

Year 1 - Description of schools

Public Hearing Questions on Public Charter Schools

Budget:

1. *For school year 1998-99, how many new public charter schools were funded? List the type of school, the type of educational services each provides, and the amount of funding?*

The District of Columbia Public Charter School Board approved ten applicants for charters in 1998-99. Seven of the 10 schools chartered in 98-99 began charter school operations in September 1998. One school, Associates for Renewal in Education, will begin serving students in January 1999. The two remaining schools are scheduled to open in September 1999. Therefore, only eight schools chartered by the DC Public Charter School Board will receive funding under the Standard Per Pupil Allocation during SY 1998-99. The eight schools, their programs and their SY 1998-99 funding levels are listed below.

Associates for Renewal in Education. ARE will offer a program designed to enable youth involved in the juvenile justice system to find responsible ways to meet their needs so they can improve their self-esteem, behave more appropriately, develop critical thinking and problem solving skills, and obtain their high school diplomas.

Anticipated SY 98-99 enrollment: 50 students; Ages 14-22.
Anticipated SY 98-99 local funding: \$237,100

Cesar Chavez Public Policy Charter High School. The purpose of Cesar Chavez Public Policy Charter High School is to increase the number of students in the District of Columbia who are interested in and prepared to pursue public policy careers. In addition to using the academically rigorous Modern Red School House curriculum and standards, the school will require students to engage in public policy internships; conduct policy research and analysis; participate in discussions, lectures, and debate; and prepare a thesis on a public policy issue.

Anticipated SY 98-99 enrollment: 60 students; Grade 9
Anticipated SY 98-99 local funding: \$460,135

Edison Friendship Public Charter School. The curriculum of the Edison Friendship Public Charter School consists of five domains: humanities and the arts, mathematics and science, character and ethics, practical arts and skills, and physical fitness and health. Teaching methods will include individualized instruction, cooperative learning, project-based learning, and individual and small group learning through technology.

Anticipated SY 98-99 enrollment: 1232 students; Grades K-5
Anticipated SY 98-99 local funding: \$5,375,672

Maya Angelou Public Charter School. The purpose of the Maya Angelou Public Charter School is to help young people who have been in the juvenile justice system become self-sustaining adults: responsible, caring, fully-employed, politically engaged, and law abiding citizens. The school has a low student/teacher ratio and a special focus on integrating the world of work into the academic setting by having students take responsibility for operating a catering restaurant.

Anticipated SY 98-99 enrollment: 44 students; Grades 9-12

Anticipated SY 98-99 local funding: \$536,833

Carlos Rosario International Public Charter School. Carlos Rosario International Public Charter School provides adult students with training in literacy, the English language, and citizenship, and helps to prepare them for the world of work, community involvement, and parenting. The school also provides an alternative education program for returning high school dropouts.

Anticipated SY 98-99 enrollment: 400 FTE; Ages 16-Adult

Anticipated SY 98-99 local funding: \$2,105,250

School for Arts in Learning: A Public Charter School (SAIL). The SAIL Public Charter School's mission is to provide an alternative educational program that uses the arts to stimulate intellectual, emotional, physical, and social development. The school specializes in serving students with learning disabilities and guides every student's educational program through an Individualized Educational Plan.

Anticipated SY 98-99 enrollment: 63 students; Grades Pre-K-2

Anticipated SY 98-99 local funding: \$807,783

Seed Public Charter School of Washington, DC. The Seed Public Charter School provides an intensive residential education program to at-risk inner city children to prepare them, both academically and socially, for success in college and in the professional world. The school aims to improve academic skills and develop a core set of living skills, including a strong work ethic and sense of personal responsibility.

Anticipated SY 98-99 enrollment: 40 students; Grade 7

Anticipated SY 98-99 local funding: \$658,940¹

Washington Math Science Technology Public Charter High School (WMST). WMST provides a rigorous curriculum—integrating mathematics and science instruction with technology—that is intended to enhance the development of analytic reasoning and result in highly motivated, successful students prepared for further study of mathematics, science, and technology and related careers.

Anticipated SY 98-99 enrollment: 200 students; Grades 9-12

Anticipated SY 98-99 local funding: \$1,857,660

¹ Includes a per pupil allocation for residential costs as provided by the Standard Per Pupil Formula.

In addition, two schools that were approved for charters in 1998-99 are scheduled to begin operations in school year 1999-2000. The two schools, their programs, and their requested funding levels for SY 1999-2000 are listed below.

Robert Louis Johnson Arts and Technology Academy. The Robert Louis Johnson Arts and Technology Academy intends to provide an academically challenging, technologically rich, child-centered environment where each student develops a strong intellectual, moral, environmentally conscious, and artistic foundation. In addition to strong academics, the curriculum will offer a performing/communicative arts concentration and will feature technology as a vehicle for learning in every classroom.

Anticipated first-year enrollment: 540 students; Grades Pre-K-5
Anticipated first-year budget request: \$2,722,100

Hospitality Public Charter High School. The mission of Hospitality Public Charter High School is to prepare District of Columbia young people for and to facilitate their placement in hospitality careers. The school intends to provide a four year high school academic program that also includes strong preparation for continuing education and/or careers in the hospitality industry.

Anticipated first-year enrollment: 40 students; Grades 9 & 10
Anticipated first-year budget request: \$420,000

2. *How many public charter school applications have been filed for school year 1999-2000? List the school, the type of educational services that will be provided, and the amount of funding requested?*

Thirteen applications were submitted to the District of Columbia Public Charter School Board for the school year 1999-2000. Four of those applications have been granted provisional approval by the Board. All four applicants must submit revised applications and successfully undergo a second stage review before they are eligible to receive a charter.

The four provisionally approved applicants are:

DC Aerospace Academy. The DC Aerospace Academy proposes to provide a program of instruction that combines academic rigor, military-style discipline, physical fitness, and group and individual counseling. The school also will expose economically disadvantaged girls and boys in grades seven, eight, and nine to experiences and opportunities in both the public and private sectors of the United States aerospace industry.

Anticipated first-year enrollment: 240 students; Grades 7-9
Anticipated first-year budget request: \$1,320,000

Paul Junior High School. Paul Junior High School proposes to offer all students a quality academic education which will enable them to become responsible and productive individuals, critical and independent thinkers, cooperative team players, and outstanding community leaders.

Anticipated first-year enrollment: 630 students; Grades 6-8

Anticipated first-year budget request: \$3,493,980

SABIS International Public Charter School. SABIS International proposes to provide a college preparatory education program that will foster an appreciation of knowledge and an interest in lifelong learning. The school intends to develop and strengthen students' ethical, moral, and civic values to mold young men and women with the knowledge, skills, and social judgment to face the challenges of an increasingly complex global environment.

Anticipated first-year enrollment: 900 students; Preschool - Grade 8

Anticipated first-year budget request: \$6,338,000

Southeast Academy of Scholastic Excellence. The Southeast Academy of Scholastic Excellence intends to prepare students to enter a selective college and/or skilled employment through a rigorous academic program, a technology rich educational environment, a state-of-the-art comprehensive career/vocational program, and character education to foster a strong sense of positive self-esteem.

Anticipated first-year enrollment: 875 students; Grades K-6

Anticipated first-year budget request: \$5,585,690

3. *For all public charter schools, provide the funding (local, federal, and private) that will be allocated for school year 1998-99.*

Schools Chartered by the DC Public Charter School Board

Projected Sources of Revenue for School Year 1998-99

Name of School	Local Funds	Federal Funds	Private Funds ²	Total Revenues
Cesar Chavez Public Policy CHS	460,135	30,869	110,000	
Edison Friendship Public Charter School	5,375,672	415,614	-0-	5,791,286
Maya Angelou Public Charter School	536,833	23,808	250,000	810,641
Rosario International PCS	2,105,250	37,370	-0-	
School for Arts in Learning	807,783	23,425	154,000	985,208
SEED Public Charter School	658,940	12,360	1,075,400	1,746,700
Washington Math Science Technology PCS	1,857,660	72,644	-0-	

² All numbers in this column are estimates. These funds represent foundation grants and other private donations that will be budgeted for SY 98-99 capital expenditures or operating costs incurred by the school.

4. a) *What is the cost for each non-resident student?*

Public Charter Schools charge the same tuition for non-resident students as is charged by the District of Columbia Public Schools. The non-resident tuition is \$6420 per student for elementary school students, \$6162 for junior high school students, and \$5615 for senior high school students.

b) *By school, list the number of non-resident students that attended public charter schools.*

There are no non-resident students attending any of the schools chartered by the District of Columbia Public Charter School Board.

c) *How much revenue was collected this school year for non-resident students? Provide the amount collected by each school.*

Since there were no non-resident students, no revenue was collected.

d) *For funds that are collected for non-resident students, how are the funds used? Are they returned to DCPS or the Chief Financial Officer?*

Tuition funds collected from non-resident students would be used to offset the cost of providing those students with educational services. Since tuition funds represent direct payment for services, the money would not be available to be forwarded to the DCPS or the Chief Financial Officer.

5. *More than \$400,000 is appropriated for the Board of Education and the Public Charter School Board. Provide a budget that indicates how these funds are being spent.*

See Tab 2 for a copy of the operating budget for the DC Public Charter School Board.

6. *How are federal funds received and disbursed for public charter schools? How much is expected to be disbursed for SY 98-99? Please identify the school, type of grant, and amount.*

In its role as State Education Agency (SEA), DCPS receives federal entitlement funds for all eligible students in the District of Columbia. Federal entitlement funds are then disbursed by DCPS to each public charter school. In most cases, this payment is based on a formula that takes into account the number of eligible students in each school. Federal entitlement grant programs include: Title I, Helping Disadvantaged Children Meet High Standards; Title II, Eisenhower Professional Development Program; Title IV, Safe and Drug Free Schools and Communities; Title VI, Innovative Educational Program Strategies; Title VII, Bilingual Education; Emergency Immigrant Program; and Goals 2000.

Schools Chartered by the DC Public Charter School Board

Revenue From Federal Entitlements for School Year 1998-99

Name of School	Title I	Title II	Title IV	Title VI	TitleVII	Goals 2000	Total
Cesar Chavez Public Policy	22,048	764	1154	903		6,000	30,869
Edison Friendship PCS	352,344	15,517	23,422	18,330		6,000	415,614
Maya Angelou PCS	17,808					6,000	23,808
Rosario International PCS	9,328	5,096	7,692	6,020	3234	6,000	37,370
School for Arts in Learning	14,416	815	1,230	963		6,000	23,425
SEED Public Charter Sch	6,360					6,000	12,360
Washington Math Science	57,240	2,548	3,846	3,010		6,000	72,644

Also in its role as SEA, DCPS manages the federal discretionary Title X program which provides support to public charter schools in the form of planning and implementation grants. These funds are available only in the first three years of the school's development and cannot be used to pay routine operational costs of a charter school. Each of the 10 schools chartered by the DC Public Charter School Board will receive Title X Implementation funding in the amount of \$95,000 during SY 1998-99.

Public charter schools also receive federal funds from the US Department of Agriculture to provide free or reduced price lunches to students from poor families.

7. For SY 1997-98, how much federal funding was received for each charter school? Please identify the type of grant and the amount for each charter school.

No schools chartered by the DC Public Charter School Board were eligible to receive federal entitlement funds during the 1997-98 school year, since they were not yet serving students.

However, each of the ten schools chartered by the DC Public Charter School Board received approximately \$110,000 in federal Title X Planning and Implementation grant funds during the 1997-98 school year. Title X Planning and Implementation Grant funds may be used by recipients for :

- Refining the schools educational performance objectives and the methods for measuring progress;
- Providing professional development for teachers and others who will work in the charter school;
- informing the community about the school;
- Acquiring necessary equipment and educational materials and supplies;
- Acquiring or developing curriculum materials; and
- meeting other initial costs that cannot be paid from state and local sources.

8. *What is the process for addressing public charter schools that have accepted students beyond their projected enrollment?*

Each public charter school has a Board of Trustees that sets policy for the school and that is responsible for seeing that the school operates within applicable law and regulations and is faithful to the terms of its charter. If it becomes clear to the chartering authority that a public charter school has exceeded the maximum enrollment permitted by its charter, the chartering authority will refer the matter to the school's Board of Trustees, ask that action be taken to bring the school into compliance, and request periodic progress reports until the problem is resolved.

9. *Who is responsible for overseeing the budget and spending of public charter schools to ensure that the funds are expended for educational purposes and according to law? How are these funds monitored? Provide a copy of the policy that outlines the monitoring of public charter school spending?*

Section 2211(a) of the District of Columbia School Reform Act of 1995 requires that the chartering authority shall (a) monitor the operations of each public charter school to which the charter board has granted a charter; (b) ensure that each charter school complies with applicable laws and the provisions of its charter; and (c) monitor the progress of each school in meeting the student academic expectations specified in the school's charter.

Consistent with the law, Sections 5.1 (B), (C), and (D) of the charter agreement (see **Tab 3**) between the DC Public Charter School Board and each of its chartered schools gives the Board the authority to review and approve the budget of each public charter school, to receive and review regular periodic financial statements from each school, and to require each school to commission an annual external audit. The Board uses these monitoring devices to ensure that the expenditure of each charter school's funds is consistent with the school's approved budget, complies with applicable law, and is carried out using accepted accounting practices. See **Tab 4** for the format for monthly financial reports that the Board requires of all public charter schools.

10. *How many public charter school employees have paid into the DCPS retirement system during SY 1997-98?*

No schools chartered by the DC Public Charter School Board were operating during SY 1997-98.

11. *Are charter schools required to be financially stable before receiving local and federal funds?*

Yes, public charter schools are required to have a solid financial plan, an approved budget, and a capacity to manage financial matters prior to their approval for a charter. They also are required to have sufficient resources so they can remain

financially viable during the first-year start-up period, since charter schools do not receive their first regular payment from the per pupil allocation until mid October.

In the fall of SY 1998-99, all schools chartered by the DC Public Charter School Board received their October payment on time, and no school encountered difficulties meeting its financial obligations during the uncertainty of the start-up months leading up to the October payment of the per pupil allocation.

Facilities:

12. For school year 1998-99, how many public charter schools are operating in a District of Columbia Public Schools facility? List the name of each school and location.

During the 1998-99 school year, the following schools chartered by the DC Public Charter School Board were operating in a District of Columbia Public Schools facility.

Charter School	DCPS Facility	Location
Associates for Renewal	Langston School	43 P St., NW
	Slater School	45 P St., NW
Edison Friendship PCS	Chamberlain School	1345 Potomac Ave., SE
	Woodridge School	2959 Carlton Ave., NE
Maya Angelou PCS	Harrison School (Charter Hub)	13 th & V St., NW
Rosario International PCS	Lincoln School	3101 16 th St., NW
	Bell Multicultural	Hyatt Pl & Park Rd, NW ³

13. a) What standards are used to ensure that public charter schools are meeting DC Fire Department regulations? Provide the Standards.

Public charter schools are required by the DC Code and by the terms of their charter to meet all occupancy requirements, including those required by the DC Fire Department, before opening their school facility to students. These requirements must be satisfied each year.

b) How often are public charter schools inspected by the fire department?

The District of Columbia Fire Department sets its own schedule for fire code inspection. Charter schools operate under the same inspection requirements as DCPS schools. Public charter schools are inspected at least annually by the fire department.

³ Beginning in January 1999, all Rosario classes held at Bell Multicultural will be moved to Lincoln School.

c) *Provide a copy of the fire drill policy for public charter schools?*

The Board of Trustees of each school establishes its own fire drill policy in conformance with requirements established by the DC fire department. The fire drill policy for each operating public charter school is attached (see Tab 5).

d) *Who is responsible for fire code violations, repairs, maintenance, and other improvements?*

When a public charter school owns or leases its own facility, the school is responsible for seeing that the facility meets the requirements of the code. When a public charter school is housed in a DCPS “charter hub”, the District of Columbia Public Schools is responsible for seeing that the facility meets the requirements of the code. However, a charter school located in a charter hub is responsible for routine maintenance of the building.

Academics/Curriculum:

14. a) *Who is responsible for the overall evaluation/assessment of public charter schools? Provide a copy of school year 1997-98 assessment report, the findings and recommendations based on its evaluation.*

The District of Columbia Public Charter School Board had no public charter schools in operation in school year 1997-98. Therefore, no charter school evaluations were conducted.

Each public charter school will be evaluated individually by the Board, and a report of that evaluation will become part of a cumulative record of the school’s performance, including its compliance with applicable law, regulations, and the terms of its charter.

b) *How often are public charter schools evaluated/assessed to ensure compliance with local and federal laws, regulations, and policies?*

The District of Columbia Public Charter School Board conducts an annual review of the progress and performance of each of the operating schools it has chartered. In cases where circumstances warrant, a school’s performance may be reviewed more frequently.

All schools are subject to an annual audit, and each charter school must submit an annual report that contains information on how well the school is doing in meeting each of its goals.

15. a) *What professional educational organization provides accreditation for public charter schools?*

The law provides the option for a public charter school to apply for accreditation from the Middle States Association, a variety of state accreditation agencies, or from any other accrediting association that is approved by the eligible chartering authority.

b) *For SY 1997-98, how many public charter schools were evaluated by a professional education association such as Middle States? Please identify the name of the organization.*

No public charter school was evaluated by an accrediting association during SY 1997-98, since at that time no DC charter school had been in existence long enough to qualify for accreditation review. The Middle States Association, for example, will not accept an application from a school that has been in operation for less than two full years.

c) *Who is responsible for assuring that the curriculum for public charter schools meets accreditation standards?*

Each public charter school has the responsibility for seeing that its own educational program, including the curriculum, meets the standards for accreditation.

d) *What assurance do parents have that their children are attending an accredited school? For each public charter school, provide a copy of the information that is provided to parents on accreditation, student conduct, and student rights.*

Once charter schools in the District of Columbia have been in existence long enough to qualify for accreditation, their accreditation status will be reported to parents and the community as part of the annual report of the school.

16. *Will students who graduate from public charter schools meet the admission requirements for national colleges and universities?*

The DC Public Charter School Board has established criteria for charter approval that emphasize the importance of a challenging, content-rich academic curriculum for all students. Several public charter schools have chosen to concentrate on preparing students for admission to and success in college, and their students are likely to experience little difficulty enrolling and succeeding in college. However, even the charter schools that have elected to serve students interested in vocational or career education programs are expected to provide a rigorous academic curriculum.

17. Do public charter schools operate under the same standards as DCPS? Please explain the standards.

Section 2204(c)(3)(B) of the District of Columbia School Reform Act of 1995 specifically exempts public charter schools from District of Columbia statutes, policies, rules, and regulations established for District of Columbia Public Schools. Each charter school operates under provisions (standards) described in their approved application and further spelled out in their charter agreement, which is a legally binding document.

Nevertheless, public charter schools are required to take district-wide assessments that are linked to DCPS standards (see Question 21.a). This means that on one important measure, student performance in charter schools will be assessed against the same standards as DCPS.

18. For each public charter school, provide a copy of the curriculum.

A copy of the curriculum for each public charter school now operating has been provided.

19. Does DCPS play a role in the development and implementation of the curriculum of public charter schools?

The statute authorizing charter schools in the District of Columbia states that a public charter school shall exercise exclusive control over its expenditures, administration, personnel, and instructional methods, unless otherwise provided by the statute or by the terms of its charter. This means that, as a general rule, each charter school is free to adopt and implement its own choice of a curriculum, which is referenced as a provision of the school's charter.

The one exception to the general rule is when a charter school elects to be treated as a District of Columbia public school for purposes of special education. In such cases the charter school works with the DCPS Office of Special Education to design its special education instructional program and to provide services to students.

20. Who is responsible for assessing the quality of education that is provided by public charter schools? How often are public charter schools assessed during the school year?

The eligible chartering authority is responsible for assessing the quality of education that is provided by public charter schools. Each public charter school is assessed individually by the eligible chartering authority that granted its charter.

As required by Section 2204(c)(11) of the District of Columbia School Reform Act of 1995, each charter school is required to submit an Annual Report that provides evidence of progress being made by the school in meeting its very specific

performance targets and that contains the results of the Annual Financial Audit. For each school it has chartered, the District of Columbia Public Charter School Board will conduct an annual review of the school's performance in meeting its academic goals and specific performance targets.

The Review will be designed to both confirm and supplement information contained in the school's Annual Report. The annual review will take the form of a site visit to the school by a carefully selected team of expert peer reviewers who will observe school activity, interview staff, review school records, and prepare a report to the Board.

- 21. a) *Are students in public charter schools required to take the Stanford Nine Test? If not, what type of achievement test are students required to take? How often is the test administered?***

All public charter schools are required to participate in any district-wide assessments conducted by the District of Columbia Public Schools. Charter schools are required to take the Stanford 9 (SAT 9), since it is used by DCPS as a district-wide assessment. Several charter schools administer both the fall and the spring forms of the SAT 9. However, only the spring form of the SAT 9 is required, since this is the test used for year to year accountability and for which the results are released to the public.

- b) *How many public charter school students were enrolled in the summer school program? Where did these students attend summer school?***

The first cohort of schools chartered by the DC Public Charter School Board began serving students in September 1998. Therefore, except in one instance, the schools did not enroll students in summer school this past summer. The one exception, the SEED Public Charter School, held a two-week summer retreat for 40 entering students. The program included scheduled academic instruction.

- c) *Where will summer school be held for public charter school students?***

Each public charter school will design and hold its own summer school, although it is possible that two or more charter schools may work together to plan and hold a summer school program. It also may be possible that a charter school could make arrangements and pay the costs for its students to participate in the DCPS summer school program.

- d) *What will the cost be for each student? Who will be responsible for paying the cost for public charter school students who attend summer school?***

The Uniform Per Student Funding Formula for Public Charter Schools in FY 1999 will provide \$550 for each student from a public charter school who attends summer school.

Each school will be responsible for the cost of providing summer school for its students. If the actual cost per student exceeds \$550, the school will have to supplement the program from other funds.

- e) *Does social promotion exist in public charter schools? Please provide a copy of the public charter school policy on social promotion and summer school.*

None of the schools chartered by the DC Public Charter School Board has a promotion policy that includes social promotion. When asked in their application to state the basis upon which students would be promoted to the next grade (or other level of learning), all seven schools now in operation stated that before students are promoted to the next (grade) level, they will be required to demonstrate success in mastering the performance standards or objectives for the grade level or course of study.

To make this practical for teachers, the DC Public Charter School Board has established a policy that every school it charters must adopt a standards-based curriculum. A standards-based curriculum permits teachers to track student learning according to each student's progress in mastering the content and performance standards for a given subject area. When students' learning is consistently tracked against standards, it is possible for all parties—teacher, student, and parents—to know at any given time how well the student is doing and what needs to be worked on in order for the student to make better progress, including whether or not the student needs to attend summer school.

Suspension/Expulsion:

22. a) *For students who are suspended or expelled from public charter schools, who is responsible for providing education to these students?*

When a student is expelled from a school in the regular public school system, there are alternative programs within the system where the student can be placed and that have the resources needed to deal with the particular problem. When a student in an individual charter school commits an offense serious enough to warrant expulsion, the school itself is unlikely to have an alternative program available. While it is possible that another charter school will have an opening in a suitable program, it certainly will not always be the case.

This means that, more likely than not, a student expelled from a public charter school will seek to enter a suitable program within the District of Columbia Public School System. For students expelled so far this year from schools chartered by the DC Public Charter School Board, most have been placed cooperatively in DCPS through contacts and negotiation initiated by the charter school principal.

- b) *For school Year 1996-97 and 1997-98, how many students were suspended or expelled? Please list the number of students for each school. How were these students educated when they were not attending a public charter school?*

The District of Columbia Public Charter School Board had no schools in operation either in school year 1996-97 or 1997-98.

23. *What policies are implemented regarding student conduct? Provide a copy of the policy on student conduct.*

Attached under **Tab 6** are draft policies on student conduct currently in use by each of the schools chartered by the District of Columbia Public Charter School Board. Following review by a panel of technical experts and approval by the Board, these will become part of the school's charter.

Termination of Public Charter Schools:

24. *What changes are being made in the public charter school schools charter to decrease the time for terminating a public charter school that no longer meets required standards?*

When a public charter school violates the law or its charter, engages in fiscal mismanagement, or demonstrates a pattern of unacceptable student academic achievement, the principal recourse available to the eligible chartering authority is to revoke the school's charter. The District of Columbia School Reform Act of 1995 gives a chartering authority the power to revoke a charter for the reasons just stated.

In an effort to avert circumstances that warrant such an extreme sanction, the District of Columbia Public Charter School Board has designed its monitoring process to identify problems early, before they become severe or threatening. The Board also has built into its monitoring a set of procedures for working as a partner with schools to identify and address problems that, left unattended, might result in a threat to the school's charter.

When a school experiences problems severe enough to warrant intervention by the Public Charter School Board, the Board will gauge its actions against a Table of Remedies that is published and known by the schools. The Table, which is now under review by a panel of experts, is scheduled for approval by the Board early in the new year. The table will contain guidelines that match the Board's response to the severity of the problem, beginning with the least severe and intrusive intervention and continuing in ascending order until the problem is resolved or until the Board, having exhausted all other remedies, initiates charter revocation procedures.

In brief, the response of the Board will be proportionate to the offense. When the offense is egregious, the response will be swift and final. When the problem is less

severe, the Board will select a proportionate response designed to produce a course of action leading to improved future performance.

Public Charter School Approval:

25. *What criteria are being used to approve the charter for charter schools? Provide a copy of the criteria.*

The criteria that the DC Public Charter School Board has established to guide the review and approval of applications for a public charter school are published in the Board's application guidelines. A copy of the Application Review Form, which contains the criteria, and a description of the review and decision process, including how the criteria are applied, are attached under **Tab 7**.

Special Education:

26. a) *How many charter schools have special education students? Please identify whether the charter school functions as a local education agency (LEA) for purposes of special education or is working with DCPS, where DCPS serves as the LEA for purposes of special education.*

All but one public school chartered by the DC Public Charter School Board has special education students on their roster at this time (see question 26.b below). The LEA status of each charter school is also indicated in the table under 26.b.

b) *How many special education students are enrolled in each public charter school?*

The list below shows the number of students with active special education IEPs for each school chartered by the DC Public Charter School Board. Some students who have been referred for special education evaluation have not yet been assessed, and the records of a few students already identified for special education services have not been received by the charter school. Therefore, the numbers presented here are expected to increase in the future.

Name of Charter School	LEA Status	# of Sp Ed Students
Cesar Chavez Public Policy Charter High School	DC Public School	1
Edison Friendship Public Charter School	LEA	53
Maya Angelou Public Charter School	LEA	15
Rosario International Public Charter School	DC Public School	1
School for Arts in learning (SAIL)	LEA	40
SEED Public Charter School of Washington, DC	LEA	6
Washington Math Science Technology PCS	LEA	0

