED student enrollment variance</td>
<td>$0</td>
<td>TBD</td>
<td>$0</td>
<td>$5,000,000</td>
<td>$5,000,000</td>
<td>➢</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Reserve Fund</td>
<td>General Education Enrollment Reserve</td>
<td>Funds set aside to address student enrollment variance</td>
<td>$5,500,000</td>
<td>$5,500,000</td>
<td>$0</td>
<td>$5,500,000</td>
<td>$0</td>
<td>➡️➡️</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL | $488,395,743 | $561,944,341 | $73,548,598 | $526,475,633 | $38,079,891 |
## Possible Reduction Scenarios

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Possible Reductions</th>
<th>Notes</th>
<th>Reduction Scenario</th>
<th>New Cost</th>
<th>Variance from FY12</th>
<th>Cost Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>28</td>
<td>No change from FY12</td>
<td>Hold Specialty funds at their current level (no savings)</td>
<td>$5,994,310</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>29</td>
<td>More equitable distribution of SPED resources leads to reduced need for PPFM backstop</td>
<td>Remove Watkins from PPFM as its part of Capitol Hill cluster school (<strong>PPFM cost rises if we accept some of the above changes affecting Ig schools</strong>)</td>
<td>$4,209,731</td>
<td>$646,624</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30</td>
<td>In model but not yet allocated out</td>
<td>Preserve strategic planning funding</td>
<td>$10,000,000</td>
<td>$10,000,000</td>
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<tr>
<td></td>
<td></td>
<td>31</td>
<td>Need to clarify if Title 2 funding should be included in allocation</td>
<td>Keep Title funding at FY12 level</td>
<td>$14,808,036</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>32</td>
<td>Need to finalize figure</td>
<td>Create reduced SPED Enrollment Reserve Fund (no savings)</td>
<td>$5,000,000</td>
<td>$5,000,000</td>
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<tr>
<td></td>
<td></td>
<td>33</td>
<td>Need to finalize figure</td>
<td>Preserve Gen Ed Enrollment Reserve (no savings)</td>
<td>$5,500,000</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>$502,627,740</strong></td>
<td><strong>$14,231,997</strong></td>
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</table>
## Projected Fiscal Year 2013 Costs by Program Area

<table>
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<tr>
<th>Type</th>
<th>Item No.</th>
<th>Allocation Detail</th>
<th>FY12 Cost</th>
<th>Initial FY13 Cost</th>
<th>Variance</th>
<th>Revised FY13 Cost</th>
<th>Variance Between FY12 and Revised Cost</th>
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<tbody>
<tr>
<td><strong>Schoolwide/Administrative</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>School Leadership</td>
<td>1</td>
<td>Principal, Assistant Principal</td>
<td>$27,880,626</td>
<td>$28,820,725</td>
<td>$940,098</td>
<td>$28,210,408</td>
<td>$329,782</td>
</tr>
<tr>
<td>Instructional Coaches</td>
<td>2</td>
<td>1 coach allocated to all schools</td>
<td>$11,153,802</td>
<td>$11,960,125</td>
<td>$806,323</td>
<td>$10,369,786</td>
<td>-$784,016</td>
</tr>
<tr>
<td>Art, Music &amp; PE</td>
<td>3</td>
<td>Allocated to all elementary schools, based on enrollment</td>
<td>$21,763,517</td>
<td>$22,532,876</td>
<td>$769,359</td>
<td>$20,213,915</td>
<td>-$1,549,602</td>
</tr>
<tr>
<td>Librarian</td>
<td>4</td>
<td>Allocated to all schools, based on enrollment</td>
<td>$9,929,604</td>
<td>$10,811,953</td>
<td>$882,349</td>
<td>$8,601,666</td>
<td>-$1,327,939</td>
</tr>
<tr>
<td>Guidance Counselors</td>
<td>5</td>
<td>Allocated for every 400 students at HS &amp; MS IVs</td>
<td>$5,415,799</td>
<td>$5,547,750</td>
<td>$131,951</td>
<td>$4,657,130</td>
<td>-$758,669</td>
</tr>
<tr>
<td>Administrative Staff</td>
<td>6</td>
<td>Business Mgr., Clerk, Registrar, Admin. Aide</td>
<td>$17,457,029</td>
<td>$17,749,048</td>
<td>$292,019</td>
<td>$16,404,736</td>
<td>-$4,052,292</td>
</tr>
<tr>
<td>Attendance Counselors</td>
<td>7</td>
<td>Attendance counselors (add'l staff allocated to W8 MS &amp; HS)</td>
<td>$1,182,754</td>
<td>$1,182,754</td>
<td>$0</td>
<td>$1,092,146</td>
<td>-$90,608</td>
</tr>
<tr>
<td>Custodial Staff</td>
<td>8</td>
<td>Custodial Foreman, Custodians, Custodial OT</td>
<td>$30,274,617</td>
<td>$30,279,731</td>
<td>$5,114</td>
<td>$29,673,248</td>
<td>-$601,369</td>
</tr>
<tr>
<td>Non-Personnel Spending (NPS)</td>
<td>9</td>
<td>3.5% of total budget for purchasing supplies &amp; materials, including technology</td>
<td>$14,080,000</td>
<td>$17,500,000</td>
<td>$3,420,000</td>
<td>$13,944,226</td>
<td>-$135,774</td>
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<tr>
<td><strong>Gen Ed</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>10</td>
<td>Allocation based on student to teacher ratio, varying by school type</td>
<td>$197,942,139</td>
<td>$217,979,451</td>
<td>$20,037,312</td>
<td>$208,724,065</td>
<td>$10,781,925</td>
</tr>
<tr>
<td>Pre-School/Pre-Kindergarten/Kindergarten Aides</td>
<td>11</td>
<td>Allocated 1:15 Pre-S students, 1:20 Pre-K students, 1:20 K students</td>
<td>$13,945,029</td>
<td>$15,533,406</td>
<td>$1,588,377</td>
<td>$9,685,500</td>
<td>-$4,259,529</td>
</tr>
<tr>
<td><strong>ECE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education Teachers</td>
<td>12</td>
<td>Allocations proposed by OSE</td>
<td>$54,408,600</td>
<td>$69,635,000</td>
<td>$15,226,400</td>
<td>$55,385,170</td>
<td>$976,570</td>
</tr>
<tr>
<td>Social Workers</td>
<td>13</td>
<td>Allocations proposed by OSE</td>
<td>$12,105,956</td>
<td>$18,275,071</td>
<td>$6,169,115</td>
<td>$13,332,582</td>
<td>$1,226,626</td>
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<tr>
<td><strong>Special Education Aides</strong></td>
<td>14</td>
<td>Allocations proposed by OSE</td>
<td>$8,336,075</td>
<td>$10,549,620</td>
<td>$2,213,545</td>
<td>$8,160,614</td>
<td>-$175,461</td>
</tr>
<tr>
<td><strong>Special Education Coordinator</strong></td>
<td>15</td>
<td>Allocated to some schools, based on enrollment</td>
<td>$6,210,041</td>
<td>$0</td>
<td>-$6,210,041</td>
<td>$0</td>
<td>-$6,210,041</td>
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</table>
### Cost Between FYs

<table>
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<th></th>
<th>J</th>
<th>K</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td><strong>Cost Trend</strong></td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>➣</td>
<td>Salary increases for Assistant Principals included</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>➣</td>
<td>Salary increase for ET-15s</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>➣</td>
<td>Salary increases for ET-15s, also includes specials for SPED schools</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>➣</td>
<td>Salary increase for ET-15s</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>➣</td>
<td>We added additional funding for GCs at the end of budget process last year. This does NOT yet include that cost</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>➣</td>
<td>This one needs add'l research. We are allocating the same amt of business mgrs etc. not sure why decrease</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>➣</td>
<td>This includes slight salary increase and added positions for W8 schools. All HS are receiving an attendance counselor.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>➣</td>
<td>Allocating on a more regimented scale of student sq footage to positions. In years past, the formula was more generous.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>➣</td>
<td>As budgets are going up, 3.5% represents more dollars.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>➣</td>
<td>Salary increase for ET-15s</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>➣</td>
<td>Salary increase for aides, same number of ECE students served. Need to research</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>➣</td>
<td>Used SPED enrollment against their ratios and arrived at ~605 teachers. Used generous rounding</td>
<td></td>
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<tr>
<td>15</td>
<td>➣</td>
<td>Salary increase for ET-15s</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>➣</td>
<td>SPED proposed a reduction in aides this year, which we used in allocations</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>➣</td>
<td>Reduction in SPED Coord</td>
<td></td>
</tr>
<tr>
<td>Item No.</td>
<td>Projected Cost Factor</td>
<td>Allocation Detail</td>
<td>FY12 Cost</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------------------------------</td>
<td>--------------------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>18</td>
<td>School Psychologist</td>
<td>Allocations proposed by OSE</td>
<td>$0</td>
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<tr>
<td>19</td>
<td>Schoolwide Application Model (SAM) Coaches</td>
<td>Allocations proposed by OSE</td>
<td>$1,360,215</td>
</tr>
<tr>
<td>20</td>
<td>Returning Nonpublic Students (OSE)</td>
<td>Funds to support students returning from nonpublic schools</td>
<td>$0</td>
</tr>
<tr>
<td>19</td>
<td>English Language Learners (ELL) Teachers, Aides &amp; Bilingual Counselors</td>
<td>Allocations based on audited ELL student count by level</td>
<td>$21,124,442</td>
</tr>
<tr>
<td>20</td>
<td>Full Service Schools (FSS) Model</td>
<td>Targeted Middle School intervention (1 AP, 2 ET-15s)</td>
<td>$2,517,724</td>
</tr>
<tr>
<td>21</td>
<td>Catalyst School Coordinators</td>
<td>Coordinators for Catalyst Schools</td>
<td>$1,171,885</td>
</tr>
<tr>
<td>22</td>
<td>International Baccalaureate (IB) Coordinators</td>
<td>Coordinators for IB Schools</td>
<td>$270,435</td>
</tr>
<tr>
<td>23</td>
<td>Gifted and Talented Program (SEM)</td>
<td>Support for Gifted &amp; Talented Program</td>
<td>$0</td>
</tr>
<tr>
<td>24</td>
<td>Ward 5 Planning</td>
<td>Support for Ward 5 Schools</td>
<td>$0</td>
</tr>
<tr>
<td>25</td>
<td>Board of Ed-Directed Specialty Funds</td>
<td>Funds to support application schools and off-set reductions at Phelos &amp; SSW</td>
<td>$5,994,310</td>
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<td>26</td>
<td>Per Pupil Funding Minimum (PPFM) Funds</td>
<td>Funds to guarantee schools spending minimum $8400/student</td>
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<tr>
<td>27</td>
<td>Strategic Ambition for our 40 Lowest Performing Schools</td>
<td>Supports for our 40 lowest performing schools</td>
<td>$0</td>
</tr>
<tr>
<td>28</td>
<td>Title Dollars</td>
<td>Title funding is designated to support FARM-qualifying students</td>
<td>$14,808,036</td>
</tr>
<tr>
<td>29</td>
<td>Special Education Reserve Fund</td>
<td>Funds set aside to address SPED student enrollment variance</td>
<td>$0</td>
</tr>
<tr>
<td>30</td>
<td>General Education Enrollment Reserve</td>
<td>Funds set aside to address student enrollment variance</td>
<td>$5,500,000</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>$488,395,743</strong></td>
</tr>
<tr>
<td>J</td>
<td>K</td>
<td>L</td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td><strong>Cost Trend</strong></td>
<td><strong>Notes</strong></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>↑</td>
<td>Need to finalize planning re- psychs</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>↓</td>
<td>Reflects slight increase in avg salary for EG-10s</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>↔</td>
<td>Need more info</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>↑</td>
<td>Increase in ET-15 avg salary cost, need to acct for minimum 8 itinerant teachers, not yet built into model</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>↑</td>
<td>Increase in AP salary and ET-15 salary</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>↓</td>
<td>OCAO proposed reduction in Catalyst, which we incorporated into model</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>↓</td>
<td>Slight increase in avg salary for EG-10s</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>↑</td>
<td>New program, OCAO confirms $200K is all that’s needed for funding</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>↔</td>
<td>Omitted this cost</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>↔</td>
<td>No change from FY12</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>↑</td>
<td>This one in particular will need to be researched as a whole, not sure why going down yet—could ba result of more equitable, ratio-driven SPED staffing</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>↑</td>
<td>In model but not yet allocated out</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>↑</td>
<td>Need to clarify if Title 2 funding should be included in allocation</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>↑</td>
<td>Need to finalize figure</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>↔</td>
<td>Need to finalize figure</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td></td>
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## Fiscal Year 2013 Reduction Scenarios by Program Category

### Current Model, overspent by ~$26M

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<tr>
<th>Type</th>
<th>Item No.</th>
<th>Projected Cost Factor</th>
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</tr>
<tr>
<td><strong>Instructional Coaches</strong></td>
<td>2</td>
<td>Instructional Coaches</td>
<td>1 coach allocated to all schools</td>
<td>$11,153,802</td>
<td>$11,960,125</td>
<td>$806,323</td>
<td>$11,851,184</td>
<td>$697,382</td>
<td>↑</td>
</tr>
<tr>
<td><strong>Art, Music &amp; PE</strong></td>
<td>3</td>
<td>Art, Music &amp; PE</td>
<td>Allocated to all elementary schools, based on enrollment</td>
<td>$21,763,517</td>
<td>$22,532,876</td>
<td>$769,359</td>
<td>$22,651,053</td>
<td>$887,537</td>
<td>↑</td>
</tr>
<tr>
<td><strong>Librarian</strong></td>
<td>4</td>
<td>Librarian</td>
<td>Allocated to all schools, based on enrollment</td>
<td>$9,929,604</td>
<td>$10,811,953</td>
<td>$882,349</td>
<td>$10,226,425</td>
<td>$296,820</td>
<td>↑</td>
</tr>
<tr>
<td><strong>Guidance Counselors</strong></td>
<td>5</td>
<td>Guidance Counselors</td>
<td>Allocated for every 400 students at HS &amp; MS levels</td>
<td>$5,415,799</td>
<td>$5,547,750</td>
<td>$131,951</td>
<td>$4,657,130</td>
<td>-$758,669</td>
<td>↓</td>
</tr>
<tr>
<td><strong>Administrative Staff</strong></td>
<td>6</td>
<td>Administrative Staff</td>
<td>Business Mgr., Clerk, Registrar, Admin. Aide</td>
<td>$17,457,029</td>
<td>$17,749,048</td>
<td>$292,019</td>
<td>$16,921,719</td>
<td>-$535,310</td>
<td>↓</td>
</tr>
<tr>
<td><strong>Attendance Counselors</strong></td>
<td>7</td>
<td>Attendance Counselors</td>
<td>Attendance counselors (add’l staff allocated to W8 MS &amp; HS)</td>
<td>$1,182,754</td>
<td>$1,182,754</td>
<td>$0</td>
<td>$1,092,146</td>
<td>-$90,608</td>
<td>↓</td>
</tr>
<tr>
<td><strong>Custodial Staff</strong></td>
<td>8</td>
<td>Custodial Staff</td>
<td>Custodial Foreman, Custodians, Custodial OT</td>
<td>$30,274,617</td>
<td>$30,279,731</td>
<td>$5,114</td>
<td>$29,938,642</td>
<td>-$335,975</td>
<td>↓</td>
</tr>
<tr>
<td><strong>Non-Personnel Spending (NPS)</strong></td>
<td>9</td>
<td>Non-Personnel Spending (NPS)</td>
<td>3.5% of total budget for purchasing supplies &amp; materials, including technology</td>
<td>$14,080,000</td>
<td>$17,500,000</td>
<td>$3,420,000</td>
<td>$17,038,853</td>
<td>$2,958,853</td>
<td>↑</td>
</tr>
<tr>
<td><strong>Teachers</strong></td>
<td>10</td>
<td>Teachers</td>
<td>Allocation based on student to teacher ratio, varying by school type</td>
<td>$197,942,139</td>
<td>$217,979,451</td>
<td>$20,037,312</td>
<td>$212,088,263</td>
<td>$14,146,124</td>
<td>↑</td>
</tr>
<tr>
<td><strong>ECE</strong></td>
<td>11</td>
<td>Pre-School/Pre-Kindergarten/Kindergarten Aides</td>
<td>Allocated 1:15 Pre-S students, 1:20 Pre-K students, 1:20 K students</td>
<td>$13,945,029</td>
<td>$15,533,406</td>
<td>$1,588,377</td>
<td>$15,806,050</td>
<td>$1,861,020</td>
<td>↑</td>
</tr>
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</table>

DCPS Confidential
## Possible Reduction Scenarios

<table>
<thead>
<tr>
<th>Program Area</th>
<th>K</th>
<th>L</th>
<th>M</th>
<th>N</th>
<th>O</th>
<th>P</th>
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<tbody>
<tr>
<td>Possible Reduction Scenarios</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Notes</th>
<th>Reduction Scenario</th>
<th>New Cost</th>
<th>Variance from FY12</th>
<th>Cost Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary increases for Assistant Principals included</td>
<td>Eliminate salary increase for Assistant Principals</td>
<td>$28,210,408</td>
<td>$329,782</td>
<td>✅</td>
</tr>
<tr>
<td>Salary increase for ET-15s</td>
<td>Schools with fewer than 250 students receive a 0.5 Instructional Coach allocation</td>
<td>$10,369,786</td>
<td>-$784,016</td>
<td>✅</td>
</tr>
<tr>
<td>Salary increases for ET-15s, also includes specials for SPED schools</td>
<td>Reduce the 1.5 Art/Music/PE allocation to 1.0 for all schools (affects IG schools)</td>
<td>$20,213,915</td>
<td>-$1,549,602</td>
<td>✅</td>
</tr>
<tr>
<td>Salary Increase for ET-15s</td>
<td>Eliminate the 0.5 Librarian allocation at schools smaller than 250</td>
<td>$8,601,666</td>
<td>-$1,327,939</td>
<td>✅</td>
</tr>
<tr>
<td>We added additional funding for GCs at the end of budget process last year. This does NOT yet include that cost</td>
<td>Stick to formula; do not add additional funding for GCs</td>
<td>$4,657,130</td>
<td>-$758,669</td>
<td>✅</td>
</tr>
<tr>
<td>Decrease due to variances in enrollment, other factors</td>
<td>Eliminate clerk at schools with fewer than 250 students</td>
<td>$16,404,736</td>
<td>-$1,052,292</td>
<td>✅</td>
</tr>
<tr>
<td>This includes slight salary increase and added positions for W8 schools</td>
<td>Stick to formula</td>
<td>$1,092,146</td>
<td>-$90,608</td>
<td>✅</td>
</tr>
<tr>
<td>Allocating on a more regimented scale of student sq footage to positions.</td>
<td>Cap RWS custodian at 7.0 (affects IG schools)</td>
<td>$29,673,248</td>
<td>-$601,369</td>
<td>✅</td>
</tr>
<tr>
<td>As budgets are going up, 3.5% represents more dollars.</td>
<td>Reduce NPS allocation to 3.0%</td>
<td>$13,944,226</td>
<td>-$135,774</td>
<td>✅</td>
</tr>
<tr>
<td>Salary increase for ET-15s</td>
<td>Raise student to teacher allocation ratio at Middle School and Education Campus MS grades to 1:22</td>
<td>$208,724,059</td>
<td>$10,781,919</td>
<td>✅</td>
</tr>
<tr>
<td>Salary increase for aides, same number of ECE students served. Need to research</td>
<td>Eliminate aide allocation for Kindergarten</td>
<td>$9,685,500</td>
<td>-$4,259,529</td>
<td>✅</td>
</tr>
</tbody>
</table>
## Fiscal Year 2013 Reduction Scenarios by Program

### Current Model, overspent by ~$26M

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Type</th>
<th>Allocation Detail</th>
<th>FY12 Cost</th>
<th>Initial FY13 Cost</th>
<th>Variance</th>
<th>Revised FY13 Cost</th>
<th>Variance Between FY12 and Revised Cost</th>
<th>Cost Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Special Education Teachers</td>
<td>Allocations proposed by OSE</td>
<td>$54,408,600</td>
<td>$69,635,000</td>
<td>$15,226,400</td>
<td>$58,109,031</td>
<td>$3,700,431</td>
<td>↑</td>
</tr>
<tr>
<td>13</td>
<td>Social Workers</td>
<td>Allocations proposed by OSE</td>
<td>$12,105,956</td>
<td>$18,275,071</td>
<td>$6,169,115</td>
<td>$13,332,582</td>
<td>$1,226,626</td>
<td>↑</td>
</tr>
<tr>
<td>14</td>
<td>Special Education Aides</td>
<td>Allocations proposed by OSE</td>
<td>$8,336,075</td>
<td>$10,549,620</td>
<td>$2,213,545</td>
<td>$8,160,614</td>
<td>$-175,461</td>
<td>↓</td>
</tr>
<tr>
<td>15</td>
<td>Special Education Coordinator</td>
<td>Allocated to some schools, based on enrollment</td>
<td>$6,210,041</td>
<td>$0</td>
<td>$-6,210,041</td>
<td>$0</td>
<td>$-6,210,041</td>
<td>↓</td>
</tr>
<tr>
<td>16</td>
<td>Psychologist</td>
<td>Allocations proposed by OSE</td>
<td>$0</td>
<td>$10,070,000</td>
<td>$10,070,000</td>
<td>$6,000,000</td>
<td>$6,000,000</td>
<td>↑</td>
</tr>
<tr>
<td>17</td>
<td>Schoolwide Application Model (SAM) Coaches</td>
<td>Allocations proposed by OSE</td>
<td>$1,360,215</td>
<td>$1,425,000</td>
<td>$64,785</td>
<td>$1,433,611</td>
<td>$73,396</td>
<td>↑</td>
</tr>
<tr>
<td>18</td>
<td>Returning Nonpublic Students (OSE)</td>
<td>Funds to support students returning from nonpublic schools</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>←↕↕↕</td>
</tr>
<tr>
<td>19</td>
<td>English Language Learners (ELL) Teachers, Aides &amp; Bilingual Counselors</td>
<td>Allocations based on audited ELL student count by level</td>
<td>$21,124,442</td>
<td>$23,094,442</td>
<td>$1,970,000</td>
<td>$21,323,038</td>
<td>$198,597</td>
<td>↑</td>
</tr>
<tr>
<td>20</td>
<td>Full Service Schools (FSS) Model</td>
<td>Targeted Middle School intervention (1 AP, 2 ET-15s)</td>
<td>$2,517,724</td>
<td>$2,727,724</td>
<td>$210,000</td>
<td>$1,210,165</td>
<td>$-1,307,559</td>
<td>↓</td>
</tr>
<tr>
<td>21</td>
<td>Catalyst School Coordinators</td>
<td>Coordinators for Catalyst Schools</td>
<td>$1,171,885</td>
<td>$1,171,885</td>
<td>$0</td>
<td>$321,836</td>
<td>$-850,050</td>
<td>↓</td>
</tr>
<tr>
<td>22</td>
<td>International Baccalaureate (IB) Coordinators</td>
<td>Coordinators for IB Schools</td>
<td>$270,435</td>
<td>$270,435</td>
<td>$0</td>
<td>$275,859</td>
<td>$5,424</td>
<td>↑</td>
</tr>
<tr>
<td>23</td>
<td>Gifted and Talented Program (SEM)</td>
<td>Support for Gifted &amp; Talented Program</td>
<td>$0</td>
<td>$200,000</td>
<td>$200,000</td>
<td>$200,000</td>
<td>$200,000</td>
<td>↑</td>
</tr>
<tr>
<td>24</td>
<td>Ward 5 Planning</td>
<td>Support for Ward 5 Schools</td>
<td>$0</td>
<td>$3,325,000</td>
<td>$3,325,000</td>
<td>$0</td>
<td>$0</td>
<td>←↕↕↕</td>
</tr>
<tr>
<td>Program Area</td>
<td>Possible Reduction Scenarios</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Notes</strong></td>
<td><strong>Reduction Scenario</strong></td>
<td><strong>New Cost</strong></td>
<td><strong>Variance from FY12</strong></td>
<td><strong>Cost Trend</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used SPED enrollment against their ratios and arrived at ~605 teachers. Used generous rounding</td>
<td>Strictly use SPED-given ratios to allocate staff, do not round up</td>
<td>$55,385,170</td>
<td>$976,570</td>
<td>↑</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salary Increase for ET-15s</td>
<td>Reduce Social Worker allocation by 12 to account for salary increase</td>
<td>$12,186,018</td>
<td>$80,062</td>
<td>↑</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED proposed a reduction in aides this year, which we used in allocations</td>
<td>Preserve SPED proposal (no additional savings)</td>
<td>$8,160,614</td>
<td>$175,461</td>
<td>↓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reduction in SPED Coord</td>
<td>Eliminate SPED Coordinator</td>
<td>$0</td>
<td>$6,210,041</td>
<td>↓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Need to finalize planning re-psychs</td>
<td>Allocate Psychologists</td>
<td>$6,000,000</td>
<td>$6,000,000</td>
<td>↔</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflects slight increase in avg salary for EG-10s</td>
<td>Eliminate SAM allocation</td>
<td>$0</td>
<td>$1,360,215</td>
<td>↓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Need more info</td>
<td>Need more info</td>
<td>$0</td>
<td>$0</td>
<td>↔</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase in ET-15 avg salary cost, need to acct for minimum 8 itinerant teachers, not yet built into model</td>
<td>Hold ELL at FY12 level plus salary increases</td>
<td>$21,323,038</td>
<td>$198,597</td>
<td>↑</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FSS only utilizing the AP for Intervention for FY13 as per OCAO</td>
<td>Stick with proposed reduction in FSS</td>
<td>$1,210,165</td>
<td>$1,307,559</td>
<td>↓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCAO proposed reduction in Catalyst, which we incorporated into model</td>
<td>Stick with reduced Catalyst proposal</td>
<td>$321,836</td>
<td>$850,050</td>
<td>↓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slight increase in avg salary for EG-10s</td>
<td>Eliminate IB Coordinator allocation</td>
<td>$0</td>
<td>$270,435</td>
<td>↓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New program, OCAO confirms $200K is all that's needed for funding</td>
<td>Stick to current proposal</td>
<td>$200,000</td>
<td>$200,000</td>
<td>↑</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost has been omitted</td>
<td>Cost has been omitted</td>
<td>$0</td>
<td>$0</td>
<td>↔</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
Possible Reduction Scenarios

<table>
<thead>
<tr>
<th>Type</th>
<th>Item No.</th>
<th>Projected Cost Factor</th>
<th>Allocation Detail</th>
<th>FY12 Cost</th>
<th>Initial FY13 Cost</th>
<th>Variance</th>
<th>Revised FY13 Cost</th>
<th>Variance Between FY12 and Revised Cost</th>
<th>Cost Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialty</td>
<td>25</td>
<td>Board of Ed-Directed Specialty Funds</td>
<td>Funds to support application schools and off-set reductions at Phelos &amp; SWW</td>
<td>$5,994,310</td>
<td>$5,994,310</td>
<td>$0</td>
<td>$5,994,310</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialty</td>
<td>26</td>
<td>Per Pupil Funding Minimum (PPFM) Funds</td>
<td>Funds to guarantee schools spending minimum $8400/student</td>
<td>$3,563,107</td>
<td>$5,000,000</td>
<td>$1,436,893</td>
<td>$2,303,117</td>
<td>-$1,259,990</td>
<td></td>
</tr>
<tr>
<td>Strategic Ambition for our 40 Lowest Performing Schools</td>
<td>27</td>
<td>Supports for our 40 lowest performing schools</td>
<td></td>
<td>$0</td>
<td>$10,000,000</td>
<td>$10,000,000</td>
<td>$10,000,000</td>
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<td></td>
</tr>
<tr>
<td>Title</td>
<td>28</td>
<td>Title Dollars</td>
<td>Title funding is designated to support FARM-qualifying students</td>
<td>$14,808,036</td>
<td>$14,808,036</td>
<td>$0</td>
<td>$15,056,497</td>
<td>$248,461</td>
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</tr>
<tr>
<td>Reserve Fund</td>
<td>29</td>
<td>Special Education Reserve Fund</td>
<td>Funds set aside to address SPED student enrollment variance</td>
<td>$0</td>
<td>TBD</td>
<td>$0</td>
<td>$5,000,000</td>
<td>$5,000,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>General Education Enrollment Reserve</td>
<td>Funds set aside to address student enrollment variance</td>
<td>$5,500,000</td>
<td>$5,500,000</td>
<td>$0</td>
<td>$5,500,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>$488,395,743</strong></td>
<td><strong>$561,944,341</strong></td>
<td><strong>$73,548,598</strong></td>
<td><strong>$526,475,633</strong></td>
<td><strong>$38,079,891</strong></td>
<td></td>
</tr>
</tbody>
</table>

Current Model, overspent by ~$26M

1/24/2014
<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>L</th>
<th>M</th>
<th>N</th>
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<td>Possible Reduction Scenarios</td>
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</tr>
<tr>
<td></td>
<td>Notes</td>
<td>Reduction Scenario</td>
<td>New Cost</td>
<td>Variance from FY12</td>
<td>Cost Trend</td>
<td></td>
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<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>No change from FY12</td>
<td>Hold Specialty funds at their current level (no savings)</td>
<td>$5,994,310</td>
<td>$0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>More equitable distribution of SPED resources leads to reduced need for PPFM backstop</td>
<td>Remove Watkins from PPFM as its part of Capitol Hill Cluster School (**PPFM cost rises if we accept some of the above changes affecting Ig schools)</td>
<td>$4,346,721</td>
<td>$783,614</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>In model but not yet allocated out</td>
<td>Preserve strategic planning funding</td>
<td>$10,000,000</td>
<td>$10,000,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Need to clarify if Title 2 funding should be included in allocation</td>
<td>Keep Title funding at FY12 level</td>
<td>$15,056,497</td>
<td>$248,461</td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Need to finalize figure</td>
<td>Create reduced SPED Enrollment Reserve Fund (no savings)</td>
<td>$5,000,000</td>
<td>$5,000,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Need to finalize figure</td>
<td>Preserve Gen Ed Enrollment Reserve (no savings)</td>
<td>$5,500,000</td>
<td>$0</td>
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From: Rinkus, Christopher (DCPS) [Christopher.Rinkus@dc.gov]
Sent: Monday, April 09, 2012 5:17 PM
To: Henderson, Kaya (OOC); Salmanowitz, Melissa (DCPS)
Cc: Weber, Peter (OOC)
Subject: Re: Small vs. middle school costs

It's difficult to do an apples-to-apples for medium-size schools between FYs because we changed the definitions, meaning in FY12, a med school was 250 to 500, in FY13, a med school is 300 to 600. We spend less per student at the 11 schools with between 500 and 600 students, so it dilutes the per pupil spend for FY13.

An actual apples-to-apples can be this:

- In FY12, at a school with between 300 and 600 students, we spent $10,411 on average per student. For FY13, at our schools with between 300 and 600 students, we will spend $10,493 per student, which is an increase of $82 per student. If you consider the 28,000 students that are enrolled in our 68 medium-sized schools, that increase of $82 per student represents an investment of over $2.3M in our medium-size schools.

Pls let me know if that helps or if I should go back to drawing board

From: "Henderson, Kaya (DCPS-OOC)" <Kaya.Henderson@dc.gov>
Date: Mon, 9 Apr 2012 16:49:50 -0400
To: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
Cc: "Weber, Peter (DCPS-OOC)" <peter.weber@dc.gov>, Christopher Rinkus <christopher.rinkus@dc.gov>
Subject: Re: Small vs. middle school costs

Here's what's crazy. We're cutting small schools, but still spending even less on medium size schools in 13 than we did in 12???????

Kaya Henderson
Sent from my iPad

On Apr 9, 2012, at 4:44 PM, "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov> wrote:

With help from Chris Rinkus and team (I'll put a printed copy on your desk).

Detail:

? In FY12 (current school year), our definition of a "small school" was a school with fewer than 250 students. We operated 31 small schools, mainly at the elementary level, although notably including four middle schools (Shaw MS with 109 students, Ron Brown MS with 181 students, MacFarland MS with 185 students, and Johnson MS with 248 students.) The average enrollment of these schools was 180 students.

? Of these schools, River Terrace ES, which was projected to enroll 124 students this year, was proposed and accepted for closure for next school year.
In FY13, we've updated the definition of a small school to be any school with fewer than 300 students. This puts us on track to operate 52 small schools in FY13. The average enrollment of these schools for FY13 is 216 students.

Small schools receive the lowest allocation in our Comprehensive Staffing Model (CSM); however, since all schools regardless of size share a similar overhead (including school principal, instructional coach, social worker, school psychologist, Art or Music Teacher, etc.), we end up spending significantly more per student at our small schools, and these resources far outweigh what we actually receive in funding for these students. Unlike a strict per-student funding formula, the benefit of a funding model is that it allows us to guarantee a standard level of service at all schools, regardless of size. However, it ultimately means we spend more to support students at our small schools, at the expense of resources for our medium- and large-size schools.

In FY12, we spent on average $13,251 per student at a small school (fewer than 250 students.)

In FY13, we are planning on spending an average of $12,447 per student at a small school (fewer than 300 students.) The decrease in per-pupil spend at small schools between FYs can be primarily attributed to increasing the threshold from 250 to 300 and broadening the universe of schools. At our very smallest middle schools (Shaw and MacFarland), we are spending more than $17,000 per student. At our smallest elementary schools (Davis and Drew), we are spending more than $12,000 per student.

In FY12, the average per student spend at our medium-size schools (a school between 250 and 500 students) was $10,523, or over $2,700 less than the per student spend at a small school.

In FY13, the average per student spend at our medium-size schools (a school between 300 and 600 students) is planned to be $10,493. This is about $1,900 less than the per student spend at a small school.

Conclusions:

We spend dramatically more at small schools because all schools share same overhead to guarantee minimum level of service, and that is expensive.

In the upcoming year, we’re going to spend about $1900 less per student at a medium size school when compared to a small school. This gap is actually closing when compared against the current fiscal year, largely as a result of our efforts to find parity between our schools’ spending across different sizes.

We want to reward our schools that continue to grow and to ensure that they receive the appropriate resources.

We recognize that small schools are, by nature, expensive to operate.
We fully fund Special Education services and English Language Learner (ELL) services regardless of school size, which can affect resource allocation but also guarantees our highest need students receive appropriate service regardless of their school's size.

Celebrate the 150th Anniversary of Emancipation Day!
“Commemorating the Struggle for Freedom, Justice and Equality”
Learn more at www.emancipation.dc.gov

From: Henderson, Kaya (OOC)
Sent: Monday, April 09, 2012 4:08 PM
To: Salmanowitz, Melissa (DCPS)
Subject: Re: Statement/thoughts on librarians

Thx

Kaya Henderson
Sent from my IPad

On Apr 9, 2012, at 3:41 PM, "Salmanowitz, Melissa \(DCPS\)" <melissa.salmanowitz@dc.gov> wrote:

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.
Chancellor Henderson,

As discussed on Monday, below you will find a list of parent concerns shared at the Principal’s Coffee and Doughnuts meeting at Davis ES (11/28/12). I’ve tried to group and arrange them in some kind of order. I believe that some of these points may have been shared at the Ward 7 meeting because the parents that attended said they were going to the meeting later that evening (all except for one grandparent). Please let me know if you need anything else.

**Parent Concerns re: School Consolidation**

- Safety of walking to CW Harris (“Beef” between Simple City, 37th, and Benning Park)
- Greater safety concern: Older grandparents walking young students so far and into an unsafe area (“I’m 71 years old, I can’t walk that far!”)
- It’s dangerous to have 10 year olds responsible for the safety of 4 year olds
- The school is not a mile away from me. I live all the way up the block from Davis, Plummer is much closer.
- What do the parents that work (with no car) do? They can’t walk their children to CW Harris in the AM.
- Students will be late all the time and miss out on BIC or learning
- The distance will serve as a barrier to parent involvement for Davis ES families. How can we feel included?
- In summer our kids don’t even go to the pool over there because they don’t feel safe with the “beef” going on between the two neighborhoods
- Grandparents walking children to school are an easy target for criminals and may have trouble crossing Benning Road quickly
- Concerned about student fighting
- There is not a bus (Metro) in the neighborhood that goes directly to CW Harris

**Alternative Suggestions:**

- Bus Smothers ES students to Davis (a parent said this was mentioned at the council hearing)
  - “This is the closest school that is being closed, why can’t they come to us? Half the school is empty, we’ve got space.”
  - U8 Bus (direct route to Davis ES) can pick up students right at the Metro station down the street from Smothers
- Send students to Plummer if you close Davis. They will not have to cross a major street.
- Modernize Davis ES and bring students here (In response to me informing them that our school had not been modernized)
- Open up boundaries to put more students in the Davis boundary
  - One parent stated that her address is now in the Nalle boundary, but when her older kids were in elementary school her address was in the Davis boundary

**Miscellaneous Comments:**

- “The message this is sending to us is that it is OK for kids to be transferred to schools that are lower performing.”
- “Why is this just about enrollment? Shouldn’t our community get credit for improving?”
- “If this is an enrollment issue and the district is attempting to keep students, why are we sending them to a lower performing school? You are basically inviting me to leave DCPS, because I’m not having it!”
• “Look, kids are talking about going to charters. There’s no consensus about where, but parents want them to go.”

**Maisha Riddlesprigger**
Principal
Davis Elementary School
4430 H Street SE
Washington, DC 20019
P: (202) 729-4340
F: (202) 645-3215
Website: [http://dcps.dc.gov/DCPS/davis](http://dcps.dc.gov/DCPS/davis)
Become a fan of **Davis Elementary School** on FACEBOOK!

**Our Students. Our Future. Our Responsibility.**

Please consider the environment before printing this email.

**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!
From: Riddlesprigger, Maisha (DCPS) [maisha.riddlesprigger@dc.gov]
Sent: Tuesday, November 13, 2012 12:59 PM
To: Lujan, Claudia (DCPS)
Cc: Canty, Clara (DCPS)
Subject: RE: Confirmation of Documents - School Consolidation (Davis ES)

Importance: High

Claudia,

Do you have Spanish versions of the documents?

---

Maisha Riddlesprigger
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F: (202) 645-3215
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From: Lujan, Claudia (DCPS)
Sent: Tuesday, November 13, 2012 12:57 PM
To: Riddlesprigger, Maisha (DCPS)
Cc: Canty, Clara (DCPS)
Subject: RE: Confirmation of Documents - School Consolidation (Davis ES)

Thank you.

---

From: Riddlesprigger, Maisha (DCPS)
Sent: Tuesday, November 13, 2012 12:56 PM
To: Lujan, Claudia (DCPS)
Cc: Canty, Clara (DCPS)
Subject: Confirmation of Documents - School Consolidation (Davis ES)

Claudia,

I am emailing to confirm that the following documents were delivered to Davis ES at 11:26 AM:

- DCPS Parent Letter
- DCPS School Profile

Maisha Riddlesprigger
Principal
Davis Elementary School
4430 H Street SE

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.
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Inform first responders in advance!
All great points...thx

-----Original Message-----
From: Henderson, Kaya (OOC)
To: Richard Whitmire
Subject: One more thing....
Sent: May 7, 2012 4:50 PM

Richard,
I had one more thought that I forgot to share.

School closings and chartering authority are one kind of reform initiative. In fact, the adoption of the common core standards, the roll out of a completely new curriculum, the alignment of teacher professional development, the rollout of a five-year strategic plan that everyone in town feels excited about, a $10 million grant program to incentivize innovation around time, talent and technology, those are the reform initiatives we've undertaken in the last year alone at DCPS. If you only measure school reform by how many schools you close and how many charters you open, then you can say reform has slowed down. But if you measure school reform by what is actually changing in classrooms, then I would say that school reform is moving just as fast, if not faster, than it was under Michelle.

What was necessary in 07-08 is very different than what is necessary in 11-12 for DCPS to be successful. We are finally able to focus on what's happening in classrooms thanks to some of the tremendous work that we accomplished over Michelle's tenure. But different times call for different measures.

Sent from my iPhone

Sent from my Verizon Wireless BlackBerry
To the DCPS Leadership:

I just left a meeting of out of school time providers where a new DCPS funding initiative called “Proving What’s Possible” was discussed, and I left the meeting with a lot of concerns.

While I understand that DCPS may have valid concerns about how afterschool is operating, I believe DC has been headed in the right direction toward ensuring our children receive both an amazing education during the school day and amazing learning experiences afterschool. Many of us manage very strong programs and we want to expand our ability to serve DC children, the principals and teachers who work so hard for our kids. I know People Animals Love believes that it is on the same team with DCPS - we are dedicated to the success of our students and our school.

As a 21st CCLC provider working at Stanton Elementary, we work diligently to increase student achievement, and are beginning to document some strong early results. When Scholar Academies was hired to take over the school, we did everything we possibly could to support the new management team. We work hard to lift a burden from the principal and her team; while we rely on them for management guidance, oversight, quality improvements, etc., we are also aware that the principal has many demands on her time and attention and by delivering a high quality product, we make Stanton a more attractive school for parents and increase learning with the students.

So I was taken completely by surprise by the announcement of this new initiative and learning that it could cut support to our efforts, and beyond us, efforts similar to ours. This new initiative represents a fundamental policy shift away from the wide spread availability of afterschool for DCPS students..

With funding from OSSE and private grantors, PAL works closely with the Principal and her team, closely with City Year, the Anacostia Library, Wings Over America, The Summer Youth Employment Program, THEARC, WHUT and others to bring resources, energy and enthusiasm – and results.

PAL is a major asset to students, the school, the parents, and to the wider community. As a DCPS partner, I was stunned to see such a major shift in policy and operations being announced with no opportunity to participate in the decision, and, to hear of this shift at a meeting of afterschool colleagues, not from DCPS.

The press release discussing the initiative is at the bottom of this email; the highlighted paragraph says $10 M program will be funded by redirecting “Centrally mandated pilots and programs”. Apparently this represents a $10 M cut to the current work of the DCPS Out of School Time Program office. As you likely know, this office allows nonprofits access to DCPS buildings if they meet certain guidelines. This is one of the best programs in the country to ensure afterschool is widely available.

As a DC resident I have relied on afterschool myself and as a provider, I know the parents trusting their children to us -- we have 139 children currently enrolled, with over 160 attending at some time during the year – rely on us. And I am not alone – all across the city, parents rely on afterschool.

According to the information we were provided, these are the specifics of the program:
1.) What to request is the principals discretion: Principals could choose to apply for afterschool specifically to keep the building open; but they do not have to apply for after school programs. They could also apply for an extra hour of teaching daily to a subpopulation, for technology, or for professional development.

2.) If the principal does receive funding for any purpose, there will be no OSTP funding to support the building being open and no funds for power hour (tutoring), even if current agreements are in place. This could mean currently available programs would migrate to charter schools, or close entirely.

3.) Even if the principal doesn’t apply, there is no guarantee OSTP will have funding to keep the building open or provide power hour (tutoring) funding.

Here are some other issues to consider:

1.) The RFP does not say who will be making the decision. The RFP does not say how this grant will be monitored.

2.) This will change what happens in DCPS schools in September of the upcoming year.

3.) This decision appears to be in line with DCPS decision to reduce access to buildings. Historically, CBO’s were granted access to DCPS schools to ensure our kids have fun, safe and engaging activities available in the summer. This did not happen this summer. This is a major loss for DC kids.

4.) In addition to everything else being demanded of principals and teachers – IMPACT, CAS/BAS, data driven teaching, etc., now, the principals must apply for and manage complex grants if they want to secure funding. Public schools don't have development departments, extra administrative staff, etc. so this is an additional duty being placed on a group of folks that are working very hard already.

5.) There is a short turnaround time: applications are due in five weeks, on May 18, following the intensive standardized testing cycle. This seems unfair to principals.

6.) There is limited parity in competitive grants. Children who attend schools with excellent grant writers will do well, those less skilled at grant writing will not do so well. As there are limited funds, and differing award amounts, some schools will see a net gain, and others will lose.

As you might imagine, the after school programs at the meeting were stunned by this news.

Since this decision has been publicly announced, I am not sure what difference it will make to voice my concerns, but at least you will be aware of the potential far-reaching impact of this decision.

I appreciate your consideration and look forward to working closely with everyone at DCPS to ensure that all of DC’s children graduate from high school with all the knowledge and skills they need to succeed in adult life.

Rene Wallis
Executive Director
People Animals Love.

April 12, 2012

DCPS Announces New $10 Million ‘Proving What’s Possible’ Grant to Schools
All schools will be able to apply for the program

Contact: Melissa Salmanowitz | 202-535-1096

District of Columbia Public Schools Chancellor Kaya Henderson today announced a new $10 million grant program to dramatically improve student outcomes across the district. Beginning today, all schools will be able to apply for the program, called Proving What’s Possible (PWP).

“In order to achieve the ambitious goals we’ve outlined for our schools, we need to do more," said Henderson. “Innovation and continuous improvement are essential to growth in any industry, and education is no different. Our students deserve nothing less than our very best.”

All DCPS schools are eligible to apply for either of the two types of PWP grants. Major Grants ($250,000–$400,000) are designed for schools with the largest population of students in need of academic improvement or a group of students who need to make the largest academic gains. Targeted Grants ($50,000–$100,000) are designed for schools that want to focus on supporting a targeted intervention for a subgroup within a school.

Schools are encouraged to propose research-based approaches that have a track record of success in urban schools. They are also encouraged to focus their applications on how time, talent and technology can help them to make dramatic academic gains, such as extending the school day, utilizing technology in innovative ways, and rethinking how they ensure that their highest caliber staff are reaching as many students as possible. Each proposal must also include a detailed fiscal application that includes the overall budget and a spending plan.

The funding for this grant comes from funds previously spent on centrally mandated pilots and programs. With this new fund, schools will have the opportunity to spend the money where they think it will have the greatest impact.

Schools will have until May 18 to apply for this grant. Schools received a FAQ document to help support their applications. In addition, Central Office staff will be available to provide technical assistance until May 17. Awards will be announced on June 1 and the funds will be made available on July 1.

“We believe in the power of school-based innovation. Principals are always telling me that if they only had more money or more time, they could get closer to their goals, and now we’re coming through to help them deliver," John Davis, Chief of Schools at DCPS. “This year, we’re facing increased administrative costs across the district, but we were able to identify this money and target it to innovative and measurable solutions in the area that ultimately matters the most: our students’ success.”
To the DCPS Leadership:

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Thank you for sharing this, Hassan.

Sent from my iPhone

On Jan 25, 2012, at 4:50 PM, "Charles, Hassan (DCPS)" <hassan.charles@dc.gov> wrote:

-Afternoon All

At Chief Ruda’s request, I am sharing the Chancellor’s proposed statement(s) on tomorrow’s IFF release. Obviously, we feel it is critical for the education cluster to be aligned in our messaging on this sensitive issue. PLEASE NOTE we will follow DME’s lead. Many of the responses have been drafted only in anticipation of questions that may be presented by members of the local media.

If anyone has comments or suggestions, feel free to contact me directly at hassan.charles@dc.gov or via telephone at (202)306-8164. If anyone else has prepared statements or talking points, I’d love to have those as well as we field media requests throughout the coming days.

Thanking you all in advance… Hassan

***************************************************************

Chancellor Henderson’s Statement on the Release of the IFF study

I applaud Deputy Mayor Wright and his team for leading this analysis of high quality education options in the District of Columbia. I wholeheartedly agree that we must provide additional quality seats for parents and families of the District in each and every neighborhood.
I look forward to studying the data carefully and working with the Deputy Mayor’s office, the Office of the State Superintendent of Education, as well as the Public Charter School Board and other community stakeholders, to ensure all of our children, regardless of background, neighborhood or income level, have first-rate education opportunities that are close to home.

I believe many of these options can be found inside of DC Public Schools and I encourage families to peruse the report and examine other tools like our new scorecards to help identify schools to which they may be interested in applying, especially considering the DCPS out of boundary lottery is set to begin next week on Monday, January 30.

**On any Impact to the Master Facilities (or School Modernization) Plan**

I want to be clear, the IFF study does not change or alter our immediate facilities needs or plans. We will continue to persistently evaluate public schools based on enrollment, quality and performance.

Much of the data that has been provided in this study, and in other qualitative analyses DCPS has initiated, will help us to make better, more informed, long-term decisions that are properly aligned with the Mayor’s vision for public education in the District of Columbia.

**On any Impact to School Closures or Consolidations**

River Terrace Elementary School in Ward 7 is the only school I have recommended to the Mayor for closure in SY 2012-13. This past year my staff worked diligently with the River Terrace parents and community to increase student enrollment. Even after this joint effort, however, River Terrace remains the smallest elementary school in DCPS and cannot sustain a full PS-5 program.
My goal is to offer River Terrace students a strong educational experience. Hence, my staff will work closely with Councilmember Yvette Alexander and the River Terrace community to enhance the academic, enrichment and support services offered to students, and ensure a seamless transition for the students, staff and family members impacted by the decision.

*************************************************************

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

F 202.442.5026

C 202.306.8164

E Hassan.Charles@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
Thank you for sharing this, Hassan.

Sent from my iPhone

On Jan 25, 2012, at 4:50 PM, "Charles, Hassan (DCPS)" <hassan.charles@dc.gov> wrote:

   -Afternoon All

At Chief Ruda’s request, I am sharing the Chancellor’s proposed statement(s) on tomorrow’s IFF release. Obviously, we feel it is critical for the education cluster to be aligned in our messaging on this sensitive issue. PLEASE NOTE we will follow DME’s lead. Many of the responses have been drafted only in anticipation of questions that may be presented by members of the local media.

If anyone has comments or suggestions, feel free to contact me directly at hassan.charles@dc.gov or via telephone at (202)306-8164. If anyone else has prepared statements or talking points, I’d love to have those as well as we field media requests throughout the coming days.

Thanking you all in advance   Hassan

Chancellor Henderson’s Statement on the Release of the IFF study

I applaud Deputy Mayor Wright and his team for leading this analysis of high quality education options in the District of Columbia. I wholeheartedly agree that we must provide additional quality seats for parents and families of the District in each and every neighborhood.
I look forward to studying the data carefully and working with the Deputy Mayor’s office, the Office of the State Superintendent of Education, as well as the Public Charter School Board and other community stakeholders, to ensure all of our children, regardless of background, neighborhood or income level, have first-rate education opportunities that are close to home.

I believe many of these options can be found inside of DC Public Schools and I encourage families to peruse the report and examine other tools like our new scorecards to help identify schools to which they may be interested in applying, especially considering the DCPS out of boundary lottery is set to begin next week on Monday, January 30.

**On any Impact to the Master Facilities (or School Modernization) Plan**

I want to be clear, the IFF study does not change or alter our immediate facilities needs or plans. We will continue to persistently evaluate public schools based on enrollment, quality and performance.

Much of the data that has been provided in this study, and in other qualitative analyses DCPS has initiated, will help us to make better, more informed, long-term decisions that are properly aligned with the Mayor’s vision for public education in the District of Columbia.

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I like it. I’ve been trying to find a way to work in student achievement but so far my logic is flawed. Perhaps we can do it on slides 5 and 8 – this proposal is not just about increasing teacher compensation and general supports. We are attempting to better address the needs of individual learners. It may sounds counterintuitive but with more students in a building, funding is concentrated and we can finally afford to do what is needed to accelerate achievement, like distributing reading recovery teachers based on student need and strategically staffing to support struggling students who need more time with an instructor to be successful.

I don’t have the answer yet but if we can find a way to show how this relates to increases in achievement, I think we’ll nail it.

I really like to 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.
Who is the target audience?

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.
Subject: ERS Conversation

Location: Lisa's Office

Start: 8/10/2012 11:30 AM
End: 8/10/2012 12:00 PM

Recurrence: (none)

Required Attendees: Ruda, Lisa M. (DCPS)

Resources: Lisa's Office

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’m confirming rooms. I will send as soon as I have it.

Jessica

Hi Jessica – please send on the final version once you have it. Thanks!
Kristen

Hi Kristen,

Thanks for your email. Below you will find the current schedule. I still need to find blocks for the three Instructional Superintendents and Ryan Montgomery. I will send the full schedule when it is confirmed. Please let me know if you have questions.

Best,
Jessica

August 9
**Check out the "One City Action Plan"**

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---

**From:** Kristen Ferris [mailto:kferris@erstrategies.org]

**Sent:** Friday, August 03, 2012 10:32 AM

**To:** Rauch, Jessica (DCPS)

**Cc:** Weber, Peter (DCPS); Chris Lewis

**Subject:** Scheduling for Aug 9 and 10

Hi Jessica,

I think Pete had said that you were going to help with some scheduling for us on the 9th and 10th with various cabinet members. By any chance do you have a sense of what meetings might be when at this point? We are trying to schedule various members of our team & so it’s helpful to know the timing of this so that we can work around as different people need to be in different meetings.

Thanks so much for your help!

Kristen

---

**ERS**

Kristen Burton Ferris | Manager
Education Resource Strategies
1 Brook Street | Watertown, MA 02472
T: 617.600.4612 | F: 617.607.8957
ERStrategies.org | kferris@erstrategies.org

**Rethinking Resources for Student Success**

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Resource guides and online tools available at edweek.org.

Explore School Budget Hold’em to learn what’s possible in tough times.
Ah, perhaps he will be out. Makes sense that he hasn’t confirmed. :)

Hi-thanks for sending. Quick question: Pete had said John Davis was out of town on the tenth, is he now around? That would be great. Also, would be great to have an hour vs. a half hour with him. Likely the same with Jason K as we will probably have a few additional things to talk about with both. Thanks again for your help!

Kristen

Sent from my iPhone

On Aug 3, 2012, at 10:56 AM, "Rauch, Jessica (DCPS)" <jessica.rauch@dc.gov> wrote:

Hi Kristen,

Thanks for your email. Below you will find the current schedule. I still need to find blocks for the three Instructional Superintendents and Ryan Montgomery. I will send the full schedule when it is confirmed. Please let me know if you have questions.

Best,
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August 9

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<tbody>
<tr>
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<td>11:00-11:30</td>
</tr>
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<td>Dan Gordon</td>
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August 10

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<tr>
<td>Josephine Robinson</td>
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<td>11:30-Noon</td>
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From: Kristen Ferris [mailto:kferris@erstrategies.org]
Sent: Friday, August 03, 2012 10:32 AM
To: Rauch, Jessica (DCPS)
Cc: Weber, Peter (DCPS); Chris Lewis
Subject: Scheduling for Aug 9 and 10

Hi Jessica,

I think Pete had said that you were going to help with some scheduling for us on the 9th and 10th with various cabinet members. By any chance do you have a sense of what meetings might be when at this point? We are trying to schedule various members of our team & so it's helpful to know the timing of this so that we can work around as different people need to be in different meetings.

Thanks so much for your help!
Kristen

-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------
Kristen Burton Ferns  I  Manager
Education Resource Strategies
<image001.jpg>1 Brook Street  I  Watertown, MA 02472
T: 617.600.4612  I  F: 617.607.8957
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<tr>
<td>John Davis</td>
<td>1:00-1:30 (Sent, waiting on confirmation)</td>
</tr>
<tr>
<td>Nathaniel Beers</td>
<td>2:00-2:30 (Sent, waiting on confirmation)</td>
</tr>
<tr>
<td>Cate Swinburn</td>
<td>2:30-3:00</td>
</tr>
<tr>
<td>Jason Kamras</td>
<td>3:30-4:00</td>
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Hi Jessica,

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Explore School Budget Hold’em to learn what’s possible in tough times.
Subject: ERS Conversation

Location: TBD

Start: 8/10/2012 11:30 AM

End: 8/10/2012 12:00 PM

Recurrence: (none)

Required Attendees: Ruda, Lisa M. (DCPS)

Resources: TBD

Check out the "One City Action Plan"
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Subject: ERS Conversation
Location: TBD

Start: Fri 8/10/2012 11:30 AM
End: Fri 8/10/2012 12:00 PM

Recurrence: (none)
Organizer: Rauch, Jessica (DCPS)

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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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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

=================================================================================================

ERS
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Explore School Budget Hold’em to learn what’s possible in tough times.
I was just working on a venn diagram but excel is probably better. I'll work on this.

-----Original Message-----
From: Weber, Peter (OOC)
Sent: Thursday, February 23, 2012 10:17 AM
To: Rauch, Jessica (DCPS)
Subject: Re: Job for you

You might want to make a spread sheet showing nclb status, iff status, and 40 status. You'll get lots more questions.

Sent from my iPad

On Feb 23, 2012, at 10:13 AM, "Rauch, Jessica (DCPS)" <jessica.rauch@dc.gov> wrote:

> Yes
> 
> -----Original Message-----
> From: Weber, Peter (OOC)
> Sent: Thursday, February 23, 2012 10:13 AM
> To: Rauch, Jessica (DCPS)
> Subject: Re: Job for you
> 
> Just to be clear, there are 38 total tier 3 and 4 schools?
> 
> ----- Original Message -----
> From: Rauch, Jessica (DCPS)
> To: Weber, Peter (OOC)
> Sent: Thu Feb 23 10:06:40 2012
> Subject: RE: Job for you
> 
> Ha, no problem.
> 
> Noyes EC - School Improvement I
> Patterson Elem - Corrective Action
> King Elem - Corrective Action
> Leckie Elem - School Improvement I
> 
> 
> -----Original Message-----
> From: Weber, Peter (OOC)
> Sent: Thursday, February 23, 2012 10:03 AM
> To: Rauch, Jessica (DCPS)
> Subject: Re: Job for you
> 
> Very good fast work. Can you give me the nclb statuses of those four schools?
From: Rauch, Jessica (DCPS)
To: Weber, Peter (OOC)
Sent: Thu Feb 23 10:00:19 2012
Subject: RE: Job for you

34 schools are both Tier 3/4 and NCLB Restructuring I or II.

17 Elementary Schools
6 ECs
5 Middle Schools
6 High Schools

Only 4 of the 38 schools identified by IFF as Tier 3/4 are NOT in NCLB Restructuring:
Noyes EC
Patterson Elem
King Elem
Leckie Elem

-----Original Message-----
From: Weber, Peter (OOC)
Sent: Thursday, February 23, 2012 9:38 AM
To: Rauch, Jessica (DCPS)
Subject: Job for you

Reach out to cate to get her list of schools in each level of nclb improvement. Compare the list of schools in restructuring to the list of tier 3 and 4 schools in the iff study. Send me a summary of the comparison (eg 10 schools are both in nclb improvement and tier 3 or 4).

Need it for kayas hearing.
Patterson is Tier 4 but not in Restructuring

Schools in Tier 4 and in Restructuring
12 Elem
4 EC
3 Middle
5 HS

TOTAL: 24 (out of total 25 schools in Tier 4)

-----Original Message-----
From: Weber, Peter (OOC)
Sent: Thursday, February 23, 2012 10:16 AM
To: Rauch, Jessica (DCPS)
Subject: Re: Job for you

How about just tier 4. Are they all in restructuring?

Sent from my iPad

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> 
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Leckie Elem

-----Original Message-----
From: Weber, Peter (OOC)
Sent: Thursday, February 23, 2012 9:38 AM
To: Rauch, Jessica (DCPS)
Subject: Job for you

Reach out to cate to get her list of schools in each level of nclb improvement. Compare the list of schools in restructuring to the list of tier 3 and 4 schools in the iff study. Send me a summary of the comparison (eg 10 schools are both in nclb improvement and tier 3 ot 4).

Need it for kayas hearing.
34 schools are both Tier 3/4 and NCLB Restructuring I or II.

17 Elementary Schools
6 ECs
5 Middle Schools
6 High Schools

Only 4 of the 38 schools identified by IFF as Tier 3/4 are NOT in NCLB Restructuring:
Noyes EC
Patterson Elem
King Elem
Leckie Elem

Reach out to cate to get her list of schools in each level of nclb improvement. Compare the list of schools in restructuring to the list of tier 3 and 4 schools in the iff study. Send me a summary of the comparison (eg 10 schools are both in nclb improvement and tier 3 ot 4).

Need it for kayas hearing.
Great, thank you!

Jessica Rauch  
Director, Strategic Planning and Performance Management  
Office of the Chancellor


From: Ruda, Lisa M. (OOC)  
Sent: Thursday, January 19, 2012 11:16 AM  
To: Rauch, Jessica (DCPS)  
Subject: FW: Deck

Attachment: image001.jpg

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

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.
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

ERS

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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 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:

1) Is this the right set of goals & action steps re: funding system revision for FY14 and beyond given district ambitions and strategy? (i.e. essentially a mgmt team directional check-in on whether this feels like the right set of things for Pete and ERS to do more thinking around how/whether to operationalize, or are there things that should be taken off the table now)

2) Are there implications for FY13?
   a. Ways to begin to set up an FY14 move?
   b. Things that are currently planned that are inconsistent with findings and recommendations?
   c. A need to message any FY13 shifts in context of broader changes for FY14 so that people perceive one set of changes rather than two?

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

---------------------------
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Education Resource Strategies
1 Brook Street | Watertown, MA 02472
T: 617.600.4612 I F: 617.607.8957
ERStrategies.org | kferris@erstrategies.org

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Resource guides and online tools available at edweek.org.
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.

The key is going to be emphasizing that this is a FY 14 exercise (although some of the conclusions are a gut check on what we do in FY 13). FY 13 is at the forefront of the MT’s mind. We are going to have to take deliberate steps to get the focus on FY 14.

LMR

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:

- The question at the bottom of slide 4 is the broad topic for the discussion
- Slides 5 and 6 lay out the scope of analysis, highest level goals we would suggest for funding system revision and objectives we had planned for the conversation
- There are three slides (one at the end of each section that summarize findings and action steps. On each of these slides, our intent was to facilitate a discussion around what’s there

Again, it’s not fully baked in terms of what we would show, but should give you a sense of what we will cover.

Please let me know if you have feedback on the highest priority ways to spend the time (or other types of feedback).

Kristen

---

ERS Burton Ferris | Manager
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ERSstrategies.org | kferns@erstrategies.org

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

I'm compiling the email for MT and it appears the attachment from ERS didn't go through. Can you please resend?

Thanks,
Jessica

Jessica Rauch
Director, Strategic Planning and Performance Management
Office of the Chancellor

From: McNeil, Joyce (OOS)
Sent: Thursday, January 19, 2012 8:17 AM
To: Rauch, Jessica (DCPS)
Cc: Ruda, Lisa M. (OOC)
Subject: Fwd: Deck

Jessica,

Here's the deck from Ers. I still have not received Anthony's

Joyce McNeil

Begin forwarded message:

From: "Ruda, Lisa M. (OOC)" <Lisa.Ruda@dc.gov>
Date: January 19, 2012 8:07:58 AM EST
To: "Kristen Ferris" <kferris@erstrategies.org>
Cc: "Weber, Peter (OOC)" <peter.weber@dc.gov>, "McNeil, Joyce (OOS)" <joyce.mcneil@dc.gov>, "Jonathan Travers" <jtravers@erstrategies.org>
Subject: RE: Deck

Thanks Kristen.
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

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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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,

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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

Kristen Burton Ferris | Manager
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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.

The key is going to be emphasizing that this is a FY 14 exercise (although some of the conclusions are a gut check on what we do in FY 13). FY 13 is at the forefront of the MT's mind. We are going to have to take deliberate steps to get the focus on FY 14.

LMR

From: Kristen Ferris [mailto:kferris@erstrategies.org]
Sent: Tuesday, January 17, 2012 1:12 PM
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:

- The question at the bottom of slide 4 is the broad topic for the discussion
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Again, it's not fully baked in terms of what we would show, but should give you a sense of what we will cover.

Please let me know if you have feedback on the highest priority ways to spend the time (or other types of feedback).

Kristen

---

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Explore School Budget Hold em to learn what's possible in tough times.
All,

It looks like 3:00-4:30 works best for most of you. I will send an invitation shortly and I will add the dial-in information as soon as I have it.

For those of you who indicated that a staff member should attend in your place, that person will be invited.

Thank you,
Jessica

Jessica Rauch
Director, Strategic Planning and Performance Management
Office of the Chancellor

From: Rauch, Jessica (DCPS) [jessica.rauch@dc.gov]
Sent: Wednesday, November 16, 2011 4:18 PM
To: Kamras, Jason (MS); Wright, Carey (DCPS); Beers, Nathaniel (OSE); cswinburn@dceducationfund.org; Davis, John L. (OOC)
Cc: Waller, Stephanie (OOC); Essig, Antonia (OSE); Washington, Ransom (DCPS); Watson, Naomi M. (OOC); Love Davis, Juanita (DCPS); Weber, Peter (OOC)
Subject: RE: 11/21 Call with ERS <Response Appreciated>

All,

As Pete mentioned in Chiefs today, we’re hoping to coordinate a 90-minute conference call with ERS. The goal of this meeting is to get input on intervention models to improve our lowest performing schools. They are available next Monday (11/21) from 9 AM – noon or after 2:30 PM.

Please let me know your time preference if you have one. I’ll schedule the call tomorrow afternoon based on your responses. If you aren’t able to attend but have a Deputy Chief you’d like to send in your place, please let me know and I’ll connect with them directly.

Thank you,
Jessica

Jessica Rauch
Director, Strategic Planning and Performance Management
Office of the Chancellor

District of Columbia Public Schools
1200 First Street NE
Washington DC, 20002
T 202.719.6600
You know I'd like Ward 5 ;)

Neela Rathinasamy  
Deputy Chief of Compliance  
Office of Special Education  
Cell: 202-491-1214  
Fax: 202-671-4977  
neela.rathinasamy@dc.gov

From: Fields, Arthur (DCPS)  
Sent: Friday, November 16, 2012 3:02 PM  
To: McKenzie, Tara (DCPS); Beers, Nathaniel (DCPS); Elliott, Heather (DCPS); Rathinasamy, Neela (DCPS); Flanagan, Thomas P. (DCPS); Jackson, Charles W. (DCPS)  
Subject: Re: SLT Ward Meeting Sign-Up (Consolidations & Reorg Meetings)

I signed up for Ward 8. Wasn't sure how many meetings each of us needed to cover.

Art Fields, PhD, MSW  
Senior Director  
Related Services

District of Columbia Public Schools  
Office of Special Education  
1200 First Street, NE  
9th Floor  
Washington, DC 20002  
T 202.306-8679  
F 202.442-5517  
E Arthur.Fields@dc.gov  
W dcps.dc.gov <http://dcps.dc.gov/>
I have provided below the schedule of the ward-specific consolidations and reorganization meetings. Immediately below the schedule of meetings is a sign-up sheet for your participation. Please reply to me by Monday with the meetings that you plan to attend. I will send you a calendar invite so that the date is held on your calendar.

Regards,
Tara Cheston
Executive Coordinator, Office of Special Education

District of Columbia Public Schools
1200 First Street NE
Washington, DC 20002
T.: 202.535.1089
M.: 202.903.5887
E.: tara.mckenzie@dc.gov
W.: dcps.dc.gov

==================================================================

SLT Ward Meeting Sign-Up
Ward
Location
Date
Time
Ward 8
Savoy ES
2400 Shannon Pl, SE
November 27th
6:00 - 8:00 p.m
Ward 7
Sousa MS
3650 Ely Pl, SE
November 28th
6:00 - 8:00 p.m
Ward 5
Langley EC
101 T St., NE
November 29th
6:00 - 8:00 p.m
Wards 1, 2, 3, 4, 6
Brightwood EC
1300 Nicholson St, NW

December 5th
6:00 – 8:00 p.m

SLT Member

Ward Meeting(s)

Nathaniel Beers
Art Fields
Ward 8
Chuck Jackson
Heather Elliott
Neela Rathinasamy
Tom Flanagan

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!
Yes please. Could you include Carla and the SESs from my side? (Arleta Fleet, Katrina White-Sneed, Archibald Mason, Elizabeth Berry).

Neela Rathinasamy  
Deputy Chief of Compliance  
Office of Special Education  
Cell: 202-491-1214  
Fax: 202-671-4977  
neela.rathinasamy@dc.gov

---

Hello, all.  
975 is reserved for your use at 4 this afternoon.  
Would you guys like me to send out a formal invite?

Best,  
Tara

On 11/13/12 7:54 AM, "Beers, Nathaniel (DCPS)" <nathaniel.beers@dc.gov> wrote:

> No I will do the first one but then we will follow up with a meeting  
> for the SES and programming team. We should also tell the SES liaisons  
> this morning so if they start getting calls.
> N
> > Sent from my iPhone
> >
> > <Thomas.Flanagan@dc.gov> wrote:
> >
> >> Ok. I can attend the meeting too. Do you want us to make calls?
> >>
> >> --
> >> 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
> >>
On 11/13/12 7:50 AM, "Beers, Nathaniel (DCPS)"
<nathaniel.beers@dc.gov> wrote:

The announcement is supposedly at 4pm. But there are things going on all day. Almost all schools for consolidation were notified last night by 10.
Receiving schools have a 10 am call. I will be calling Raymond, Sousa and Brookland since they are only getting a couple classes.
N

Sent from my iPhone

On Nov 13, 2012, at 7:45 AM, "Rathinasamy, Neela (DCPS)"
<Neela.Rathinasamy@dc.gov> wrote:

I am available but what is the plan?

----- Original Message -----
From: Beers, Nathaniel (DCPS)
To: McKenzie, Tara (DCPS); Flanagan, Thomas P. (DCPS); Rathinasamy, Neela (DCPS)
Sent: Tue Nov 13 07:28:31 2012
Subject: Today

There is a meeting at 9am to talk about the plan today. I will be traveling from the dentist to another meeting. I am hoping either Tom or Neela can make it. There was not a location yet but Tara will help figure it out. Let me know who is going.
N

Sent from my iPhone

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!
Great thanks! We should sync with you both to ensure we aren’t duplicating or contradicting you on anything - or sharing data with schools at an time that could undermine your efforts.

ODA’s role as we envisioned it internally and talked about with Pete, might be to send principals analysis or simply additional data points that could help principals plan how to allocate their budgets. Some of those data points would be student performance data, which would of course be closely linked to projected enrollment. We’ve been thinking about analyzing the number of ELL, SpEd students etc - and we have a few other ideas but mainly we want to know which pieces (of the many different analyses we could run) could actually be useful to principals at the stage of the budgeting cycle in which they become a receiving school. I guess mid-January 2013. Maybe you are already working on some of these questions so this should be a really fruitful conversation with you and I am looking forward to it. See you at 3pm.

Pras

From: Lujan, Claudia (DCPS)  
Sent: Thursday, December 20, 2012 9:56 AM  
To: Rinkus, Christopher (DCPS)  
Cc: Michel-Herf, Nadja (DCPS); Ranaweera, Pras (DCPS); Garrison, Greg (DCPS)  
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

C One Fund Campaign, Each One Give One.  
Learn more at www.dcnefund.org or www.onefund.dc.gov. One City, Working Together!
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 wondered 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

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!
Previously I requested the specific "limitations" alleged to exist at Smothers (see below). Resending the general and non-specific information provided at the information meetings is not responsive. I still await your reply. Thank you.

Ralph J. Chittams, Sr.

On 11/30/12, Ralph Chittams <rjchittamssr@gmail.com> wrote:
> Thank you for sending me information already in my possession. One of
> the questions I posed concerned the alleged limitations at the
> Smothers site. Those "limitations" are cited as one of the reasons to
> close Smothers. However, that statement was made but not supported
> with any documentation. What are these alleged limitations, exactly?
> 
> On 11/30/12, Rinkus, Christopher (DCPS) <Christopher.Rinkus@dc.gov> wrote:
>> Reverend Chittams,
>> 
>> Thanks for your e-mail. We appreciate you taking the time to contact
>> the District of Columbia Public Schools.
>> 
>> Please see attached for some specifics about the proposed
>> consolidation of Smothers Elementary. I think this will help answer
>> many of your questions.
>> 
>> Your feedback regarding proposed school consolidations is important.
>> Our plan is for final decisions to be made only after we've had the
>> opportunity to hear from our school communities about the proposed
>> changes.
>> 
>> However, it is also important to understand the context in which DCPS
>> is proposing these changes. In order to achieve the goal of
>> dramatically improving student achievement, DCPS must be able to
>> maximize our resources, including the best use of every dollar, every
>> building and every minute of instructional time. Currently, DCPS
>> operates too many buildings with too few students against a backdrop
>> of rising costs. Through consolidation and reorganization, we will be
>> able to better ensure that all students are learning in modern
>> buildings, are experiencing a wide array of academic programming,
>> and, finally, are receiving instruction from the best teachers.
>> 
>> Over the past week, we've held community meetings regarding the
>> proposed consolidations, including one that we held specifically for
>> Ward 7 at Sousa Middle on Wednesday, November 29th. You are welcome
>> to join us at the remaining meeting on December 5th to learn more
>> about the consolidations as well as voice your feedback directly to
>> Chancellor Henderson. Please see below for a listing of the event,
>> locations, dates and times:
DCPS Consolidation and Reorganization Proposal Public Meeting

Schedule

Meetings

Location

Date

Time

Wards 1-4, 6 Community Dialogue

Brightwood EC

1300 Nicholson Street, NW

December 5, 2012

6-8 pm

Please let me know if you have additional questions or concerns. I've included my contact information below. Thanks,

Chris Rinkus

Christopher Rinkus
Manager, Critical Response Team
Office of the Chief of Staff

District of Columbia Public Schools
Office of the Chancellor
1200 1st Street NE
Washington, DC 20002

Office: (202) 442-5679
Fax: (202) 442-5026
Cell: (202) 423-8961
E-mail:
<christopher.rinkus@dc.gov>
Subject

Other (School Closings)

Message

Please explain, with specifics, the "limitations of the Smothers site" that make it not ideal for long-term growth. This school is 82% utilized and has better test scores than Aiton, one of the schools into which it is being consolidated. A cursory look suggests Aiton should be closed.

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!
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 122 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,

116. Anabel Majano Alexandria, Virginia
117. Vikki Jensen Fanwood, New Jersey
118. Tracey Williams Fort Washington, Maryland
119. Vincent Kargatis Washington, District Of Columbia
120. pierre morin Washington, District Of Columbia
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 310 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 its 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
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!**

###
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 FEREBEE-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.

DCPS 009678
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 22nd 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.
Hi - Pho Palmer will be in attendance. Expected arrival 6pm. Thank you for the invitation. Pho

On Tue, Nov 13, 2012 at 4:26 PM, Robinson, Josephine B. (DCPS) <josephine.robinson@dc.gov> wrote:

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
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

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<th>Meetings</th>
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<td>City Council Hearing</td>
<td>Wilson Building</td>
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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](http://www.smart911.com).
Inform first responders in advance!

---

Pho S. Palmer
Barry for Ward 8 Re-election Committee
*Courageous leadership that delivers for Ward 8!*

3109 MLK Avenue SE, Suite 6
Wash DC 20032
(202) 803-2458
phopalmer@gmail.com
As my good friend Tom Cruise says, "show me the enrollment forms!"

Sent from my iPhone

On Jan 11, 2013, at 10:53 AM, "Ruda, Lisa M. (DCPS)" <Lisa.Ruda@dc.gov> wrote:

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

---

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
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!
This is nuts.

Claudia, you need to make it 100% clear that this is your work.

JP

WTF!

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.

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

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!
It went out.

Game time.

JP

-----Original Message-----
From: Lujan, Claudia (DCPS) [mailto:Claudia.Lujan@dc.gov]
Sent: Friday, May 11, 2012 1:36 PM
To: Petersen, John (DCPS)
Subject: RE: REVISED!//RE: Enrollment Incentives

Hey,

I'm not on J Daily, so just making sure this went out, as I have asked Nancy to re-send to recruitment schools.

-----Original Message-----
From: Petersen, John (DCPS) [mailto:John.Petersen@dc.gov]
Sent: Thursday, May 10, 2012 7:35 PM
To: Petersen, John (DCPS); Davis, John L. (DCPS-OOC)
Cc: Ruda, Lisa M. (DCPS-OOC); Lujan, Claudia (DCPS); DeGuzman, Anthony D. (DCPS); Love Davis, Juanita (DCPS)
Subject: REVISED!//RE: Enrollment Incentives

J. Davis,

The attachments in the below message had an incorrect date and "draft" watermark. Please use these versions of the text.

Sorry for any confusion.

JP

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

-----Original Message-----
From: Petersen, John (DCPS)
Sent: Thu 5/10/2012 7:05 PM
To: Davis, John L. (OOC)
Cc: Ruda, Lisa M. (OOC); Lujan, Claudia (DCPS); DeGuzman, Anthony D. (OOC); Love Davis, Juanita (DCPS)
Subject: Fwd: Enrollment Incentives

J. Davis,

Can we include the following attachments in the email daily tomorrow?
Enrollment Benchmarks for SY12-13
As we close this school year and move into next, DCPS will be actively engaging all schools around their SY12-13 enrollment. In the attached memos are the background for these enrollment benchmarks and how these benchmarks will be directly tied to staffing your buildings. Principals will receive weekly emails that show enrollment progress measured against your school's enrollment projection. Further questions can be directed to John Petersen (john.petersen@dc.gov) or Claudia Lujan (claudia.lujan@dc.gov).

Sent from my iPhone

Begin forwarded message:

From: "Ruda, Lisa M. (OOC)" <Lisa.Ruda@dc.gov>
To: "Petersen, John (DCPS)" <John.Petersen@dc.gov>
Subject: Enrollment Incentives

Good to go as attachments in tomorrow's update.

LMR
J. Davis,

The attachments in the below message had an incorrect date and "draft" watermark. Please use these versions of the text.

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JP

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Sent: Thu 5/10/2012 7:05 PM
To: Davis, John L. (OOC)
Cc: Ruda, Lisa M. (OOC); Lujan, Claudia (DCPS); DeGuzman, Anthony D. (OOC); Love Davis, Juanita (DCPS)
Subject: Fwd: Enrollment Incentives

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From May 2012 through August 2012, enrollment registration, (families who complete student residency verification), for SY12-13 will be compared with a school’s enrollment projection. Based on progress, schools can gain positions – by exceeding projections – or lose positions – by not achieving projection benchmarks. While in the past we have done this late in the summer, we are formalizing this process and allowing schools the opportunity to earn additional staff earlier in the summer.

*Please see attached guidelines for more details.*

**How Enrollment Benchmarks Apply to Your School**

Enrollment is a key measure in planning and operationalizing learning in school buildings. Both increases and decreases in enrollment can add to or take away from a school’s budget. Without students schools lose staff. Further, knowing enrollment early in the summer allows for more efficient planning with respect to operations and instruction. Knowing your student population early makes scheduling, ordering textbooks and supplies, and staffing easier. What’s more, early enrollment also allows teachers to begin vertical planning for students returning in the fall.

**Enrollment Goals**

*Early and On-Time Enrollment:*

*By June 14, 2012 DCPS will enroll 50% of current returning families, and 90% of current returning families by August 27, 2012, (compared to 38% and 82% respectively in SY11-12).*

With enrollment open on April 1, parents are a captive audience from May through June. Enrollment benchmarks, (outlined in the attached document), will determine staffing in your school building next year. In our efforts to continue to tie enrollment with staffing and resource allocation, this benchmarking aims at formalizing the enrollment-staffing practice while allowing schools to earn additional staff earlier in the summer.

We look forward to working with you on meeting your enrollment goals and helping ensure a successful start to SY12-13. If you have any questions regarding these programs, please contact John Petersen (john.petersen@dc.gov) or Claudia Luján (Claudia.lujan@dc.gov).

Thank you,

John Davis
Dear Principal:  

May 3, 2012

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Thank you,

John Davis
ENROLLMENT INCENTIVE: GUIDELINES

The following table provides the benchmarks schools will be expected to meet in order to ensure retention of vacant positions or qualify for allocation of new staff:

<table>
<thead>
<tr>
<th></th>
<th>June 8</th>
<th>July 23</th>
<th>August 13</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hold Vacancy</td>
<td>Add Staff</td>
<td>Hold Vacancy</td>
</tr>
<tr>
<td>ES/EC</td>
<td>n/a</td>
<td>≥30 over projection</td>
<td>&lt;50%</td>
</tr>
<tr>
<td>MS</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>HS</td>
<td>n/a</td>
<td>≥40 over</td>
<td>n/a</td>
</tr>
</tbody>
</table>

General Rules:
- All DCPS schools are measured against these benchmarks. Schools excluded include: application high schools, special education centers, Youth Services Center, Incarcerated Youth Program, STAY programs, and CHOICE.
- Enrollment numbers for the staffing/vacancy calculations will be based on students registered with verified residency. The data will be pulled from STARS at 12 noon on the dates listed above (6/8, 7/23, and 8/13).
- Schools are not allowed to go above their projection at PS or PK. Due to the mandated class size and facility requirements, any school interested in adding a new early childhood class should contact their instructional superintendent and the Office of Early Childhood Education for consideration. Schools should not add new early childhood classrooms through this initiative. PS/PK grades will not be counted against the school for vacancy holds.

Holding Vacancies:
- Vacancies held will be for a single teaching position.
- Schools that miss their vacancy benchmark more than once (E.g. July 14th and August 13th) will be reviewed on a case-by-case basis by the Office of the Chief of Staff who will determine if additional vacancies will be held.
- Positions for all schools will be held a case-by-case basis after August 13th by the Office of the Chief of Staff.
- Schools will have the ability to “earn back” a held vacancy if they meet the target in the subsequent data pull. Schools will not “earn back” a vacancy with two missed enrollment targets.

Adding Teaching Positions:
- Position additions will be teaching positions. Exceptions will be based on a school petition to add a non-teaching based position. Petitions should be sent to the school’s instructional superintendent.
- A position will be added when each enrollment benchmark is achieved (≥30 = 1 position; ≥60 = 2 positions, etc.). Schools with specific grade-band increases, such as a dramatic increase in kindergarten, will be evaluated on a case-by-case basis for position additions.
• After August 13th, positions for all schools will be added on a case-by-case basis by the Office of the Chief of Staff.
• Schools who achieve the benchmarks will undergo a ‘mini-audit’ of paperwork to ensure proper documentation and eligibility for additional staff.
• If a school received additional staff through this incentive, you will be expected to maintain the enrollment increase through the start of school. If schools cannot retain the additional students that earned them a new position through September 30, the Office of the Chief of Staff has the right to move the position to a school that has a demonstrated need.
Got it.

From: Ruda, Lisa M. (OOC)
Sent: Monday, February 13, 2012 1:54 PM
To: DeGuzman, Anthony D. (OOC); Charles, Hassan (DCPS)
Cc: Petersen, John (DCPS)
Subject: Fwd: IFF and upcoming Community Advisor meetings

LMR

Begin forwarded message:

From: "Sutter, Jessica \(EOM\)" <jessica.sutter@dc.gov>
Date: February 13, 2012 12:38:55 PM EST
To: "Ruda, Lisa M. \(OOC\)" <Lisa.Ruda@dc.gov>
Cc: "Leonard, Jennifer \(OOC\)" <jennifer.leonard@dc.gov>, "Wright, De'Shawn \(OOC\)"
<deshawn.wright@dc.gov>
Subject: IFF and upcoming Community Advisor meetings

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.

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<td>7-8PM</td>
</tr>
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<td>7:30-8:30PM</td>
</tr>
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<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>HilCrest Rec. Center</td>
<td>34,36(Ward 7,8)</td>
<td>3/2/2012</td>
<td>5-6PM</td>
</tr>
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</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 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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Hassan and Co.

Please use this to guide your discussions. Let me know if you have any other additions/concerns. I will forward to Chancellor once I hear confirmation from you.

Thanks,
JP

***

Talking Points for Enrollment Audit
Feb. 13, 2012

STATEMENT
DCPS' audited enrollment figures (45,191) show a slight decrease from last year’s audited total – less than 1 percent.

Close to 80 percent of the enrollment count losses for this year’s audited numbers came from about 10 schools: Ballou STAY (169); Ballou (106); Roosevelt STAY (87); Roosevelt (57); Spingarn STAY (53); Cardozo (34); Woodson (32); Luke C. Moore (31); and Spingarn (30).

From the above list, Roosevelt STAY, Spingarn STAY, Cardozo, Luke C. Moore and Spingarn performed better in this year’s audit than last year’s audit.

DCPS continues to improve performance in the audit by raising awareness with parents and collaborative efforts between schools, especially at the secondary level. At the middle school level audit losses have been cut in half by such collaborative models. Several departments within DCPS have set goals to increase enrollment throughout the district.

Additionally, four DCPS middle schools – Kelly Miller, Sousa, Jefferson and Eliot-Hine - that feed into some of the high schools that experienced losses are all recruitment schools for SY 12-13. DCPS expects efforts to build enrollment at these middle schools will result in a larger pool of ninth graders enrolling at our high schools in future years.

TALKING POINTS

• Every year, DCPS undergoes an annual enrollment audit based on the legally mandated Oct. 5 student membership count.
• OSSE uses a third party auditing agency, Thomson, Cobb, Brazilio & Associates (TCBA), to conduct an annual count of DCPS students.
• Below are the Oct. 5 totals vs. the audited totals for the past two years:

<table>
<thead>
<tr>
<th>October 5th Count</th>
<th>Audited SY10-11</th>
<th>October 5th Count</th>
<th>Audited SY11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>SY10 – 11</td>
<td>46,515</td>
<td>SY11- 12</td>
<td>45,191</td>
</tr>
<tr>
<td></td>
<td>45,631</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

• Overall, our enrollment remains static after decades of student losses.
• Close to 80 percent of the losses between last year’s and this year’s audited numbers came from about 10 schools: Ballou STAY (169); Ballou (106); Roosevelt STAY (87); Roosevelt (57); Spingarn STAY (53); Cardozo (34); Woodson (32); Luke C. Moore (31); and Spingarn (30).

• While Roosevelt STAY, Spingarn STAY, Cardozo, Luke C. Moore and Spingarn contributed to these losses, these five schools have made encouraging progress in terms of regaining student enrollment losses in the audit. All performed better in the audit this year than last year.

• DCPS will target these schools to improve performance in the audit by raising awareness with parents and forming a collaboration between schools, especially at the secondary level. At the middle school level, audit losses have been cut in half by such collaborative models. Several departments within DCPS have set goals to increase enrollment throughout the district.

• Our results indicate positive enrollment trends as well. Enrollment at 77 schools remained static and 44 experienced no losses.

COUNTERING THE PROJECTED VS. AUDITED

• DCPS was audited at a number that was lower than what we projected (a projected aims to match the reported total).

• The difference between DCPS’ audited enrollment number and the projected enrollment number for Fiscal Year 2012 is about 2,000.

• We know that enrollment continues to increase after Oct. 5. A student enrollment snapshot taken Feb. 3, 2012 – through the DCPS enrollment and attendance database that counts students who have seats in our classrooms – indicated that we have 46,450 enrolled.

• The 46,450 number is greater than the 46,096 number that DCPS reported Oct. 5, and greater than the audited number of 45,191.

• Projected student enrollment is determined by analyzing the past four years of enrollment data by school to estimate enrollment for the upcoming school year.

• Projections also take into account more nontraditional factors that can significantly affect enrollment, such as school closures, program changes and other demographic information.

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
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E john.petersen@dc.gov
W dcps.dc.gov

Join Mayor Gray’s One City • One Hire - 10,000 Jobs Campaign
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Learn more at http://onecityonehire.org
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
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Office of the Chancellor
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T 202 535 1635
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W dcps.dc.gov
Chancellor:

I'm hopeful that your preparations for the holidays were going well until our country was subjected to another wrenching tragedy. For someone who is responsible for the well-being of large numbers of children each day I'm sure the events in Connecticut are a source of great anxiety and sadness for you. That such tragedies remain such a consistent feature in our national landscape should finally force us to confront a deep societal failing.

I enjoyed our meeting on Monday and appreciate your time and cordiality. Hopefully you view the meeting in similar terms. At times of great national tragedy I think we all have an enhanced obligation to try and find ways to work together as productively as possible. We have divergent views on many issues. But in the course of our meeting I came to feel that there are areas where we can work together. Right now what I need from you is simple. The libraries task force has given you their recommendations and closely mirror what I and others have advocating most of this year. I need you to sign on to an aggressive plan to address the terrible shortcomings in DCPS libraries. This will require large and immediate investments in their physical assets and in personnel. They will certainly require supplemental funding beyond what is currently available in the DCPS budget. The hole in which the libraries reside is so deep that waiting for the conclusion of the FY14 budget process will make it impossible to make meaningful progress before the beginning of the 2013-14 school year. The recommended remediations have been articulated by people who have significant responsibilities in DCPS, including your chief academic officer, two instructional superintendents, a principal, your director of educational technology and library media services, teachers and school librarians.

There are ways I can help you. If you wish I can help advocate against the arrival of significant numbers of new charter schools in the District of Columbia. I can assist with the dialogue you're having with communities facing proposed school closures. As I said during our meeting I'm not opposed to all school closures. I can continue to provide you with an unvarnished view of DCPS from outside central office. Or you can suggest a way I can help advance a proposal you find important.

I hope we can find a way to move forward together with a sense of comity. I certainly feel chastened by the terrible events of Friday and feel there is a more useful path to follow.

Best,

Peter MacPherson
(202)315-8155
Dear Attorney General Nathan:

As you know DCPS Chancellor Kaya Henderson recently announced a proposal to close 20 schools. She has said that the list of closures will be finalized by January and publicly announced. But there is an aspect of this proposal that requires your attention.

Back in July The Washington Post reported that the chancellor had reached a handshake agreement with Rocketship, a northern California-based charter operator to open eight school here in the District. Right now only the charter school board has chartering authority, though Henderson has said that she wants independent authority to open such schools. Under District law she had made an agreement to open schools for which she had no authority to do so. But two weeks ago the chancellor made her announcement about the school closings. She was invited by the council to give testimony about the proposal, which take place over two days. During one of the days of testimony it was announced that three groups had applied to the charter school board for fast-track approval of their applications to open campuses in the District. One of those operators is Rocketship. They are asking leave to open eight campuses serving 6,040 students.

I do not know if there was collusion between the chancellor, her staff and Rocketship over the timing of their application to operate schools in Washington. But closing 20 schools, many of which are in the areas Rocketship wishes to operate, certainly greatly facilitates the group's entry into the city. The chancellor clearly wants Rocketship to operate in the city. And charter schools get preferential treatment regarding the disposition of DCPS buildings. Any cooperation with Rocketship prior to the chancellor receiving independent chartering authority is an enormous conflict of interest. The chancellor is paid to run DCPS. We have a competitive education model in the District, one that collapses if one of the competitors colludes with the other. Furthermore it is a significant breach of fiduciary obligations to students and school system employees to act in a way the directly benefits a competitor.

I hope you will launch an investigation and look forward to hearing from you.

Best,

Peter MacPherson
pmacpher@aol.com
(202)315-8155
Dear Mr. Willoughby:

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This situation requires immediate investigation and I hope you will pursue it with greater vigor than was shown in the review of the DC-CAS cheating scandal.

I look forward to hearing from you.

Best,

Peter MacPherson
pmacpher@aol.com
(202)315-8155
Dear Mayor Gray:

It's been a week since schools chancellor Kaya Henderson announced her proposal to close 20 schools. After two days of council testimony on this issue and seeing her response to those citizen voices, I've come to the considered view that Henderson should no longer serve as chancellor. I am asking you to request her resignation and concurrently propose legislation that would end mayoral control of the schools. My request for the former is based on Henderson's performance. Regarding the later request, I do not think District residents should have to accept a level of disenfranchisement at home comparable to that to which they are subjected by the United States Congress. The District of Columbia Public Schools are run with the same concern for the stakeholders as an 18th-century Russian Czar had for the Serfs. Appealing to the chancellor on any issue has exactly the same quality as making an application to an absolute monarch. I suppose there are some who would tolerate such a form of school governance if it produced an outstanding school system. But by any available measure it has not. The loss of democratic control of a vital public resource such as our schools has not produced a windfall in positive change. It is time to acknowledge that fact and give the schools back to the community they are supposed to serve.

In the five years of mayoral control of the schools the taxpayers of this city have spent billions of dollars on DCPS and taken on substantial public debt to modernize an aging and crumbling inventory of school buildings. What that unprecedented investment in the school system has produced is smaller enrollment, negligible improvement in student performance, astronomically high levels of staff turnover and a cheating scandal for which a satisfactory conclusion has not been provided. Many of these expensively modernized schools are not being fully embraced by the communities they were built to serve. We have a chancellor who was present at the birth of this iteration of DCPS. She is a proud parent of an administrative culture that established itself as judge, operating under the moniker of "accountability." But that only flows in one direction, namely downward. This is a school system leadership for whom failings entirely rest with others. If student scores don't rise, it's because of bad teachers. If schools do not have computers it's because principals didn't buy them. If librarians are not performing as expected it's not because of a dearth of books and other materials. Rather they're just not giving an adequate return on investment.

Rather than accept responsibility for her inability to articulate plans and strategies that would bolster enrollment at small schools, instead she proposes their closer and make them and communities in which they reside responsible for their failure to thrive.

I think the situation DCPS faces is similar to that of Research in Motion, the Canadian company responsible for the Blackberry phone. Anyone with even a modest awareness of the smartphone industry knows that the Blackberry is in big trouble. RIM is making a play for survival in January by introducing a new generation of their signature device. If DCPS were RIM, it would have chosen to sell the same phone in a different box. And it would have closed the research division responsible for new products. The schools being proposed for closure received $1.7 million in "Proving What's Possible" grant money. I guess they've proved already that nothing for them is possible.

You have asked us to accept a plan from the chancellor of your choice whose only major ideas are both closing schools and the continued pursuit of failed policies. I'm telling you that her plan is a disaster. DCPS is now facing an existential threat, one that is coming from within and without. An organization whose only response to an aggressive, motivated competitor is to retreat is going to fail. You're on record supporting a competitive model of school choice. That only works
if both sides are truly competing. Chancellor Henderson frequently telegraphs the belief that charter schools have the better product. And she is pursuing policies that are guaranteed to produce that result.

The chancellor needs to be replaced and the current governance model abandoned. An new interim chancellor needs to be selected by a broad community group.

Best,

Peter MacPherson
pmacpher@aol.com
(202)315-8155
Dear Council Members:

The mayor and the chancellor have put forward their plan to close 20 schools. And in her testimony before the council the chancellor made a dishonest representation about the nexus between closures and the presence of librarians in the school. There is none. One does not depend on the other. This and other facts, coupled with the broader pattern of disingenuousness on the chancellor's part, makes allowing her to retain the authority to shrink the physical size of DCPS by 16 percent an unacceptably risky proposition.

We have had five years of educational policy continuity under this chancellor and her predecessor. Prior to Michelle Rhee's arrival stable, long-term leadership had been absent from DCPS. A particular view of education reform has had a long trial period. There's been remarkable consistency in the policies pursued during this period. We've closed schools, dramatically altered the way in which teachers are evaluated and an unprecedented level of testing. What DCPS stakeholders have now is a system with fewer schools, fewer students and vast amounts of municipal treasure pushed toward policies that are not achieving little. The demographics of student success remain stubbornly similar to where they were five years ago. And now the mayor and the chancellor want the council's imprimatur on continuation of policies that have not shown appreciable success.

The chancellor wants to close schools, saying the money saved will allow the remaining campuses to be more fulsome programatically. But she cannot place a dollar figure on those savings or when they might materialize. The city is still awaiting savings from the closings that took place four years; so far we're $40 million in the hole. Consolidated schools were promised enhanced offerings in 2008, one being school librarians. But several of the combined campuses are now without librarians. And 10 of the 25 proposed receiving schools do not have librarians. Two of the schools proposed for closure have librarians now but those students are being moved to campuses currently lacking them. And the chancellor has made no commitment to their being present in the receiving schools. eriIt's been amply demonstrated in the past eight months that vibrant, fully-staffed school libraries are important to this city. Is the argument going to be made this spring as the FY14 budget is being debated that DCPS cannot afford librarians because of the costs associated with closing 20 schools?

The fact is that DCPS' own priorities and preferences are among the chief reasons that these low-enrollment schools have remained in this unfortunate condition. Many of these schools, besides lacking librarians, have only part-time art, music and physical education teachers. Instead every school is required to have an instructional coach at the cost of $95,574. We have 42 of the master educators that are the lynchpins of the IMPACT teacher evaluation

DCPS 009730
Neither of these have shown any real evidence of substantive effect on student achievement. Art, music and school libraries, on the other hand, have large bodies of academic research showing their benefit. And parents are very keen to see their presence in schools in more than a half-hearted way. The overwhelming majority of the proposed closures have not seen a Phase I modernization. A review of the FY13 capital budget shows that many of the proposed closures have seen the start date of modernization slip by several years. These schools are aging, threadbare, thin in programatic terms and yet are being blamed because they have been unable to create an alluring siren's song.

The students at these small schools have been penalized because they attend one of modest enrollment and being asked to move to a different environment with no guarantee their lives will academically richer.

Everywhere one turns in this school system there is waste. The chancellor has run a fabulously expensive food service system, one the council has not been allowed to impact because the very late date it's provided by DCPS for review and approval. This wasted money alone could have funded many exciting programs and staff for the schools in danger of being closed. It could have bought badly needed library materials for all the schools. The money spent on an army of consultants in the past five years could have bought tangible benefits to these small schools. Instead the result of all the funds paid to outside advisers is little in discernable improvement in the schools. And then there is the central office staff that Mary Levy says is as large as it's ever been.

In the past five years DCPS has made representations to the council that were not true and understood as such before they were made. In FY11 and FY12, for example, DCPS represented that more than $700,000 each year would be spent on library and media services. But that was not the case. DCPS had no plans for how to spend those funds and very little was spent on school libraries from these budget lines in either year. The school closing proposal is about money but DCPS is allergic to talking candidly about the subject with either the council or the community it serves. And one wonders how much useful information will come out of the "Proving What's Possible" grants given to schools selected for closure. While only 16.4 percent of these schools got a grant out of the $10.4 million awarded, their total take was $1.7 million. Some of these grants were among the largest awarded. The outcome of these proposals is likely to be compromised because the staff conducting them will not have the chance to see a successful one continued in the future. We're asking people to work hard on projects in schools that may not exist this time next year.

Our school system has a management team that wants the public's embrace of closure strategy that has been tried before by many of the same actors and with no evidence they are willing to put aside cherished but failed ideas in favor of ones with a long record of producing increased student achievement and greater parental satisfaction with the schools. Rich art and music curriculum work and are sought by parents. Abundant research has shown that properly staffed, well-resourced school libraries contribute enormously to literacy development and the creation of a culture of reading in schools.

And with an epidemic of childhood obesity in the District and nation as a whole, the absence of full-time physical education teachers can't help but be noticed by parents evaluating a school.

According to the analysis Mary Levy did of the FY13 DCPS budget, money is being sequestered for unknown purposes. Before the chancellor is even given the opportunity to propose closures, she needs to be made to spend that money on the under-enrolled schools for program with both demonstrated efficacy and appeal to parents. The mayor and council should invest $23 million in DCPS libraries. This would benefit all schools and particularly generate excitement in the small ones. There is no doubt that there is considerable education spending fatigue on both the council and in the executive branch. But a good public education system is essential to sustaining the gains the city has made in recent years.
Schools can't be expected to grow in a meaningful and desirable way when they've been left for dead.

Best,

Peter MacPherson
(202)315-8155
Here they are. Please note that Tubman, Bancroft, and Bruce Monroe are missing.

Staci Payne
Director, Secondary School Support
Office of the Chief of Schools

District of Columbia Public Schools
Office of the Chancellor
1200 First Street, NE
Washington, DC  20002
T 202.442.5646
C 202.579.5334
E staci.payne@dc.gov
W dcps.dc.gov

-----

From: Davis, John L. (DCPS)
Sent: Wednesday, July 18, 2012 6:08 PM
To: Payne, Staci (DCPS)
Subject: RE: Deputy Mayor Quality Seats Community Meetings

Send to me and I’ll send to DME.
Remind Amanda daily and we’ll send an update.

From: Payne, Staci (DCPS)
Sent: Wednesday, July 18, 2012 6:05 PM
To: Davis, John L. (DCPS)
Subject: Re: Deputy Mayor Quality Seats Community Meetings

I'm finished, but still missing Amanda's schools.
Staci Payne

-----

From: Davis, John L. (DCPS)
To: Payne, Staci (DCPS)
Subject: RE: Deputy Mayor Quality Seats Community Meetings We are we with this?

From: Payne, Staci (DCPS)
Sent: Monday, July 16, 2012 12:06 PM
To: Zagami, Stephen (DCPS)
Cc: Davis, John L. (DCPS)
Subject: RE: Deputy Mayor Quality Seats Community Meetings

Steve,
I can’t remember if I said thank you already, but THANK YOU.?

From: Zagami, Stephen (DCPS)
Sent: Monday, July 16, 2012 11:46 AM  
To: Payne, Staci (DCPS)  
Cc: Davis, John L. (DCPS)  
Subject: RE: Deputy Mayor Quality Seats Community Meetings

Staci,  
See attached. Thanks,  
Steve

From: Davis, John L. (DCPS)  
Sent: Monday, July 16, 2012 8:36 AM  
To: Adderley, Barbara (DCPS); Canty, Clara (DCPS); Alexander, Amanda (DCPS); Greene, Errick (DCPS); Gartrell, Jacqueline (DCPS); Zagani, Stephen (DCPS); Haws, Lolli (DCPS); King, Mark (DCPS); Shea, Daniel (DCPS); Anderson, Thomas (DCPS); DeCarbo, Terry (DCPS)  
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They have asked me to provide to them a few details regarding schools in the neighborhood clusters designated by the IFF study. Specifically, we need to provide 4 or 5 details for these schools. Please review the attachment and pay particular attention to schools that you lead. Provide five details to Staci Payne regarding these schools by close of business Tuesday. These should be details that you can easily rattle off that are important to the school and community. They can be about almost anything - curriculum, facilities, partnerships, etc. As examples, I’ll list a few things for the first two schools mentioned:

Banneker  
IB Program  
Strong AP Participation  
PWP Targeted Grant Award  
Active Alumni Association  

Cardozo  
Leadership Change  
RTTT school  
PWP funding for $100,000  
Academy of Construction and Design  
Trans Tech Academy  
Currently being modernized

If needed, we’ll spend 15 minutes tomorrow so that we can get this done, but I wanted to provide it to everyone in case you have the time to complete it before the meeting.

For reference, the dates and times of the meetings are below. I haven’t been given any direction regarding if we need to attend and it’s my sincere hope that with the state of the schools meetings, community panels and work towards the upcoming year, we will not have to attend. Regardless, I do want to provide to them a few details on each schools so that they have the important aspects of each school.

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Cluster 18/Ward 4 - Collaborating Organizations: AJE, S.H.A.P.P.E, GAC & OSSE Community Conversation – Saturday, July 28 (location TBD)
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 (location TBD)

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

Thanks,

John

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Thanks,

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My bad. This one just came through. I just had the one to Jessica so I was confused. I got it now.

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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.

Here's why I signed:

My son is now a student at GWU. When he was in elementary school, his small school was threatened with closure even though its scores were the highest in our city. We parents successfully fought to keep our school open. When parents and staff are united, as they are at Francis Stevens, they will make sure their school continues to improve and thrive. My son's former K-6 school now has wait lists and is going strong, 10 years on, attracting many families in a high-poverty, high ELL city. I think the same can happen with Francis Stevens. It could keep more families in the public schools who might otherwise move their kids to charters or outside the city.

Sincerely,
Paula Woolley
Somerville, Massachusetts

There are now 560 signatures on this petition. Read reasons why people are signing, and respond to Chris Sondreal by clicking here:
From: PAULA CIFUENTES [mail@change.org]
Sent: Monday, November 26, 2012 5:43 PM
To: Henderson, Kaya (DCPS)
Subject: 10 new signers: freddy Castillo, Morris Washington...

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,

461. freddy Castillo Washington, District Of Columbia
462. Morris Washington hyattsville, Maryland
463. Victor Lee Washington, District Of Columbia
464. Joan Hollein woodbridge, Virginia
465. Kathleen Green washington, District Of Columbia
466. Joan A. Campayne Washington, DC, District Of Columbia
467. Kianna Stewart Washington, District Of Columbia
468. Aisha Beyah Washington, District Of Columbia
469. Tia Butler Washington, District Of Columbia
470. PAULA CIFUENTES Washington, District Of Columbia
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Sincerely,

Patrick Greene Washington, District Of Columbia

There are now 19 signatures on this petition. Read reasons why people are signing, and respond to Chris Sondreal by clicking here:

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 117 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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111. Crystal Banks Spartanburg, South Carolina  
112. Jad Elmasri Washington, District Of Columbia  
113. Dr. Smith Washington, District Of Columbia  
114. Regina Zopf Washington, District Of Columbia  
115. Patricia Peters Mt. Rainier, Maryland
From: Pablo Adrian Garlati Bertoldi [mail@change.org]
Sent: Tuesday, November 27, 2012 2:55 AM
To: Henderson, Kaya (DCPS)
Subject: 10 new signers: Adan Garcia, fernando fonseca...

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 490 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,

481. Adan Garcia Fairfax, Virginia
482. fernando fonseca washington dc, District Of Columbia
483. David Poms WASHINGTON, District Of Columbia
484. Doug O'Hara Washington, District Of Columbia
485. Perry D'Amelio Washington, District Of Columbia
486. Lisa Da Silva Rockville, Maryland
487. Latryce Brown Washington, District Of Columbia
488. Lauren McDade New York, New York
489. Maria Franco Chuaire Arlington, Virginia
490. Pablo Adrian Garlati Bertoldi Washington, District Of Columbia
:)  
LoL-  
No "chum ism?"

MLO

On Nov 14, 2012, at 2:30 PM, "Ruda, Lisa M. (DCPS)" <Lisa.Ruda@dc.gov> wrote:

5:00 p.m. should be fine. You move slowly!  
LMR

From: Outlaw, Mary L. (DCPS)  
Sent: Wednesday, November 14, 2012 2:29 PM  
To: Ruda, Lisa M. (DCPS)  
Subject: Re:

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 advance!

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Yes!
Thank you

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Exactly my thoughts!

MLO

On Nov 10, 2012, at 8:53 PM, "Ruda, Lisa M. (DCPS)" <Lisa.Ruda@dc.gov> wrote:

That's me professional and compassionate.
LMR

From: Outlaw, Mary L. (DCPS) [MaryL.Outlaw@dc.gov]
Sent: Saturday, November 10, 2012 8:25 PM
To: Ruda, Lisa M. (DCPS)
Subject: Re: Principals of Closed Schools

LMR,

I made my changes in red on both documents.
Very minor suggestions- both are excellent they strike the right balance between professional yet compassionate.

MLO

From: <Ruda>, Mary Outlaw <Lisa.ruda@dc.gov>
Date: Saturday, November 10, 2012 7:08 PM
To: "Outlaw, Mary L. (DCPS)" <MaryL.Outlaw@dc.gov>
Subject: Principals of Closed Schools

If you get a chance, put your eyes on these before 1:00 p.m. tomorrow. I asked Julie to do the proof read but I want you to do the more principal/staff read. If you have changes, either redline the document or just do an email to me. Don't just put the changes in the document itself b/c I cannot see what you changed and will be getting changes from a group of folks.

If you cannot, no worries.
LMR

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Subject: Principals of Closed Schools

Team,

I am attaching the email I am proposing we send to the principals of schools proposed for consolidation after John reaches the impacted principal on Monday evening. Please review the attachments and keep the following in mind:

- The goal is to send one email with all the relevant information (to do's, media tips, things to consider) that a principal needs as the public announcement is made on Tuesday. If at all possible, we want to avoid sending multiple emails as these principals are always busy after a three day weekend and these principals have the additional challenge of learning their school may consolidate and communicating that to their staff and families.

- Someone else is proof reading the email. You should review it for what is missing or what we should not say. I am hoping for comments/suggestions like, you should include some special instructions for front office staff (it's in there!) as opposed to line by line edits.

- While the email is meant only for principals of consolidated schools, someone may forward it more broadly. We shouldn't regret what we write in the morning so shout if you think anything in either document is not ready for public distribution (if that occurs).

- The handout on staff excessing (what happens to me when my school closes?) is being finalized. We are making some edits. The plan is to include that with the principal email so the principal has something to handout to staff at Tuesday morning's staff meeting. As soon as that is completed, I will circulate it.

- Word to the wise: It is really hard to talk or write about this stuff without saying the word closing. Double-check the documents you may be drafting. I learned that lesson the hard way on these documents. Also, Mamie D. Lee and Sharpe Health are a bit of a challenge because they don't close until SY 14-15. Impacted schools want to know that things they don't consolidate until after this school year, but we can't say things like your school is proposed for consolidation in June 2013 without running into the timeline issue with MDL and SH. We are going to have to send a general disclaimer to these two schools because I continue to find references in all documents (except the one-pagers) that confuse the message with these two schools. We are going to make a mistake on something or other.

John would send this email and attachments after he makes calls on Monday night. However, I would like to forward it to the superintendents for review before it goes to principals and am requesting your comments and feedback by 1:00 p.m. on Sunday so I can edit and then give to the superintendents for their review.
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Thanks so much,

LMR
Key Messages for Principals to Share at Your School Staff Meeting

Discussion Draft – November 10th

Our goal is to provide every student with a world-class education. Earlier this year, Chancellor Henderson shared five big goals from our strategic plan, A Capital Commitment. 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 also must use all of 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. You know better than anyone that our small schools do not allow our staff to work collaboratively, do not give our students access to the staffing resources that they need, limit flexibility on class sizes and student grouping, and minimize the impact of our highly effective teachers. The Chancellor wants to change that.

Later today, Chancellor Henderson will be releasing her proposal to consolidate a number of DCPS schools. Our school is one of the schools proposed for consolidation and reorganization at the end of the current school year.

This proposal does not impact the current school year, SY 12-13. If the final decision is to consolidate our school, the earliest our school will close 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. We anticipate that Mayor Gray and Chancellor Henderson will finalize the consolidation and reorganization plan in January, before the Out-of-Boundary registration process begins.

The Chancellor made the decision to propose to consolidate certain schools based on a number of factors including low enrollment, under-utilization to name a few. However, your performance or our collective performance as a school was NOT one of the factors that she considered. The consolidation and reorganization proposal is designed to benefit all students by increasing enrollment and resources at the receiving school, which will allow the receiving school to build stronger supports, and programming needed for high-quality educational opportunities for our students.

What happens to each of us will be determined by the rules set in our respective collective bargaining agreements. I have a handout from Human Resources that begins to describe those rules. I know that there will be other questions and anticipate we will receive additional information in the coming days.
DCPS has scheduled a series of large and small meetings over the next month or so to engage the community and discuss the proposal. We will also have information on the DCPS website including a video message from the Chancellor.

Later today, we will also receive a letter from the Chancellor, a one-page flyer regarding our school and a brochure that describes the entire consolidation and reorganization proposal. These documents include important information regarding the proposal and the community meetings and resources available to all of us. I will be certain to share copies with you. Starting this evening, you will also be able to find more information about our district-wide plan for our school facilities at www.dcps.dc.gov.

I am sure there will be more information in the coming days, but this is what I know at this time.

***

Change is never easy and school consolidations are one of the most difficult things that a school community must face. However, we need to face it in a way that allows us to minimize any negative impact on our students. Every moment, even the challenging ones, are an opportunity to teach and learn. How we greet our families and our students when they learn that our school may possibly consolidate, does matter and the way in which we engage with them will have long-lasting effects.
Follow-Up Email to Principals of Schools Proposed for Consolidation
*Will Be Sent AFTER John Davis Confirms He Spoke With the Specific Principal*

As John Davis 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 decision to consolidate your school to hear first 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 (Attachment 1: Staff Meeting),

2. **Confirm by emailing Claudia Lujan** ([claudia.lujan@dc.gov](mailto:claudia.lujan@dc.gov)) that you have received the letters, brochure and school proposal sheet that will be delivered to your school by Noon on Tuesday.

3. **Send the materials home with students** as they leave school on Tuesday; and

4. **Send a connect Ed message** 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(s), in the meeting. Do not forget to include your custodians, cafeteria staff and afterschool team (if not part of the regular day team) and any coaching staff (if not part of the regular day team). If staff has different start times, you should make sure you have a plan to share the information with them either all at once or in stages, what ever is best for your individual school community.

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.

- The full list of schools proposed for consolidation will be released on Tuesday afternoon, but it was important that we share the information with our faculty and staff before that time.
• Please be reminded that this is only a proposal at this time. The final decisions will not be made until January 2013 after DCPS hears feedback from the community, including our school staff, about the proposal.

• 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 and distributed to all staff and students.

Each of these points is detailed in the attachment labeled, “Staff Meeting,” which is designed to help prepare you for the meeting.

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 3: ).

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. How they react 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 available in the office or at the security desk.

Chancellor Letter, School Fact and Proposal Sheet, Brochure
On Tuesday, you receive copies of a letter from the Chancellor, a one-page flyer regarding your school and a brochure that describes the entire consolidation and reorganization proposal for DCPS. You will not need to make copies. You have printed enough copies for each of your students and staff to take 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 Lujan (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 each document when they leave school on Tuesday. Copies are also available for your staff. You should keep copies in your main office or at your security desk.

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, please do not hesitate to reach out to Claudia Lujan. 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 additional 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 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 son or daughter 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 that this just is a proposal. No final decisions have been made. It is important that you review the information that your child brings home today so you know what has been proposed, how it could affect your son or daughter next school year and how you can share your thoughts or questions. As always, please feel free to contact me with any questions.

Media
We plan to announce and share the full list of schools we propose to consolidate 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 media 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 share this sensitive information in the most respectful way possible. We are asking each principal to ONLY reach out to their immediate school communities (faculty, staff and families) about this news, and not to communicate it 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 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 Melissa Salmanowitz at 202-535-1096 (work) 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. 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.

The school consolidation and reorganization proposal has and will continue to generate significant media coverage. 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 whether you should convene your students on Tuesday afternoon or at some point later in the week. 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.

Other Notes

- **Partners.** Our instructions to you focus on how to communicate with your staff, students and families. 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 will know this had better than almost anyone else will, 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 we need 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 while we-the consolidation proposal and allowing the process to evolve is very important, the welfare and success of our students must remain our primary focus.
Gotcha

MLO

On Nov 10, 2012, at 7:10 PM, "Ruda, Lisa M. (DCPS)" <Lisa.Ruda@dc.gov> wrote:

No hurry at all. I cannot do edits now & too tired and want to wait until I get everyone's stuff in before I actually make changes to the document.

LMR

From: Outlaw, Mary L. (DCPS)
Sent: Saturday, November 10, 2012 7:09 PM
To: Ruda, Lisa M. (DCPS)
Subject: Re: Principals of Closed Schools

On it now

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Subject: Principals of Closed Schools
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I am attaching the email I am proposing we send to the principals of schools proposed for consolidation after John reaches the impacted principal on Monday evening. Please review the attachments and keep the following in mind:

? The goal is to send one email with all the relevant information (to dos, media tips, things to consider) that a principal needs as the public announcement is made on Tuesday. If at all possible, we want to avoid sending multiple emails as these principals are always busy after a three day weekend and these principals have the additional challenge of learning their school may consolidate and communicating that to their staff and families.

? Someone else is proof reading the email. You should review it for what is missing or what we should not say. I am hoping for comments/suggestions like, you should include some special instructions for front office staff (it's in there!) as opposed to line by line edits.

? While the email is meant only for principals of consolidated schools, someone may forward it more broadly. We shouldn't regret what we write in the morning so shout if you think anything in either document is not ready for public distribution (if that occurs).

? The handout on staff excessing (what happens to me when my school closes?) is being finalized. We are making some edits. The plan is to include that with the principal email so the principal has something to handout to staff at Tuesday morning's staff meeting. As soon as that is completed, I will circulate it.

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John would send this email and attachments after he makes calls on Monday night. However, I would like to forward it to the superintendents for review.
before it goes to principals and am requesting your comments and feedback by 1:00 p.m. on Sunday so I can edit and then give to the superintendents for their review.

Thanks so much,
LMR
<Principal Messages.docx>
<Staff Meeting.docx>
On it now

MLO

On Nov 10, 2012, at 7:08 PM, "Ruda, Lisa M. (DCPS)" <Lisa.Ruda@dc.gov> wrote:

If you get a chance, put your eyes on these before 1:00 p.m. tomorrow. I asked Julie to do the proof read but I want you to do the more principal/staff read. If you have changes, either redline the document or just do an email to me. Don’t just put the changes in the document itself b/c I cannot see what you changed and will be getting changes from a group of folks.

If you cannot, no worries.

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)
Sent: Saturday, November 10, 2012 6:56 PM
To: Weber, Peter (DCPS); Kamras, Jason (DCPS); Beers, Nathaniel (DCPS); DeGuzman, Anthony D. (DCPS); Davis, John L. (DCPS); Lujan, Claudia (DCPS); Robinson, Josephine B. (DCPS); Salmanowitz, Melissa (DCPS)
Subject: Principals of Closed Schools

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Thanks so much,

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<Principal Messages.docx>

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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 60 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 its 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,

56. mohamed touihri washington dc, District Of Columbia
57. remi parker washington, District Of Columbia
58. Erum Mirza Washington, District Of Columbia
59. Roger Chambers Washington, District Of Columbia
60. Omeira Figueroa WASHINGTON, District Of Columbia
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Sincerely,

51. Joseph Green Washington, District Of Columbia
52. Rebecca Singer Cohen Washington, District Of Columbia
53. Sean Alexander Washington, District Of Columbia
54. Shaquana Banks Washington, District Of Columbia
55. Olivia A. Chase Washington, District Of Columbia
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.

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Sincerely,

431. Nadia Izakson Washington, District Of Columbia
432. Hector emanuel Washington DC, District Of Columbia
433. Patricia Garffer Washington, District Of Columbia
434. Caitlin Collins Seattle, Washington
435. Melissa Front Washington, District Of Columbia
436. Elaine Costello North Bend, Washington
437. Amy Arnold Columbia, South Carolina
438. Justin Lanciault Washington, District Of Columbia
439. Nicole Gervais Cambria Heights, New York
440. Olga Zabludoff Washington, District Of Columbia
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 135 signatures on this petition. Read reasons why people are signing, and respond to Chris Sondreal by clicking here:


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Sincerely,

131. Seena Aras Washington, District Of Columbia
132. thomas collins seattle, Washington
133. TY ROOTS FREDERICKSBURG, Virginia
134. Liz Anderson Washington, District Of Columbia
135. Octavia McIntyre Washington, District Of Columbia
Yup. We'll start drafting that. And since there are other lottery rumblings, let's think other messaging that would be helpful at this point.

Dr. Peggy O'Brien  
Chief, Family and Public Engagement  
Office of the Chancellor  
D.C. Public Schools  
p: 202-535-1584

I think that would be great.

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.
Perfect!

From: Lujan, Claudia (DCPS) <Claudia.Lujan@dc.gov>
To: Nyhus, Jill (DCPS-OOC)
Subject: RE: School Changes for 2012-13

Yeah, let's just get the lottery up and I can work with Alfonso on doing this right after. Thanks so much!

From: Nyhus, Jill (DCPS-OOC) [mailto:Jill.Nyhus@dc.gov]
Sent: Monday, January 30, 2012 7:53 AM
To: Lujan, Claudia (DCPS)
Subject: Re: School Changes for 2012-13

Ok good to know.

From: Lujan, Claudia (DCPS) <Claudia.Lujan@dc.gov>
To: Nyhus, Jill (DCPS-OOC)
Cc: DeGuzman, Anthony D. (OOC); Iheanacho, Nancy (OOC); Smith, Alaina (DCPS)
Sent: Mon Jan 30 07:50:13 2012
Subject: RE: School Changes for 2012-13

Thanks. Doesn't necessarily have to go up before 9, but maybe soon after the lottery goes live.

From: Nyhus, Jill (DCPS-OOC) [mailto:Jill.Nyhus@dc.gov]
Sent: Monday, January 30, 2012 7:49 AM
To: Lujan, Claudia (DCPS)
Cc: DeGuzman, Anthony D. (DCPS); Iheanacho, Nancy (DCPS); Smith, Alaina (DCPS)
Subject: Re: School Changes for 2012-13

Thanks, Claudia. We'll take care of this change (and others) this morning.

From: Lujan, Claudia (DCPS) <Claudia.Lujan@dc.gov>
To: Nyhus, Jill (DCPS-OOC)
Cc: DeGuzman, Anthony D. (OOC); Iheanacho, Nancy (OOC); Smith, Alaina (DCPS)
Sent: Mon Jan 30 07:45:19 2012
Subject: RE: School Changes for 2012-13

Jill/Anthony,

I made a change to the text below (Turner@Green) to the Schools Moving section.
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

From: Lujan, Claudia (DCPS)
Sent: Sunday, January 29, 2012 11:37 PM
To: Nyhus, Jill (DCPS)
Cc: DeGuzman, Anthony D. (DCPS); Iheanacho, Nancy (DCPS); Smith, Alaina (DCPS)
Subject: School Changes for 2012-13

Jill,

I updated the school changes page below, let me know what you think. I have also attached new documents for RT closure. The Meeting Notes from Community Meeting should stay the same (no change in link). The final letter will get signature tomorrow, and go out to families tomorrow. Will get that to you asap, but we can just add that after. I added the (As of 1/30/12) language below the Important changes title, let me know what you think.

Anthony,

Let me know if you see something missing, or have any other questions/concerns,

Thanks!
Claudia

---

**Important changes for next school year (as of 1/30/12)**

A number of DC Public Schools will undergo important changes next year including grade configurations. Several schools will hold administrative offices in alternate locations while their building undergoes renovations.

**Grade configuration changes**

The following schools will be gaining or losing grades for the 2012-2013 school year.

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<thead>
<tr>
<th>School</th>
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<td>Eastern High School</td>
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The following schools will be changing feeder pattern for the 2012-2013 school year.

<table>
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New schools opening

DCPS is currently considering the relocation and expansion of School-within-a-School at Peabody. No decision has been made yet regarding the school’s location for the 12-13 school year. More information is forthcoming.

Schools moving

The following schools will be moving from swing space to their new or modernized school building.

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<td>Turner Elementary School</td>
<td>1500 Mississippi Ave. SE</td>
<td>PS-5&lt;sup&gt;th&lt;/sup&gt;</td>
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*Formerly, Emery Education Campus
**Takoma Education Campus will be moving into its new building December 2011

Summer Alternative Administrative Locations
Several of our schools are undergoing facility modernizations this summer. To ensure the safety of staff and students, the administrative offices of these schools have been temporarily relocated for the 2011-summer.

If a family would like to register their child at one of the following schools between June 21, 2011 and August 21, 2011 please visit the alternate location listed below.

- Hart MS will be temporarily located at Turner @ Green - 1500 Mississippi Avenue SE
- Janney ES will be temporarily located at Deal Middle School - 3815 Fort Drive NW
- Seaton ES will be temporarily located at Garrison Elementary School - 1200 S Street NW
- Maury will be temporarily located at Eastern High School - 1700 East Capitol Street NE

Proposed Closings

In December 2010, DCPS submitted a proposal to close River Terrace Elementary School. Over the following year, DCPS gathered feedback from all stakeholders and held a community meeting at River Terrace ES. DCPS has recommended closing River Terrace at the end of the SY2011-12 school year.

Letters to the community and frequently asked questions documents are below.

River Terrace Elementary School:

- Download the River Terrace Elementary School Closure Proposal Letter
- Download the River Terrace Elementary School Closure Proposal FAQ
- Download Meeting Notes from the River Terrace Community Meeting
Sure thing. Going forward, please add Alfonso to your emails. He is the one who will be making the changes. Thanks!

From: Iheanacho, Nancy (DCPS) <nancy.iheanacho@dc.gov>
To: Nyhus, Jill (DCPS-OOC); Lujan, Claudia (DCPS)
Cc: DeGuzman, Anthony D. (OOC); Smith, Alaina (DCPS)
Sent: Mon Jan 30 07:54:55 2012
Subject: RE: School Changes for 2012-13

Jill,

Our apologies - the address for the new Turner building is 3264 Stanton Rd. SE 20020-2900 (not Mississippi Ave).
Would you mind making the change? Thanks.

-Nancy

From: Nyhus, Jill (DCPS-OOC) [mailto:Jill.Nyhus@dc.gov]
Sent: Monday, January 30, 2012 7:49 AM
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<td></td>
<td></td>
<td>8th grade only</td>
</tr>
<tr>
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<td>801 7th Street SW</td>
<td>PS-5th grade (gaining 5th grade)</td>
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<td>TBD (see below)</td>
<td></td>
</tr>
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<td>SWS@Peabody</td>
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Will now feed: Stuart-Hobson MS or Eliot-Hine MS (family choice)

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Grade configuration: PS-5th

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Let me know if you see something missing, or have any other questions/concerns,

Thanks!
Claudia

---

**Important changes for next school year (as of 1/30/12)**

A number of DC Public Schools will undergo important changes next year including grade configurations. Several schools will hold administrative offices in alternate locations while their building undergoes renovations:

### Grade configuration changes

The following schools will be gaining or losing grades for the 2012-2013 school year.

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<td>9th graders and first time 10th graders</td>
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</tr>
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<td>1350 Upshur Street NW</td>
<td>PS-5th grade (gaining 5th grade)</td>
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### Feeder Pattern Changes

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DCPS is currently considering the relocation and expansion of School-within-a-School at Peabody. No decision has been made yet regarding the school's location for the 12-13 school year. More information is forthcoming.

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The following schools will be moving from swing space to their new or modernized school building.

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*Formerly, Emery Education Campus
**Takoma Education Campus will be moving into its new building December 2011

Summer Alternative Administrative Locations

Several of our schools are undergoing facility modernizations this summer. To ensure the safety of staff and students, the administrative offices of these schools have been temporarily relocated for the 2011 summer.

If a family would like to register their child at one of the following schools between June 21, 2011 through August 21, 2011 please visit the alternate location listed below.

- Hart MS will be temporarily located at Turner-@-Green - 1500 Mississippi Avenue SE
- Janney ES will be temporarily located at Deal Middle School - 3815 Fort Drive NW
- Seaton ES will be temporarily located at Garrison Elementary School - 1200 S Street NW
- Maury will be temporarily located at Eastern High School - 1700 East Capitol Street NE
**Proposed Closings**

In December 2010, DCPS submitted a proposal to close River Terrace Elementary School. Over the following year, DCPS gathered feedback from all stakeholders and held a community meeting at River Terrace ES. DCPS has recommended closing River Terrace at the end of the SY2011-12 school year.

Letters to the community and frequently asked questions documents are below.

**River Terrace Elementary School:**

- Download the River Terrace Elementary School Closure Proposal Letter
- Download the River Terrace Elementary School Closure Proposal FAQ
- Download Meeting Notes from the River Terrace Community Meeting
Thanks, Claudia. We'll take care of this change (and others) this morning.

Jill/Anthony,

I made a change to the text below (Turner@Green) to the Schools Moving section.

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

Jill, Anthony,

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Hi Pete – Any chance you’ve had a chance to sign off on the film request for ERS? The shoot is scheduled for next Friday (18th) and I’d like to get the parent letter/media release to Principal Docal today so she can distribute it to parents.

Thanks much!
Jill

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Learn more at www.dconefund.org or www.onefund.dc.gov. One City, Working Together!
Thanks, Shanita. So DCPNI and S. Schwartz were posted on Scribd (the place that is housing the documents )and linked to from EngageDCPS.

DCPNI
http://www.scribd.com/doc/117605159/Kenilworth-DCPNI-Proposal-Complete-12-17-12

Schwartz:

Can you send me the final proposal for SHAPPE? I'll get it posted.

Thanks!

Jill and Claudia,

Looping...

Sarah and I prepared this summary for JBR and CKH for a meeting today. Jill, we have increased the proposal total to 11...included the DCPNI, Sally Shwartz, and SHAPPE (submitted after deadline) proposals. Not sure if the DCPNI one should be posted on engagedcps, but perhaps the other two?

Claudia, this is just an FYI.

Shanita

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Yes, we have lots of ideas/comments regarding ward 4 on EngageDCPS, including meeting notes and ideas posted by community members themselves. We would need to browse through what we've received to compare with what Kamili and Cathy have sent below but I would bet that we'd see similarities.

-- Biggest conversation about ward 4 >> MacFarland strand (40 comments; 55 seconds)

-- And here are additional ones with comments specific to ward 4 schools (MacFarland, Sharpe, Roosevelt)
http://www.engagedcps.org/how-dcps-should-use-consolidated-school-facilities-to-better-serve-the-community/make-roosevelt-into-a-modern-duke-ellington-school-for-the-arts
http://www.engagedcps.org/dcps-consolidation-and-reorganization-proposal/create-k-8-instead-of-6-12
On Dec 21, 2012, at 7:18 PM, "Robinson, Josephine B. (DCPS)" <josephine.robinson@dc.gov> wrote:

See below. Do we have any of the information from ward 4 loaded on the engagedcps site?

Josephine Bias Robinson
Chief, Family and Public Engagement

Sent from my iPad

Begin forwarded message:

From: "DeGuzman, Anthony D. (DCPS)" <anthony.deguzman@dc.gov>
Date: December 21, 2012 6:09:44 PM EST
To: "Robinson, Josephine B. (DCPS)" <josephine.robinson@dc.gov>,
"Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
Cc: "Lujan, Claudia (DCPS)" <claudia.lujan@dc.gov>, "Davis, John L. (DCPS)" <john.davis@dc.gov>, "Weber, Peter (DCPS)" <peter.weber@dc.gov>,
"Ruda, Lisa M. (DCPS)" <Lisa.Ruda@dc.gov>
Subject: Fwd: Alternate Plan for Ward 4 schools

FYI

Begin forwarded message:

From: "Anderson, Kamili (OSSE)" <kamili.anderson@dc.gov>
Date: December 21, 2012 5:39:24 PM EST
To: Cathy Reilly <dc.s.h.a.p.p.e@gmail.com>, "Bowser, Muriel (COUNCIL)" <MBowser@DCCOUNCIL.US>,
"swells@dccouncil.us" <swells@dccouncil.us>, Ron Hampton <nbpanatofc@att.net>, "DeGuzman, Anthony D. (DCPS)"
<anthony.deguzman@dc.gov>, Mary Filardo <mfilardo@21csf.org>, "Anderson, Thomas (DCPS)"
Cathy:

These comments, and the recommendations they put forth, accurately capture the scope and sentiments of the counter-proposals I have heard from and offered to Ward 4 stakeholders.

Rather than accepting the current proposal calling for the shrinkage of resources and facilities to support middle and high school education in Ward 4, I have heard a broad coalition of our community calling instead for the reinvigoration of the MacFarland Middle and Sharpe Health schools. They are calling for a serious, ongoing engagement--a true, NEW partnership--with the Chancellor and DCPS to plan a better future of those schools and students.

Their vision of a modernized and revitalized Roosevelt High School includes a strong and vibrant MacFarland and a renewed Sharpe. I believe the school system and our other municipal officials have an obligation to work with them to achieve it.

The demographic forecasts of population growth in our ward and the high value many residents have indicated they place on strong school models like Deal MS and Wilson HS in Ward 3 do not support the closure of our sole middle school. Creating a strong feeder system for MacFarland by redirecting 6-8 graders into that school and building upon its recent record of improvement makes sense. Redirecting scarce resources to completely redesign the now-closed River Terrace Elementary School in Ward 7 to accommodate Sharpe’s students, at great and unanticipated cost, when Sharpe can be modernized and and its existing (and exceptional) therapeutic amenities restored seems misguided at best.

The alternative plans suggested here are not only more cost-effective and supportive of enrollment growth over time, but also stand a better chance of ensuring positive outcomes, sustained and increasing DCPS enrollment, and uninterrupted academic progress for our children. But no alternative proposal can come about or be successful without a commitment from the Chancellor and DCPS to engage in serious discussions and planning with its Ward 4 "customers" to strengthen MacFarland MS and Roosevelt High School as independent structures.
Many in the ward have requested that this dialogue begin immediately. I support them in that and, along with other Ward 4 residents, parents, and educators, stand committed to work with DCPS to get this long overdue process underway.

Kamili

D. Kamili Anderson, Ward 4 Representative
District of Columbia State Board of Education
Office of the State Superintendent for Education
Government of the District of Columbia
441 4th Street, NW | Suite 723 North
Washington, DC 20001
Cell: (202) 355-3695; (202) 257-3380
Office: (202) 741-0888
Fax: (202) 741-0879
kamili.anderson@dc.gov | www.osse.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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Dear All,

I realize that the meeting last night concentrated on the current status of the educational specification for Roosevelt and the possible consolidation of MacFarland into Roosevelt as a 6-12 school with one administration but some building separation of the middle and high school students. I felt it was important to at least put in writing a fuller description of a proposal that has been circulating verbally before the final decision is made by DCPS. It is an expansion of the proposal put forward by MacFarland and based on the agreed upon document that came from the Ward 4 convening before the Dec. 4th meeting.

This is a description to be followed by a detailed plan with exact enrollments, timing and budget information included. It seems worth taking a look at all the capital funds allocated for this feeder pattern as well as the projections. It also takes into consideration the values expressed both in the community conversations of the DME, the ward 4 state of the schools and the meeting this month at Brightwood. Given the short timeline on everything and the holiday, I hope this draft can be vetted in these communities and by DCPS at the same time.

Emma Brown of the Post is doing a story on the proposals, I have also sent it to her.

Ward 4

Proposal on the DCPS Ward 4 Closing and Consolidation

This proposal grew out of the document presented from the Ward 4 group convened prior to the meeting at Brightwood and the current MacFarland proposal. It is in the process of being more fully vetted. Because of the short time line and the coming holiday it is submitted as a draft with a detailed plan to follow quickly. Cathy Reilly
Current Ward 4 Proposal

Consolidate the Mac Farland Middle School into the Roosevelt HS to create single 6th through 12th grade school with one principal and administration. Middle school students would be in a separate part of the building. The STAY program would remain at Roosevelt. There is no proposal for the MacFarland building beyond a swing space possibility. Both populations are currently small- with a combined total of between 650 and 700 students. This plan attempts to address the very low enrollment at Mac Farland and Roosevelt and increase the utilization of Roosevelt in anticipation of the modernization.

Sharpe Health is to be consolidated with Mamie D Lee and re-located to River Terrace. River Terrace will be fully modernized with funds from a special education budget. The move will not take place till the fall of 2014.

Alternate Proposal:

Justification

DC is experiencing strong population growth as noted in yesterday’s report. This is especially true in ward 4. It can be seen in the rising enrollment at Truesdell, Barnard and Powell in particular. There is increased demand for slots in the early childhood programs at these and other Ward 4 elementary schools.

A strong middle school is essential to the viability of the southern ward 4 feeder school program. The current and projected DCPS population of this neighborhood can support a 600 student middle school and 800 student high school. MacFarland is beautifully located and positioned to be as high quality a middle school as Deal. The separate middle school building provides a nurturing and appropriate environment for the growing middle school age students who reside in these neighborhoods and are currently in DCPS elementary schools. You have all the advantages of a 6-12 secondary campus in two buildings, nothing prevents greater collaboration and alignment. The secondary schools serving the Powell, Barnard, West and Truesdell communities should be providing an academic program that is high quality, multi lingual and serves a multiracial population well.
Without a strong and expanded DCPS middle school option, there will never be adequate enrollment for Roosevelt to be the comprehensive high school that can offer the rich programming this community demands and is seeking elsewhere.

Proposal

This is an expansion of the current MacFarland proposal to consolidate the 6th through 8th graders from Truesdell and Raymond into MacFarland in order to provide richer programming and a more fully enrolled middle school.

Over a three year period in order to accommodate the growth at the elementary level and to provide a strong DCPS middle and high school option for ward 4 families both Roosevelt and MacFarland will be modernized. MacFarland and Roosevelt will co-locate during the 2 to 3 year period of modernization.

The elementary feeder schools are growing with demountables already placed at Powell and Barnard. The feeder school communities (Barnard, Powell, Truesdell and West) will work closely with MacFarland and Roosevelt on the vision, program and design of the modernized buildings. The strong academic programs initiated and currently drawing students at the elementary level will be continued into the secondary program. This includes a dual language option. It can also include a language hub housed in either building of the campus providing foreign language instruction options open to all students. Successful programs and partnerships currently operating at both Roosevelt and MacFarland will be supported through the transition.

Concurrent with the Roosevelt- MacFarland modernization West and Truesdell will expand the early childhood through 5th grade seats to prepare for the transition of the 6th through 8th graders into the modernized MacFarland in the fall of 2015 or 2016. Projections support a rising 6th grade from these 4 feeder schools of 200 (average of 50 students from each school) in this decade and into the 2020’s. This will support a MacFarland Middle School of 600 and a Roosevelt High School in the planned 800 student range. The full utilization of the building is further enhanced by the continued presence of the Roosevelt STAY program.
SHARPE Health

Proposal – This building is currently designed to serve this student population. It has the added asset of a swimming pool for therapeutic use and a bathroom in every room. It is in the middle of a large campus of schools including charter and DCPS schools, and a public library. It should remain as a special needs site for DCPS at this location in the western half of the city. With the high number of students still in private placement it is important for DCPS to maintain this location.

--
S.H.A.P.P.E.
Senior High Alliance of Parents, Principals and Educators
Cathy Reilly - Executive Director
202-722-4462  www.shappe.org
Happy to post the proposals to EngageDCPS. I’ve got three proposals (All-Boys School, Francis-Stevens and Garrison) and get these posted before the end of the day. There was a mention of additional ones that came in to the OFPE mailbox. Where do I find those?

Thanks!!

Jill

I think that’s right.

There was one proposal received from the Business Manager at Kenilworth recommending DCPS establish an all-boys school east of the river.

Not quite as well thought out or written as some of the other proposals, but a novel idea and it looks like he has had some level of effort pushing this idea in the past.

I’ve attached it here if you want to take a look first.

Shanita

Basically. But, Shanita can confirm. I know there is also one from Sally Schwartz proposing a global language program. I think that Sally posted it herself but we can confirm and forward if needed.
we received 78 new messages, not many were actual proposals on the 17th. Need to ask Jill how long it will take to load what we received via the OFPE email. I just received the Garrison proposal via email last night and Francis Stevens’s was forwarded to me on Friday, I just forgot to share the electronic document with the team to load.

I don’t have a problem forwarded the actual documents from Ward 7, Garrison and F-S since we definitely plan to include them on the site and its just easier and quicker. I’ll forward via separate emails.

Thanks

Hey Josephine –

Two main questions.

1. When do we plan to share the proposals?
2. Are there any major proposals worth sharing with Emma, even on background?

I just noticed that your website says you'll make available online all proposals received by email ... 

http://dcp.s.d c.gov/DCPS/Parents+and+Community/DCPS+Proposed+Consolidations+and+Reorganization/Meetings+and+Other+Feedback+Opportunities
(Note: We will make available all the proposals we receive here.)

Are those up online already and I’m missing them? Sorry to be a pill.

On Wed, Dec 19, 2012 at 10:43 AM, Salmanowitz, Melissa (DCPS) <melissa.salmanowitz@dc.gov> wrote:
Checking for you.

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!
-----Original Message-----
From: Emma Brown [mailto:emmastrickland@gmail.com]
Sent: Wednesday, December 19, 2012 8:37 AM
To: Salmanowitz, Melissa (DCPS)
Subject: Alternative proposals...

Hi,
I'm writing about schools and community members that have presented alternatives to the chancellor's
consolidation plan. I've looked at the Engage DCPS website but the ideas posted there are less in depth than some of the proposals that have been presented to the chancellor in meetings. I'm aware of Garrison and Francis Stevens, and I heard Ward 7's plan at the community meeting. Are there others I'm missing? I'd be grateful for your guidance. On background is fine...

Thanks,
Emma

Sent from my phone

--
Emma Brown
The Washington Post
202-334-9571
Josephine - Just seeing your email below now (after I sent mine a few minutes ago).

Yes, I had the same reaction about the numbers. Yes, I'm uncomfortable with putting out these numbers (esp staff ones), especially in light of consolidations. I'm also beginning to wonder if these numbers have the same kind of power in light of all the charter conversations. I like the idea of a "DCPS is..." section but I think the bottom line, though, what's more important to include on the flyer - "Key Dates" or "DCPS is..." Is the flyer's intent to be primarily informational or marketing? I think it's both - but it's challenging with the limited space...

Jill

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Jill, Hassan, are these stats the most current we have? I'm a little uncomfortable using them knowing we are about to close some schools so we'll have less principals and that number will be wrong as soon as we print it. Also highlighting 2,300 other staff doesn't look good considering it's more than half the number of teachers we have.

I would say, over 100 principals and school leaders, hundreds of community organizations (more than a thousand seems a bit much and I don't know what that's based on and we can prove it easily) over 1000 aides, support staff, etc. the dozens of specialized programs can stay (remove the extra comma) and so can the tens of thousands of parents. We should include some text that invites people in to our schools to learn about the great things we're our kids are doing and learning, get involved and ultimately enroll their child and be a part of our growing educational success story.

Josephine Bias Robinson
Chief, Family and Public Engagement

Sent from my iPad

On Dec 16, 2012, at 3:48 PM, "Lerman, Amy (DCPS-OOC)"
Amy.Lerman@dc.gov wrote:

All,
Can I be of any assistance on this?
When I spoke to KSA on Friday night they made it very clear that our deadline is 8am tomorrow (Monday morning) to get them the language. The Spanish language must also be submitted by 8am...

From: Lujan, Claudia (DCPS)
Sent: Sunday, December 16, 2012 6:44 AM
To: Robinson, Josephine B. (DCPS); Charles, Hassan (DCPS); Nyhus, Jill (DCPS); Lerman, Amy (DCPS-OOC); DeGuzman, Anthony D. (DCPS)
Subject: Flyer/Insert Next Steps
Importance: High

JBR and OComm Team,

Attached is the layout of the School Chooser that was done by KSA. Given the super short timeline, I think it's best that we have just one page of content. This way we just have to print/lay out one sheet (English on one side and Spanish on the other). My proposal is to take the attached draft and replace the content of the blue box insert at the bottom of the page with the following language:

DCPS Is ...

45,000 students committed to graduating from high school, prepared for college and wor 4,000 teachers determined to live up to our unparalleled role in ensuring the achievement of our students.

125 principals who demonstrate the vision to build positive school communities focused on academic achievement.

2,300 classroom aides, social workers, counselors, custodians, and other support staff who understand that our students must be safe, healthy, and supported in order to achieve at the highest possible levels.

More than 1,000 community organizations and thousands of volunteers who provide support for our students and staff in their daily work to achieve excellence.

Dozens of specialized programs, including International Baccalaureate, STEM, Arts Integration, Reggio Emilia, Montessori and dual language programs. We strive to develop programs that will appeal to students' unique interests and talents.

Tens of thousands of parents and family members supporting our children and demanding a high-quality education for them.

This way we have both lottery info and general marketing/recruitment messages. We do not need to have all those key dates for the lottery. Please let me know what you think today. Also, all but the “Dozens of programs” stats came from the website, so I am assuming they are correct and we can use. I came up with the dozens statement because I felt like we needed something about our portfolio of programs. But, let me know what you think please. Please send me all your comments, edits, questions, concerns, etc by tonight. I apologize for the super quick turnaround. I am translating tonight to get to KSA by 8 am in order for them to layout and get to printer by 10 am.
I appreciate your help!

Thanks,
Claudia

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Josephine - Just seeing your email below now (after I sent mine a few minutes ago).

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Jill

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From: Robinson, Josephine B. (DCPS)
Sent: Sunday, December 16, 2012 4:17 PM
To: Lerman, Amy (DCPS-OOC)
Cc: Lujan, Claudia (DCPS); Charles, Hassan (DCPS); Nyhus, Jill (DCPS); DeGuzman, Anthony D. (DCPS)
Subject: Re: Flyer/Insert Next Steps

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On Dec 16, 2012, at 3:48 PM, "Lerman, Amy (DCPS-OOC)" <Amy.Lerman@dc.gov<mailto:Amy.Lerman@dc.gov>> wrote:

All,
Can I be of any assistance on this?
When I spoke to KSA on Friday night they made it very clear that our deadline is 8am tomorrow (Monday morning) to get them the language. The Spanish language must also be submitted by 8am...

From: Lujan, Claudia (DCPS)
Sent: Sunday, December 16, 2012 6:44 AM
To: Robinson, Josephine B. (DCPS); Charles, Hassan (DCPS); Nyhus, Jill (DCPS); Lerman, Amy (DCPS-OOC); DeGuzman, Anthony D. (DCPS)
Subject: Flyer/Insert Next Steps
Importance: High

JBR and OComm Team,

Attached is the layout of the School Chooser that was done by KSA. Given the super short timeline, I think it's best that we have just one page of content. This way we just have to print/lay out one sheet (English on one side and Spanish on the other). My proposal is to take the attached draft and replace the content of the blue box insert at the bottom of the page with the following language:

DCPS Is ...

45,000 students committed to graduating from high school, prepared for college and wor 4,000 teachers determined to live up to our unparalleled role in ensuring the achievement of our students.

125 principals who demonstrate the vision to build positive school communities focused on academic achievement.

2,300 classroom aides, social workers, counselors, custodians, and other support staff who understand that our students must be safe, healthy, and supported in order to achieve at the highest possible levels.

More than 1,000 community organizations and thousands of volunteers who provide support for our students and staff in their daily work to achieve excellence.

Dozens of specialized programs, including International Baccalaureate, STEM, Arts Integration, Reggio Emilia, Montessori and dual language programs. We strive to develop programs that will appeal to students’ unique interests and talents.

Tens of thousands of parents and family members supporting our children and demanding a high-quality education for them.

This way we have both lottery info and general marketing/recruitment messages. We do not need to have all those key dates for the lottery. Please let me know what you think today. Also, all but the “Dozens of programs” stats came from the website, so I am assuming they are correct and we can use. I came up with the dozens statement because I felt like we needed something about our portfolio of programs. But, let me know what you think please. Please send me all your comments, edits, questions, concerns, etc by tonight. I apologize for the super quick turnaround. I am translating tonight to get to KSA by 8 am in order for them to layout and get to printer by 10 am.

I appreciate your help!

Thanks,
Claudia

Support the DC One Fund Campaign, Each One Give One.
Nathaniel – The email from Ms. Gorham has been posted. I didn’t include your response as we haven’t yet posted any DCPS responses on the site yet. But if/when we do, I’ll add your reply back to Ms. Gorham.


Let me know if you have any further questions.

Jill

---

Will do. Thanks.
-N

Nathaniel Beers, MD, MPA, FAAP
Chief, Special Education
District of Columbia Public Schools
Office of Special Education
1200 First St NE
Washington, DC 20002
T 202 535-1089
F 202 654-6075
E Nathaniel.Beers@dc.gov
http://dcps.dc.gov

Thanks. We are collecting them and Jill and Alfonso have been uploading/transferring them to the engagedcps site. If your team continues to hear from people, they can certainly take the information and messages or refer them to the websites if they have internet access. Folks can also email us at dcps.dc.gov/dcps/crfeedback. This information was handed out at all of the public meetings on the back of the agenda and its in the handouts.

Thanks again.
From: Beers, Nathaniel (DCPS)
Sent: Tuesday, December 11, 2012 9:14 AM
To: Robinson, Josephine B. (DCPS)
Subject: FW: THE CLOSING OF SHARPE HEALTH ELEMENTARY !!!!!

I am not sure who is collecting comments and responses, but figured I should send on.

-N

Nathaniel Beers, MD, MPA, FAAP
Chief, Special Education

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1200 First St NE
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T 202 535-1089
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E Nathaniel Beers@dc.gov
http://dcps.dc.gov

From: N Beers <nathaniel.beers@dc.gov>
Date: Tue, 11 Dec 2012 09:11:06 -0500
To: Tamara Gorham <tamaragorham@yahoo.com>
Cc: Tom Flanagan <thomas.flanagan@dc.gov>, Tara Cheston <tara.mckenzie@dc.gov>
Subject: Re: THE CLOSING OF SHARPE HEALTH ELEMENTARY !!!!!

Thank you for taking the time to email me. I am glad to hear your perspective and can assure you that if this consolidation is part of the final group that we are committed to having highly trained staff in place to make sure to provide a great learning experience for the students. I have been to Sharpe in the past and my team is in the process of scheduling another time to meet with staff as well as with parents. We are open to working with staff and parents to hear their perspectives and make sure that we are providing the an improved program for all our students with disabilities. If you have additional ideas about how we hear from parents, we are open to suggestions. It has been hard to get to hear from them.

-N

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E Nathaniel Beers@dc.gov
http://dcps.dc.gov

From: Tamara Gorham <tamaragorham@yahoo.com>
Reply-To: Tamara Gorham <tamaragorham@yahoo.com>
Date: Mon, 10 Dec 2012 15:30:40 -0500
To: N Beers <nathaniel.beers@dc.gov>
Subject: Re: THE CLOSING OF SHARPE HEALTH ELEMENTARY !!!!!

Good afternoon Dr. Beers,

My name is Tamara Gorham, and my son is a student at Sharpe Health Elementary school. I was at the last meeting that was held on Wed, Dec 5th, and you had an opportunity, to briefly chat with the parents, teachers and aides at our table (Table 1). I wanted to follow up with you, to see if you and the Chancelor, has made the time, to visit and spend time with the teachers and aides at Sharpe. I really feel that while we can all
sympathize, with all of the other schools potentially closing like ours, that all who are involved in the decision to close Sharpe, should take us off the chopping block until you guys make the time, to spend some time with all the staff at Sharpe. This way you will hear directly from the people who take care of our very special children, on a daily basis. As you can only imagine, it takes alot, to care for the children at Sharpe Health and Mammie Dee Lee, and I strongly agree that you all are not prepared for this task, as of yet. While I'm not disputing, the need to move the location of Sharpe, as long as it will not prove to be an even greater challenge, physically for our children. Again my concern, as I've shared at the meeting, was from an educational standpoint. I want to make sure that they'll be certified and qualified special education providers, on staff with the experience and patience, to teach our children. But how can you all be sure that you've made the right decision concerning the needs of our children, when you haven't even consulted the very individuals, who care for them on a daily basis. Furthermore, I think you all are sending mixed signals, when you try to ensure our parents that a decision has not been made, and will not be made until January, however you have listed on the parent hand-outs that the transition of Sharpe Health's closing should take place in June 2014. I ask that you and the Chancelor, delay Sharpe Health and Mammie Dee Lee's closings until you've had group meetings with both schools staff and parents, again our children's schools and well-being, should be handled a whole lot differently and with way more caution and consideration than the average schools. Thank you for time, I look forward to hearing from you very soon, as you know we haven't been given alot of time.

Mrs. Tamara Gorham
Tamaragorham@yahoo.com
202-705-1445 (CELL)
202-833-4543 EXT. 1145 (WK)
1150 12TH ST NW #405
WASHINGTON, DC 20005
WARD 2

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Learn more at www.dcone fund.org or www.onefund.dc.gov. One City, Working Together!
From: Nyhus, Jill (DCPS) [Jill.Nyhus@dc.gov]
Sent: Wednesday, December 12, 2012 11:59 AM
To: Beers, Nathaniel (DCPS)
Cc: Wright, Alfonso (DCPS); Robinson, Josephine B. (DCPS)
Subject: RE: THE CLOSING OF SHARPE HEALTH ELEMENTARY !!!!!

Nathaniel – The email from Ms. Gorham has been posted. I didn’t include your response as we haven’t yet posted any DCPS responses on the site yet. But if/when we do, I’ll add your reply back to Ms. Gorham.


Let me know if you have any further questions.

Jill

From: Beers, Nathaniel (DCPS)
Sent: Tuesday, December 11, 2012 9:26 AM
To: Robinson, Josephine B. (DCPS)
Cc: "Nyhus, Jill (DCPS)" <Jill.Nyhus@dc.gov>, "Wright, Alfonso (DCPS)" <alfonso.wright@dc.gov>
Subject: Re: THE CLOSING OF SHARPE HEALTH ELEMENTARY !!!!!

Will do. Thanks.
-N

Nathaniel Beers, MD, MPA, FAAP
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District of Columbia Public Schools
Office of Special Education
1200 First St NE
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T 202 535-1089
F 202 654-6075
E Nathaniel.Beers@dc.gov
http://dcps.dc.gov

From: Josephine Robinson <josephine.robinson@dc.gov>
Date: Tue, 11 Dec 2012 09:22:28 -0500
To: N Beers <nathaniel.beers@dc.gov>
Cc: "Nyhus, Jill (DCPS)" <Jill.Nyhus@dc.gov>, "Wright, Alfonso (DCPS)" <alfonso.wright@dc.gov>
Subject: RE: THE CLOSING OF SHARPE HEALTH ELEMENTARY !!!!!

Thanks. We are collecting them and Jill and Alfonso have been uploading/transferring them to the engageddcps site. If your team continues to hear from people, they can certainly take the information and messages or refer them to the websites if they have internet access. Folks can also email us at dcps.dc.gov/dcps/crfeedback. This information was handed out at all of the public meetings on the back of the agenda and its in the handouts.
Thanks again.
I am not sure who is collecting comments and responses, but figured I should send on.

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E Nathaniel Beers@dc.gov
http://dcps.dc.gov

From: Tamara Gorham <tamaragorham@yahoo.com>
Reply-To: Tamara Gorham <tamaragorham@yahoo.com>
Date: Mon, 10 Dec 2012 15:30:40 -0500
To: N Beers <nathaniel.beers@dc.gov>
Subject: Re: THE CLOSING OF SHARPE HEALTH ELEMENTARY !!!!!

Thank you for taking the time to email me. I am glad to hear your perspective and can assure you that if this consolidation is part of the final group that we are committed to having highly trained staff in place to make sure to provide a great learning experience for the students. I have been to Sharpe in the past and my team is in the process of scheduling another time to meet with staff as well as with parents. We are open to working with staff and parents to hear their perspectives and make sure that we are providing the an improved program for all our students with disabilities. If you have additional ideas about how we hear from parents, we are open to suggestions. It has been hard to get to hear from them.

-N

Nathaniel Beers, MD, MPA, FAAP
Chief, Special Education

From: Tamara Gorham <tamaragorham@yahoo.com>
Date: Mon, 10 Dec 2012 15:30:40 -0500
To: N Beers <nathaniel.beers@dc.gov>
Subject: THE CLOSING OF SHARPE HEALTH ELEMENTARY !!!!!

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sympathize, with all of the other schools potentially closing like ours, that all who are involved in the decision to close Sharpe, should take us off the chopping block until you guys make the time, to spend some time with all the staff at Sharpe. This way you will hear directly from the people who take care of our very special children, on a daily basis. As you can only imagine, it takes alot, to care for the children at Sharpe Health and Mammie Dee Lee, and I strongly agree that you all are not prepared for this task, as of yet. While I'm not disputing, the need to move the location of Sharpe, as long as it will not prove to be an even greater challenge, physically for our children. Again my concern, as I've shared at the meeting, was from an educational standpoint. I want to make sure that they'll be certified and qualified special education providers, on staff with the experience and patience, to teach our children. But how can you all be sure that you've made the right decision concerning the needs of our children, when you haven't even consulted the very individuals, who care for them on a daily basis. Furthermore, I think you all are sending mixed signals, when you try to ensure our parents that a decision has not been made, and will not be made until January, however you have listed on the parent hand-outs that the transition of Sharpe Health's closing should take place in June 2014. I ask that you and the Chancellor, delay Sharpe Health and Mammie Dee Lee's closings until you've had group meetings with both schools staff and parents, again our children's schools and well-being, should be handled a whole lot differently and with way more caution and consideration than the average schools. Thank you for time, I look forward to hearing from you very soon, as you know we haven't been given alot of time.

Mrs. Tamara Gorham  
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WASHINGTON, DC 20005  
WARD 2

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Learn more at www.dconefund.org or www.onefund.dc.gov. One City, Working Together!
Yes - will do.

Jill Nyhus
Senior Director of Technology, Office of Communications

District of Columbia Public Schools
Office of the Chancellor
1200 First Street, NE
Washington, DC 20002
T 202.442.5339
C 202.907.7437
E jill.nyhus@dc.gov
W dcps.dc.gov

On Dec 11, 2012, at 9:42 PM, "Robinson, Josephine B. (DCPS)" <josephine.robinson@dc.gov> wrote:

Would one of you please add this to the engagedcps site? Thanks.

Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools

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: Erich Martel [mailto:ehmartel@starpower.net]
Sent: Wednesday, November 28, 2012 5:22 PM
To: Henderson, Kaya (DCPS); Ruda, Lisa M. (DCPS); Weber, Peter (DCPS); Alexander, Yvette (COUNCIL)
Cc: concerned4DCPS@yahooogroups.com
Subject: Five Ward 7 Charter HS Data: Inflate Scores and Graduation Rates: Transfer Unwanted Students to DCPS

Chancellor Kaya Henderson
DC Public Schools
cc: Ward 7 Council Representative & Community & Lists
                     Media

Dear Chancellor Henderson,

November 28, 2012

The attached spreadsheet (sheets 1 & 2) display graduation cohort data (sheet 1) and DC CAS related data (sheet 2) for five DC Charter high schools that are located in Ward 7 and draw students from Ward 7 and neighboring wards: Cesar Chavez – Parkside, Friendship – Collegiate, IDEA, Maya Angelou – Evans, SEED.

The enrollment data from DC OSSE’s enrollment audits and NCLB testing cohort or testing base reports show two disturbing facts: Large numbers of students are transferred by these five charter high schools prior to the administration of their grade 10 DC CAS test and prior to graduation. This inflates their proficiency rates and Adjusted Cohort Graduation Rate and deflates those of receiving DCPS schools.

For example: The October 2010 OSSE enrollment audit reported 767 9th grade students. Eighteen months late, April 2012, only 521 students took the grade 10 DC CAS test in these five charter high schools. 246 students were no longer part of that original cohort of students.

By Grade 12, the cohorts have declined even further. This sheet shows that the official graduation rate of the five schools was 2012: 80.1%, but 51.2% when comparing the nr of graduates to the original gr 9 enrollment 2011: 82.5%, but 53.3% “ “ “ “

These – and other charter schools – can transfer their students, primarily their students who are likely to perform poorly on tests and drop out or not graduate with their cohort or class, because DCPS remains the school system “of right.”

In effect, charter schools recruit with promises of a SAFE AND ORDERLY SCHOOL ENVIRONMENT as well as the promise of academic achievement. As you can see from the DC CAS results on sheet #2, only one of the five schools a student proficiency rate of over 50% for most of the past five years.

What would those rates be, if they did not have the “privilege” of transferring students who would have brought their scores down even more?

You know that primary reason parents transfer students to charters is for reasons of SAFETY and ORDER. If you would direct the school budget toward the end of creating SAFE and ORDERLY SCHOOLS in Ward 7 and all wards and give principals and teachers the authority to remove disruptive students, teachers will no longer have to waste precious learning time dealing with disruption.
This requires you to INVEST in our students and teachers and principals:
- Provide every school with the numbers of teachers trained to teach students in small classes to read and to master arithmetic concepts that many have not mastered.
- For students with more challenging behavior problems, they need to be in an upgraded CHOICE that is in a separate building. Putting CHOICE in Cardozo will drive parents away.

DO NOT CLOSE DCPS SCHOOLS: MAKE THEM SAFE AND WELCOMING AND MAKE TEACHERS AND PARENTS FEEL SUPPORTED. STOP TEACHER CHURN!

Erich Martel
Retired DCPS high school teacher
(Cardozo, Wilson, Phelps) ehmartel@starpower.net

<Ward 7 Charter School Data 12 1126.xls>
Hi Josephine and Shanita♦

We're getting ready to send out thank you emails to wards 5, 7 and 8 today. Below is the language. Hassan was good with it but just wanted to make sure there wasn't any additional messaging you wanted to include.

Thanks!

Jill

From: DC Public Schools [mailto:dcps.communications@dc.gov]
Sent: Wednesday, December 05, 2012 11:24 AM
To: Nyhus, Jill (DCPS)
Subject: Thank you for coming to the Ward 5 Community Dialogue

If you're having trouble viewing this email, you may see it online.

Thank you to those of you who were able to join us for the DCPS Proposed Consolidation and Reorganization Community Dialogue in Ward 5 last week. We appreciate all the thoughtful feedback that was shared. Final decisions will be made on the proposal by Mayor Gray and Chancellor Henderson in January 2013.

Here are five ways to stay informed and engaged in the proposal feedback process:
1. **Review the notes** from the table discussions from the community meetings at EngageDCPS.org.
2. Continue to add **ideas and comments** about the proposal at EngageDCPS.org.
3. **Attend Office Hours** at the DCPS Central Office, Dec. 6 and Dec. 10.
   - Meet individually with DCPS staff on a first-come, first-served basis between 5 - 9 p.m.
   - Each appointment is limited to 10 minutes.
   - No RSVP required.
   - DCPS Central Office is located at 1200 First St NE, near the NoMa metro and near the 90, 92, 93, 96, 80, P6, G8, D3, D4, and X3 bus lines.
4. Check out the DCPS Facebook page for pictures from last week’s meetings.
5. Join our **text messaging list** to get breaking news and other critical information from DCPS.
   - Text NEWS to 91990 right now or go online to signup.

The Office of Family and Public Engagement

This email was sent to jill.nyhus@dc.gov. To ensure that you continue receiving our emails, please add us to your address book or safe list.

manage your preferences | opt out using TrueRemove®.

Got this as a forward? Sign up to receive our future emails.

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!
Great ✨ I'll post them to EngageDCPS.

Ladies,
These notes need to be input next week. No one is to do a lick of work related to this, this weekend!
Thanks!

Josephine Bias Robinson
Chief, Office of Family and Public Engagement
District of Columbia Public Schools

Kaya Henderson
Sent from my iPad

Begin forwarded message:

From: "Riddlesprigger, Maisha (DCPS)" <maisha.riddlesprigger@dc.gov>
Date: November 30, 2012, 12:25:42 PM EST
To: "Henderson, Kaya (DCPS)" <Kaya.Henderson@dc.gov>, "Davis, John L. (DCPS)" <john.davis@dc.gov>, "Canty, Clara (DCPS)" <Clara.Canty@dc.gov>
Cc: "Davis ES - Coffee and Doughnut Parent Comments (11/28/12)"
Chancellor Henderson,

As discussed on Monday, below you will find a list of parent concerns shared at the Principal’s Coffee and Doughnuts meeting at Davis ES (11/28/12). I’ve tried to group and arrange them in some kind of order. I believe that some of these points may have been shared at the Ward 7 meeting because the parents that attended said they were going to the meeting later that evening (all except for one grandparent). Please let me know if you need anything else.

Parent Concerns re: School Consolidation

? Safety of walking to CW Harris (Beef between Simple City, 37th, and Benning Park)
? Greater safety concern: Older grandparents walking young students so far and into an unsafe area (I’m 71 years old, I can’t walk that far!)
? It’s dangerous to have 10 year olds responsible for the safety of 4 year olds
? The school is not a mile away from me. I live all the way up the block from Davis, Plummer is much closer.
? What do the parents that work (with no car) do? They can’t walk their children to CW Harris in the AM.
? Students will be late all the time and miss out on BIC or learning
? The distance will serve as a barrier to parent involvement for Davis ES families. How can we feel included?
? In summer our kids don’t even go to the pool over there because they don’t feel safe with the beef going on between the two neighborhoods
? Grandparents walking children to school are an easy target for criminals and may have trouble crossing Benning Road quickly
? Concerned about student fighting
? There is not a bus (Metro) in the neighborhood that goes directly to CW Harris

Alternative Suggestions:

? Bus Smothers ES students to Davis (a parent said this was mentioned at the council hearing)
  o This is the closest school that is being closed, why can’t they come to us? Half the school is empty, we’ve got space.
  o U8 Bus (direct route to Davis ES) can pick up students right at the Metro station down the street from Smothers
? Send students to Plummer if you close Davis. They will not have to cross a major street.
? Modernize Davis ES and bring students here (In response to me informing them that our school had not been modernized)
? Open up boundaries to put more students in the Davis boundary
  o One parent stated that her address is now in the Nalle boundary, but when her older kids were in elementary school her address was in the Davis boundary

Miscellaneous Comments:

? The message this is sending to us is that it is OK for kids to be transferred to schools that are lower performing.
? Why is this just about enrollment? Shouldn’t our community get credit for improving?
? If this is an enrollment issue and the district is attempting to keep students, why are we sending them to a lower performing school? You are basically inviting me to leave DCPS, because I’m not having it!
? Look, kids are talking about going to charters. There’s no consensus about where, but parents want them to go.
Maisha Riddlesprigger
Principal
Davis Elementary School
4430 H Street SE
Washington, DC 20019
P: (202) 729-4340
F: (202) 645-3215
Website: http://dcps.dc.gov/DCPS/davis
Become a fan of Davis Elementary School on FACEBOOK!


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: Nyhus, Jill (DCPS) [Jill.Nyhus@dc.gov]
Sent: Tuesday, November 20, 2012 2:56 PM
To: Lujan, Claudia (DCPS)
Subject: RE: Let me know when the data sheet is up

http://dcps.dc.gov/DCPS/Parents+and+Community/DCPS+Proposed+Consolidations+and+Reorganization/Overview


From: Lujan, Claudia (DCPS)
Sent: Tuesday, November 20, 2012 12:55 PM
To: Nyhus, Jill (DCPS)
Subject: Let me know when the data sheet is up

So I can send the link to folks....

Claudia Luján
Office of the Chief Operating Officer
District of Columbia Public Schools
1200 1st Street NE
Washington, DC 20002

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!
Looks good. Three small things:

- 2\textsuperscript{nd} paragraph: we encourage you to visit our online forum at \url{www.EngageDcps.org}
- 2\textsuperscript{nd} paragraph: “two city council hearings” should be “two DC Council hearings”
- Closing: Do we include the OFPE hotline number?

From: Robinson, Josephine B. (DCPS)
Sent: Tuesday, November 13, 2012 3:13 PM
To: Holland, Burnell (DCPS); Burney, Shanita (DCPS); Charles, Hassan (DCPS); Nyhus, Jill (DCPS)
Subject: REVIEW & RESPOND: language for 4 pm emails to OFPE/OCOM stakeholders
Importance: High

Let me know if this works as a cover to our stakeholder emails:

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. We value your partnership with DCPS and specifically with the Office of Family and Public Engagement and want to ensure you have all of the relevant information and supporting materials for the proposal. We have attached the documents for ease of review, but please note that all of the information can be found on the DCPS website at \url{www.dcps.dc.gov}.

While we continue to be available for all of the relevant work we share and can provide general information on the proposal, we encourage you to visit our online forum \url{www.EngageDcps.org} and share your comments and ideas on how to strengthen the proposal. This is the best way for us to capture your feedback. We have scheduled two city council hearings and four ward-based meetings scheduled in November (see attached) and there will be additional opportunities to speak directly with DCPS staff in December during the Office of Family and Public Engagement Office Hours. We will post the office hour dates and times, along with instructions on how to register for an appointment, after December 5, 2012 on the DCPS website.

The Chancellor is deeply committed to working with our parents and school community leaders to ensure our final consolidation plan represents the best path for success for our students. We look forward to working in partnership with you to achieve that endeavor.

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 \url{www.smart911.com}.
Inform first responders in advance!
Got it, Josephine.

From: Robinson, Josephine B. (DCPS)
Sent: Monday, November 12, 2012 12:02 PM
To: Nyhus, Jill (DCPS)
Cc: Weber, Peter (DCPS); Charles, Hassan (DCPS); Ruda, Lisa M. (DCPS)
Subject: Re: Web Copy

Thanks Pete. Looks fine with minor edits: there are four ways to engage us us, not three and office hours are not "throughout the communities". We are largely holding them during the day at DCPS. Jill, please change to, "we will hold office hours in December for interested individuals and community stakeholders. Available Times will be posted on the DCPS website after December 5th.". This will ensure folks who will speak at public meetings don't grab the available slots.

Thanks

Josephine Bias Robinson
Chief, Family and Public Engagement

Sent from my iPad

On Nov 12, 2012, at 11:29 AM, "Nyhus, Jill (DCPS)" <Jill.Nyhus@dc.gov> wrote:

Thanks, Pete!

From: Weber, Peter (DCPS)
Sent: Monday, November 12, 2012 11:19 AM
To: Robinson, Josephine B. (DCPS); Charles, Hassan (DCPS); Nyhus, Jill (DCPS)
Cc: Ruda, Lisa M. (DCPS)
Subject: Web Copy

Attached is my simple web copy for the site. If you write anything beyond what is here, you need to take it directly from the powerpoint. Let me know if you have questions.

DCPS Proposed Consolidations and Reorganization: Better Schools for All Students

To reach the goals that we have laid out in A Capital Commitment,[link] DCPS must use all of our resources wisely every dollar, every building, and every minute of instructional time.

We cannot do that with our schools as they are now organized. Too many of our schools are too small. As a result, we spend too much on maintaining small schools rather than investing in programs for students.
We are proposing to consolidate and reorganize schools to ensure that:

**Our programs** will meet the diverse needs of our students. We will offer a range of programs including, higher quality Career and Technical Education (CTE) opportunities across the city, special education services near the students who need them most, alternative settings for students who need extra help, and challenging offerings for advanced learners.

**Our schools** will be flexible, allowing for population growth and shifts and always ensuring that students have high-quality schools in their neighborhood as well as out-of-boundary options.

**Our district** will maximize opportunities for charter schools to complement the work we are doing.

**Our Request To You**

We began this process by seeking public input through eight ward-based State of the Schools meetings. We also engaged community leaders and demographic experts as we established our proposal.

We want your feedback once again. We want to know:
- Your creative and innovative ideas for improving our school consolidation and reorganization plan and
- Your proposals for how we should use consolidated school facilities to better serve the community.

You can provide input in three ways:
- There are two DC Council hearings [link to schedule]
- There are four community meetings [link to schedule]
- We have online forums for feedback [link]
- We will hold office hours throughout the communities in December.

---

**Our Proposal**
<image001.png>

Links to:
- Powerpoint can break it up into sections if you prefer
- PDF of the proposed school closing slide
- School One pagers broken up by school
- Press Release
- Brochure
- Letters to parents
- HR FAQs
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: Weber, Peter (DCPS)
Sent: Monday, November 12, 2012 11:29 AM
To: Weber, Peter (DCPS); Robinson, Josephine B. (DCPS); Charles, Hassan (DCPS); Ruda, Lisa M. (DCPS)
Cc: Nyhus, Jill (DCPS) [Jill.Nyhus@dc.gov]
Subject: RE: Web Copy
Attachments: image001.png

Thanks, Pete!

From: Weber, Peter (DCPS)
Sent: Monday, November 12, 2012 11:19 AM
To: Robinson, Josephine B. (DCPS); Charles, Hassan (DCPS); Nyhus, Jill (DCPS)
Cc: Ruda, Lisa M. (DCPS)
Subject: Web Copy

Attached is my simple web copy for the site. If you write anything beyond what is here, you need to take it directly from the powerpoint. Let me know if you have questions.

DCPS Proposed Consolidations and Reorganization: Better Schools for All Students

To reach the goals that we have laid out in A Capital Commitment,[link] DCPS must use all of our resources wisely – every dollar, every building, and every minute of instructional time.

We cannot do that with our schools as they are now organized. Too many of our schools are too small. As a result, we spend too much on maintaining small schools rather than investing in programs for students.

We are proposing to consolidate and reorganize schools to ensure that:

- **Our programs** will meet the diverse needs of our students. We will offer a range of programs including, higher quality Career and Technical Education (CTE) opportunities across the city, special education services near the students who need them most, alternative settings for students who need extra help, and challenging offerings for advanced learners.

- **Our schools** will be flexible, allowing for population growth and shifts and always ensuring that students have high-quality schools in their neighborhood as well as out-of-boundary options.

- **Our district** will maximize opportunities for charter schools to complement the work we are doing.

Our Request To You

We began this process by seeking public input through eight ward-based State of the Schools meetings. We also engaged community leaders and demographic experts as we established our proposal.

We want your feedback once again. We want to know:

- Your creative and innovative ideas for improving our school consolidation and reorganization plan and
- Your proposals for how we should use consolidated school facilities to better serve the community.
You can provide input in three ways:

- There are two DC Council hearings [link to schedule]
- There are four community meetings [link to schedule]
- We have online forums for feedback [link]
- We will hold office hours throughout the communities in December.

Our Proposal

<table>
<thead>
<tr>
<th>School Name</th>
<th>Grade</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>LaWayne ES</td>
<td>K</td>
<td></td>
</tr>
<tr>
<td>Martin ES</td>
<td>4-6</td>
<td></td>
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<tr>
<td>Petworth ES</td>
<td>7-8</td>
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<tr>
<td>Wheeling ES</td>
<td>9-12</td>
<td></td>
</tr>
</tbody>
</table>

Links to:
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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](http://www.smart911.com).
Inform first responders in advance!
I'm Kaya Henderson, Chancellor of DC Public Schools. Recently, we launched new strategic goals for the next five years, A Capital Commitment. With this new plan, we will ensure that every DCPS student receives a world-class education.

We have five bold goals.
- improving achievement for all students.
- investing in our struggling schools.
- increasing our graduation rates.
- improving student satisfaction.
- And increasing enrollment.

I'm excited to work with you to meet our commitment to our students.

To achieve our goals, however, our schools need to look very different.

We need elementary schools that can offer students a wider range of opportunities.
We need middle schools with more robust course offerings to prepare students for high school.
And we need high schools that provide challenging coursework to prepare our students for college. We also need more career and technical education programs that prepare our students for the workforce and more alternative schools that offer students a second chance.

As I visit schools, I see tremendous potential and energy in our students.

However, the way we are now organized, our schools are not set up to offer everything our students deserve. We have too many schools that are too small to support our students' needs.

With so many small schools, it's difficult to make smart investments in high-quality programming in every school. We can't always organize teachers and schedules to provide the most benefit to children, and we're not getting the most out of our modernized buildings.

At this point, we need to make sure our investment is in our students and their education and not in keeping small schools open. I want to ensure that our priority is always investing in our children's education.

In the coming weeks, I want to work WITH you to identify creative and innovative ways to reorganize our school district. Together, I want to create a 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. We've put together a proposal for consolidating and reorganizing schools that I want to share with you. You can find it on the DCPS website.

I know that this work will be challenging and I'm sure for many of us, the change will be really difficult. I also know that by working together, we can create a system that provides our students with the world-class education they deserve. Please visit our website to find dates and times for community meetings, or join us online to share your thoughts and feedback. I look forward to hearing from you.

I'm honored to have the opportunity to serve you and your children, and I will do everything in my power to make sure we give your children the education they deserve.

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: Nyhus, Jill (DCPS) [Jill.Nyhus@dc.gov]  
Sent: Thursday, November 08, 2012 9:20 AM  
To: Weber, Peter (DCPS)  
Subject: RE: video script

Ok, cool. Give me a sense of length. Thanks!

From: Weber, Peter (DCPS)  
Sent: Thursday, November 08, 2012 9:20 AM  
To: Nyhus, Jill (DCPS)  
Subject: FW: video script

Here’s what I sent kaya. no idea if she likes it or not.

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: Weber, Peter (DCPS)  
Sent: Wednesday, November 07, 2012 10:13 PM  
To: Henderson, Kaya (DCPS)  
Subject: video script

Attached and below is my draft for your video script. Let me know what you think. I'll have some time tomorrow during the hearing to play around with it.

*******************

Video Shoot Script  
November 8, 2012

Hello DCPS parents, I am Kaya Henderson, Chancellor of DC Public Schools.

We have big plans for your students in the next five years. I recently shared our strategic plan, A Capital Commitment, with you. In that plan, I told you our five big goals for the next five years.

- We will improve achievement for all students.
- We will invest in our struggling schools.
- We will increase our graduation rates.
- We will improve student satisfaction.
- And we will increase enrollment.

It is exciting to me to imagine everything that DCPS can do for students so that we can reach these goals together.

But to reach these goals we need our schools to look very different. We need high schools that provide challenging coursework to college-ready students and alternative schools that offer students a second
chance. We need career and technical education programs that prepare our students for great jobs. We need middle schools with robust course offerings to prepare students for high school. We need elementary schools that can offer students a wide range of opportunities.

As I visit schools and see your students in action, I can see the tremendous potential bubbling up inside them.

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 are 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.

We have a chance to make a big investment in our children, but instead we are making a big investment in keeping small schools open.

I want to change that. I want to invest in our children.

In the coming weeks, I want to work with you to identify creative and innovative ways to reorganize our school district. Together, I want to 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.

We have put together a proposal for consolidating and reorganizing schools that I want to share with you. You can find it at www.dcps.dc.gov.

Now I know that this work will be challenging and I am sure for many of us it will be scary. But if we can struggle through this difficult work together, we will arrive at a DCPS that can provide a great education to all of our students.

I am honored to have the chance to serve you and your children and I will do everything in my power to make sure we give your child everything he or she deserves.

I look forward to your feedback.
Just reviewed it. Overall it is much stronger than what she said in her shoot the other day - esp with stronger Cap Comm framing.

Few quick things:

1. Needs more mention that we are seeking feedback and that there are several ways for ppl to engage with proposals in addition to DCPS website (ie hearings, meetings, online forum)

2. Near end, don't love word "struggle" here:

"But if we can struggle through this difficult work together, we will arrive at a DCPS that can provide a great education to all of our students."

How about "if we can work together through this difficult time..."

3. Add "families" at beginning -- "Hello DCPS parents and families"

On Nov 7, 2012, at 11:29 PM, "Robinson, Josephine B. (DCPS)" <josephine.robinson@dc.gov> wrote:

Can you look at this ASAP? I need to bring feedback to my 9:30 mtg. Please don't share or let anyone know you have it. Thanks!

Josephine Bias Robinson
Chief, Family and Public Engagement

Sent from my iPad

Begin forwarded message:

From: "Weber, Peter (DCPS)" <peter.weber@dc.gov>
Date: November 7, 2012 10:13:16 PM EST
To: "Ruda, Lisa M. (DCPS)" <Lisa.Ruda@dc.gov>, "DeGuzman, Anthony D. (DCPS)" <anthony.deguzman@dc.gov>, "Robinson, Josephine B. (DCPS)" <josephine.robinson@dc.gov>
Subject: FW: video script

Attached and below is the script I put together for Kaya's video tomorrow. I've got it clocked in at 2:30 right now. Happy to take feedback.
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: Weber, Peter (DCPS)
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Subject: video script

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Unfortunately, as we are now organized, our students cannot realize their full potential and our schools cannot offer everything our students deserve.

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We have put together a proposal for consolidating and reorganizing schools that I want to share with you. You can find it at www.dcps.dc.gov.

Now I know that this work will be challenging and I am sure for many of us it will be scary. But if we can struggle through this difficult work together, we will arrive at a DCPS that can provide a great education to all of our students.

I am honored to have the chance to serve you and your children and I will do everything in my power to make sure we give your child everything he or she deserves.

I look forward to your feedback.

<video script.docx>
From: Nyhus, Jill (DCPS) [Jill.Nyhus@dc.gov]
Sent: Sunday, November 04, 2012 9:17 PM
To: Weber, Peter (DCPS)
Subject: RE: possible questions and statement

Thanks, Pete! I’ll get these to Supriya. Appreciate you clarifying with Jason and Scott.

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.

From: Weber, Peter (DCPS)
Sent: Sunday, November 04, 2012 9:06 PM
To: Nyhus, Jill (DCPS)
Subject: possible questions and statement

below and attached.

I also emailed Jason and Scott to clarify what we are doing tomorrow.

Questions for School Closing Video Shoot November 5, 2012

- What are you proposing to do to change the configuration of schools
  - Our current set of schools are not serving kids well
  - Some of our schools are too small to provide students with all the opportunities they deserve
  - We need middle schools that can offer a full range of services
  - We need high schools that address the needs of our most advanced learners and students who want the opportunity to prepare for a job in a high-wage career.
  - If we consolidate and reorganize schools for the upcoming school year, we can begin providing students with better educational opportunities next school year.

- What would you say to reassure parents about these changes?
  - We will not be closing any schools until the end of the current school year.
  - Any change of placement for your students will occur at the start of the 2013-2014 school year.
  - We are working hard to make sure that student from affected schools find placements in high quality programs.
  - We want your feedback to help us make the best decision that we can for our students.

- Why do you need to close schools?
  - We have big goals, but our schools are not set up to allow us to achieve these goals, or to provide students with everything they deserve.
Right now, our buildings are built to hold 60,000 students and we have fewer than 50,000. This means we are paying too much to support keeping small schools open rather than spending money on quality programs for kids.

If we are going to provide the best for our students, we need to use all our resources well, but we can’t do that if we have too many schools.

What will happen in DCPS over the next few years after closing schools?

I’m excited for our new programs to begin.

Expanding the seats at School Without Walls will be wonderful for the many students who would otherwise wind up on the waiting list.

Our new 6-12 programs at Roosevelt and at McKinley Tech are going to build on the successful model at Columbia Heights Education Campus

We are going to continue to improve on our special education offerings with a new campus to provide opportunities for some of our neediest students

As we increase the average size of our elementary schools, I am excited to provide students with the services they can get when there are more than 300 students at a school.

We will also keep many of the buildings so that we can reopen schools as our population grows.

How can parents be involved in this process?

We will have a series of public meetings beginning with two council hearings on November 15 and November 19.

Parents can reach out to our office of Family and Public Engagement or attend their office hours to share their thoughts.

Parent can work with their school communities to help make consolidations successful.

Statement

Parents, I am honored that you have entrusted us with your children. The faith you have placed in us is humbling.

I want you to know that I will do everything in my power to ensure that we are offering your child all the opportunities he or she deserves.

Making changes to schools is challenging, and I will be the first to admit that it can be scary. The changes we are proposing will make DCPS a better, stronger school district that can offer your children a better education.

I am excited to show you the opportunities that we can offer our children once we reorganize the school system. From students who need additional challenges to students who find traditional school structures challenging, we will offer improved services to a wide range of students.

I look forward to hearing your feedback and to working with you as together we build a stronger school system.

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.
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
- 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.
  - #2: Add in Eliot-Hine as this would complete the Ward 6 feeder pattern

**Additional considerations:**

1. 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.
2. 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?
3. We saw Cardozo on your School Clusters list. We think it makes sense to do a student-recruitment piece on Cardozo.
4. We’d like to do one short general student recruitment video similar to your general TR ones you’re doing. Is this possible?
5. 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.

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.

Jill
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

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/ln+the+Classroom/The+DCPS+Academic+Plan
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.

- 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:
This is great! Thanks for sharing.

Jill Nyhus  
Senior Director of Technology, Office of Communications 

District of Columbia Public Schools 
Office of the Chancellor 
1200 First Street, NE 
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 of schools for student recruitment videos by tomorrow or Friday morning at least. 
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 

Jill Nyhus  
Senior Director of Technology, Office of Communications 
District of Columbia Public Schools 
Office of the Chancellor 
1200 First Street, NE 
Washington, DC  20002 
T  202.442.5339 
C  202.907.7437
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 actually met her at the Ward 8 meeting and encouraged her to share her thoughts with us.

-----Original Message-----
From: Burney, Shanita (DCPS)
Sent: Monday, June 04, 2012 11:17 PM
To: Robinson, Josephine B. (DCPS)
Cc: Nyhus, Jill (DCPS); Skates, Jennifer (DCPS); Johnson, Sarah N. (DCPS)
Subject: Re: Follow-up: Ward 8 State of the Schools Meeting

Great feedback. Don't know her, but happy to help draft response tomorrow.

On Jun 4, 2012, at 5:52 PM, "Robinson, Josephine B. (DCPS)" <josephine.robinson@dc.gov> wrote:

> Shanita,
> Please see the email below.
> 
> I found this note to be thoughtful and an interesting counter to some of the feedback provided by others. I would like to respond directly but, of course, want to check with you and get your thoughts and assistance in crafting a response. You also might know her and have additional helpful feedback.
> 
> I'd like to respond to her tomorrow.
> 
> Thanks for your anticipated assistance.
> Kindly,
> Josephine
> 
> 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
> -----Original Message-----
> From: Terra Moody [mailto:terramoody@gmail.com]
> Sent: Monday, June 04, 2012 5:16 PM
> To: Robinson, Josephine B. (DCPS)
> Cc: Nyhus, Jill (DCPS)
> Subject: Follow-up: Ward 8 State of the Schools Meeting
> 
> 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
Thanks for the information, Fonda, within the desired turnaround time. Much appreciated.

Just quickly, when did Ms. Yeager leave?

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:**


Best,
FS

Fonda Sutton  
Office of the Chancellor  
202.442.5035 (desk)  
202.321.2273 (cell)

---

**From:** Norflis, Terrance (Council)  
**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,

Happy Monday, again. I just wanted to follow-up to see if you had any information on the request below. Is there someone you'd recommend I contact directly?

Terrance

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: 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
Your meeting was forwarded

Nomdedeu, Victoria (DCPS) has forwarded your meeting request to additional recipients.

**Meeting**
ERS touch base

**Meeting Time**
Thursday, 21 June 2012 16:00-17:00.

**Recipients**
Garrison, Greg (DCPS)

All times listed are in the following time zone: (GMT-05:00) Eastern Time (US & Canada)

Sent by Microsoft Exchange Server 2007

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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
Got it, thanks!

From: Lujan, Claudia (DCPS) [mailto:Claudia.Lujan@dc.gov]
Sent: Monday, March 26, 2012 10:24 AM
To: Nolan, Emily (DCPS); DeGuzman, Anthony D. (OOC)
Subject: RE: School Closure 12-13

The only school closing next year is River Terrace ES.

Great, thanks!

From: DeGuzman, Anthony D. (DCPS) [mailto:anthony.deguzman@dc.gov]
Sent: Monday, March 26, 2012 10:13 AM
To: Nolan, Emily (DCPS)
Cc: Lujan, Claudia (DCPS)
Subject: Re: School Closure 12-13

Hey Emma,
I'm looping in Claudia who can be a good poc for this stuff moving forward.

That said, to date, there haven't been any schools identified for closures in 12-13. we will be exploring this in the coming months.

I know you need to make decisions before then so let me talk to Claudia today and we'll discuss how best to support this effort and one of us will follow up with you.

Stay tuned.
Anthony

On Mar 26, 2012, at 9:40 AM, "Nolan, Emily (DCPS)" <emily.nolan@dc.gov> wrote:

Hi Anthony,

Dr. Thompson in the Office of School Turnaround has asked that I assist with compiling information for schools under consideration for reconstitution. He suggested that you would be able to supply a list of schools being closed in 12-13.

I’ve created additional columns in the spreadsheet attached to keep the information organized.
Thanks for all of your help, and please let me know if you have any questions.
Happy Monday!

Emma

Emma Nolan  
Program Manager, Autonomous Initiatives  
DCPS, Office of School Turnaround  
1200 First Street, NE  
Washington DC 20002  
P: 202.442.8448  
M: 202.494.9458  
Email: emily.nolan@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

<Closure 12.13.xlsx>
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<Closure 12.13.xlsx>
Better to wait for a spreadsheet with in-boundary population changes in 2015 and 2020. Married to new capacity numbers, this can provide guidance on future utilization crises in both directions: over- and under-utilization. The cluster totals just do not give you the "local" population shifts. Of course, to solve the "Roosevelt problem" of kids in distant blocks attending out-of-boundary, and PCSB attendance, we need to do a lot of SLED work. But the first cut I am describing should be ready next week.

Do you or someone on your team have time to help me interpret the excel spreadsheet tomorrow morning? I think you have been sending good stuff – but don’t really know how to use it and what it means!

Thanks,
Claudia

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.

I inadvertently attached the wrong cluster names on cluster numbers; the data and maps are all right but the cluster names on the bar graphs and spreadsheet are wrong (OCTO has cluster names attached to ID 1 to 46 and then another variable that encodes cluster number also 1 to 46). We also got a new block-to-cluster mapping thanks to Graham, but it changes virtually nothing in the graph comparing my projected totals to OP's totals.

Note that OP projects losses of 5900 kids age 5-17 vs 2010 for 2015, and I project gains of 1750 kids vs 2010 in 2015. OP numbers for 2020 would show large gains however; once those huge additions aged 0-4 age up. Their total age 5-17 is 79967 for 2020, a gain of 11765 over 2010 totals, and a gain of 17670 over 2015 projections!

If we target OP totals, we should close 10 schools next year, but open 50 more between 2015 and 2020.

I will try to run my block-based projections out to 2020 to compare at that horizon as well.
I think saying we will have 6 thousand additional kids in 2020 is more reasonable as a rough guess than saying we will have 18 thousand more kids. If 3 thousand go into DCPS, and many of them are where major housing development is planned, the school closing list could look a lot different next week.

From: Nichols, Austin  
Sent: Wednesday, October 03, 2012 1:36 PM  
To: 'Lujan, Claudia (DCPS)'; MFilardo@21csf.org; NHuvendick@21csf.org; Lerman, Amy (DCPS-OOC); Comey, Jennifer  
Cc: Litschwartz, Sophie; MacDonald, Graham  
Subject: cluster populations

I believe OP underestimates the number of 5- to 17-year-olds and overestimates the number of 0- to 4-year-olds in 2015, but our estimates are not that far apart. OP shows 62.3 thousand people age 5-17 in 2015, and I show 69.9 thousand people age 5-17 in 2015. The cluster-specific totals are not that far off (see projcomp.png attached which compares my estimates to OP's) on average. I could align to their totals easily enough, to ensure that I have the same number of people age 5-17 in 2015 in each cluster. I would be more reluctant to align to their single-year-of-age estimates.

I also attach cluster totals for 2015 OP estimated pop 5-17 (clustot.png), and percent change from 2010 totals (cluschg.png).
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I also attach cluster totals for 2015 OP estimated pop 5-17 (clustot.png), and percent change from 2010 totals (cluschg.png).
Of course we should. But doing so requires estimating what populations will be where, which will take weeks. OP has shared single-year-of-age projections by cluster with us, but the projections seem to assume too many people age in place, and net migration does not offset the shift of the population into older ages. This results in large numbers of 20-year-olds in 2010, with few children, becoming large numbers of 25-year-olds with very young children in 2015. Attached is an example graph for cluster 14, roughly Woodley/Cleveland Park, where you can see the shift up from age 20-25 to age 30-35 from 2010 to 2015 (and an increase in ages 0-4). If we accept these as our targets, we will see large numbers of children entering school in early grades in 2015 around the city and entering middle school in 2022. That is, our 10 year plan should be to build elementary schools and then turn them into middle schools. As I say, the full analysis would take weeks, but this is my guess at what we will find based on OP’s numbers. If instead we take OP population totals, without the age distribution, and take my age and geographic distribution, we may get more sensible results, or we may not; forecasting via projection from 2000 to 2010 is also error-prone.

A safer approach in the short term might be to take population totals by cluster from OP, and use the 2010 age distribution, though that does not have the advantage of being theoretically defensible!

Walkability for existing students requires much SLED work; walkability for projected students needs detailed population by block and estimates of DCPS takeup by age and block.

We need to think carefully about what we can do in the short term (Oct) and in the slightly longer term (Nov-Dec).

I would say we should take a stab at an approach to projecting the enrollment impact of various scenarios.

Mary Filardo Sent from my iPhone

On Oct 2, 2012, at 1:49 PM, "Lujan, Claudia (DCPS)" <Claudia.Lujan@dc.gov> wrote:

I am thinking we need to dig into walkability and demographic factors that will impact how we look at a certain area of the city. This is rationale for why we close or not close a school from our first list. This is going to be particularly important for Ward 7. But, not really needed for other areas.

The data points that I am missing from my conversations are the birth/population, demographic, and demand data. The internal conversations are moving at a quicker pace over here, and I want to make sure we catch up.

I think the best step right now is to put our data package together (maps, etc) with our recommended list to present to senior leaders here at DCPS. The recommendations should be based on data and facilities. Our leaders can then layer on the budget, and other non-data factors.
that they think will impact the list. But, at least we have made a solid proposal of what we go out with. Make sense?

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: Comey, Jennifer [mailto:JComey@urban.org]
Sent: Tuesday, October 02, 2012 1:54 PM
To: Lujan, Claudia (DCPS)
Cc: nhuvendick@21csf.org; MFilardo@21csf.org; Nichols, Austin
Subject: next steps

Claudia –

I got messages from Mary and Nancy that you want to starting thinking about neighborhood analysis for the short list criteria. I’m out of town for work starting tonight, but Austin and Graham are available to chat. What are you thinking so we can get a heads up?

How did the meeting go with the Chancellor yesterday?

jc

Jennifer Comey
Senior Research Associate, METRO
The Urban Institute
202 261 5760
jcomey@urban.org

www.neighborhoodinfodc.org

--------------------------
As I read it, the short list is mostly ES and EC, so the map for those levels may be helpful, even if we don't have SLED data etc.
I've attached one that shows the concentration around Aiton-Smothers-Plummer.

Aiton Elementary School
C.W. Harris Elementary School
Davis Elementary School
Francis-Stevens Education Campus
Garfield Elementary School
Garrison Elementary School
Houston Elementary School
Kenilworth Elementary School
Kimball Elementary School
Langdon Education Campus
Malcolm X Elementary School
Payne Elementary School
Plummer Elementary School
Raymond Education Campus
Smothers Elementary School
Winston Education Campus

MacFarland Middle School
Ron Brown Middle School
Shaw Middle School @ Garnet-Patterson

Benjamin Banneker High School
Coolidge High School
Spingarn High School
--made sure have the consolidated schools accurately collapsed

--identified all three types of modernization data (phase I, full mod, and planned)

--tweaked the enrollment thresholds

There are four flags in the file:

1. Flag for a low enrollment (the label describes the cutoffs)

2. Flag whether the school experienced a negative three-year average enrollment (which is a pretty low bar)

3. Flag for no building investment/modernization flag (school did not receive phase I, full mod, and planned)

4. Flag for no central admin programmatic investment

Column O-school closure list flag (shorthand for now) -- identifies those schools that meet none of the 3 criteria listed above (1, 3, and 4). We did not include negative 3-year enrollment (criteria 2) in the school closure list flag for now because we hadn't discussed it.

Below is a summary of the total number of schools that we started with in each grade category, how many are on the short list if we use 3 criteria (22), and how many on the short list if we use all 4 criteria, including the negative enrollment, (9).

Since this is in Excel, you can sort and filter at a whim.

Let us know what you think and if you see any issues. We still need to put on DCPS school codes (will do for Monday's iteration), and we need to make sure no eligible school was dropped from the original total number (112).

Let us know,

jc

DCPS Elementary, Middle, High, and Education Campuses that did not meet enrollment, facility, or programmatic criterion 9/28
Schools

Total number of possible schools

On short list for closing, consolidation, colocation based on 3 criteria (without 3-yr average change in enrollment)

On short list for closing, consolidation, colocation based on 4 criteria (including negative 3-yr average change in enrollment)

Elementary Schools (5 EC schools in Ward 5 switched to ES)

70
13
6

Middle Schools

14
3
1

Education Campuses

13
3
0

High Schools

15
3
2

Total

112
22
9
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
November 1, 2012

Further, the question was asked about the closing of renovated schools and how it is a waste of money.

It's not a waste when your goal is to turn those renovated schools over to Charter schools. Remember, the biggest complaint from the Charter Schools are that they do not have facilities, nor do they have the money to invest into fixing up buildings. So voila!!

November 1, 2012

I am curious to know where the draft came from and if DCPS is aware of the draft why have they not issued an official statement indicating it is inaccurate.

I am inclined to believe this draft document is correct and was leaked to get a reaction.

November 1, 2012

And again, I guess that NO SCHOOL on this list will be closed? Well, let's see where the Council and DCPS goes from here. And the public has seen more often the not, information that is circulated before an official announcement, usually bears truth. So we will wait and compare.

November 2, 2012

Even if inaccurate I don't know that it would be odd not to have school closings in a Ward where the schools are full...in part because of Ward 7 parents who send their children out of boundary and then wonder why the school down the block is closing.

November 2, 2012

The Alice Deal Middle School Local School Advisory Committee is seeking community input on several issues they will be addressing this year which will have serious impact on our neighborhoods:

Over population: Current enrollment at Alice Deal is 1169 and it looks as if it will continue to grow in the years ahead; redrawing the school boundary is one possibility being discussed.
Play field and facility usage by the community: DC Dept. of General Services has taken direct control of maintenance of DC Public School facilities and property hampering attempts to provide neighborhood and community groups access to school facilities and sports fields.

Restoration and use of the Rose School property: Is it going to happen? It is still not a certainty!

All community members are encouraged to share their comments and concerns with the community representative on the Deal LSAT, Jim Sweeney (email: Jim@TheSweeneyTeam.com / phone: 202-320-6077).

The IFF list that purported to preview the DCPS closing list has been picked up on a host of list serves and finally came to the attention of the Post education reporter.

**List of purported DCPS school closures is inaccurate, officials say**

By Emma Brown

A list of proposed D.C. school closings has been flying around neighborhood list serves this evening, but D.C. Public Schools officials say it’s not accurate and they didn’t produce it.

“We have no idea where this list came from, but it’s not from DCPS,” wrote school system spokeswoman Melissa Salmanowitz in an e-mail.

Chancellor Kaya Henderson is expected to propose a round of school closures sometime next week in an effort to consolidate underenrolled facilities.

The D.C. Council has scheduled two hearings to take public comment, and some community groups opposed to closures are girding for a fight. Four years ago, then-Chancellor Michelle A. Rhee closed 23 schools and ignited long-lasting political backlash.

The document making its way around the Internet Thursday evening lists 38 schools, including several that would be odd — bordering on unbelievable — choices for closure because the city has invested so much money in them in recent years.

November 1, 2012

The bigger story is that schools "down the block" from some of us Ward 7 parents aren't our in-boundary schools and guess what, we have to be part of the school lottery to get it. Would you believe we got waitlisted on these schools?
In 2009, my older daughter signed up for Anne Beers, Randle, Maury, Brent, and Peabody. Would you believe she was waitlisted on these? Anne Beers is a two-minute walk from me. Two minutes. We were meeting with the principal etc., but when Michelle Rhee put the lottery in central office, we were told hands were tied. None of us got in. None of us. Lots of Hillcrest parents with kids under 10. If we all focused on Anne Beers, imagine what it would be like.

But we got into Maury, and guess what, we went where we were wanted. In the interest of full disclosure, we also got into Randle and we were going to send her; but we liked the diversity at Maury and the program with Joy of Motion and other programming. It was a great choice for us.

My in boundary school is Winston. there’re kids between 5 and 17 I was told. No thanks.

Michelle

November 2, 2012

November 02, 2012 10:38 AM

How is the Council planning to hold hearings on school closures when DCPS is not saying which schools they want to close. Is DCPS playing hide the ball? Were those community conversations set up by DCPS suppose to suffice as community input?

IMHO, school closings are motivated by developer greed and do not have anything to do with student well being, test scores or achievement. Now that our neighborhood/area is considered a hot real estate market and we have "emerged", Developers know that John Burroughs has a beautiful field that would situate zillions of high priced condos. I note that Burroughs is now getting a new addition, a cafeteria.

Rumors have been circulating for years that developers had their eye on Spingarn and Brown because of their beautiful vista. Go figure that both schools would be on the list.

I could go on and on but let me end by saying that Charter schools are nothing but a tactic to bust unions. Once a Charter acquires a surplussed DC School building, they can mortgage, refinance or sell it for a profit.

I pray our community is not this gullible.
Instead of school closings, we should be talking about smaller class sizes. We should also be thinking about future student enrollment projections.

November 2, 2012

As an extremely concerned Washington, DC citizen and native Washingtonian, and as parent of a DCPS graduate, with grandchildren now in our public schools; and as an experienced professional in international human rights, I have registered to testify, on 15 November, against these continuing attempts to further dis-invest from OUR CHILDREN and our extremely hard-won District of Columbia public educational system.

I encourage everyone reading this to do the same. Come and prepare yourself at the Empower DC meeting on Sat., 10 Nov., and, even before the 10th, REGISTER to testify; especially my neighbors and friends of Wards 6, 7, and 8.

Mon 11/5/2012 6:11 PM

Ward 7 is seeking citywide support to join them in calling for a Moratorium on School Closures. The Ward 8 Education Council has already adopted this position. We believe that comprehensive and thoughtful evaluation of the current capacity, conducted with significant and weighty community input, is necessary prior to DCPS attempting to prescribe remedies.

Please consider joining this effort and pass this along to other stakeholders in your network.
Thanks,

Subject: Please support the Moratorium on School Closures

Date: Monday, November 5, 2012, 5:16 PM

Mr. Jordan and Mr. Byrd,

Please see the attached Moratorium on School Closures as passed by the Ward 7 Education Council. We have received a letter of support from our councilmember, and are now reaching out to garner support citywide.

I know that Ward 8 faces similar issues as we do, and I would like for the Ward 7 and Ward 8 Education Councils to work together moving forward.
We would greatly appreciate your support. Feel free to use the letter as written and make modifications as necessary. We are asking organizations issuing letters to do so before the school closure list is released on November 8th, and at the very least by the first hearing on November 15th.

Please let me know if you have any questions, and I look forward to talking more with you very soon.

Thank you,

______________________________

Motion on Moratorium on School Closures in Ward 7

October 24, 2012
The Ward 7 Education Council
Re: Support for Motion on Moratorium on School Closures in Ward 7

On October 4, 2012, The Ward 7 Education Council held a public general body meeting, during which a motion was adopted, calling for a moratorium on school closures. The motion 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 dually adopted by the participants in the Deputy Mayor for Education’s Ward 7 Community Conversation in response to the Illinois Facilities Fund (IFF) Quality Schools report. The IFF report, as stated in its key findings is simply a “supply and demand analysis.” Consequently, it cannot and does not inform us as to the causation of the conditions of our schools, but rather only gives a quantitative summary of data from a single-indicator, the District of Columbia Comprehensive Assessment System (DC CAS). Therefore, it cannot adequately represent the present state of our schools, nor can it be valued as a comprehensive assessment of school quality.

Children and families in Ward 7 have faced insurmountable obstacles due to school closures since the initial round of twenty-three (23) school closures in 2007, continuing through the most recent decision to close River Terrace Elementary. Roughly five years later, we have yet to receive a specific capacity reduction target for DC Public Schools. Once again, we are face ever-looming closures of traditional public schools and families in Ward 7 are continue to be disproportionately affected and adversely impacted by the further consolidation of DCPS.

Research has shown that school closures to produce student improvement can only be evaluated on a case-by-case basis, with a careful attention to detail that sweeping policies cannot provide. An indiscriminate proposal for school closures without reliable, broad-based indicators or community input as a strategy has not been proven to yield fiscal or educational returns. Further research on the risk factors contributing to the current state of those schools recommended for closure, in addition to evaluation, development and implementation of solutions towards improving student performance school-wide are necessary immediately.

Therefore we are requesting, a Moratorium on School Closures on behalf of parents, students and community stake-holders in Ward 7, pending detailed information about District of Columbia Public School’s intended response to the pronouncements of the IFF report, resources and assistance to
organize public commentary sessions for Ward 7 parents and students to address the outcomes of the last round of Public School closures, a full disclosure of proposed school closures within the Ward for the present and coming term and an outlined transparent process for community input for all further school closure decisions which should include Ward 7 families, community members, and educators. We thank you in advance for your support and expedient attention to this matter.

Respectfully submitted,
Ward 7 Educational Council, Executive Board Members

DCPS will announce the school closings this week. There are two events coming up to support folks as they prepare testimony for the Council hearings on November 15th and the 19th. You can contact To register to give testimony on either of these dates please contact Erika Wadlington of the City Council at 202-724-8124 or via email at ewadlington@dccouncil.us by close of business on Tuesday, November 13th. DCPTA and the Ward 7 Education Council will be partnering to host a Writers Workshop at Neval Thomas Elementary (650 Anacostia Ave, NE at 5:30pm on Thursday, November 8th. Refreshments will be provided - Come to get help or to give help.

On Saturday – November 10th (12:00 – 2:00pm) – School closure Testimony development meeting for upcoming council hearings:

- We will be meeting here at the Empower DC office – 1419 V Street, NW (close to the U Street metro-green line). The goal is to develop testimony for the upcoming hearings the City Council will have on DCPS school closures. Please let me know if you are able to attend and if you will need child care. Contact Daniel via email or at 202-234-9119 xt. 104

Nov. 6, 2012

Does anybody have a universal document that any group can readily adopt by downloading a document, typing in their organization’s name, signing it, and sending it? In my more active days, we went to numerous civic associations and got them to sign letters to keep a school open and then we lobbied public officials. One thing I have come to realize is that when it is easy for someone to sign on for a cause, the group will be a lot more likely to sign up. If anyone comes up with a document, please share it with the listserv so we can help spread the word and get more community stakeholders involved. Ward 5 took a big hit before with school closings. Rhee and Fenty were toast after that

Ward 5 citizen

Nov. 7, 2012

Subject: Change in Location!!!! Be Ready to Represent Our Community at the School Closure Hearings: Writer’s Workshop, November 8th
To:

Please note the change in location!!!

DC PTA and the Ward 7 Education Council will be partnering to host a Writers Workshop to get ready for the upcoming Council Hearings on School Closings. Thursday, November 8th
6pm
Dorothy Height/Benning Library
3935 Benning Road NE

Council Hearings on School Closures
Nov 15th at 4pm
November 19th at 2pm

We will have laptops and volunteers available to help people register for hearings and develop testimonies.

To register to give testimony on either of these dates please contact Erika Wadlington of the City Council at 202-724-8124 or via email at ewadlington@dccouncil.us by close of business on Tuesday, November 13th.

Hearing announcement attached.

The Washington Post

DCPS school closing list expected Tuesday

Posted by Mike DeBonis on November 8, 2012 at 5:56 pm

On the national level, President Obama and members of Congress are pivoting off the election right into a high-stakes issue: how to avoid drastic “fiscal cliff” spending cuts. In District politics, Mayor Vincent C. Gray and D.C. Council members are doing their own pivot — to school closings.

Two D.C. Council members, Chairman Phil Mendelson (D) and Kenyan McDuffie (D), said they expect D.C. Public Schools Chancellor Kaya K. Henderson to publicly reveal the closure list Tuesday. They and two other members, Yvette M. Alexander (D-Ward 7) and Muriel Bowser (D-Ward 4), said they’d been briefed by Henderson either generally or specifically on her closure plans, but all declined to give specifics about the briefings.

“I will allow the chancellor to make the announcement,” said McDuffie. “It’s really going to depend on the schools that are closed, and the reasoning and the rationale for the closure. I am
going to need to see that, and the community is going to need to see that, before I provide any more comment.”

Mendelson said Henderson has generally indicated she’ll be targeting underenrolled schools, which is not much of a surprise. “I know there are some schools that are grossly underenrolled,” he said. “It’s hard to justify keeping those schools open. ... If you want librarians and art teachers in every school, you have to have a population sufficient to pay for it.” With those concerns in mind, he said, school closures are “not dead on arrival.”

In terms of the politics of the school closures, much will depend on the geographic distribution of the schools. A DCPS-commissioned study released in January identified neighborhood clusters in wards 4, 5, 7 and 8 high in underenrolled, underperforming “Tier 4” schools thought to be a particularly high risk for closure. It may also depend on what types of schools will be closed: Unlike in 2008, Henderson may well seek to close a high school, which tend to have larger student bodies, more community support and “brand equity,” and more active alumni bases than lower-level schools. (Given their underenrollment, poor student performance and lack of recent modernization, Ward 5’s Spingarn and Ward 4’s Coolidge and Roosevelt are thought to be at greatest risk.)

Every council member said they were looking forward to Henderson making her case as to why particular schools should be closed. McDuffie said some in his ward are “on edge” given the rapid-fire process undertaken in the last round of school closings five years ago. At that time then-Chancellor Michelle Rhee proposed closing 23 schools — seven of them in McDuffie’s Ward 5 — accompanied by an ill-conceived plan to hold 23 simultaneous hearing on the closings rather than a few larger ones.

The D.C. Public Schools have not detailed plans yet for community meetings that will almost certainly accompany the new round of closings. Expect to hear more about those Tuesday.
The work-shop aspect should help to lively-up the group - - but 5 exercise questions may be too many even if that's what it takes to get to the main problems. Maybe just have people find crowded and low enrollment schools, then try to figure feeder patterns? Modernized and Phase I schools would be an overlay for later?

After the exercise people would really anticipate the "answer" in the power point with a lot of attention.

-----Original Message-----
From: Adam Kernan-Schloss [mailto:adam@ksaplus.com]
Sent: Monday, October 01, 2012 8:27 AM
To: Mary Filardo
Cc: Nancy Huvendick; claudia.lujan@dc.gov; shanita.burney@dc.gov; andrea@ksaplus.com
Subject: Re: thoughts about activities for community meeting

Mary,

I'd like to understand more about the specifics, but love and totally support the idea of getting people engaged with solving the problems from the start.

My initial sense is that the graphing paper is too complex...what about on the back of each profile, we simply say: This school has XXXX more/less students than it was built for....or spell out further: This school is supposed to have XX students...it now has YY..so it's over-crowded/under-enrolled by XX. (And population projections show the problem could get worse in coming years.)

Then maybe we prepopulate the feeder pattern maps...color coding schools that are under-enrolled by XYZ percents and over-crowded by XYZ percents....we want them focusing on changing the flows....not on matching the profile info to the right map, right?

Glad to discuss,

Adam

On Sep 30, 2012, at 12:53 PM, <MFilardo@21csf.org> wrote:

> Claudia, Shanita, Nancy, Adam, et al
I keep thinking about the first community meeting and how there will be way too much energy in the room for folks to just sit there and listen to a presentation.

So what about this:

People are at tables, each table has a set of materials for the table participants:

1) a book of profiles alpha by school, with one page profile on each school (Maybe a table with basic info on each public charter school) with the back of the school profile graph paper that uses each square as a student (or 10 students maybe? not sure how many squares on a piece of graph paper...but the graph paper would be shaded to show the number of students, (could show number of students per grade...more complicated) and the capacity of the school.

2) a large, table sized map of DC with all DCPS and PCS schools on it, with their grades offered identified; map would have current child population by neighborhood cluster and perhaps planned development.

The presentation would be, here are our challenges, but here are the assets we have (might add an asset on having a public passionate about public schools). It would be much shorter than I had originally thought--could do some overview numbers--we have X schools under 350, only XX students who attend their assigned neighborhood school, a few points, and a budget point that helps people understand the problem.

Then ask people to do 5 short exercises:

Exercise #1) Using the backs of the profiles (might need to be separate) set up the feeder pattern for one of the comprehensive high schools--making sure each HS is done; I would like to assign this to tables and have ward 3 look at a feeder into eastern, and folks in ward 7 or other ward do wilson.

The question would be posed--what do you notice about the feeder pattern, what are the problems you see, do you have any ideas already about what to do about the problems?

Exercise #2: Using the graph paper (each piece represents a school, its enrollment and its capacity or the school profiles, or school excel tables) identify the under utilized schools- parents or community who are not as used to working with numbers and percents could use the graphic versions, others could use the individual profiles and others could go to the lists. The question would be posed, what do you notice? what are the problems you see? do you have any ideas already about how to address under utilization?

Exercise #3: Using the graph paper (other other items) find the crowded schools. Question: what do you notice, what are the problems you see, do you have any ideas already about how to address crowding?

Exercise #4: Find the full and phase I modernized schools. What do you notice, what are the problems you see, do you have any ideas already about how to address the problems you see.

Exercise #5: Find the low enrollment schools. What do you notice? What are the challenges? Do you have ideas already about what can be done to meet the challenges.

Then at the end of this, Kaya could do the more detailed part of the presentation with more data and information--sort of summarizing what people would have found at their tables. The closing is to say that we are working on scenarios to address these challenges and are seeking input from working groups to evaluate and develop scenarios. If people have worked with the issues, then they will understand the power point, but before they have a chance to work with the school data and information, I think it will go right over peoples' heads.
Exercise #3:
Mary Filardo
Executive Director
21st Century School Fund
(202)745-3745 X11
(202)745-1713 fax
mfilardo@21csf.org
www.21csf.org
www.BESTfacilities.org

1816 12th Street, NW
Washington, DC 20009

From: Nancy Huvendick
Sent: Saturday, September 29, 2012 3:50 PM
To: Mary Filardo
Subject: RE: imagine v2

If Bell has more room would it just draw from Cardozo and Roosevelt?

Bancroft students might prefer to go to Banneker rather than just the neighborhood MS school. Whether they would be thrilled with MacFarland is another question. It might be a matter of branding Banneker MS. And Mt. Pleasant to Banneker is 1.5 miles. But that leaves MacFarland still the orphan. And where does Banneker MS feed? Cardozo is very close but there might be ties to Banneker at Dunbar too.

If Adams reverts to ES, then I should think Reed would go there - - even if it replicates Oyster ES (which would be something to consider) still the Reed students would go there.

Francis/Stevens just festers as a PS-8? or becomes a PS-5/6 with Walls' 9th grade sharing the building?

Reed might make a MS for Adams/Oyster/Reed ES, Ross, HD Cooke, Cleveland, Garrison and Stanton - - Thomson AND Bancroft? The Woodley Park in-boundary kids could still go to Deal or Hardy. The whole could feed to Cardozo/Ellington - - OR Bell. Reed would have to be re-configured and enclosed which would take a lot of creativity.

That leaves Lincoln consolidated with (1.5 miles distance between) MacFarland and fed by Tubman ( 1 mile to MacFarland), BM/Park View (.9 miles to MacFarland), Raymond (.7 miles to MacFarland), Powell and Barnard (.75 miles to MacFarland). Feeding to Roosevelt.

All preceanted on pursuading Banneker to become Banneker/Dunbar. And Cardozo re-inventing itself.

I would hope the city could land-bank Shaw and Banneker for a future school sites. And if Garnet-Patterson is developed, keep the auditorium and gym for commuity use maybe by the residents/business that Garnet becomes?

Maybe too much change for the system to manage without a whole lot of trust built up.

-----------------------------------------------------------------------------------------------
Nancy Huvendick
DC Program Director
21st Century School Fund
Thurgood Marshall Center
1816 12th St. NW, Third Floor
Washington, DC 20009
202-745-3745 x15
From: Mary Filardo  
Sent: Saturday, September 29, 2012 12:59 PM  
To: Nancy Huvendick; Adam Kernan-Schloss; Alex Donahue; Jenn Comey  
Cc: Andrea Sussman; claudia.lujan@dc.gov  
Subject: RE: imagine v2  

Nancy, What about Bell taking over the entire CHEC? Could a "lincoln" middle school consolidate with "banneker" or Macfarland? What about marie reed as a middle school and adams back as an ES? There is room at HD cooke, garrison, for reed students, maybe this could work. 

Banneker might make a great site for teacher rental housing and Macfarland could serve the dual language middle school population.

Mary Filardo  
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1816 12th Street, NW  
Washington, DC 20009  

From: Nancy Huvendick  
Sent: Saturday, September 29, 2012 9:43 AM  
To: Adam Kernan-Schloss; Mary Filardo; Alex Donahue; Jenn Comey  
Cc: Andrea Sussman  
Subject: RE: imagine v2  

I love it too.

However, with respect to Banneker, Howard Road is a low/mediocre-performing K-8 in two buildings near the Anacostia metro -- it very likely serves its own neighborhood and those kids are not likely to travel especially as Banneker is about a mile from the nearest Metro stop. We'll see when Urban's analysis is done. Banneker is a classic MS next to a great set of Rec fields, across the street from Howard (so it feels safe). 

However, the whole middle school in the central city is a conundrum. Banneker has no accompanying 6th-8th - it has a dying Shaw/Garnet-Patterson with a dead Francis MS not far and a dead MacFarland to the north. Middle school students seem to be served with the 6th-8th portion of CHEC, Meridian's PS-8th upper grades and Cesar Chavez's Bruce MS, (how does Oyster/Adams fit into this mix?) so maybe there are very few middle school students left in the area -- so we need to figure out how to keep them. I think Walker-Jones is too far east to be much of an issue. But we should add up the 6th-8th populations in these schools. 

A very small but growing number of concerned parents at Garrison, Ross, Francis-Stevens, Cleveland and Marie Reed (no one from Seaton or Meridian yet) have been meeting to think about this; they have promised the administration a report this fall. Banneker could be a MS site for that group but it is a bit of a distance from many of those feeders. Garnet-Patterson is a great building but has no outdoor athletic space (although with the new
Garrison field in the works, that might work if schedules could be worked out); Shaw now has minimal outdoor space because a dog park and skate park have taken over that field. Both these new amenities are well-used. Even after razing the old Shaw building, field space would be tight.

However, the cachet of the Banneker BUILDING might rub off on a MS there and pull in students from all-over as Hardy does.

Marie Reed to Banneker - 1 mile
Garnet-Patterson to Banneker - 1/2 mile Francis to Banneker - 2.4 miles Banneker to Dunbar 1.3 miles Walker-Jones to Shaw - 1 mile
Walker Jones to Garnet-Patterson 1.4 miles

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"Working to improve urban public school facilities"

From: Adam Kernan-Schloss [adam@ksaplus.com]
Sent: Saturday, September 29, 2012 8:53 AM
To: Mary Filardo; Nancy Huvendick; Alex Donahue; Jenn Comey
Cc: Andrea Sussman
Subject: imagine v2

mary, a few tweaks.

i love it :)

adam

------
Adam Kernan-Schloss
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Investing for Sustainable Turnaround - ERS Brief #2

Investing for Sustainable Turnaround is the second brief from our Sustaining Turnaround at Scale Summit held in October 2011. This brief explores how districts can use SIG and other, often temporary, resources to support changes that will last even after those funds are gone.

Lessons for Fair Student Funding

Fair Student Funding and Other Reforms summarizes lessons learned from the bold reforms made in Baltimore City Public Schools. It also provides important insights for any district looking to transition to a fair student funding system.

We've Moved!

As of August 13, ERS has a new and bigger home in the recently renovated Riverworks office complex in Watertown. Read our blog post for more details, including some great photos of the previous and current space.
The High Price of SPED Inefficiencies

The recent Education Week Commentary by Stephen Frank and Karen Miles delves into the need to revamp special education to improve both quality and cost-efficiency. Read "Improving Special Education in Tough Times" and Stephen's blog, "The High Price Students Pay for SPED Inefficiencies."

Human Capital in Turnaround Schools

Success in recruiting and retaining top talent to the neediest schools requires changing working conditions. Read the new article by ERS' Kristen Ferris in School Administrator magazine, which shows the experiences of three districts.

Hold'em on the Road

Hold'em continues to serve as a valuable tool for rethinking district budgeting and understanding the kinds of inevitable trade-offs districts must make with declining budgets. Most recently with the National Governors Association’s Resource Reallocation Policy Academy and the Leadership for Education Equity’s recent policy academy, Hold'em helped a range of stakeholders understand the balancing act.

With our new Facilitator's Guide, learn how to run a Hold'em session on your own.

Enrollment off in Big Districts, Forcing Layoffs

Director Jonathan Travers was quoted in a recent New York Times article on declining enrollment in large districts.

Transitioning to a Weighted Student Funding Formula

Education Week hosted a webinar focused on Boston Public Schools’ experience with transitioning to a new weighted student funding formula.

Substitute Teaching Undergoes New Scrutiny

Director Jonathan Travers quoted in an article about substitute teaching in charter schools.
ERS looking for people to join our team. We are a small organization with a strong professional learning community. Click here for current openings.

Forward email

This email was sent to kaya.henderson@dc.gov by afry@erstrategies.org
Update Profile/Email Address | Instant removal with SafeUnsubscribe™ | Privacy Policy.
Education Resource Strategies | 1 Brook Street | Watertown | MA | 02472
School Assignment, Organization and Utilization

Scope of Work

In accordance with the DC Public Schools Capital Commitment, to increase achievement, graduation, investment in struggling schools, student satisfaction, and enrollment, the School Assignment, Organization and Utilization project will provide DCPS with data research and analysis; communications support; and community engagement on student assignment into DCPS schools and utilization of DCPS school facilities. This scope of work is based on a 2008 contract with the Brookings Institution in conjunction with 21st Century Fund to manage a student assignment commission and provide research, analysis and communications support. The initial contract scope was modified based on a decision to delay the student assignment commission. The team of 21st Century School Fund, Urban Institute and KSA Communications was ready to do this work in 2008 and are prepared to do it now, although Brookings Institution, whose role was solely as contract vehicle, is no longer proposed to be a part of this contract. This scope of work outlines the research, communications and engagement associated with considerations for increasing school utilization. The total budget for the deliverables described in this scope of work is $351,750. This is for work scheduled for August 2012 to May 28, 2012. The prime contractor proposed for this work is 21st Century School Fund, a non-profit organization incorporated in the District of Columbia.

Policy and data research and analysis ($135,000)

1. **Provide orientation data and background materials** for DCPS
   a. Memo summarizing current DC public school assignment and facility utilization policies and on effective practice in 3-5 other cities and problems this process is designed to address.
   b. Basic statistics about DC public school enrollment and utilization (from capacity study of ODME/DGS) and summary of 21CSF/Urban memo on the impact of school closings in 2008-09 and of the forthcoming Urban Institute memo on the impact of school closings on student achievement.
   c. Descriptive statistical summary of changes in DC neighborhoods over past 10 years.

2. **Prepare a report on findings from DC public school research, analysis and projections** of enrollment and facility organization/utilization patterns and mobility using the building capacity review of ODME/DGS, relevant data from IFF report, facility information from current and emerging Master Facilities Plan, 10 years of OSSE audited data and 4 years of SLED data on which to base recommendations of future school organization scenarios.
   a. Individual DCPS school profiles (2 page individual school reference data and information) for 2011-12 (web site has 2010-11 only) including maps of each boundary and students enrolled and not enrolled and travel distances; and school characteristics, such as capacity/utilization; building condition and design status; and programs.
   b. 10 year analysis of current and historic sector, school and grade changes (OSSE data) to inform framework for student assignment policy scenarios.
   c. Analysis of feeder pattern enrollment, capacities, and diversity using OSSE data.
d. Preliminary analysis of student mobility within a school year and between years to inform student assignment policy recommendations using SLED data.

3. **Provide District neighborhood research, analysis and projections** going back 5 and 10 years and forward 5 and 10 years working with DC Office of Planning.
   a. Analysis of key characteristics, such as school age population (early, elementary, secondary); race/ethnicity; poverty rates; TANF receipt; % in private school; Births; housing trends (sales, development by type and new permits).
   b. Projections of school-age population 5 and 10 years out, by city and sub areas, as possible (quadrants, wards, neighborhood clusters).

4. **Prepare proposed frameworks for revised boundaries, feeder patterns, and school organization and utilization** based on DCPS, Advisory Group and public dialogue and direction.
   a. Develop 2-3 scenarios for student assignment policy and organizational frameworks and model the implementation of each over a 2 and 5 year period.
   b. Create a utilitarian, web based app for internal use to explore impact of various boundary, feeder, and re-organization scenarios, which includes transportation considerations, supply of schools, population projections, and school quality.
   c. Develop impact briefs based on each scenario, including maps, charts and text.

5. **Prepare specific boundaries, feeder patterns and school organization and utilization proposals** based on DCPS, Advisory Group and community input on policies and framework.
   a. Produce a preliminary set of boundary maps or (process protocols depending upon policy recommendations) that provide a school of right for every school age child in the District.
   b. Produce the recommended feeder paths/patterns for DCPS
   c. Prepare school specific scenarios on school organization (grade configurations, optimal school enrollment sizes) and building utilization (sharing, co-locations).

**Communications Support ($65,000)**

1. **Develop overall communications and media strategy** with project timelines in collaboration with DCPS and others designated by DCPS.
   a. Prepare design templates based on DCPS branding.
   b. Prepare basic messaging and materials for Advisory Group and community meetings: 1 pager, core PPT, core FAQs, and web material for DCPS web site--create materials that are jargon-free, accessible both editorially and visually. Frame positively: Make best use of our assets...helping parents navigate the system and make the best choice for their child, etc.
   c. Develop community outreach plan for focus groups, Advisory Group meetings, and community dialogues.
   d. Manage an intranet site for DCPS, and technical team.

2. **Assist technical team in making research, analysis, scenarios and specific boundary, feeder, school organization and utilization recommendations easily understandable** by DCPS, the Advisory Group and community.
   a. Edit and apply design template to basic data and background materials.
   b. Edit and apply design template to report on DC public school research, analysis and projections of enrollment and facility organization/utilization patterns and mobility.
   c. Edit and apply design template to District neighborhood research, analysis and projections.
   d. Edit and apply design template to proposed frameworks for revised boundaries, feeder patterns, and school organization and utilization.
   e. Edit and apply design template to report on specific boundaries, feeder patterns and school organization and utilization—including maps.
   f. Produce user-friendly parent and public summaries of final plan (2 pages, PPT).
Engagement of DCPS, Advisory Group & Public Dialogue ($135,000)

1. **Collect preliminary community input.**
   a. Work with DCPS to identify and implement strategies for collecting data, that can include:
      - parent survey
      - up to 5 focus groups
      - 5-10 interviews with community leaders to better understand their knowledge, concerns, and priorities.
   b. Develop handouts, posters, PPTs, charts, etc. for focus groups.
   c. Support online survey and other outreach efforts
   d. Synthesize results and findings and present to DCPS.

2. **Assist DCPS in establishing and supporting a student assignment Advisory Group.**
   a. Identify and assist with the recruitment of Advisory Group members.
   b. Schedule, prepare agendas and materials, and facilitate 3 Advisory Group meetings (orientation, preliminary scenarios, finding recommendations).

3. **Support DCPS in the facilitation of open community dialogues and input.**
   a. Schedule, prepare agendas and materials, and facilitate up to 12 community dialogues during which input is generated to establish the framework for student assignment policy, boundaries, feeder patterns, and school organization.

4. **Support Office of the Chief Operating Officer with internal communications.**
   a. Support DCPS Office of the Chief Operating Officer with up to 5 presentations and other materials to use for internal briefings of DCPS staff and other DC officials.

**Project and Contract Management ($16,750)**

1. Maintain project schedule and sub agreements with team
2. Facilitate team communications
3. Be point of contact for DCPS
4. Work with DCPS contract office

Any required translation and interpretation to be provided by DCPS; venues, including lighting and sound systems for meetings to be arranged and provided by DCPS; equipment, materials, supplies to be provided by contractor.
Thank you all for your time and attention to this request!

Claudia,

Please see the attached PO.

Best,
Rebecca

Good Morning Clara,

I see that you were assigned this RQ last night. My apologies for the urgent request but it is imperative to obtain a PO as soon as possible as this is a necessary procurement for the school consolidation proposal.

Please let me know if you have any questions or need additional information. If there is anyway in which I can assist I am happy to.

Thank you for your time.

Best,
Rebecca

Thank you Don for approving this request.

Glorious and Franklin, this RQ is now waiting to be assigned by the Contracting Officer. RQ793205.

Thank you for your time and attention to this.

Best,
Rebecca
Hi Don,

This RQ is now in your box. If possible, can you approve it this weekend so that we can get it to the printers first thing Monday morning?

Thank you!
Best,
Rebecca

Good Afternoon,

The school consolidation team has requested the expedition of RQ79320S as these materials are required for the communication effort surrounding school consolidations. Please address this as soon as possible and let me know if you need additional information.

Thank you very much for your time.

Best,
Rebecca

Rebecca Newman
Program Manager
Operations Reform and Performance Management
District of Columbia Public Schools
Office of the Chief Operating Officer
1200 First Street NE
Washington, DC 20002
T 202-442-5309
M 202-422-6821
F 202-654-6053
E rebecca.newman@dc.gov
W dcps.dc.gov <http://dcps.dc.gov/>
Good Morning Clara,

I see that you were assigned this RQ last night. My apologies for the urgent request but it is imperative to obtain a PO as soon as possible as this is a necessary procurement for the school consolidation proposal.

Please let me know if you have any questions or need additional information. If there is anyway in which I can assist I am happy to.

Thank you for your time.

Best,
Rebecca

Hi Don,

This RQ is now in your box. If possible, can you approve it this weekend so that we can get it to the printers first thing Monday morning?

Thank you!
Best,
Rebecca
Good Afternoon,

The school consolidation team has requested the expedition of RQ79320S as these materials are required for the communication effort surrounding school consolidations. Please address this as soon as possible and let me know if you need additional information.

Thank you very much for your time.

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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 Don for approving this request.

Glorious and Franklin, this RQ is now waiting to be assigned by the Contracting Officer. RQ793205.

Thank you for your time and attention to this.

Best,
Rebecca
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!
Thanks, Kaya.

We are looking forward to hearing from you.

Best,

Nathan

---

From: Henderson, Kaya (DCPS) [mailto:Kaya.Henderson@dc.gov]
Sent: Thursday, January 03, 2013 8:19 AM
To: Nathan Saunders
Cc: Kamras, Jason (DCPS)
Subject: Re: Thank You & Question from WTU Member

Sorry. Got lost in the holiday shuffle. I'll get back to you shortly.

Sent from my iPhone

On Jan 3, 2013, at 7:49 AM, "Nathan Saunders" <NSaunders@wtulocal6.net> wrote:

Kaya,
I hope you had a happy New Year.
Just following up to see about a response for this member; please let me know your thoughts.
Best,
Nathan

---

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: Nathan Saunders  
Sent: Thursday, December 13, 2012 8:50 AM  
To: Kaya Henderson (kaya.henderson@dc.gov)  
Subject: Thank You & Question from WTU Member

Kaya:

Thank you for taking the time out of your schedule to attend the WTU General Membership Meeting on Tuesday, December 11, 2012. I know it was insightful and meaningful for WTU members to have the opportunity to speak with you directly about some of their questions and concerns related to school closings. Your attendance and participation are much appreciated.

Next, I have a couple questions from a member who did not have the opportunity to speak at the meeting on Tuesday, although she did attend. Please be so kind as to respond to the following inquiries:

1. What are the plans for the students at Prospect Learning Center who are severely LD or ED? There are quite a few who will not be able to function in an inclusion setting.

2. What is in place to ensure that the social workers do not have increasingly unmanageable caseloads in the newly consolidated schools? In many schools this year, with the elimination of social work as a core position, school administrations have disregarded the need for having enough social workers to adequately meet the needs of the students. Some schools chose not to have social workers at all, erroneously assuming that the psychologists would be able to wear that hat as well.

Thank you in advance for your attention to these questions.
Best Regards,
Nathan

YOU'RE INVITED: WTU HOLIDAY SOCIAL
Enjoy excellent food and dancing to celebrate the holiday season!
WHEN: Thursday ? December 13 ? 6:00p.m.
WHERE: The Ballroom at McLean Gardens ? Washington, D.C.
RSVP TODAY!

Nathan Saunders | President | Washington Teachers’ Union
202.293.8611 | 1825 K Street, NW, Suite 1050, Washington, DC 20006

*************************************************************

I believe that all reforms which rest simply upon the enactment of law, or the threatening of certain penalties, or upon changes in mechanical or outward arrangements, are transitory and futile. - John Dewey

CONFIDENTIALITY NOTICE: The information contained in this e-mail may contain confidential information that is LEGALLY PRIVILEGED. The information is intended only for the use of the individual or entity named above. If the reader of this message is not the intended recipient, you are hereby notified that dissemination, distribution or copying of this information is prohibited. If you have received this communication in error, please notify us immediately by e-mail.
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Best,
Nathan

NATHAN A. SAUNDERS  PRESIDENT  WASHINGTON TEACHERS' UNION
O: 202.293.8611  |  F: 202.266.5076  |  1825 K STREET, NW, SUITE 1050, WASHINGTON, DC 20006

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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 90 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,

86. Ashley Trick Washington DC, District Of Columbia
87. Laura Casey Washington, District Of Columbia
88. Nael Rasamny Washington, District Of Columbia
89. Elizabeth Stower Washington, District Of Columbia
90. Natalie Harris Washington, District Of Columbia
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.

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Sincerely,

201. Maya Reed washington, District Of Columbia
202. faruk Aujali washington, District Of Columbia
203. christina jeter WASHINGTON, District Of Columbia
204. faris ali washington, District Of Columbia
205. naima bseikri washington, District Of Columbia
From: Murphy, Christopher (EOM) [christopher.murphy@dc.gov]  
Sent: Friday, January 11, 2013 6:14 PM  
To: Ruda, Lisa M. (DCPS)  
Subject: Re: Media availability: Ballou Marching Band -- 1/15, 4pm

Great.

From: Ruda, Lisa M. (DCPS)  
Sent: Friday, January 11, 2013 06:01 PM  
To: Murphy, Christopher (EOM)  
Subject: RE: Media availability: Ballou Marching Band -- 1/15, 4pm

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 & 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:a, 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

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
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Learn more at www.dconefund.org or www.onefund.dc.gov. One City, Working Together!
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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

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Thank you,
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From: Murphy, Christopher (EOM)
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To: Ruda, Lisa M. (DCPS)
Subject: RE: Media availability: Ballou Marching Band -- 1/15, 4pm

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Thanks much,
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Press Secretary, DCPS
Work: 202-535-1096
Cell: 202-578-1264

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District of Columbia Public Schools
Office of the Chancellor
1200 First Street, NE
Washington, DC 20002
Desk: 202.535.1096
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E melissa.salmanowitz@dc.gov
W dcps dc.gov
@dcpublicschools

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W  dcps.dc.gov
@dcpublicschools

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From: Murphy, Christopher (EOM) [christopher.murphy@dc.gov]
Sent: Thursday, January 10, 2013 2:32 PM
To: Henderson, Kaya (DCPS)
Subject: Re: Follow up re: Chancellor, Mayor, and ANC meeting

Padro. Just FYI.

From: Henderson, Kaya (DCPS)
Sent: Thursday, January 10, 2013 02:29 PM
To: padroanc2c@gmail.com <padroanc2c@gmail.com>
Cc: Murphy, Christopher (EOM); VCG; Williams-Skelton, Angela (DCPS)
Subject: Re: Follow up re: Chancellor, Mayor, and ANC meeting

Mr. Pardo,

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
C 202 487 6796
P 202 442 8824

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Alex

Alexander M. Padro
Commissioner, ANC 2C01
--

Alex

Alexander M. Padro
Commissioner, ANC 2C01
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>
Thanks Janene - and Ms. McCleod.

I apologize in advance, Ms. McCleod, but we are unable to accommodate your request. This is very much an open and fluid process as the Chancellor is still taking feedback and considering her final recommendations and decisions. I do know that Garrison has come up in the Mayor’s conversations with Council Members. In addition, please know that the Mayor has not met with any school PTA or other group related to school consolidations so please don’t think you are being disadvantaged in any way. The Chancellor has a process in place and the Mayor very much wishes to respect the integrity of that process.

Thank you for all you do for the District and for Garrison.

Respectfully,

Chris Murphy

From: Jackson, Janene (EOM)
Sent: Monday, January 07, 2013 11:07 AM
To: Garrison PTA
Cc: Jim Graham; Kimbel, Sherri (COUNCIL); DeTaeye, John (COUNCIL); Evans, Jack (COUNCIL); Leonard, Jennifer (EOM); Talley, Penelope (EOM); Murphy, Christopher (EOM)
Subject: RE: Garrison Elementary Requesting Meeting with Mayor Gray

Ms. McCleod,
Thank you for your email. I am forwarding your email requesting a meeting with the Mayor to Jennifer Leonard, Interim Deputy Mayor for Education, and Chris Murphy, Chief of Staff so that your request will be handled expeditiously. Deputy Mayor Leonard would be your best contact for the Mayor regarding school consolidation.

Thanks,

Janene

Janene D. Jackson, Esq.
Director, Office of Policy and Legislative Affairs
Executive Office of Mayor Vincent C. Gray
Government of the District of Columbia
The John A. Wilson Building
Suite 533
1350 Pennsylvania Avenue, NW
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janene.jackson@dc.gov
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From: Garrison PTA [mailto:garrisonpta@gmail.com]
Sent: Monday, January 07, 2013 11:03 AM
To: Jackson, Janene (EOM)
Cc: Jim Graham; Kimbel, Sherri (COUNCIL); DeTaeye, John (COUNCIL); Evans, Jack (COUNCIL)
Subject: Garrison Elementary Requesting Meeting with Mayor Gray

Dear Ms. Jackson:

Per the email string with Council Members Graham and Evans, Garrison PTA is requesting a meeting with Mayor Gray regarding the future of our school. As the Mayor is aware, Garrison Elementary, located at 1200 S Street, NW was included on the DCPS school closure list.

Please let us know when the Mayor might be available to meet. As timing is critical, is there any way a meeting can occur this week? We will make ourselves available at any time the Mayor has time.

I look forward to hearing from you.

Best regards,

ann mcLeod
Garrison PTA President

On Mon, Jan 7, 2013 at 10:07 AM, Evans, Jack (COUNCIL) <JACKEVANS@dccouncil.us> wrote:

Thanks Jim. I’d like to echo Mr. Graham’s comments. Please be sure to keep us updated.

Happy New Year!

Jack

From: Jim Graham [mailto:jim@grahamwone.com]
Sent: Monday, January 07, 2013 7:52 AM
To: garrisonpta@gmail.com; Evans, Jack (COUNCIL); Kimbel, Sherri (COUNCIL); Janene.Jackson@dc.gov; DeTaeye, John (COUNCIL)
Subject: FW: Debrief on Meeting with Chancellor

Ann,
Happy New Year to you and family as well. Yes, I saw the Washington Post article and thought it was very effective. I have ATTACHED your presentation on this email and am copying Janene Jackson in the Executive Office of the Mayor. Ms. Jackson would be able to assist in scheduling a meeting with the Mayor.

Both Councilmember Evans and I will continue to support keeping Garrison open throughout the process.

Keep in touch.

Bests, Councilmember Jim Graham

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

From: Garrison PTA [mailto:garrisonpta@gmail.com]
Sent: Thursday, January 03, 2013 2:28 PM
To: Jim Graham; DeTaeye, John (COUNCIL)
Subject: Fwd: Debrief on Meeting with Chancellor

Dear Council Member Graham and John:
Happy new year! I hope you both enjoyed the holidays. Hard to believe it is 2013 and time to get back to the grind again! As such, I'm contacting you about Garrison since a decision will be announced soon and we still want to make sure we remain open!!

As you know, we had our meeting with the Chancellor on December 18. You probably saw the article in the Post yesterday about the counter-proposals. I'm attaching our documents for your reference - I think I sent them previously but just wanted to share again, just in case.

I honestly have no idea what is going to happen or what else can be done. Jim, what is your thought? Has any information been shared with you as to how the decision will be made? The mayor has been very, very quiet on all this. Is there a way that we can get an audience with him, or at least get information placed directly in his hands that he will read? At the very least, our 5th graders wrote letters addressed to him and I want him to actually see them.

Thanks for all the support and I look forward to hearing your thoughts! Again, happy new year!

best
ann

--

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Follow us on Twitter: http://twitter.com/#!/garrisonpta

On Wed, Dec 19, 2012 at 11:13 PM, Garrison PTA <garrisonpta@gmail.com> wrote:

Dear Council Member Evans and Sherri:

Well, we had our meeting with the Chancellor on Tuesday. I am not sure how I really feel about it since the Chancellor has quite the poker face. I'm attaching our proposal here for your review. We worked hard on it but of course being me I wish we had spent more time and provided more detail!

The point that I tried to keep hitting home is that we have the number one element people want - ENGAGEMENT. That we are now poised to build the school from the ground up and that we have to be partners with DCPS. We cannot keep flailing in the wind on our own, that we need to come to the table together in order to move forward to make Garrison "the next school no one can get into." We said we would be willing to sign a contract where each party agrees to certain obligations - she seemed to like that and ask what it was we were wiling to commit to. I said that I could not really say, because we'd have to first sit down together to decide the vision for the school and then we could decide who is responsible for what.

We said that when she announces that Garrison stays open, that DCPS has to firmly state that it backs the school and that it is crucial that she herself attend open houses and that Amanda Alexander (our Instructional Superintendent) be present as well. She said oh no, the biggest recruiters for schools are parents themselves and I said sure...but they have to know that DCPS fully supports Garrison and that she has no idea how far it goes to see a face from Central Office at events. I told her how crucial it was that Alexander was there on the first day of school to introduce Collin, and how people were so glad to see her.
The Chancellor gave a lot of push back on areas that cost money. Language programming, modernization, etc. She says the money isn't there and that is what the problem is. Too many people want the same money. My takeaway was that they would NOT say that Garrison could have an immersion program next year and they would not announce that and that they could not commit to a full modernization. Regarding language immersion, all the research we have done shows it does not cost anything more than hiring the right teacher, which we'd do anyway by adding another PS/PK class. So, really, there IS no money issue.

Since yesterday, i have received two different emails that make her pushback VERY disturbing and as a parent and taxpayer, infuriating. One was the announcement of an RFP for renovations to Key Elementary playground. Another is that Mundo Verde Public Charter school already has reached capacity at its building and has 900 students on its waiting list.

Regarding Key...REALLY??? Do they have recurring sinkholes, an abandoned pool, missing slides and broken swings? Do they have huge puddles after it rains that last for days? I daresay they don't. The prioritization of money is mindboggling. Especially since Key cannot accommodate one more child than it already has and the state of its playground isn't driving parents away. Back to the Chancellor, we countered her money argument by saying we could work together to find the modernization funds - tout the whole "One City" thing, do public-private partnerships, etc...that we already worked with you, Jack, to come up with $1 million so we have proven we are resourceful etc. And that some of the schools that surely will close probably are scheduled for modernization in 2014 as we are, and the money can just be re-directed to us since they won't be open. In fact, I found the RFP for FY13 Phase I modernizations on the DGS website and on the list is MC Terrell ES...a school on the closure list which probably will close as I've heard nary an argument about keeping it open. So...there you go, $7.2 million found right there (I am attaching the PDF from the DGS website, the RFP addendum that lists the schools.) But really, should we even have to do this? (I ask, though, in light of these RFPs, what IS the status of DGS issuing an RFP for the demo of the pool and field upgrades? This work still has to be done regardless of what happens to Garrison. I don't want my son or anyone else to fall down a sinkhole.)

Regarding Mundo Verde - this proves that people fall all over themselves to get into a school that has a language program. Add language immersion to Garrison and immediately people will line up at the door and the Chancellor will get the bodies that she wants. I just forwarded that email to you so you can see it.

She says the goal is to make the announcement on January 15 and that her people will be working throughout the holidays to evaluate all the proposals. She said we had certainly done our work and now they'll evaluate it and all the other proposals submitted.

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Thanks for all the support and I look forward to hearing your thoughts!

best
ann

--

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That is exactly what I have advised him. I assume he will agree but we shall see.

All,

Thanks for keeping me in the loop. I would actually caution against the mayor taking this meeting unless he is willing to meet with every school that is slated for consolidation between now and the announcement. I also think the mayor can easily say that he has been well briefed on the issues regarding Garrison. I'm happy to provide more details, but I don't want the mayor to be put in a position where he has met with a ward 2 community, but not with the other communities, especially when there is no new information.

Let me know if you need more.

Kaya

On Jan 7, 2013, at 11:07 AM, "Jackson, Janene (EOM)" <janene.jackson@dc.gov> wrote:

Just an FYI to keep you in the loop.

Janene D. Jackson, Esq.
Director, Office of Policy and Legislative Affairs
Executive Office of Mayor Vincent C. Gray
Government of the District of Columbia
The John A. Wilson Building
Suite 533
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Thanks,
Janene

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Happy New Year!

Jack

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best
ann

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Like us on Facebook:  https://www.facebook.com/#!/GarrisonES

Follow us on Twitter:  http://twitter.com/#!/garrisonpta
Great questions Ralph! I guess there are two few students for a traditional public schools but more than enough for a charter school. Did you notice the Charter School Expo in January? How convenient! All the parents from the proposed school closing list will attend this event in order to prepare for next school year. This is why we needed the moratorium on charter in Ward 7.

-----Original Message-----
From: rjchittamssr <rjchittamssr@gmail.com>
To: Ward7 <Ward7@yahoogroups.com>; HillcrestDC <HillcrestDC@yahoogroups.com>; east_of_the_river <east_of_the_river@yahoogroups.com>; kaya.henderson <kaya.henderson@dc.gov>
Sent: Tue, Dec 4, 2012 2:34 pm
Subject: Re: [Ward 7] Friendly Amendement - No Charter Moratorium

I have two questions. If Henderson et al are closing and consolidating schools due to under-enrollment, why is there a need for more charter schools? They will only siphon off more DCPS students and in 4-5 years we will be back at the table to close more schools. Is this the ultimate end game, the complete eradication of DCPS in Washington DC?

Sent via BlackBerry by AT&T

From: msjudgejackie@aol.com
Sender: Ward7@yahoogroups.com
Date: Tue, 4 Dec 2012 14:23:43 -0500 (EST)
To: <Ward7@yahoogroups.com>; <HillcrestDC@yahoogroups.com>; <east_of_the_river@yahoogroups.com>
ReplyTo: Ward7@yahoogroups.com
Subject: [Ward 7] Friendly Amendement - No Charter Moratorium

In speaking with Cinque Culver (via text) I was informed that the Ward 7 Education Council made a friendly amendment to remove a moratorium on charters from the motion. Who knew? And why was that not made public?
I also asked him about the analysis. He indicated they haven't decided who will do it yet and I should not be so hard on the Kangaroo Court because they are going to hop their own way no matter what. I also asked how long it would take and he responded, "As long as it takes luv." Really!

He ended with the following statement, "If you want to work with us you'll have to do so on our terms. You know my type, I'm not going to change." Really!

In reviewing the letter from CM Alexander I noticed there is not language regarding the moratorium on charters. And in the W7EC plan the mission statement did not include any language regarding the moratorium on charters. So much for the will of the people.

Just wanted to update you!

Jackie
Thank you, Pete, for your interest. I look forward to reviewing the proposal, meeting with ERS, and continuing to move DCPS forward.

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.

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.
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 160 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,

156. NICOLE S. WASHINGTON, District Of Columbia
157. Kathleen Kelly Arlington, Virginia
158. susan dimarco Washington, District Of Columbia
159. Habib Syed Washington, District Of Columbia
160. Monica Roache Washington, District Of Columbia
Hey Mr. Davis,

I know there is a way that you and the chancellor would want me to approach this topic. Right now, Cathy Reilly is pushing for us to "fight back" but I always sense she (and others) can use their voice instead of trying to put us in a trick bag. I get the impression that "community advocates" want us to be their mouth piece. Any insight? Specifically, regarding this topic of modernization and merging?

Sent from Blackberry phone

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!

----- Forwarded Message -----

From: "Anderson, Kamili (OSSE)" <kamili.anderson@dc.gov>
To: "Bowser, Muriel (COUNCIL)" <MBowser@DCCOUNCIL.US>; "charonhines@yahoo.com" <charonhines@yahoo.com>; "dwoodruff@air.org" <dwoodruff@air.org>; "terrygoings0019@yahoo.com" <terrygoings0019@yahoo.com>; "Todd, Brandon (COUNCIL)" <BTodd@DCCOUNCIL.US>; "wlawson@wendyholm es.org" <wlawson@wendyholm es.org>; "newmex2 go@yahoo.com" <newmex2go@yahoo.com>; "dc.s.h.a.p.p.e@gmail.com" <dc.s.h.a.p.p.e@gmail.com>; "redelin@dcpcsa.org" <redelin@dcpcsa.org>; "smsaspen@gmail.com" <smsaspen@gmail.com> 
"nbpanatofc@att.net" <nbpanatofc@att.net>; "gammatwins@yahoo.com" <gammatwins@yahoo.com> 
"swells@dccouncil.us" <swells@dccouncil.us>; Vanessa Rubio <rubiove5503@aol.com>; "Samuels, Andre (DCPS)" <Andre.Samuels@dc.gov>; "Reid, Grace (DCPS)" <grace.reid@dc.gov>; "Fox, Wanda (DCPS)" <wanda.f ox@dc.gov>; "dpJamie.miles@dc.gov" <dpJamie.miles@dc.gov>; "Taylor, Rikki (DCPS)" <ikki.taylor@dc.gov>; "Stinson, MaryAnn (DCPS)" <maryann.stinson@dc.gov>; "Docal, Janeece C. (DCPS)" <jane ece.docal@dc.gov>; "caruthers, Andria (DCPS)" <andria.caruthers@dc.gov>

Sent: Thu, November 29, 2012 3:02:11 PM
Subject: MacFarland Closure Proposal Concerned Stakeholder Meeting--MONDAY, 12/3, 6PM--PLEASE COME

Hello Ward 4 Education Collaborative Members, DCPS ES/EC Principals, Parents, and More:
In advance of next Wednesday's public meeting with DCPS Chancellor Henderson to discuss her proposal to close/consolidate MacFarland Middle School, an "in-ward" meeting will be held on Monday, December 3, at 6:00pm at Takoma EC with the principals, PTA heads, and parents from MMS and its several feeder elementary-level campuses, our Councilmember Muriel Bowser, and myself.

I know this is a busy time for all, but your contributions to the Monday discussion--your feelings, thoughts, counter-proposals, expertise, and ideas--as well as the Wednesday meeting, would be very helpful in helping Ward 4 residents craft a response to or rejection of the Chancellor's proposal.

Please join us, and bring others who can offer useful insights!

Kamili

D. Kamili Anderson, Ward 4 Representative
District of Columbia State Board of Education
Office of the State Superintendent for Education
Government of the District of Columbia
441 4th Street, NW | Suite 723 North
Washington, DC 20001
Cell: (202) 355-3695; (202) 257-3380
Office: (202) 741-0888
Fax: (202) 741-0879
kamili.anderson@dc.gov | www.osse.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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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 sir. Thanks. I was not clear that Roosevelt was being slated for 6-12. Thank you for the clarity.

Sent from Blackberry phone

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From: Davis, John L. (DCPS)  
To: Mitchell, Ivor D. (DCPS)  
Sent: Tue Nov 13 13:10:05 2012  
Subject: RE: Roosevelt SHS: Important Information for Receiving Schools

I’m not sure I understood the question. If I don’t answer it now, let me know.

The proposal is for Roosevelt to be a 6-12 school next year, effectively taking MacFarland’s 6-8 into Roosevelt. You question about ‘how’ – I don’t completely understand. Yes, we will have work to do so that Roosevelt structures the building accordingly meeting the needs of both HS and MS students. Does that answer it?

---

From: Mitchell, Ivor D. (DCPS)  
Sent: Tuesday, November 13, 2012 12:39 PM  
To: Davis, John L. (DCPS)  
Subject: FW: Roosevelt SHS: Important Information for Receiving Schools

Greetings Mr. Davis,

Hey man, I hope you are well.

FYI – I have not received any clarity on my questions below. I’m sure Mrs. Ruda is very occupied. Any insight?

---

From: Mitchell, Ivor D. (DCPS)  
Sent: Tuesday, November 13, 2012 11:11 AM  
To: Ruda, Lisa M. (DCPS)  
Cc: Davis, John L. (DCPS)  
Subject: FW: Roosevelt SHS: Important Information for Receiving Schools

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!

From: Ruda, Lisa M. (DCPS)
Sent: Tuesday, November 13, 2012 11:01 AM
To: Mitchell, Ivor D. (DCPS)
Cc: DeCarbo, Terry (DCPS); Davis, John L. (DCPS); Lujan, Claudia (DCPS); Anderson, Thomas (DCPS)
Subject: Roosevelt SHS: Important Information for Receiving Schools

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.

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

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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)
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.

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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.hranswers@dc.gov or calling (202) 442-4090. We know that school consolidation can cause anxiety so please do not hesitate reach out!
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Dear Council Member McDuffie,

The Council has oversight and budget authority over DCPS. Our children need you to exercise that authority. DCPS is the system charged with providing a home school to every child in the city regardless of the number of charter or private schools opened. DCPS has to respond to the rise and fall of the population of the city’s young people and children. The charter schools are not responsible for educating the children in the city. They serve those whose parents choose them. We want to live in a city that holds itself responsible for providing a strong public education for all its children now and in the future. Thus it is crucial that the Council hold DCPS accountable for ensuring that our schools are getting better. The following issues have to be addressed to do that due diligence.

- DCPS is first obligated to do no harm. Can DCPS ensure that the hundreds of children possibly affected by school closings will be better off after the consolidations?
  - Is there adequate room with appropriate class size at the consolidated school? Directly consolidating two schools was the only incidence in 2008 where DCPS did not lose a majority of the students from the closed schools. Dispersing students from closed schools to several surrounding schools was a major cause of lost students to the system in the 2008 closings.
  - Are there sufficient cost savings such that DCPS will be able to offer increased programming at the consolidated school that will benefit both schools? School closings may limit future expenditures, but not produce current savings especially with enrollment losses.
  - Looking at the DC CAS scores in the schools and students affected by the closings since 2008; the data indicates the disruption is challenging. Most of the consolidated and receiving elementary schools saw a decline, while middle school scores have risen somewhat, in all of these schools the percentage of students proficient is lower than the DCPS average, which ranges from 42%-46%. ¹

- Prior to further change, the Council must ensure that the changes introduced over the last 6 years have improved the schools. The current DCPS reform agenda has diagnosed the school reform problem as primarily one of teacher quality and the solution as increased

¹ https://sites.google.com/site/shappesite/Home/2012-2013-school-closing-info
pay and incentive pay as well as “workforce replacement” or the termination of many employees and the hiring of new employees.  

- The evaluation system IMPACT has required more central office personnel to hold employees accountable. The cost and effectiveness of this strategy has not been evaluated. The high level of teacher and personnel turnover and the research on this strongly indicates adjustments are necessary. This is just one dimension of the change needing evaluation.

- It has been stated that DCPS is closing schools to address budget pressures. Can DCPS defend its budget priorities to demonstrate the need to close schools as a cost saving measure? School size alone is not a sufficient reason to close a school. The charter sector is supporting about the same number of small schools as is DCPS. DC families are choosing small schools. The city is poised to add school age children in the coming decade. School systems must be able to shrink and grow. In addition what has DCPS done to support these neighborhood schools as they try to attract children in the competitive environment here in DC? Are they small partly because of failures of the DCPS central administration?

- Further addressing the budget issue; In 2006 DCPS closed 7 schools and in 2008 they closed an additional 23. In those closings the loss of students to DCPS accelerated. The 2008 closings cost DCPS $39.5 million. Since 2008 DCPS has closed Birney, Draper, Montgomery, Shaed, and River Terrace while opening Capitol Hill Montessori and a School Within a School at Logan. The Youth Engagement Academy at Eliot became Metropolitan High School in the KC Lewis Building. With these three moves DCPS has actually re-opened two of its buildings.

- Analysis of the FY 2012 budget noted DCPS has 694 central office full time employees to support 45,000 students – in 2003 we had 535 to support 63,369 students. The budget must be defended as in the best interest of a strong education for our students.

- Is there equity? Are the schools on this closing list concentrated in a few areas? Are children in the less advantaged parts of the city more adversely affected by these closings? The community values walk-able neighborhood schools that children have a right to attend. That value was strongly confirmed in 5 community conversations that the Deputy Mayor for Education’s office sponsored. Walk-able neighborhood schools are a precious legacy, not to be lightly sacrificed, especially for the poorest children.

---

2 GAO Report of July 2009
4 45 charters are in school buildings serving fewer than 300 students, not counting virtual schools or schools which share buildings with other schools, bringing the total building enrollment up over 300. DCPS schools are in buildings with enrollments below 300 - not counting schools that share a building with another school bringing the total building enrollment up over 300 or the DYRS and Dept of Corrections schools https://sites.google.com/site/shappesite/policy/facilities-1_Small_Schools_2011-12NH_21CSF
7 2012-6-3 Barry Memo to Chair re DCPS FY 13 https://sites.google.com/site/shappesite/policy/budget-2
8 The DME is leaving 11-1-12, staff member in charge has resigned and the promised community input has not been published prior to the announcement of the closings. Summary of several ward meetings provided here https://sites.google.com/site/shappesite/Home
neighborhoods. We may not be able to close any more DCPS schools and maintain the walk-ability that ensures that children can even get to school and certainly get there without substantial transportation cost, either to the families or the city.[9] Costs are to families who may have to use public or private transportation; they may also be to the city required to provide additional busing.

If we want a system of strong public schools across the city, owned, coordinated and operated by the city for current and future DC families, the Council will have to demand a plan with robust public input--put it to a vote--and provide a budget that ensures this vision. If we continue to proceed passively, it is possible that only the DCPS magnet schools and the neighborhood schools west of Rock Creek Park and on Capitol Hill may survive in the long run; the remainder of the city will be served only by public charter schools privately operated and accessed by lottery instead of right. That is the current trajectory.

The DC City Council is holding hearings this month on the DCPS school closings as well as bill 19-734 requiring regular boundary and feeder pattern changes for DCPS. A hearing on the closings without any responding action would be irresponsible. The Council has the power to require a plan that justifies each closing as a better option for the children; a plan that is economically responsible. The plan should also map out a vision for the future we can all embrace. Prior to the due diligence, there should be a moratorium on school closings. Use this power.

Sincerely,

Cathy Reilly
Director of S.H.A.P.P.E.

Cc: Mayor Vincent Gray
Chancellor Kaya Henderson
Interim Deputy Mayor for Education Jennifer Leonard
| A       | B                              | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q |
|--------|--------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|        | Sum of 12 Projection for Portal (Shaved) | Column Labels | Presch | PreK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 1      |                                 |              |        |      |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 2      |                                 |              |        |      |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 3      | **Row Labels**                 |              |        |      |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 4      | 1                              |              |        |      |    | 30 | 40 | 40 | 42 | 23 | 21 | 29 | 29 |    |    |    |    |
| 5      | 2                              |              |        |      |    | 19 | 28 | 40 | 47 | 27 | 41 | 17 | 33 |    |    |    |    |
| 6      | 3                              |              |        |      |    |    |    |    |    |    |    |    |    | 326 | 241 | 92 | 152 |
| 7      | 4                              |              |        |      |    | 350 | 287 | 171 | 146 |    |    |    |    |    |    |    |    |    |
| 8      | 5                              |              |        |      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 9      | 6                              |              |        |      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 10     | 7                              |              |        |      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 11     | 8                              |              |        |      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 12     | 9                              |              |        |      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 13     | 10                             |              |        |      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 14     | 11                             |              |        |      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 15     | 12                             |              |        |      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 16     | 13                             |              |        |      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 17     | 14                             |              |        |      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 18     | 15                             |              |        |      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 19     | 16                             |              |        |      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 20     | 17                             |              |        |      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 21     | 18                             |              |        |      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 22     | 19                             |              |        |      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 23     | 20                             |              |        |      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 24     | 21                             |              |        |      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 25     | 22                             |              |        |      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 26     | 23                             |              |        |      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 27     | 24                             |              |        |      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 28     | 25                             |              |        |      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 29     | 26                             |              |        |      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 30     | 27                             |              |        |      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 31     | 28                             |              |        |      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 32     | 29                             |              |        |      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
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| 35     | 32                             |              |        |      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 36     | 33                             |              |        |      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 37     | 34                             |              |        |      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 38     | 35                             |              |        |      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 39     | 36                             |              |        |      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 40     | 37                             |              |        |      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 41     | 38                             |              |        |      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 42     | 39                             |              |        |      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 43     | 40                             |              |        |      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 44     | 41                             |              |        |      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 45     | 42                             |              |        |      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 46     | 43                             |              |        |      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |

**Notes:**
- **A** represents the row number.
- **B** represents the school name.
- **C** represents the Presch column values.
- **D** represents the PreK column values.
- **E** represents the K column values.
- **F** represents the 1 column values.
- **G** represents the 2 column values.
- **H** represents the 3 column values.
- **I** represents the 4 column values.
- **J** represents the 5 column values.
- **K** represents the 6 column values.
- **L** represents the 7 column values.
- **M** represents the 8 column values.
- **N** represents the 9 column values.
- **O** represents the 10 column values.
- **P** represents the 11 column values.
- **Q** represents the 12 column values.

**Schools:**
- Aiton Elementary School
- Amidon-Bowen Elementary School
- Anacostia Senior High School
- Ballou Senior High School
- Ballou Stay
- Bancroft Elementary School
- Barnard Elementary School
- Beers Elementary School
- Benjamin Banneker High School
- Brent Elementary School
- Brightwood Education Campus
- Brookland at Bunker Hill Education Campus
- Browne Education Campus
- Bruce-Monroe at Park View Elementary School
- Burroughs Education Campus
- Burrville Elementary School
- Capitol Hill Montessori
- Cardozo Senior High School
- Choice Academy MHS
- Cleveland Elementary School
- Columbia Heights Education Center
- Cooke HD Elementary School
- Coolidge Senior High School
- Davis Elementary School
- DC Detention Facility IYP
- Deal Middle School
- Drew Elementary School
- Dunbar Senior High School
- Eastern Senior High School
- Eaton Elementary School
- Eliot-Hine Middle School
- Ellington School of the Arts
- Ferebee-Hope Elementary School
- Francis-Stevens Education Campus
- Garfield Elementary School
- Garrison Elementary School
- Hardy Middle School
- Harris, CW Elementary School
- Hart Middle School
- Hearst Elementary School
- Hendley Elementary School
- Houston Elementary School

**Columns:**
- Presch: Preschool
- PreK: Prekindergarten
- K: Kindergarten
- 1: First Grade
- 2: Second Grade
- 3: Third Grade
- 4: Fourth Grade
- 5: Fifth Grade
- 6: Sixth Grade
- 7: Seventh Grade
- 8: Eighth Grade
- 9: Ninth Grade
- 10: Tenth Grade
- 11: Eleventh Grade
- 12: Twelfth Grade
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Melina is finishing this up now.

Jeff,

I know Melina is working on this, but any way we can we get this info before 6?

Thanks!
Claudia

Hey Jeff,

Getting a response from you and others right away on these questions is critical given the imminent state of the schools sessions. Please send your response to Claudia who will be compiling them and then sharing with me for final read through and approval.

Let me or Claudia know if you have any questions.

Anthony

As we prepare for a marathon week of State of the Schools (Ward 3, 6, and 7 – in that order) I have listed below some key issues we have identified for each ward we believe will be coming up. In preparation for this, we are prepping questions for the chancellor and need your help with those listed below. Please review and provide language by COB today. If helpful, tackle one ward at a time and send to me that way. Let me know if you have any questions and I’m happy to sit down and talk through these answers as well. Thank you!!
Ward 3:
Afterschool
School Food
Deal overcrowding

Ward 6:
SIGNIFICANT Middle School Plan update wanted
Afterschool – critical issue for both families and school leaders
Library cuts – Ward 6 has been the most vocal about this and anticipate a lot of questions and maybe even protests outside event

Ward 7:
PRC – would not bring this up in talking points, but will absolutely come up in Q&A
IFF/school closing
School leadership changes

WARD 3

Q: WHAT IS DCPS DOING TO IMPROVE THE QUALITY OF SCHOOL FOOD? (Jeff)

A: Question for OCOO/Jeff Mills and team. Can include Wilson’s salad bar, efforts to improve contracts with vendors like Revolution, DCCK, and Chartwell’s. Can also include information re: school breakfast for all students, early childhood family style meals in the classroom, and dinner for afterschool students.

Q: WHAT IS DCPS DOING ABOUT DEAL OVERCROWDING AND FACILITIES? (ADG or CL review; this may need OCAO to review too)

A: Deal is the most sought after middle school in DCPS. The rich programming options are a result of the high enrollment numbers at the school. When schools have more students enrolled, they receive more funding and can offer more diverse programming options. DCPS is working to improve middle grade options across the district, which will alleviate overcrowding at Deal and boost enrollment at the middle grade level in multiple wards. One example of efforts and initiatives to boost middle grade options in other schools include the Schoolwide Enrichment Model at Hardy and Kelly Miller. This program launches next year, and will allow all students access to enrichment programs traditionally reserved for only a handful of students at each campus. In Ward 5, DCPS has been working with families to determine what kinds of programming options are most appealing to families. DCPS will be rolling out a new portfolio of middle grade options in Ward 5 beginning in 2013. Similar work continues to happen in Ward 6. District wide, DCPS is beginning conversations concerning right-sizing the school district to ensure families have equitable opportunities across the city.

WARD 6

Q: PLEASE PROVIDE DETAILED UPDATES ON THE WARD 6 MIDDLE SCHOOL PLAN. (CL or OCAO)
(SPECIFICALLY, IB AT ELIOT, JEFFERSON, AND EASTERN; COMPLAINTS ON LEADERSHIP AT ELIOT, AND LACK OF COMMUNICATION ON PLAN AND ROLE OF PARENTS)

A: ________________________
Q: HOW WILL YOU IMPLEMENT AN IB PROGRAM AS PROMISED WITH NO LIBRARIANS? (CL or OCAO?)

A:

Q: WHAT IS HAPPENING WITH SCHOOL WITHIN A SCHOOL? (CL)

A: School Within a School is moving out of Peabody beginning next year. Next year, the school will be temporarily located at Logan School Annex. DCPS is working to identify a permanent space for the school. SWS will add one grade per year, and will feed into Jefferson or Eliot Hine.

WARD 7

Q: WE REVIEWED THE IFF REPORT. IT LOOKS LIKE DCPS AND THE MAYOR ARE PLANNING TO CLOSE SEVERAL OF OUR SCHOOLS. WHY ARE SCHOOLS EAST OF THE RIVER ALWAYS ON THE CHOPPING BLOCK? (CL, can you connect with CR?)

A: Ward 7 & 8 often candidates on the chopping block because they are typically the lowest performing. How do we attract more kids to ward 7 & 8 schools? We need to figure out how to improve our schools and attract more families tonight.

Shanita Burney
Director, Family and Community Engagement
Office of Family and Public Engagement
District of Columbia Public Schools
1200 First Street, NE (12th floor)
Washington, DC 20002
T: (202) 442-5612
C: (202) 997-9887

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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
We are working on it, spoke to Claudia about this earlier.

Hey Jeff,
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Good morning all,

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I don't think so because it's the 4th article in a series. I'm not sure why they waited so long to publish it.

Jeffrey Mills
Director, Food and Nutrition Services
District of Columbia Public Schools
1200 First Street, NE, 11th Floor
Washington, DC 20002
T 202.574.7603
E Jeffrey.Mills@dc.gov
W dcps.dc.gov

From: DeGuzman, Anthony D. (DCPS)
To: Mills, Jeffrey (DCPS)
Sent: Thu Apr 19 09:34:55 2012
Subject: FW: DCPS Media Coverage Summary - April 19, 2012

Hey Jeff,
When were the quotes for this article provided? Is this recent? Was our press team in the loop?
From: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
Date: Thu, 19 Apr 2012 09:28:52 -0400
To: "Salmanowitz, Melissa (DCPS)" <melissa.salmanowitz@dc.gov>
Subject: DCPS Media Coverage Summary - April 19, 2012

Media Coverage Summary
District of Columbia Public Schools
Recent News Coverage
April 19, 2012

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NEWS:

*D.C. chancellor announces new 5-year education plan, warns of closures*
Bill Turque/Washington Post:
• D.C. Schools Chancellor Kaya Henderson introduced a new five-year plan Wednesday that calls for higher-achieving public schools with longer days and better graduation rates, but she warned that paying for improvements will require closing some campuses.

‘Ambitious’ goals in D.C. schools’ five-year plan put focus on teaching
Tom Howell Jr./Washington Times:
• Mayor Vincent C. Gray and public schools Chancellor Kaya Henderson outlined an ambitious five-year plan Wednesday to improve student performance, increase graduation rates and fund pilot programs that could lengthen the school day or academic year at specified schools in the District.

*A New 5 Year Reform Plan For DC Schools*
Bruce Johnson/WUSA9:
DC Mayor Vincent Gray and School Chancellor Kaya Henderson say their five year reform plan will extend the school hours and day for some students, increase reading and math proficiency to 70% citywide, and take the graduation rate from 52 to 75%.

*Some D.C. schools closing, Mayor Gray says*
Sam Ford/WJLA:
• Washington D.C. has an "unsustainable" number of schools and some will be closed, says D.C. Mayor Vincent Gray Tuesday.

*New Menus Are a 'Quiet Revolution'*
Shaun Courtney/Georgetown Patch:
• Local apples appear on trays. International food days introduce children to a range of cuisine from Nordic to Panamanian. Cafeteria workers are making lasagna from scratch. The tray no longer includes a strawberry milk with as much sugar as a soda. For many, this is proof that the revolution is at hand.
Mayor Gray pushes for closing of DCPS schools
Lisa Gartner/Washington Examiner:
- D.C. Mayor Vincent Gray pressed for school closings Wednesday as he and the D.C. Public Schools chief discussed cutting costs to find new revenue for ideas such as an extended school day

Possible longer school day in some DC schools
John Henrehan/Fox5:
- In an effort to significantly boost test scores, D.C. Public Schools Chancellor Kaya Henderson is considering both longer school days and longer school years. Henderson and D.C. Mayor Vincent Gray have announced a five-year plan to improve the city's regular public school system.

BLOGS:

Gray, Henderson Look to Close More D.C. Public Schools
DCist:
- You've never seen a fight until you've seen a fight over school closures. And Mayor Vince Gray and D.C. Schools Chancellor Kaya Henderson may have quite the fight ahead of them.

Melissa Salmanowitz
Press Secretary, Office of Communications

District of Columbia Public Schools
Office of the Chancellor
1200 First Street, NE
Washington, DC 20002
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Cell: 202.578.1264
E melissa.salmanowitz@dc.gov
W dcps dc.gov
@dcpublicschools

Power the Green Movement on the 42nd Anniversary of Earth Day
“Creating a greener, healthier, more livable District of Columbia for all”
Sunday, April 22, 2012 – World Environment Day Partnership Event with Earth Day Network
Learn more at www.sustainable.dc.gov
I think it was in October but I'll double check with Melina. I actually didn't remember giving the interview when I read the article yesterday.

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Sunday, April 22, 2012 – World Environment Day Partnership Event with Earth Day Network
Learn more at www.sustainable.dc.gov
Got it, we are working on it. thanks

Hi there,

Not sure if you saw this, but any chance your team can update the OFNS fact sheet? I would also include any talking points on any of the recent hot issues that has hit the media, etc. 😊

Thanks!
Claudia

Okay....

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

Fonda Sutton
Office of the Chancellor

202.442.5035 (desk)
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

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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Office of the Chancellor
1200 First St, NE
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F 202 442 5026
E zachary.morford@dc.gov
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:
Will do

Ok. Can you give her feedback for both of us?

It might be a good nuance to point out the union issue. What don't you mention it.

A

For the most part it looks good.

-I just sent Carrie our correct participation info, what she has listed is wrong

-Do you think it's necessary to point out that the union has a contract with Chartwells and not DCPS?

-The Duval County slide should include a bullet indicating that the cafeteria staff include 114 state employees. If these staff were included in the p and I the district would be running at a loss.

I think this looks really good. You?

In particular I think the comparison slide #8 really pops and will enable folks to quickly benchmark us against others.

Thoughts before I respond to Carrie that things look very good?

Anthony
Anthony/ Jeff –  

One City Materials
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Internal Discussion PPT
Attached is the new version of the PPT. Slide 8 is a side by side comparison of DCPS to industry median and 3 other districts. I rearranged the financial slides to be a bit more direct:
1) Slide 5 - First financial slide bridges from FY11 loss to what restructured operations would gain steady state, the union cost effect, and the effect of other FY12 contemplated initiatives. All of that gets you to a best case scenario of ($6M) in FY13 before implementation costs

2) Slide 6 - Second financial slide bridges from best case $6M loss in FY13 to breakeven in FY14 – what that would take and summarizes the key talking points (union, school consolidation, vendor negotiations, internal operating efficiencies)

Call me this weekend or Monday morning to discuss. I am on a flight from 6:30AM to 9AM on Monday but can talk when I land as necessary.

Carrie

Carrie B. Stewart
Afton Partners LLC

direct: 773.710.3575
toll free & fax: 888.775.5222

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!
For the most part it looks good.

-I just sent Carrie our correct participation info, what she has listed is wrong

-Do you think its necessary to point out that the union has a contract with Chartwells and not DCPS?

-The Duval County slide should include a bullet indicating that the cafeteria staff include 114 state employees. If these staff were included in the p and l the district would be running at a loss.

I think this looks really good. You?

In particular I think the comparison slide #8 really pops and will enable folks to quickly benchmark us against others.

Thoughts before I respond to Carrie that things look very good?

Anthony

----- Forwarded Message
From: Carrie Stewart <cstewart@aftonpartners.com>
Date: Fri, 21 Oct 2011 16:57:27 -0400
To: Mills, Jeffrey (DCPS) <jeffrey.mills@dc.gov>, Anthony deGuzman <anthony.deguzman@dc.gov>
Cc: <smilam@aftonpartners.com>
Subject: revised materials

Anthony/ Jeff –

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----- End of Forwarded Message

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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: Mills, Jeffrey (DCPS) [jeffrey.mills@dc.gov]
Sent: Friday, October 21, 2011 5:56 PM
To: DeGuzman, Anthony D. (DCPS)
Subject: Re: revised materials
Importance: High

Going to take another look at it now, will get back to you in 5

From: "DeGuzman, Anthony D. (DCPS-OOC)" <anthony.deguzman@dc.gov>
Date: Fri, 21 Oct 2011 17:58:51 -0400
To: jeffrey mills <jeffrey.mills@dc.gov>
Subject: FW: revised materials

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To: "Mills, Jeffrey (DCPS)" <jeffrey.mills@dc.gov>, Anthony deGuzman <anthony.deguzman@dc.gov>
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Carrie
------ End of Forwarded Message

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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 Pete! I’ll send an invite shortly.

Marquis Miles, MSHRM
Executive Assistant
Human Resources

Office of Human Capital
District of Columbia Public Schools
1200 First Street, NE
Washington, DC 20002
T 202.442.6363
F 202.442.5315
E marquis.miles@dc.gov
W http://dcps.dc.gov

Yup. Happy to meet. My outlook is up to date, so you can grab time where you see an opening. For next week, best bet is probably Tuesday between 11 and 2. Feel free to use other times if that doesn’t work for folks.

Hi Pete,

Regina and Jana wanted to see if you had some time next week to discuss ERS and the work they are doing for DCPS. Regina’s availability is listed below:

Mon. 4/23: 10-11:30am
Tue. 4/24: 11am-12pm, 1-2pm
Wed. 4/25: 4-5pm
Thu. 4/26: 10am-12pm

Do any of the times above work for you? Thanks.

Marquis Miles, MSHRM
Executive Assistant
Human Resources
Power the Green Movement on the 42nd Anniversary of Earth Day
“Creating a greener, healthier, more livable District of Columbia for all”
Sunday, April 22, 2012 – World Environment Day Partnership Event with Earth Day Network
Learn more at www.sustainable.dc.gov
Mr. Jordan,

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 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 towards the point of announcing a proposed set of closures, we will continue to engage community members including ANC members. We will also continue to abide by relevant requirements with regard to notice.

Thanks again for your email.

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.
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.
Hi Kevin,

Just sent you an invite for Tuesday afternoon. I'm inviting Pete as well because I have more questions now based on your notes below. It looks like the WTU headcount language is the most relevant to explain how we have and will continue to sustain IMPACT. I'm not sure I know how to answer your second question:

What did the DCPS strategic plan cost through the 2010-2011 school year?

Do you mean IMPACT costs?

Thanks,

Nadja

-----Original Message-----
From: Kevin Hinton [mailto:khinton@dceducationfund.org]
Sent: Friday, May 18, 2012 8:39 AM
To: Kevin Hinton; Michel-Herf, Nadja (DCPS-OSE); Abigail Smith
Subject: RE: Follow Up To 5/14/12 Abby - Kevin - Nadja Sustainability Narrative Meeting

Nadja and Abby: I am looping back to confirm that the messaging I included in this email is in line with our conversation; please drop a line with any comments you have.

Nadja: will you please confirm your availability during the time frames I mentioned!

Thanks to both of you!
[
]
Kevin

Kevin Hinton
Portfolio Director | D.C. Public Education Fund
P: (202) 674-3751 | F: (202) 280-1407
E: khinton@dceducationfund.org
W: www.dceducationfund.org

Supporting effective teaching and high achievement in every classroom, in every school in DC Public Schools.

Link us to your Harris Teeter VIC Card: #7581 __________________________

From: Kevin Hinton
Sent: Monday, May 14, 2012 6:59 PM
To: Michel-Herf, Nadja (DCPS-OSE) (nadja.michel-herf@dc.gov); Abigail Smith
Subject: Follow Up To 5/14/12 Abby - Kevin - Nadja Sustainability Narrative Meeting

Nadja and Abby: Here are notes from today's meeting. Please review and let me know if I have missed anything critical, or if you recall things differently.
Nadja: Thank you for your help, and please let me know your availability at the times I have listed in this email!

What Abby and Kevin are seeking from Pete and Nadja

Content and data/numbers by June 15 that Abby and Kevin will use to address the following questions in a way that inspires confidence in the WTU Contract funders:

- How will DCPS sustain performance pay beyond the 2011-2012 school year?
- What did the DCPS strategic plan cost through the 2010-2011 school year?
- Since cost savings did not materialize as anticipated, how did DCPS cover the costs of the strategic plan through the 2010-2011 school year?

Immediate next steps

- Kevin will send out this email with meeting notes, to include points we discussed using to address how DCPS will sustain performance pay (see below)
- Nadja will think about additional ways to address all three questions, and data that will help
- Kevin and Nadja will meet early the week of 5/21 to discuss additional thoughts and develop a recommendation for the best way to move forward

Kevin is available Tue 5/22 between 3:30pm and 5:30pm, and Wed 5/23 between noon and 2pm

Abby and Pete will weigh in with additional feedback, and we will move forward in line with the feedback provided

Potential messages for use in addressing how DCPS will sustain performance pay beyond the 2011-2012 school year (Note that I’ve added some content in line with today’s conversation to help flesh out some of what we discussed)

- First, we note that DCPS is projecting lower performance pay expenses (including bonuses, step increases and excessing/mutual consent costs) than projected in the spring of 2010. This means that DCPS will require less public funding to support performance pay than expected originally.
- Original WTU Contract funder grant budget assumed $29 million in FY12; current FY12 DCPS projection is $17 million. Similarly, “steady-state” for performance pay expenses (mentioned in the June 2010 CFO fiscal impact statement to be $30 million) will be lower than projected.
- Long-term sustainability was premised on lowering overall WTU member salary costs (including performance pay expenses) over time to a level supportable via public funding through headcount reductions. School-based headcount reduction has gone more slowly than planned, and current WTU member headcount is higher than projected to-date.
- Consequently, DCPS will employ two strategies to bring headcount to a sustainable level. In the short run, and to put pressure on schools to reduce headcount, DCPS is building performance pay costs ($16 million projected in FY13) into school-level cost-per-teacher calculations.
- School level costs will increase in FY13; school level funding will not increase in line with costs, so schools will need to reduce headcount to balance their budgets.
Beyond next school year, DCPS will use school closures and consolidations to drive WTU member salary costs to sustainable levels. In line with IFF’s recommendations, DCPS anticipates a significant round of school closures and consolidations following the end of the 2012-2013 SY.

This strategy is supported by preliminary findings released by ERS indicating that school closures and consolidations is the highest-leverage strategy available to DCPS for aligning its resources with its strategy.

The combination of headcount reductions in line with original projections and lower-than-projected performance pay needs will ensure the sustainability of performance pay beyond the current school year.

KH

Kevin Hinton
Portfolio Director | D.C. Public Education Fund
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Link us to your Harris Teeter VIC Card: #7581
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So they’re not talking about it coming out of the Early Stages bucket?

From: Rinkus, Christopher (DCPS)  
Sent: Friday, January 11, 2013 11:08 AM  
To: Ruda, Lisa M. (DCPS); Michel-Herf, Nadja (DCPS); Petersen, John (DCPS)  
Subject: Re: Early Learning Center (ELC) proposal

They have grouped ELL & OSE funding as "separate" funding sources, but for the purpose of school budgets, it's all one cost. There's no magic baskets of OSE or ELL funding. That means the per pupil expenditure is about $16,500 per student to teach 130 students, not the $12,000 per student they've given. That makes it one of the highest per pupil costs in the city, if not the highest.

I'm also not 100% sure why we wouldn't just expand the existing Pre-S/Pre-K classrooms at Ketcham and Stanton if the goal of the exercise to offer more ECE opportunities and there's facility space available.

Chris Rinkus

From: <Ruda>, "Lisa M. (DCPS)" <Lisa.Ruda@dc.gov>  
To: "Michel-Herf, Nadja (DCPS)" <nadja.michel-herf@dc.gov>, Christopher Rinkus <christopher.rinkus@dc.gov>, "Petersen, John (DCPS)" <john.Petersen@dc.gov>  
Subject: FW: Early Learning Center (ELC) proposal

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

From: Gordon, Dan (DCPS)  
Sent: Friday, January 11, 2013 10:40 AM  
To: Henderson, Kaya (DCPS); Ruda, Lisa M. (DCPS); Weber, Peter (DCPS)
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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---

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Please let us know if there’s any further information we can provide.

-Dan

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Yeah, not sure why they didn't know that's why I looped you in. Glad we're getting together this afternoon so everyone can get on the same page!

---

It's surprising for me to hear about the importance of them knowing Claudia's and my willingness to collaborate since they were seemingly unaware of either of our roles earlier this very morning, but sure, Claudia & I work well with others and are happy to assist.

---

I think Pete asked Pras and Greg to look into this because the consolidations present a new wrinkle in the budgeting process for principals. I think it's important they know you're open to collaborating with them.

---

OBE develops ELL projections and OSE develops SPED projections, but I look forward to running through how this all works and hearing what other data reports you have the might be helpful.

See you at 3.

Thanks!

---

Great thanks! We should sync with you both to ensure we aren't duplicating or contradicting you on anything - or sharing data with schools at an time that could undermine your efforts.

ODA's role as we envisioned it internally and talked about with Pete, might be to send principals analysis or simply additional data points that could help principals plan how to allocate their budgets. Some of those data points would be student performance data, which would of course be closely linked to projected enrollment. We've been thinking
about analyzing the number of ELL, SpEd students etc - and we have a few other ideas but mainly we want to know which pieces (of the many different analyses we could run) could actually be useful to principals at the stage of the budgeting cycle in which they become a receiving school I guess mid-January 2013. Maybe you are already working on some of these questions so this should be a really fruitful conversation with you and I am looking forward to it. See you at 3pm.

Pras

From: Lujan, Claudia (DCPS)  
Sent: Thursday, December 20, 2012 9:56 AM  
To: Rinkus, Christopher (DCPS)  
Cc: Michel-Herf, Nadja (DCPS); Ranaweera, Pras (DCPS); Garrison, Greg (DCPS)  
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

C One Fund Campaign, Each One Give One.  
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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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I think Pete asked Pras and Greg to look into this because the consolidations present a new wrinkle in the budgeting process for principals. I think it’s important they know you’re open to collaborating with them.

OBE develops ELL projections and OSE develops SPED projections, but I look forward to running through how this all works and hearing what other data reports you have that might be helpful.

See you at 3.

Thanks!

Pras

ODA’s role as we envisioned it internally and talked about with Pete, might be to send principals analysis or simply additional data points that could help principals plan how to allocate their budgets. Some of those data points would be student performance data, which would of course be closely linked to projected enrollment. We’ve been thinking about analyzing the number of ELL, SpEd students etc - and we have a few other ideas but mainly we want to know which pieces (of the many different analyses we could run) could actually be useful to principals at the stage of the budgeting cycle in which they become a receiving school I guess mid-January 2013. Maybe you are already working on some of these questions so this should be a really fruitful conversation with you and I am looking forward to it. See you at 3pm.

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: Rinkus, Christopher (DCPS) <christopher.rinkus@dc.gov>
Cc: Garrison, Greg (DCPS) <greg.garrison@dc.gov>, Rinkus, Christopher (DCPS) <christopher.rinkus@dc.gov>
Subject: RE: School Consolidation Analysis Next Steps

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From: Rinkus, Christopher (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 wondered 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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Weber, Peter (DCPS); Rauch, Jessica (DCPS); Sutton, Fonda (DCPS)

Subject: What do you guys think of either of these to show contract between per pupil spend and enrollment

Attachments: image001.png; image002.png
That’s helpful feedback.

I like it. I’ve been trying to find a way to work in student achievement but so far my logic is flawed. Perhaps we can do it on slides 5 and 8 – this proposal is not just about increasing teacher compensation and general supports. We are attempting to better address the needs of individual learners. It may sounds counterintuitive but with more students in a building, funding is concentrated and we can finally afford to do what is needed to accelerate achievement, like distributing reading recovery teachers based on student need and strategically staffing to support struggling students who need more time with an instructor to be successful.

I don’t have the answer yet but if we can find a way to show how this relates to increases in achievement, I think we’ll nail it.

I really like to 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.
Do you have the charts in excel?

From: Weber, Peter (DCPS)  
Sent: Tuesday, September 25, 2012 2:49 PM  
To: Rauch, Jessica (DCPS); Michel-Herf, Nadja (DCPS); Sutton, Fonda (DCPS)  
Subject: RE: if you have a minute

Council chair for now.

From: Rauch, Jessica (DCPS)  
Sent: Tuesday, September 25, 2012 2:49 PM  
To: Weber, Peter (DCPS); Michel-Herf, Nadja (DCPS); Sutton, Fonda (DCPS)  
Subject: RE: if you have a minute

Who is the target audience?

From: Weber, Peter (DCPS)  
Sent: Tuesday, September 25, 2012 2:31 PM  
To: Michel-Herf, Nadja (DCPS); Rauch, Jessica (DCPS); Sutton, Fonda (DCPS)  
Subject: if you have a minute

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](http://www.72hours.dc.gov).
Hi John –

It was good to see you at the Ward 8 community meeting. I’m following up on our conversation there to set up time to talk about Turnaround for Children’s (TFC) interest in continuing to work in 5 DCPS schools in 2013-14, even if some of our current schools are consolidated into other schools. I will be in DC next Monday, December 17th and could meet with you anytime before 4pm or potentially on Tuesday, December 18th. Please let me know if you have any time those days.

As a reminder, TFC is currently working in Davis, Malcolm X, Miner, Orr and Wheatley. With two of those schools on the potential consolidation list, we’re hoping to start looking at new possible partner schools beginning in January. In fact, we’ve been approached by various parties about potentially working in other DCPS schools already.

I look forward to talking soon. Thanks.

Best –

Mike Gross

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To see Joe Nocera's recent NY Times Op-Ed about Turnaround, click here.
Joe,

You raise excellent, big-picture points. I agree with them all, but want to make a footnote to the point you raise about:

- What is the plan to ensure the "right size" of our school system within Ward 6 / Eastern feeder pattern?
  - How will decisions be made about school expansion, closure, etc to meet the needs of the community?
  - How will funds be reinvested into the city to improve our academic performance?

In Ward 6, I think if DCPS stays committed to the Ward 6 middle school plan, we will start to see rising enrollment numbers at both Eliot-Hine and Jefferson. At Eliot-Hine, I predict we will even begin to see a shift from area charter schools going to Eliot-Hine as the program becomes more stable, stronger and better known in the community. I think it would be very shortsighted to close any school in the Eliot-Hine/Eastern feeder pattern.

Suzanne

---

Joe, Suzanne,

I agree with each of these points, but am more concerned with broader/structural issues.

How can we ensure that the Ward 6 plan helps meet the goals laid out in the Chancellor's Capital Commitment Plan?

Her goals are:

1) increase citywide proficiency in reading and math to 70 percent;
2) improve the proficiency rates in the city's 40 lowest-performing schools by 40 percentage points;
3) increase the high school graduation rate from 52 percent to 75 percent;
4) increase overall enrollment in traditional public schools; and
5) make sure 90 percent of students like the school they attend.
It seems that to meet these goals, we need an ambitious plan to see students who are currently performing at or above grade level in our elementary schools to remain in DCPS and that we need to invest in strong intervention programs designed to increase the performance of those kids who have fallen behind.

To know how we can be partners in meeting the Chancellor's goals, we'll need to know:

- What are the benchmarks and deliverables that DCPS is proposing to ensure that the IB Programme is successfully implemented at Eliot-Hine and Jefferson?
- How will individual school leadership, and central office, be held accountable for delivering on those promises?
- What visible progress can we expect to see in the implementation of the IB Programme over the next three years?
- What is the expected date that both Eliot-Hine and Jefferson will apply for IB MYP Certification?
- What was in this year's (FY12) budget for training and PD to implement the IB programme? Are any funds left that could be used to fund training this summer (elementary schools have been asked to contribute to PD this summer)? Is this needed?
- What is in the FY13 budget for training/PD to implement the IB Programme?
- How will the curriculum at Eliot-Hine and Jefferson align with the common core standards? And IB MYP requirements?
  - What is the plan to ensure that foreign languages are offered? That students are prepared for them?
  - What is the plan to ensure Algebra and other courses that are required for admission to select HSs are offered?
- How will the curriculum align with major programs / themes at Eastern HS? With the feeder elementary schools?
- What is the plan to invest in programs or supports to raise the academic level of all MS students to ensure they enter Eastern HS at grade level in all subjects? Elementary school students as they enter Middle School? (In light of the proposed cuts to after-school funding).
- What is the plan to ensure the "right size" of our school system within Ward 6 / Eastern feeder pattern?
  - How will decisions be made about school expansion, closure, etc to meet the needs of the community?
  - How will funds be reinvested into the city to improve our academic performance?

-- I could go on; though I expect some of these questions to be better answered at the Ward 6 State of the Schools in the coming weeks.

Needless to say, I'm looking for an overarching vision and clear answers about what DCPS is willing to commit to and to be held accountable for.

We're willing to be partners in a plan, but we need to know what the core elements of that plan are and what the DCPS commitment to it is. The end goal is the same - to ensure that we have high-quality options for all our students across Ward 6.

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From: Michael Godec <m.godec@att.net>
To: Joe Weedon <joeweodon@verizon.net>; Claudia Lujan <claudia.lujan@dc.gov>
Sent: Tuesday, May 15, 2012 1:43 PM
Subject: Re: IB Middle Years Programme Meeting with DCPS

Joe and Claudia,

I will be late to the meeting this evening because I've got a work-related meeting that starts at 4 p.m. I will leave as soon as my work meeting is over, and ride my bike from Crystal City as fast as I can.

I'm sure others will raise these issues, but I'm concerned about:
1. No professional development support for the teachers on IB (Bob Smith is having to write grant applications to find funds to provide training support);

2. Eliot-Hine will not have a librarian next year because of the DCPS policy decision to move the librarian position into the flexible funding account. I find it unacceptable that a DCPS middle school will not have a librarian, and don't believe a librarian aide is appropriate (this is how Principal Young is being forced to manage the library next year);

3. No algebra instruction currently at Eliot-Hine;

4. Principal Frentress from Tyler has suggested to Principal Young that she begin hiring bilingual teachers who would be able to instruct the Tyler Spanish Immersion students. I don't think this suggestion is being followed, and it seems like a good one to begin implementing now with new hires; and

5. Ineffectiveness of the Eliot-Hine collaboration team. The meetings this year have been pretty worthless. There generally haven't been agendas for the meetings and it's not clear who is in charge of the collaboration team. I think the collaboration teams were a great idea, and they still hold strong promise for implementing the Ward 6 Middle School Plan, but things have fallen apart in terms of implementing the collaboration teams.

Suzanne

From: Joe Weedon <joeweeton@verizon.net>
To: Joey R. Weedon <joeweeton@verizon.net>
Sent: Thu, May 10, 2012 11:58:19 PM
Subject: IB Middle Years Programme Meeting with DCPS

On Tuesday, May 15th at 5:00 PM at Miner Elementary School, please join us to hear, from DCPS Central Office, about plans for implementing the IB Middle Years Programme at Eliot-Hine and Jefferson Academy.

As you all may recall, during 2009 and 2010 the Ward 6 / Eastern community came together to develop a plan for our Middle Schools. The Chancellor came to Maury ES on June 29, 2010 and presented her plan for our schools (attached). I've also attached the overviews of the DCPS plans for Eliot-Hine and Jefferson Academy. And, here is a link to the Middle School Plan: http://dc.gov/DCPS/Parents+and+Community/Community+Initiatives/Building+on+Momentum:+Ward+6+Middle+Schools

Join us to learn how DCPS will get us back on track towards meeting our goal of having three high-quality, academically rigorous middle schools in Ward 6.

Please RSVP by COB Friday, May 11th, if you haven't already let me know you'll be attending. Let's show DCPS that we care about our schools and demand that they meet their obligations to our middle schools.

It would be great to have representatives from EVERY elementary school in the neighborhood. Remember... All roads lead to Eastern.
Joining us from DCPS will be Dan Gordon, Deputy Chief in the Academic Office who is overseeing IB implementation and Shanita Burney, Director of Family and Community Engagement. Claudia Lujan is coordinating the DCPS contingent.

Please let me know if you have any questions.

Best,

Joe Weedon
Maury Dad

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Joey R. Weedon
14XX C Street, NE
Washington, DC 20002

Cell: 202-277-9410