

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

<p>Charter Actions Requiring a Vote</p> <ul style="list-style-type: none"><input type="checkbox"/> Approve a Charter Application<input type="checkbox"/> Approve a Charter Renewal (15 yrs.)<input type="checkbox"/> Approve Charter Continuance (5 or 10 yrs.)<input checked="" type="checkbox"/> Approve a Charter Amendment Request<input type="checkbox"/> Approve a Charter Agreement<input type="checkbox"/> Give a Charter Notice of Concern<input type="checkbox"/> Lift the Charter Notice of Concern<input type="checkbox"/> Commence Charter Revocation Proceedings<input type="checkbox"/> Revoke a Charter<input type="checkbox"/> Board Action, Other _____	<p>Non-Voting Board Items</p> <ul style="list-style-type: none"><input type="checkbox"/> Public Hearing Item<input type="checkbox"/> Discussion Item<input type="checkbox"/> Read into Record
<p>Policies</p> <ul style="list-style-type: none"><input type="checkbox"/> Open a New Policy or Changes to a Policy for Public Comment<input type="checkbox"/> Approve a New Policy<input type="checkbox"/> Approve Revisions to an Existing Policy	

PREPARED BY: Emma McGann, School Quality and Accountability Team

SUBJECT: Charter Agreement Amendment: SEED Public Charter School, Goals Revision

DATE: September 18, 2017

The following proposal was opened for public comment on June 22, 2017 remained open for 30 days, closing on August 2, 2017. No public comment regarding this proposal was submitted. The DC Public Charter School Board held a public hearing on the proposal on July 17, 2017. A vote will take place on September 18, 2017. The Board will discuss any public comment received prior to the vote.

Recommendation

DC Public Charter School Board (DC PCSB) staff recommends that its Board approve the charter agreement amendment request from SEED Public Charter School (SEED PCS) to adopt the newly revised standard of the Elect to Adopt the Performance Management Framework (PMF) as Goals Policy and to remove its mission-specific goals.

Proposal

SEED PCS is proposing to adopt the new version of the Performance Management Framework (PMF) as its charter goals and student academic achievement expectations. As pursuant to the Elect to Adopt the PMF as Goals Policy, the school’s PMF results will be retroactively applied to its fifteenth year of operation

and will replace the four goals (one related to the PMF and three mission specific) it currently has in place.

The school is requesting to update its PMF goals that it adopted in school year 2012-13 to be consistent with DC PCSB’s revised PMF as Goals Policy.¹ In doing so, it also requests to remove its mission-specific goals. These changes required a public hearing, which was held in July. The goals the school wishes to remove and replace with the PMF are:

- 1) An annual decrease in negative and/or risky behaviors as measured by longitudinal grade level analysis of incident reports for both middle and high school students, indicated by a 10% annual decrease in the number of incident reports by grade level.
- 2) High School students will demonstrate college readiness by – 100% of students will have the required number of community service hours at the end of each academic year.
- 3) High School students will demonstrate college readiness by: Presentations of Learning (POL)
 - a. 100% of junior and senior high school students will score 80% or higher on their POLs.
 - b. 90% of freshman and sophomores will score 75% or higher on their POLs.

According to its charter agreement amendment application, SEED PCS proposes removing these goals because the programs represented by the goals were not consistently monitored and/or implemented given transitions in school leadership in recent years. Furthermore the school is committed to improving its PMF scores, given recent declines particularly for its middle school grades.

The school’s previous PMF results are as follows:

PMF Results	2012-13	2013-14	2014-15	2015-16
6-8	62.1%	42.6%	Hold Harmless	38.8%
9-12	67.8%	65.7%	Hold Harmless	54.5%

Given that the school is proposing to amend its charter goals, DC PCSB staff recommends that the Board also approve the amendment to the Agreement to ensure that it reflects the most current and accurate Board votes and policies. The SEED PCS Board Chair has endorsed the two amendments described below:

¹ This change moves from requiring the school to achieve a PMF score of 55% in two of the following three years: SY 2013-14, 2015-16, and 2016-17; and not under 45% in three out of the following four years: SY 2012-13, 2013-14, 2015-16, and 2016-17; to one that requires the school to have achieved an average PMF scores of 50% over the five years prior to the school’s review.

Alignment with the Performance Management Framework (PMF) as Goals Policy. Schools that have adopted the PMF as Goals standard need three revisions to their charter agreement with DC PCSB:

1. Goals and Academic Achievement Expectations – Updating PMF Policy & Technical Guide Names:

On August 17, 2015, DC PCSB approved [revisions to the 2014-15 PMF Policy and Technical Guide](#) combining the Early Childhood PMF and Elementary School/Middle School PMF into one framework. As a result, the Policy & Technical Guides referenced in the goals section include outdated names. They have been replaced with “PMF Policy and Technical Guide”.

2. Standard for charter reviews and renewal: On March 20, 2017, the Board approved an amendment to the [Elect to Adopt the PMF as Goals Policy](#). The amendment provides the following revised standard for reviews and renewal:

- The average PMF score for schools in their first four years must be equal to or exceed 40% at the school’s five-year charter review;
- The average PMF score over the years since the previous review equal or exceed 45% at the school’s ten-year charter review; and
- The average PMF score over the years since the previous review equal or exceed 50% at the school’s fifteen-year charter renewal and every review or renewal thereafter.

3. Application of Hold Harmless and the Early Childhood PMF for Reviews and Renewal Decisions. Campuses measured by the PK-8 and/or HS PMF did not receive scores or tiers in SY 2014-15 due to DC PCSB’s decision to hold schools harmless as the state transitioned to the PARCC assessment and DC PCSB merged the Early Childhood with the Elementary/Middle School Framework. The amendments for each school explain how the PMF as Goals policy will apply the hold harmless provision and the early childhood framework used in previous years.

Public Charter School Fiscal Transparency Amendment Act of 2016

DC PCSB is requesting SEED Public Charter School amend its charter agreement and update its charter management agreement to reflect the Public Charter School Fiscal Transparency Amendment Act of 2015 and to add its management organization to the charter agreement.² This Act provides, among other things, that a public charter school may procure the services of a school management organization provided that the management contract contains a provision requiring transparency in certain circumstances. An existing school must update its management contract to include this provision upon submitting a petition to amend or renew its charter.

² SEED Public Charter School should add the SEED Foundation as its management organization.

Background

SEED PCS is currently in its 19th year of operation serving 361 students in grades six through twelve at one campus located in Ward 7. The mission statement is as follows: "SEED's mission is to provide an intensive college preparatory educational program that prepares students, both academically and socially, for success in college and in life."

Notifications

On June 20, 2017, SEED PCS submitted a charter agreement amendment application to DC PCSB requesting to remove its mission-specific charter goals.

On June 22, 2017, DC PCSB staff notified Advisory Neighborhood Commissioner Terrance Hunter that SEED PCS plans to remove its mission-specific charter goals from its charter agreement. DC PCSB also submitted a notice to be published in the DC Register and posted a notice on its website on June 22, 2017, stating it would accept public comment until August 2, 2017. Copies of these notices in their entirety may be found [here](#).

ANC notices and public hearings are not required for the other amendment. Furthermore, the Board has previously publicly discussed the substance of issues corrected or updated in the charter agreement amendment for adding language consistent with the 2016 Fiscal Transparency Act, and name changes.

Attachments to this Proposal

Attachment A: SEED Public Charter School Charter Agreement Amendment Application (included with this document)

Attachment B: SEED Public Charter School Board Meeting Minutes (included with this document)

Attachment C: SEED Charter Agreement Amendment

Date: _____ PCSB Action: _____ Approved _____ Approved with Changes _____ Rejected Changes to the Original Proposal: _____ _____ _____ Signature: _____

Part I: General Information

All applicants must complete this section

SUBMITTED BY: **Vasco Fernandes, Board Chair**

SUBJECT: **Charter Amendment Request for: (Mark all that apply)**

- | | |
|---|--|
| <input type="checkbox"/> Enrollment Ceiling Increase | <input type="checkbox"/> Name Change – Campus or Facility |
| <input type="checkbox"/> Program Replication of Grades Served | <input type="checkbox"/> Campus Reconfiguration |
| <input type="checkbox"/> Grade Level Expansion (Single Grade) | <input type="checkbox"/> LEA Status for Special Education |
| <input type="checkbox"/> Grade Level Expansion (Grade Band) | <input type="checkbox"/> Special Education Enrollment Preference |
| <input type="checkbox"/> Additional Facility or New Location | <input type="checkbox"/> Governance Structure
(Bylaws, Articles of Incorporation or Management) |
| <input type="checkbox"/> Goals and Achievement Expectations | <input type="checkbox"/> Graduation Requirements |
| <input type="checkbox"/> Mission or Education Philosophy | <input type="checkbox"/> Competency-Based Learning Application |
| <input type="checkbox"/> Curriculum, Standards or Assessments | |

SUBMISSION DATE: **6/21/2017**

SCHOOL BACKGROUND

Please address the following questions in their entirety. This information provides helpful background to the DC PCSB Board as it reviews these requests.

Overview of School Performance

1. Provide the following information about your Local Education Agency (LEA) by campus:
 - a) Campus name(s) and location(s): **SEED Public Charter school is located at 4300 C Street SE, Washington, DC 20019**
 - b) Year opened: **1998**
 - c) Grade levels served (Currently and at maturation of charter agreement, if applicable): **6-12**
 - d) Date that charter will be eligible for possible renewal: **2033**
2. Please select the performance indicators below that describe the school's current performance*: (Mark all that apply)

- Currently rated Tier 1, or met at least 2/3 of targets on the most recent PK-only PMF or Alternative Accountability Framework.

Enter School Name HereSchool is not currently under corrective action.

- Has historically met enrollment projections w/in 80% of target.
- School has been in operation for 3+ years.
- School is currently accredited. **Enter expiration date.**

*If the school has multiple campuses or varying PMFs, please describe the academic performance of each campus here: **One campus, two different frameworks. MS – 38.8%; HS- 54.5%**

PROPOSAL

SEED Public Charter School submits to the DC Public Charter School Board this application to amend its charter agreement by changing the item(s) selected above. If approved, this amendment will be effective on July 30, 2017 (leave blank if this has not been determined).

1. Please provide details on the selected amendment(s) above and describe the requested change(s), including the school's rationale for the proposed changes. Describe any planning that is already underway to prepare for the proposed amendment.

We are requesting to update our charter agreement to reflect the newly revised PMF as Goals policy and to remove our mission-specific charter goals.

2. How will the proposed amendment(s) support or enhance the school's mission?

Given SEED PCS's recent challenges with the Performance Management Framework results, we are focusing more on the indicators of the Performance Management Framework. Furthermore given multiple leadership transitions, programming related to Presentations of Learning has not been implemented consistently however we are reinstating this programming moving forward.

3. While considering this amendment request, DC PCSB staff may review the school's history of board actions, DC PCSB audits, community complaints, enrollment trends, and any relevant data used by DC PCSB to monitor equity in schools. Please describe any DC PCSB audits, notices of concern or other board actions issued against your school in the past 3 years. What was the outcome? Please explain what steps, if any, you've taken to address the concerns that prompted a DC PCSB audit, board action, or community complaint.

NA

4. DC PCSB will review the school's Financial Audit Reviews (FAR) and current financials to determine the fiscal health of the organization. If applicable, describe how the proposed amendment will impact the school's finances. Explain any anticipated expenses for the proposed changes and how the school will finance them. *[EXCLUDES the following amendments: Governance, Goals, Mission, Curriculum, Name Changes and Graduation Requirements. If not applicable, write N/A.]*

Note: If applicable, in addition to your narrative please attach a proposed [5-year Operating Budget](#).

NA

5. How has the school informed its external stakeholders (e.g. local ANC commissioners, neighbors) and internal stakeholders (e.g. staff, parents) of the proposed amendment(s)? Please attach any written communication (e.g., meeting minutes). Describe any notable support for or opposition to the proposed amendment(s). If concerns have been brought to your attention, how do you plan to address them? *[EXCLUDES the following amendments: Governance, Goals, Mission, Curriculum, Graduation Requirements and Competency-Based Learning Credits. If not applicable, write N/A.]*

6. When did your school's board approve the proposed amendment(s)? Please attach minutes from the meeting and vote results.

This will be done prior to the vote.

Part II: Specific Revision Requests

Section B: Mission-Critical Amendments

1. Goals and Achievement Expectations
2. Revised Mission or Educational Philosophy
3. New Curriculum, Standards or Assessments

Section B1. **Goals and Achievement Expectations**

***ONLY** complete this section if applying to amend Goals/Achievement Expectations.

To adopt the Performance Management Framework (PMF) as the school's goals and academic achievement expectations, please review the [policy](#).

Schools should revise their goals and student academic achievement expectations if at its 5- or 10- year review it finds that it has goals that are "not historically measured;" or if the school's leadership, including its board, determines that the current set of charter goals do not accurately reflect the school's mission and education philosophy for student achievement; or when a school has more than five goals and wishes to reduce its reporting burden. Charter schools may revise goals and academic achievement expectations up to one year prior to a high-stakes review and two years prior to charter renewal. Revisions are generally approved if the school successfully shows that the new goals and academic achievement expectations are:

- a. SMART – Specific, Measurable, Achievable, Realistic and Timely
- b. Appropriately challenging.
- c. Measure student academic performance in at least English Language Arts (ELA) and math, using the state assessment, if applicable, and expect students to achieve above the city average for similar populations.
- d. At least one goal should directly measure the extent to which the school is meeting its mission.

Note: DC PCSB does not typically accept school-issued grades as a means for measuring student achievement.

1. What are the school's current goals and student academic achievement expectations? What are the new goals and academic achievement expectations? If not all goals are changing, please make it clear which are being deleted or replaced and which are new.

The school has adopted the Performance Management Framework as its charter goals, and is requesting that the Board approve updating the charter agreement to reflect the newly revised PMF as Goals standard. We are also requesting the removal of our mission specific goals which are as follows: (1) An annual decrease in negative and/or risky behaviors as measured by longitudinal grade level analysis of incident reports for both middle and High school students, indicated by a 10% annual decrease in the number of incident reports by grade level. (2) High school students will demonstrate college readiness as measured by: 100% of students will have the required number of community service hours at the end of each academic year. (3) High school students will demonstrate college readiness as measured by: Presentations of Learning - a. 100% of junior and senior high school students will score 80% or higher on their PQLs. b. 90% of freshman and sophomores will score 75% or higher on their PQLs.

2. If the school's existing goals were "not historically measured" or are no longer being pursued, explain why the school is abandoning these goals and how they will be replaced.

As discussed earlier, given recent declines in PMF performance we are focusing on the indicators of the PMF. Furthermore given leadership transitions in recent years, programs represented by our goals (Presentations of Learning and

Community Service) have not been consistently implemented and/or monitored, though we will do so moving forward. We do not have reliable baseline data for these mission-specific goals, thus we are unable to develop reasonable targets at this time. Additionally DC PCSB Goals Amendment Policy, we are unable to adopt new mission specific goals at this time that would speak to our current programming in a more accurate way.

3. How will the new goals better measure the school's mission, curriculum, operations, and education experience for families?

We are not adopting new goals at this time, per DC PCSB Goals Amendment Policy.
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4. If proposing goals and/or academic expectations aside from adopting the [Performance Management Framework](#), please describe how the school will monitor and report its progress towards goal attainment. Please note that all schools are required to report on progress each year in the Annual Report.
(If adopting the PMF without any mission-specific goals, this question is not applicable.)

N/A

Attachment B SEED Public Charter School Board Meeting Minutes



The SEED School of Washington, D.C.
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MINUTES

Meeting of the Board of Trustees of The SEED School of Washington, D.C.

June 1, 2017
9:00 A.M. EST

Attendance

Present:

Raj Vinnakota
Vasco Fernandes
Henry O'Connor
Desa Sealy
David Steinberg
Ken Slaughter
Lesley Poole
Dennis Chestnut

SEED DC Staff

Mecha Inman
Vita Makle
Zenada Mahon
Stacey Pearl
Lesli Thompson
Ken Arndt
Rashida Holman-Jones

By Phone

Brooke Coburn
Tasha Poulson
Brian Rahaman
Marina Ottaway

Guests

Vincena Allen
Kenia Coney
Ruth Swanson
Vincena Allen
Hopi Moodie
Corin Collier

Absent

Joseph Wright

Call to Order

Vasco Fernandes, Board Chairman called the meeting to order at 9:17AM.

Consent Agenda

A motion was made to approve the Minutes of the March 2, 2017, Meeting of the Board of Trustees "Board". The Minutes were approved unanimously.

Shareholder Resolution – Re-Appointing Board of Trustee(s)

RESOLVED, effective as of June 1 2017; a motion was made to re-elect the following Board members: Marina Ottaway, Dennis Chestnut and David Steinberg. The motion was accepted unanimously.



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RESOLVED, that the officers of this corporation are, and each acting alone is, hereby authorized to do and perform any and all such acts, including execution of any and all documents and certificates, as such officers shall deem necessary or advisable, to carry out the purposes and intent of the foregoing resolutions.

RESOLVED FURTHER, that any actions taken by such officers prior to the date of the foregoing resolutions adopted hereby that are within the authority conferred thereby are hereby ratified, confirmed and approved as the acts and deeds of this corporation.

Head of School Updates – Performance Management Framework (PMF) Goals

Mecha Inman updated the Board on our Performance Management Framework (PMF) goals. The PMF determines the school's annual Tier status and will be the basis of the 20-year review scheduled to be held in November 2017. According the previous PMF goals, SEED will meet the goals in high school, not to include the mission-specific goals. In middle school, students would not have met the goals for the PMF prior to the revisions by the PCSB because students were required to have met an average of 50% in two of the three previous years. Ken Slaughter asked; what is that 50% a measure of? Mecha Inman responded these scores would include the following: PARCC testing (math, reading and science), attendance and re-enrollment.

The PCSB revised the PMF as goals which allows SEED to remove mission specific goals that were attached to our performance management framework; Presentations of Learning (POLs), discipline; decrease our risky behavioral reports by 10% and that our high school scholars at each grade level would have received a 100% of community service hours:

- 9th grade scholars will have 25 community services hours;
- 10th grade scholars will have 50 community service hours;
- 11th grade scholars will have 75 community services hours and by
- 12th grade prior to graduation scholars would have a total of 100 community service hours.

RESOLVED, Mecha Inman reviewed the PMF as Goals revisions with the Board as adopted by the Board in April 2017.

FURTHER RESOLVED, The Board of Trustees at The SEED Public Charter School of Washington, D.C. (SEED PCS) unanimously consented in April to remove the missions-specific goals from our Performance Management Framework and agreed to adopt the new PMF as Goals revisions, per the communication sent to the DC Public Charter School Board from SEED PCS on April 28, 2017.

The PMF as goals revision that we have adopted switched from having an average of 50% in the middle school and 55% in high school for the previous three years to now having an average of



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50% for the proceeding five years of testing. We have an opportunity to meet the goal if we score 56.5% in the middle school for this coming year. We need to jump from 38.8% to 56.5%. We will also not have to address our mission specific goals at the 20-Year review in November. Rajiv Vinnakota asked; how do we feel about meeting that number? Mecha Inman responded the PARCC scores will be the indicator. She also responded we are hopeful but not certain we will meet the goal due to some of our scholars not having Chromebooks for most of the year and not being able to practice (scholars received Chromebooks in March and starting testing in April). The PCSB is slated to vote in June to approve schools who have requested to adopt the PMF as goals revisions.

The Foundation has approved SEED DC can accept 9th grade students through a Lottery with My School DC, should SEED DC decide to do so. And, SEED DC also accepted 9th grade applications for this school year; a decision that was made in the fall. This is an option for SEED DC.

Raj asked; are we seeing growth in our student ACT Aspire and PARCC scores? Zenada Mahon responded we are seeing growth in our student test scores. Ken Slaughter said we are not in a place to celebrate our scores. Vasco Fernandes said, in fact, based on the growth that we are seeing we may have a two year series of targets based on where we are now and where we want to be.

Mecha Inman informed the Board, difference between last year's testing culture and this year's testing culture is why we are hopeful for gains. Last year, we had limited Wi-Fi access throughout the academic building. There were areas in the building rated as Tier 1 –great access to Wi-Fi and Tier 2 areas limited or no access to Wi-Fi. As a result, students were not able to test simultaneous due to lack of Wi-Fi access in the classrooms.

Mecha Inman gave a shout out to her leadership team for going above and beyond the call of duty and she is very appreciative of their efforts. She also informed the Board that the leadership team, excluding Ken Arndt, will be attending a Harvard program initiative called the School Turnaround Leaders the week of June 5th in Cambridge, MA, with a take away of the theory of action.

Staffing Update 2017-18

After much review of the data the team has assessed all of the employees and has decided to terminate nine academic teachers, three assistant principals, two student life resident advisors and one administrative assistant and one dedicated aide.

We have restructured Student Life to a 2.0 to service our scholars to leverage our 24-hour programming. Student Life programming will be hiring two Student Life Counselors for Brown Hall and two for Marshall Hall. Mecha Inman shared hand-outs of the SY2016-17



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Organizational Chart in comparison with the SY2017-18 Organizational Chart in an effort to close the gaps to support student outcomes. This would ensure programming is being implemented with fidelity in our programs and that there is proper coverage for our scholars and staff. In addition, Student Life has increased the number of staff with our scholars from 12 to 14 to address supervision and safety for our scholars. The reason for this is so that we can have a scale of staff to student ratio. In sixth and seventh grade there will be no more than 10 to 12 scholars assigned to an adult, but the number of students will increase by grade level leading up to high school. Currently, there is a 1 to 20 student – staff ratio.

Academics

Zenada Mahon informed the Board she will be replacing the two of three former assistant principals. The Registrar and Attendance Coordinator have been combined into one role. Further, she will hire a librarian and replace the administrative assistant since Martha Cunningham is retiring this school year.

Lesley Poole asked Zenada Mahon “you don’t think the current mechanism/progress curriculum for our scholars is not working – we trust you to do this work?” Lesley Poole continued to say our test scores yield distinct. Zenada Mahon responded “correct.” Lesley Poole asked Zenada Mahon, does she need support from Mecha Inman or the Board to move from what you think needs to happen to making it happen? Further, Lesley Poole asserted this is the whole point of being a Charter School because we have the flexibility to have curriculum to drive towards stronger outcomes. Lesley Poole then asked; when we can look to have a curriculum that we believe drives stronger student outcomes? Zenada Mahon responded this has been a big obstacle that she wanted to start at the being of the school year but she did not have enough data or evidence to demonstrate that what they were creating wasn’t effective. But, now she has enough data to say that while you have a curriculum – it is not effective and here is the data that demonstrates and backs that.

Zenada Mahon reported that a part of her work this year was assessing the academic program and identifying a strategic action plan to move the school in another direction and improve student outcomes. She focused on a number of areas:

- Implementing a data driven culture grades 6-8
- Created curriculum in the middle school
- Created teacher lesson plans
- Setting goals aligned to the PMF
- Implemented a bi-weekly data dashboard (ACT Aspire, ANET, Pass rate, etc.)
- Eliminated the Kim Marshall Framework to the Danielson Framework
- Implemented a new rubric
- Provided teachers with formal and informal observations and documented their effectiveness



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- Progress monitoring and measuring the impact and effectiveness of student outcomes – 1 content teacher per team.
- Hired an interventionist who identified a variety of online platforms to support students with learning and closing achievement gaps.

For SY2017-18 to implement interventions for students that need practice with typing and addressing their comfort level with using Chromebooks because they had not been using them. The six grade math teachers who had a high skill set implemented the intervention with fidelity and were able to incorporate intervention in their class time made the most sufficient improvement in student achievement. The goal for next year will be actually assess programming and figure out what we need to do and then be more strategic about how we align and use our resources to have intervention in grades 6-8 grade as well as 9-12 grade (i.e., reading and math).

Student Support Services

Stacey Pearl informed the Board that the Student Support Services department will increase special education teachers to seven to nine to address our increase in population and need. Special education teachers will now report to the Director of Student Support Services instead of the Principal. Special education teachers primary responsibility is driven by the students individualize education plan for students with an IEP, delivering the specialized instruction that is listed on the IEP and supporting students in reaching the IEP goals as well providing the instructional accommodations and modification that is required. In addition, special education teachers will become case managers and will remain with the same cohort of students the entire school day. This will allow case managers to become an expert on their particular cohort of students who will co-teach ELA and math and provide the instructional accommodations that student requires, as well as science and social studies. Further, case workers will provide coordinated care, increase communication with parents and will be able to address larger school readiness skills such as executive functioning (i.e., tackling projects, how to be organized) so that there is continuity of care across classes and content areas. Moreover, she is considering looping so that these teachers can follow their cohort of students as they progress to the next grade level.

Student Support Services will be hiring an additional counselor so that there are 5 counselors on-board instead of only 4 counselors and there will be two clinicians on staff during the academic day - Monday through Thursday.

Ken Slaughter mentioned that we need to address the following concerns. We need to be strategic about what that means as far as what our scholars need for great outcomes on test scores.

- SEED DC as a special education operation
- Point of Entry
- Marketing
- Student performance/outcome



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Stacey Pearl would like to pilot the DESSA program for our incoming sixth grade students for SY2017-18. DESSA is a mini and comprehensive screener that is completed by adults who will work with students in eight different areas to have more individualize support program wide, unlike that of YAPS and DAPS. Screening will be conducted at multi points throughout the 2017-18 school year from an adults perspective to access the social and emotional interventions needed for students.

Student Life

Mecha Inman reported to the Board that her ask was to have a Student Life Social Worker hired during Student Life programming. She also informed the Board the following jobs have been eliminated in Student Life Programming.

- Program Coordinator of STEM
- Program Coordinator for Leadership & Entrepreneurship
- Program Coordinator for the Arts
- Dean of Students
- Program Coordinator for Health, Fitness & Well-Being
- Coordinator of Academic Intervention & Student Development Services

This will allow SEED to provide proper oversight to our scholars and ensure accelerated outcomes. Vasco Fernandes expressed his gratitude for the synergy and teamwork amongst the leadership team now where they did not have before. She also shared for next SY2017-18 two new positions have been created in the Student Life programming; Director of School Culture and Climate and Director of Experiential Learning and Exposure Opportunities.

Student Life

Keniq Coney shared information regarding the social and emotional behavior in the Student Life program. Community of Practice (COP) group selected a team to visit SEED Miami a couple of weeks ago for an instructional round to assess Miami's program and quality of instruction. Collectively, the group was able to find and determine a measure or an assessment that will allow us to measure social and emotional development for students based on an individual development called the Development Assets Profile (DAP) survey for students in grades 6-11. Keniq Coney shared a PowerPoint presentation with the Board on the DAP survey. Essentially, the DAP assessment is going to measure students cognitive skills and self-reporting. Students will also have the opportunity to participate in the survey called Youth and Program Strengths Survey (YAPS). The YAPS survey will give feedback from students on how they feel the student life program is impacting them. This will allow us to determine what are the opportunities and what are our student learning from the student life program. Students will be allowed to voluntarily take the assessment twice a year so that SEED can use this data to measure student's social and emotional development. The following are the eight program components of the



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YAPS: safety, structure, relationships, belonging, social norms, efficacy and mattering, skill building and integration of efforts. The discussion ensued.

Lesli Thompson reported to the Board that she is excited about her new role next year as the Director of Experiential Learning and External Opportunities all the program initiatives of SEED to enhance student learning and experience at the school. She also mentioned that she is excited about the leadership roles returning the student life program in the dorms because she feels as if that has created a gap that has shaped the experience of our students, the disconnect with families and leveraging the 24 hour program in partnership with academics.

Office of Family and Community Engagement (FACE)

Rashida Holman-Jones informed the Board that we currently have 346 students enrolled.

Attrition: 6th grade withdrawals are 24 for this school year from 28 withdrawals last year. SEED DC accepted 192 applications for 6th grade open enrollment through My School DC. Our current waitlist is as follows:

- 7th grade – 84
- 8th grade – 78
- 9th grade – 109

SEED DC current re-enrollment number is above average with 229 families interested in registered their child for the 2017-18 school year.

Network Update

Keniq Coney and Brian Rahaman reported on the math curriculum across the SEED Network. The Head of School's Working Group agreed collectively to establish a Math Curriculum Committee after hearing the concerns and recommendations from the principals within the Network. In doing so, Brian pulled together ten of the highest performing math teachers across the Network. Those math teachers evaluated the math programs in April and May of this school year. The committee made a set of recommendations to principals and heads of school. The principals and heads of schools decided to adopt three of the four recommendations as follows:

- Adopt Eureka Math curriculum in MS and HS
- Purchase the Digital Suite version for all teachers (18 hours of Professional Learning for teachers at each grade level)
- Train all teachers through Great Minds (At a summer institution)

The only recommendation that was not approved was adopting ANET as a common math assessment. The cost was too high (approximately \$33K per school) and there was concern that ANET would not be able to provide SEED Miami with adequate support since they don't have a network in the Miami area.



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The next steps are the principals (4) will begin the planning process for training and implementation of Eureka Math across the network. Keniq Coney said overall we are excited about the opportunity that all three schools are addressing math with the structure. Whereas the Network can talk about math in the same language, scope and sequence. This will provide a greater degree of best practice sharing. The ten of the highly performing math teachers in the Network will not have the ability to form their own communities of practices. They will meet on a monthly basis regarding implementation and what they are experiencing and how they can modify or supplement the curriculum. Desa Sealy asked; are we going to do the same thing for ELA? Keniq Coney responded Brian Rahaman has already teed up a group to form a committee for ELA.

ACT Aspire Interim

Keniq Coney shared a handout with the Board on ACT Aspire Interim data as compared to last year's summative proficiency. She also said we take the ACT Aspire which gives us projected scores for the ACT. The Interim assessment allows us to look at benchmark or anchor of the ACT exam in grades 6-10 to give us centralized data to get a sense where our students are projected to fall on the ACT exam.

The progression of SEED DC's summative data is as follows for 2016 Summative Assessments:

Reading

- Overall Network proficiency of 14%
- SEED DC is Trending at 20%
- National Average of 39%
- 2015 SEED DC was Trending at 10%

English

- Overall Network proficiency 44%
- SEED DC Trending at 53%
- National Average of 67%
- 2015 SEED DC was Trending at 36%

Math

- Overall Network proficiency of 16%
- SEED DC Trending at 24%
- National Average of 35%
- 2015 SEED DC was Trending at 10%

Science

- Overall Network proficiency 7%
- SEED DC Trending at 6%
- National Average of 33%



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- 2015 SEED DC did not give the science test

Rajiv Vinnakota asked, does this mean our scholars are on track to be college ready when they graduate? Keniq Coney responded "yes, in English". Our goal of 80% proficiency for students is extremely ambitious when're looking at the National average.

Vasco Fernandes asked, what is the impact by grade level? Is there a targeted effort to get an intervention that's intense for our 7th and 8th grade scholars?

Finance

Huck O'Connor reported to Board on the status of the re-finance structure. The conversation ensued.

Board Resolution

Re-Finance Debt

February 27, 2017

RESOLVED: After an extended analysis the Board and senior management of the school has decided to retire the current debt, (District of Columbia Pooled Loan Program Revenue Bonds), maturing on January 1, 2021. This debt (current value of approximately \$3.1M) will be re-financed by a term loan provided by BB&T bank.

The analysis of the current debt and ongoing facility needs at the school highlighted that the school could not do appropriate upgrades to facilities under the current payment methodology. In order to fund facility upgrades the principle payments owed needed to be spread out over a longer time period. The new term loan provides for a longer period of time for principle payment.

The Board and senior management have resolved that the improved cash flow from the new loan will be utilized to fund capital improvements of the facilities. Capital, from this change in debt structure, will not be used for operational functions unless expressly approved by the Board.

Further

Resolved: that any actions taken by such officers prior to the date of the foregoing resolutions adopted hereby that are within the authority conferred thereby are hereby ratified, confirmed and approved as the acts and deeds of this corporation.



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THE SEED PUBLIC CHARTER SCHOOL OF WASHINGTON, D.C.

Resolutions of the Board of Directors

June 1, 2017

The following resolutions are provided for the consideration and approval of the Board of Directors (the “Board”) of The SEED Public Charter School of Washington, D.C., a District of Columbia domestic nonprofit corporation (the “Company”), at its June 1, 2017 meeting:

Credit Facility:

Resolved: That the Company be and hereby is authorized to negotiate, enter into, execute, deliver, and perform its obligations under a credit agreement (the “Credit Agreement”), by and among the Company, The SEED Foundation, as guarantor, and Branch Banking and Trust Company, as lender (the “Lender”), in order to (i) refinance the Company’s existing debt and (ii) finance capital expenditures and other agreed costs, pursuant to a term loan facility in the aggregate principal amount of up to \$6,000,000 (the “Term Loan Facility”), on terms substantially as set forth in the Summary of Terms and Conditions presented to the Board and attached hereto as Exhibit A (the “Summary of Terms”), subject to such changes, supplemental terms, additions and/or deletions as the [Managing Director and Head of School] of the Company (each, a “Proper Officer” and, collectively, the “Proper Officers”) shall approve; and that the Proper Officers be, and each acting singly hereby is, empowered, authorized and directed, in the name and on behalf of the Company, to execute and deliver the Credit Agreement with such changes and modifications as the Proper Officer so acting shall approve; and that the execution by such Proper Officer of the Credit Agreement shall be conclusive evidence of such approval and the authorization therefor by the Board.

Further

Resolved: That the Company be and hereby is authorized and empowered to (a) grant to the Lender a security interest in all or substantially all of its assets; (b) enter into and perform its obligations under the Credit Agreement and all documents, instruments and agreements in connection therewith; and (c) pay to or for the account of the Lender certain fees, costs and expenses in connection with the Credit Agreement as agreed by a Proper Officer.

Further

Resolved: That the Company be and hereby is authorized and empowered, to negotiate, execute and deliver any document, instrument or agreement in connection with swap or hedging agreements, and that the Company shall be and hereby is authorized and empowered, as security for any and all obligations of the



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Company to the Lender in connection with the Credit Agreement and the swap or hedging agreements, to grant, transfer, pledge, mortgage, assign or otherwise hypothecate to the Lender, for the benefit of the Lender, all or substantially all of the assets of the Company, whether now owned or hereafter acquired, and to execute any and all grants, transfers, mortgages, assignments and other hypothecation agreements, each in favor of the Lender, and to file financing statements in connection therewith.

General Authority

Resolved: That the Proper Officers be, and each of them acting singly hereby is, authorized, empowered, and directed, for and on behalf of the Company, to take any and all actions, and to negotiate, execute, and affix the Company's seal to, and deliver any and all documents, agreements, certificates, and instruments, including without limitation amendments thereto, promissory notes, fee letters, security agreements, pledge agreements, perfection certificates, certificates, control agreements, releases, indemnifications, waivers, consents and requests, in the name of and on behalf of the Company, as such Proper Officer so acting may deem necessary or desirable to carry out the purposes and intent of, and to consummate, any and all of the transactions contemplated by the foregoing resolutions, the execution and delivery of any such document and the taking of any such action to be conclusive evidence of the authority of the Proper Officer so acting pursuant to this resolution.

Further

Resolved: That any and all actions, preparations, executions, deliveries and filings of all documents, agreements, certificates and instruments, in the name and on behalf of the Company, under its corporate seal or otherwise, and all fees and expenses incurred or paid by any officer of the Company as they, or any one of them, have deemed necessary or desirable to carry out the purposes and intent of, and to consummate, any and all of the transactions contemplated by the foregoing resolutions prior to the date hereof are hereby authorized, approved, adopted, ratified and confirmed in all respects.

Further

Resolved: That all actions previously taken by any officer, director, member or manager of the Company, including the Proper Officers, in connection with the transactions contemplated by the foregoing resolutions are hereby approved, adopted and ratified in all respects as the acts and deeds of the Company.

2017-18 Budget



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Huck O'Connor gave an overview of the 2017-18 Budget with the Board members.

WHEREAS, the 2017-18 budget has been recommended for adoption by the Chairman of the Board and Board Finance Officer, be it therefore

RESOLVED, that the 2017-18 budget presented as Budget vs. Actual Financials to the Board resolution, is hereby approved and shall be allocated.

RESOLVED, that the officers of this corporation are, and each acting alone is, hereby authorized to do and perform any and all such acts, including execution of any and all documents and certificates, as such officers shall deem necessary or advisable, to carry out the purposes and intent of the foregoing resolutions.

RESOLVED FURTHER, that any actions taken by such officers prior to the date of the foregoing resolutions adopted hereby that are within the authority conferred thereby are hereby ratified, confirmed and approved as the acts and deeds of this corporation.

It is hereby certified by the undersigned that the foregoing resolution was duly passed by the Board of Trustees, in accordance with the By-Laws and Articles of Incorporation of the Company and the laws and bylaws governing the Company and that said resolution has been duly recorded in the minutes and is in full force and affect.

Governance

Vasco Fernandes informed the Board members that SEED DC needs three new board members. Vasco & Raj will canvas and start a new process that they will share with the Board members.

Executive Committee

The Board went into executive session and the meeting adjourned at 11:45 A.M.