

1 THE BALTIMORE CITY BOARD OF SCHOOL COMMISSIONERS

2 BALTIMORE CITY PUBLIC SCHOOLS

3

4 200 EAST NORTH AVENUE

5 FIRST FLOOR BOARD ROOM

6 BALTIMORE, MARYLAND 21202

7

8

9 PUBLIC BUSINESS MEETING

10 DECEMBER 12, 2006

11 6:00 P.M.

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20 REPORTED BY:

21 W. BODENSTEIN

1 BOARD MEMBERS:

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3 BRIAN D. MORRIS, BOARD CHAIR

4 JERRELLE FRANCOIS, VICE CHAIR

5 CHARLENE COOPER-BOSTON

6 ANIRBAN BASU

7 KALMAN HETTLEMAN

8 HONG MEI PANG, STUDENT COMM.

9 GEORGE VANHOOK, SR.

10 DIANE BELL-MCKOY

11 JAMES CAMPBELL

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## 1 P R O C E E D I N G S

2 BOARD CHAIR MORRIS: Good evening,  
3 ladies and gentlemen. We appreciate you all  
4 being here for the December 12th meeting of the  
5 Board of School Commissioners for the Baltimore  
6 City Public School System.

7 I will begin the meeting with an  
8 approval of the minutes as submitted.

9 COMMISSIONER BASU: So moved.

10 COMMISSIONER FRANCOIS: Second.

11 BOARD CHAIR MORRIS: It's been  
12 properly moved and seconded that we accept the  
13 minutes as submitted. All in favor?

14 SPEAKERS: Aye.

15 BOARD CHAIR MORRIS: Opposed?  
16 Abstentions? Thank you. We also begin every  
17 meeting recognizing the members of this family,  
18 the Baltimore City Public School System family,  
19 that have passed from labor to reward.

20 Occasionally we've had instances where  
21 we've had employees of the system, where we've

1 had relatives of the employees of the system.  
2 The absolute most heart-wrenching situation is  
3 when we have students or young people whose  
4 lives have been snuffed out at an early age.

5           Unfortunately we have two such  
6 situations since we last convened. Most of you  
7 have probably heard about the 7th grader from  
8 Diggs-Johnson, Ms. Tiffany Brown, who was  
9 struck, along with a classmate, Jeron Randolph.  
10 Ms. Brown did not survive the accident and was  
11 killed in the accident. Mr. Randolph is still  
12 working through his injuries in that accident  
13 and was seriously injured.

14           So we want to make sure that as we  
15 recognize the passing of Ms. Brown and the  
16 recovery of Jeron Randolph, that we keep those  
17 folks in our prayers.

18           Secondly, we have a situation that was  
19 not one of our direct students, but a young man  
20 named Elijah Cozart. He was three-years old and  
21 was enrolled at the Herring Run Head Start

1 program which is one of our Judy Center sites.  
2 His parents are both teachers in the system and  
3 give their lives to the development of all of  
4 our children. So they experienced the most  
5 horrible circumstances where their three-year  
6 old child was hit by a car. The grandmother of  
7 the child also was struck, as many of you know,  
8 and is recovering.

9 So as we normally do at the beginning  
10 of the meeting, we recognize those members of  
11 our family who have passed from labor to reward.  
12 If you could, take a special moment to just  
13 think about and give prayers to the families of  
14 these young people who have suffered and moved  
15 on. So if you would join me in that moment of  
16 silence.

17

18 (Moment of silence.)

19

20 BOARD CHAIR MORRIS: Thank you very  
21 much. As far as Chairman's Comments, I will be

1 very brief recognizing that we have lots of  
2 business to handle today. I do want to  
3 recognize two groups that have competed on the  
4 highest stage and have performed as high as  
5 anyone in the state. We have the young men from  
6 Edmondson-Westside High School who were the  
7 Class IIA football champions and won last  
8 weekend at M&T Bank Stadium their state football  
9 championship. We're very proud of the young men  
10 over at Edmondson and they've done a great job  
11 there.

12 Secondly, Dunbar High School won the  
13 Class IA championships in football and we're  
14 very proud of both teams and both schools for  
15 supporting those teams. The coaches are to be  
16 commended. The players, obviously, are to be  
17 commended.

18 No, they are not here tonight.  
19 Hopefully they are at home doing homework. They  
20 will be recognized tomorrow morning by the Mayor  
21 Designee, Sheila Dixon, at City Hall in a



1 ceremony recognizing their championships for  
2 those two teams.

3 So with that, I will turn it over to  
4 Dr. Boston for CEO Comments.

5 MS. BOSTON: Thank you so much. Today  
6 I'd like to highlight several areas. First,  
7 beginning with the Master Plan status. As you  
8 know, we prepared a Master Plan that was  
9 submitted to the Maryland State Department of  
10 Education.

11 Today was the day for the State Board  
12 to approve it. Well, I'm happy to report, Board  
13 members and families and staff members, that the  
14 State Board fully approved of our plan. The  
15 Master Plan has been approved.

16 (Applause.)

17 MS. BOSTON: I'd like to thank Linda  
18 Chinnia and Patty Abernathy and staff here at  
19 North Avenue who worked tirelessly to get our  
20 plan through. The public may view the Master  
21 Plan on this site, [www.bcps.k12.md.us](http://www.bcps.k12.md.us).

1                   We are well underway in implementing  
2 all of the strategies and objectives and we hope  
3 that all of you, parents, teachers, principals,  
4 concerned citizens, would view the Master Plan  
5 so that you would know the direction this  
6 district will be going for the next two years.

7                   Another bit of good news, I'm happy to  
8 report that Baltimore City has one of 6 Blue  
9 Ribbon Schools named. In fact, George  
10 Washington Elementary School was named a  
11 Maryland Blue Ribbon School.  
12 (Applause.)

13                   MS. BOSTON: Yesterday, Nancy Grasmick  
14 recognized all the newly named Blue Ribbon  
15 Schools and we are proud of George Washington  
16 Elementary for being on this prestigious list.  
17 You know that this is a status that schools have  
18 across the country. Here in Maryland, I heard  
19 that there were 1,500 applications that met a  
20 certain threshold. Guess what? Baltimore City  
21 was one of the two elementary schools named in

1 the State of Maryland.

2 So congratulations to the principal,  
3 Susan Burgess, and to her AAO, Sue Cutter. I  
4 don't know if Sue Cutter is here. She should  
5 stand when we have some good things to say about  
6 a school. Thank you. The principal, I don't  
7 see her here but I would like to say that we  
8 appreciate your work in filling out the  
9 application, but also in showing that we do  
10 well. Oh, she's outside?  
11 (Applause.)

12 MS. BOSTON: Just come up and wave to  
13 the Board members so they know.

14 MS. BURGESS: Thank you.

15 MS. BOSTON: Thank you. Thank you and  
16 thanks to your staff. I have the pleasure of  
17 giving more accolades to individuals. We want  
18 to take a few minutes to recognize the  
19 principals that made AYP. As you know, the No  
20 Child Left Behind requires that we meet certain

21 targets on the statewide tests in math and

12

1 reading.

2                   These are very rigorous assessments and  
3 there is a formula that you have to complete in  
4 order to determine that your school has made  
5 AYP. The standards keep going up and up. Yet,  
6 we have a number of schools that have made this  
7 list. I think it's time that we give  
8 recognition to those schools that have been so  
9 successful.

10                   I think we will have the CAO read the  
11 list or her designee, and I have some  
12 certificates that I would like to give to the  
13 principals. Debbie, will you help me? I would  
14 like to have the persons just come up, we'll  
15 give them their certificate and then I'll ask my  
16 President to come up with me so that we can  
17 shake the hands of the principals who are  
18 getting their certificates.

19                   MS. CHINNIA: Good evening. It gives  
20 me great pleasure to give you the list of the

21 schools that made the adequate yearly progress

13

1 for the school year 2005-2006. This is based on  
2 student results from the Maryland State  
3 Assessments and the High School Assessments.

4 We'll start with the charter school  
5 area. Hampstead Hill Academy, Matthew Hornbeck  
6 is the principal. Rosemont Elementary/Middle.  
7 Sandra Ashe, principal. Empowerment Academy,  
8 Carolyn Smith, principal. Midtown Academy.  
9 Kathleen O'Hanlon, principal.

10 Crossroads School, Mark Conrad. KIPP  
11 Ujima Village Academy, Shayne Hammond. You all  
12 stay up there until I finish doing all the  
13 charters. Inner Harbor East Academy, Maria  
14 Dent. The Academy for College and Career  
15 Exploration, Ivor Mitchell. The Baltimore  
16 Freedom Academy, Tisha Edwards. Coppin Academy,  
17 William Howard.

18 Those are the charter schools that are  
19 in our group of schools making AYP. Now we're

20 looking at the elementary/K to 8, Area I. Cecil  
21 Elementary. James Drummond, principal. Stadium

14

1 School. Ron Shelley, principal. Hilton  
2 Elementary. Dr. Patricia Hall, principal.  
3 Our Blue Ribbon School, George  
4 Washington Elementary. Susan Burgess,  
5 principal. Coldstream Park Elementary/Middle.  
6 Tracey Thomas, principal. Dallas F. Nicholas  
7 Sr. Elementary. Irma Johnson, principal.  
8 Abbottston Elementary. Angela Faltz, principal.  
9 Mount Royal Elementary/Middle. Carolyn  
10 Freeland, principal. Sarah M. Roche Elementary.  
11 Sheila Hale, principal. Francis Scott Key  
12 Elementary/Middle. Mary Booker, principal.  
13 Garrett Heights Elementary. Yetti Kearney,  
14 principal.  
15 Mount Washington Elementary. Thomas  
16 Shepley, principal. Grove Park Elementary.  
17 Carla Jackson, principal. John Ruhrah  
18 Elementary. Mary Donnelley, principal. Roland  
19 Park Elementary/Middle, Carolyn Cole.

20                   Arlington Elementary. Terrelle Gray,  
21                   principal. Hamilton Elementary/Middle. Barbara

15

1                   Harahan, principal. Fallstaff Elementary/Middle.  
2                   Dr. Faith Hibbert, principal. Armistead Gardens  
3                   Elementary/Middle. Anne Harrison, principal.  
4                   Leith Walk Elementary. Edna Greer, principal.  
5                   Medfield Heights Elementary. Debbie Thomas,  
6                   principal. Dr. Bernard Harris, Sr. Elementary.  
7                   Lucretia Coates, principal. Congratulations to  
8                   Area I schools making AYP.

9                   Area II. Westside Elementary. Havanah  
10                  Kenlaw, principal. Gwynns Falls Elementary.  
11                  Hartavia Johnson, principal. John Eager Howard  
12                  Elementary. Erma Jean Jefferson, principal.  
13                  Windsor Hills Elementary. Carmen Holmes,  
14                  principal. James Mosher Elementary. Cecelia  
15                  Spears, principal.

16                  Bentalou Elementary. Mary Ann  
17                  Winterling, principal. Curtis Bay Elementary.  
18                  Barbara Pryor, principal. Yorkwood Elementary.

19 Deborah Sharp, principal. Pimlico  
20 Elementary/Middle. Orrester Shaw, principal.  
21 Northwood Elementary. Edward English,

16

1 principal. Frederick Elementary. Terry  
2 Kendall, principal. Lockerman Bundy Elementary.  
3 Cynthia Cunningham, principal. Dr. Hattie  
4 Jackson Alternative Center. Dr. Dawn Downing,  
5 principal. Congratulations to the Area II  
6 schools who made AYP for 2006. Fantastic.  
7 Area III. Langston Hughes Elementary.  
8 Gloria Pulley, principal. Dr. Rayner Brown.  
9 Dr. Lisa Parker, principal. William  
10 Pinderhughes Elementary. Brenda Hubbard,  
11 principal. Matthew Henson Elementary. Carla  
12 Bragg, principal. Charles Carroll Barrister  
13 Elementary. Bridget Dean, principal.  
14 Federal Hill Preparatory School.  
15 Sharon VanDyke, principal. Margaret Brent  
16 Elementary. Jacqueline Waters-Scofield,  
17 principal. Rognel Heights Elementary/Middle.  
18 Ivy Hill, principal. Robert Coleman Elementary.



19 Brenda Allen is the principal. Gardenville  
20 Elementary. Barbara Sawyer, principal.  
21 Violetville Elementary/Middle.

17

1 Catherine Reinholdt, principal. Highlandtown  
2 Elementary. Prentiss Moore, principal.  
3 Graceland Park/O'Donnell Heights. Wayne Law,  
4 principal. Lois T. Murray Elementary. Roslyn  
5 Canosa, principal. Congratulations to the Area  
6 III schools who have made AYP.

7 Moving on to Area IV. Harlem Park  
8 Elementary/Middle. Joyce Akintilo, principal.  
9 Hampden Elementary/Middle. Margaret Shipley,  
10 principal. Liberty Elementary. Beverly  
11 Woolford, principal. Bay Brook Elementary.  
12 Lydia Lemon, principal. Callaway Elementary.  
13 Joyce Middleton, principal. Congratulations to  
14 the Area IV schools that made AYP for the year  
15 2006. Fantastic job.

16 I'm going to do Area IX if you don't  
17 mind. Area IX schools, General Wolfe

18 Elementary. Christopher Gaither, principal.  
19 Guilford Elementary/Middle. Sheila Myers,  
20 principal. Harriet Tubman Elementary. Yvonne  
21 Cunion, principal. Congratulations to Area IX

18

1 schools that made AYP for 2006.

2 I am so sorry. I did not call Dickey  
3 Hill Elementary/Middle from Area III. Joyce  
4 Hughes, please come forward. I did not mean to  
5 leave you out. I am sorry.

6 This set of schools that I am  
7 announcing, we are particularly proud of because  
8 this is really a large group and we're very  
9 excited because these are our high schools.  
10 This is looking at the High School Assessments  
11 and those schools that met AYP. So we are very  
12 proud. You can see what happens, Area I, II,  
13 III, IV, V and IX, to get up here.

14 George W.F. McMechen Middle/High  
15 School. Gwen Brooks, principal. Southside  
16 Academy. Denise Gordon, principal. Claremont  
17 School. Dr. John Butt, principal. Edmondson-

18 Westside High School. Delphine Lee, principal.  
19 Baltimore Poly-Technic Institute. Dr. Barney  
20 Wilson, principal. Western High School.  
21 Eleanor Matthews, principal.

19

1 Mergenthaler Vocational Technical High  
2 School. Eugene S. Leak, principal. Paul  
3 Laurence Dunbar High School. Roger Shaw,  
4 principal. Baltimore School for the Arts.  
5 Leslie Shepard, principal. Digital Harbor High  
6 School. Brian Eyer, principal. The National  
7 Academy Foundation. Ronnel L. Carey, principal.  
8 Last but not least, the Baltimore City College.  
9 Timothy Dawson, principal.

10 Before leaving, if I may be permitted  
11 to have another set of folks come up. That  
12 would be the area officers who worked so hard  
13 with the principals to help make this happen.  
14 For Area I, I'd like Sue Cutter. Area II, James  
15 Smith. Area III, Elizabeth Williams. Area IV,  
16 I just saw her. Gwen Cleage. Area IX, Mary

17 Mentor. The charter school area, David Stone.  
18 High School Area VI, Dr. Deborah Wortham. Thank  
19 you.

20 BOARD CHAIR MORRIS: Excuse me, as  
21 instructional leaders, I would appreciate a

20

1 little decorum while we conduct the rest of our  
2 business. I appreciate that. I really do.

3 I've seen you all in your lunch rooms  
4 and in your classrooms making sure that those  
5 folks who are prepared to listen are, in fact,  
6 prepared to listen. So thank you very much. We  
7 appreciate all of the hard work that has been  
8 done by the principals. I don't want to forget  
9 the teachers in each of those schools who have  
10 put in a lot of work, the students who have done  
11 the work that was required of them, and the  
12 parents and community members who have supported  
13 those children as they have gone on to achieve  
14 what is required of them to move on to the next  
15 level.

16 So we thank all of the levels of the

17 system, as well as Dr. Boston and our Chief  
18 Academic Officer, Ms. Chinnia.

19 MS. BOSTON: Finally, I would like to  
20 invite Dr. Millie Pierce who is the CEO and  
21 President of the Fund for Educational Excellence

21

1 to come forward. She is here to help me award  
2 the Kurt Schmoke Award. While Millie is coming  
3 up, and we will name those who get the award,  
4 I'd like to personally take this opportunity to  
5 thank Millie Pierce for her work in support of  
6 the Baltimore City Public School System.

7 MS. PIERCE: You're very welcome.

8 MS. BOSTON: During Millie's tenure  
9 with the fund, she's helped move us forward  
10 aggressively on our agenda for high school  
11 reform. Five of the 8 original neighborhood  
12 high schools have been fully reconfigured into  
13 12 new smaller learning communities. I know  
14 Millie had a lot of work to do with that.

15 We want to thank you for the support

16 you've given to our idea of choice. We are  
17 implementing that fully here in the system. Our  
18 attendance rate has gone up to 86 percent. The  
19 highest that it's been in 10 years. The  
20 graduation rate has increased. We thank you for  
21 the support that you've given for the

22

1 scholarships, the CTE plan and just everything  
2 that you do to work with us.

3 I can say this now publicly. The  
4 reason why I wanted to take this opportunity to  
5 publicly thank you is that Millie will be  
6 leaving the fund and I wanted our public to  
7 understand that we will miss you dearly and the  
8 support you have given this district. So we  
9 want to thank you.

10 MS. PIERCE: Thank you.

11 MS. BOSTON: Now, let us give the  
12 award. Our Board members may have some comments.  
13 Would you want me to name those schools?

14 MS. PIERCE: That would be great. Can  
15 I just say a word first?

16 MS. BOSTON: Yes.

17 MS. PIERCE: Along with all of the  
18 high school work that's been done, I just wanted  
19 to have people understand how much the fund  
20 believes in excellence in teaching. Most of our  
21 work has been geared towards helping teachers

23

1 think about their work and to do it better. The  
2 'it' being to be excellent teachers in  
3 classrooms and to help principals be excellent  
4 instructional leaders in their work.

5 So the reason we're giving this award,  
6 and I just wanted to have a chance to say that,  
7 is that Kurt Schmoke, who was the first African  
8 American mayor in Baltimore City, believed also  
9 in excellence in teaching and gave this money  
10 because he really wanted to make sure that  
11 teachers and principals were awarded something.

12 So this is not simply a certificate.  
13 This comes with a financial award that he  
14 recommended that the principals and teachers

15 spend any way they choose. So this is a very  
16 nice sort of holiday gift that's going to go to  
17 these principals and teachers, along with these  
18 lovely certificates. So we would love to have  
19 you present them.

20 MS. BOSTON: Okay. Do you want to  
21 announce names?

24

1 MS. PIERCE: Oh, I would love to. Ms.  
2 Kimberly Worthington. She is at the Federal  
3 Hill Preparatory Elementary School. Ms. Sharon  
4 VanDyke, principal at the Federal Hill  
5 Preparatory Elementary School.

6 Ms. Frieda Mullaley, Graceland  
7 Park/O'Donnell Heights. Mr. Wayne Law,  
8 Graceland Park/O'Donnell Heights Elementary  
9 principal.

10 Mr. Wayne Cook, Baltimore City College.  
11 Mr. Tim Dawson, Baltimore City College  
12 principal. Thank you. Congratulations.

13 MS. BOSTON: I just have five or 6  
14 more pages to go. No, I have concluded my



15 remarks and I want to thank the Board members  
16 and members of the community for acknowledging  
17 the great achievement of Baltimore City. We  
18 have teachers, administrators and school staff.  
19 Thank you.

20 BOARD CHAIR MORRIS: I just wanted to  
21 touch on a couple of things. Dr. Boston

25

1 mentioned earlier that we have an approved  
2 Master Plan. I think it's worthy and worth  
3 while to recognize that it's always important  
4 that we get our message out. That we talk about  
5 the good things. We just went through an  
6 exercise of recognizing principals and teachers  
7 who have led our students to great levels of  
8 achievement.

9 The Master Plan is what guides and  
10 governs the system and how we, as a system, will  
11 move forward with the agenda of educating our  
12 children. It was bandied about in the media  
13 lots last year and the year before that, that

14 the city did not have an approved Master Plan.

15 So I don't want to at all gloss over  
16 the fact that we do, in fact, now have an  
17 approved Master Plan by the State Department of  
18 Education. I don't want to at all gloss over  
19 the yoeperson's work done by our very capable  
20 CEO, our Chief Academic Officer, your staff as  
21 recognized through Patty Abernathy and others.

26

1 This is a very important document for the system  
2 and it is kind of the governing force for the  
3 system and it's important that we recognize  
4 that. So I do want to recognize you, Dr.  
5 Boston, for that.

6 George Washington Elementary, I'm so  
7 proud of you all. We went over to George  
8 Washington last year when our test scores came  
9 out and we were so excited about what happened  
10 over at George Washington and the great strides  
11 that they have made. Principal Burgess is doing  
12 an absolutely fabulous job.

13 There was a young man there during that

14 press conference who acted as my legal  
15 representation because he was, I believe, a  
16 first grader who told me he was going to be an  
17 attorney and I volunteered to be his first  
18 client. So I appreciate him and all the work  
19 that's being done by the other students at  
20 George Washington. It was a great day that day  
21 and it's a great day today to recognize George

27

1 Washington for becoming a Blue Ribbon school.

2           Having said all of that, we will move  
3 now further into our agenda. We will go to  
4 public comment. Just to let everyone know, we  
5 have some new faces in the audience and I want  
6 to let everyone know how we approach public  
7 comment.

8           We have recognized community, parent,  
9 labor organization groups that come and speak to  
10 us and, for lack of a better term, testify with  
11 us every meeting. Each of those individuals  
12 will have five minutes for their comments. From

13 there, we will move to public comment. That is  
14 the 10 individuals who have signed up on this  
15 sheet. Each of those individuals will have  
16 three minutes for comments. So I would  
17 appreciate it if we tried to stay within the  
18 parameters of what I just laid out.

19           Having said that, we're going to begin  
20 with Mr. Hamilton. I see you walking in the  
21 room. Representing the Baltimore City Council

28

1 of PTA's. Good evening Mr. Hamilton.

2           MR. HAMILTON: Good evening Chairman  
3 Morris, Dr. Boston and Board of School  
4 Commissioners. I'd just like to bring you some  
5 really brief comments from the Council of PTA's.

6           First of all, I would like to offer our  
7 congratulations to all the schools and  
8 administrators who were awarded here tonight.  
9 Especially those that made AYP. One of my  
10 children's home school, Northwood, I'm always  
11 glad to see they are on the rise once again and  
12 things are going well there. They are right

13 across the street from me so they are still in  
14 my community.

15 Also, I would like to offer our  
16 congratulations to Dunbar and Edmondson High  
17 Schools on their accomplishments this year in  
18 winning the state football championships in  
19 their respective conferences. So I really think  
20 that's a great achievement for those young men,  
21 especially those having knowledge about how they

29

1 feel about how we perform, athletically, in city  
2 schools. I think we showed them a thing or two  
3 this time around. So my hat goes off to those  
4 young men and their achievements this year.

5 I also would like to thank Dr. Boston  
6 personally, and Kerry Whitaker, for their  
7 assistance in helping the Council of PTA's  
8 continually get out their message to schools  
9 when we are having meetings and messages that we  
10 need to go out to the school community. Kerry  
11 has been very helpful in that regard. So I

12 would really like to thank her and I will thank  
13 her personally hopefully next week.

14 I also would like to just make the  
15 Board aware that we had a legislative reception  
16 on December 1st. It wasn't as well attended as  
17 we would have liked but we had a very good  
18 conversation with State Senator Elect Kathy Pugh  
19 and Delegate Elect Barbara Robinson. It was a  
20 very fruitful and in-depth conversation about  
21 their plans for education and hopefully we have

30

1 developed some beginning partnerships with  
2 incoming legislators so that we can do the types  
3 of things we need to do for the children of  
4 Baltimore City. We pledge that we will stay in  
5 constant contact with them as their efforts move  
6 forward around education.

7 I would like to thank the Board for  
8 sending Dewana Sterrette to represent them. It  
9 was very enlightening conversation to say the  
10 least.

11 What I would like to do also is to,

12 once again, recommit that the Council of PTA's  
13 will continually be in the fold when it comes to  
14 those issues and initiatives that are developed  
15 on behalf of our children. To say that, we once  
16 again will be a part of the Facilities Solutions  
17 II Citywide Steering Committee.

18 But I would like to publicly state that  
19 the Council always, always is firmly against the  
20 closing of any educational facility. I have to  
21 state that publicly. But we feel that we must

31

1 be at the table to ensure that as this  
2 transition takes place, that our children  
3 receive all of the resources that will greatly  
4 benefit them and they are not put in the  
5 position where there will be a strain on their  
6 educational future.

7 As we know, there are continued  
8 questions that still linger about whether the  
9 system has sufficiently met the needs of the  
10 students who were transitioned in the first

11 phase. So we want to continue to monitor that  
12 process. But I had to state publicly that we  
13 will always be opposed to the closing of any  
14 educational facility.

15 I also would have to say,  
16 unfortunately, we are back once again with the  
17 issue of the Family Engagement Policy. We, in  
18 the advocacy community, are not pleased with the  
19 process of that policy. We don't think it's  
20 transparent enough. We don't think it has  
21 enough teeth.

32

1 We get reports from schools where  
2 parents are trying to organize parent groups  
3 such as PTA's and PTO's and they seem to be  
4 encountering continuous road blocks in their  
5 efforts to organize these groups. I think that  
6 at some point in time we have to level serious  
7 consequences to administrators who do not see  
8 that this policy is fully implemented.  
9 Especially those who seem to want to  
10 circumnavigate the intent and actually what the



11 policy was designed to do. Especially those who  
12 exclude the majority of parents or the school  
13 community.

14 I think, Dr. Boston, again, we would  
15 have to say that this mandate should come from  
16 your office. The teeth has to be applied from  
17 your office. We continually hear reports from  
18 parents that they have made attempts to organize  
19 parent groups. However, if it did not meet the  
20 liking of the administrator, then something else  
21 is introduced and there is not sufficient or

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1 adequate conversation about how they should move  
2 forward with the process.

3 But we will have an opportunity, I  
4 think you know if you look at your calendar, to  
5 dialogue further about these issues. As it is  
6 stated, we will present our platform to you and  
7 our wish list for the upcoming school year.

8 I would finally like to close with I  
9 understand that there was a conversation

10 regarding the Board's legislative platform.  
11 While we are, the Council that is, mandated to  
12 abide by and commit to and support the platform  
13 that is delivered by the State PTA, we would  
14 also like to seize opportunities where we put  
15 specific local issues on the table and hopefully  
16 garner enough energy and enough support that  
17 these issues can be dealt with immediately in  
18 the next session.

19 So I'd like to thank you again for  
20 allowing us the opportunity to bring comments to  
21 this body. Thank you.

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1 BOARD CHAIR MORRIS: Thank you Mr.  
2 Hamilton. Comments? Thank you Mr. Hamilton.  
3 Mr. Carter? Good evening Mr. Carter.

4 MR. CARTER: Good evening everyone. I  
5 have some brief comments. I know tonight you  
6 have an action item with reference to charter  
7 schools. With reference to charter schools, the  
8 Parent and Community Advisory Board's position  
9 is that you build a solid foundation through

10 going slow.

11           There are currently 16 charter schools.  
12 Our district has more than any other  
13 jurisdiction in the state. There are a lot of  
14 issues that parents are still concerned about  
15 such as the special needs population. Such as  
16 funding of the charter schools.

17           One of the greatest concerns is as you  
18 grow this charter school movement out, how does  
19 it fit into the overall vision of the public  
20 school system? As you move your various  
21 academic initiatives forward and as the

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1 landscape becomes more clear about what your  
2 mission is and how you achieve your goals of  
3 educating public school students, how will  
4 charter schools fit into the overall landscape  
5 of choice?

6           Understanding the challenges with  
7 facilities and everything, everything must be  
8 taken in context here. So our recommendation is

9 that you go slow with this charter school  
10 process. The idea is to protect the integrity  
11 of the system and protect the integrity of how  
12 we educate our children.

13 I would also like to comment on  
14 organized parent groups. For me, an organized  
15 parent group is a group that has a governance  
16 structure, a set of by-laws, they have an  
17 accountability component, a Board of Directors  
18 or a national affiliation.

19 I think that in some of our schools, if  
20 you were to check, you would find that you have  
21 parental groups operating as organized parent

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1 groups, but there is no accountability piece in  
2 place. That's a danger in the sense that  
3 without accountability, things can kind of like  
4 get out of hand and run amok.

5 So I think it's important that when you  
6 view an organized parent group, you view it from  
7 the perspective of the PTA model. The PTA model  
8 is locally affiliated. It has a national

9           affiliation and they operate through a set of  
10          by-laws. I don't know what the CEO's plans are  
11          for our district, but we must move immediately  
12          to address concerns with our schools with  
13          regards to our parental groups. If we are to  
14          grow as a system, the strong component will have  
15          to be the parental component.

16                        The organization of our parental groups  
17          in our schools is extremely important. We  
18          cannot have groups operating in our schools that  
19          aren't accountable to anyone or any body. So I  
20          would ask that you move immediately to address  
21          that concern.

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1                        I would like to open up a dialogue or  
2          conversation with Dr. Boston, Michael Hamilton  
3          and other educational advocate groups where I  
4          have talked to people who are truly concerned  
5          about this question about organized parent  
6          groups in our schools.

7                        Lastly but not least, it's real

8 important that the spirit of the Family and  
9 Community Engagement Policy is adhered to at all  
10 times. A lot of times you all come here and  
11 lament about the challenges that we, as parents,  
12 have.

13 My comments are leveled with the  
14 legislative platform. The legislative platform  
15 was viewed at the last Board meeting by you all  
16 at Digital Harbor. Actually the process of the  
17 Family and Community Engagement Policy says that  
18 the Parent and Community Advisory Board should  
19 have had this appear as an agenda item first  
20 with us. It didn't.

21 But at the same time, we had an

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1 opportunity to actually view the actual work of  
2 the document itself, we were astounded to find  
3 that there was no local parental stakeholder  
4 input into this document at all. So if the  
5 Board of School Commissioners, if this is your  
6 platform, then it would seem through the school  
7 system, through your administrative apparatus,

8 it would have been a no-brainer or automatic to  
9 reach out to the parental components at your  
10 disposal. That was not done.

11 That's a great concern of mine. I  
12 can't consider it an oversight because the  
13 Family and Community Engagement Policy, we talk  
14 about making it a living document. Part of  
15 making it a living document is adhering to the  
16 basic principles in that document.

17 It's easy to say that it was an  
18 oversight. But from a parental perspective, I  
19 could say we were slighted. Understanding that  
20 if we are going to be once again partners in  
21 this process of educating our children, we have

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1 to be mindful of the do's and the don'ts. I  
2 would like to point out that it's important to  
3 adhere to the do's with reference to the Family  
4 and Community Engagement Policy.

5 When brought to a presentation to us  
6 last night, it was not the friendliest of

7 exchanges in an actual presentation. It was an  
8 opportunity for us to dialogue with the school  
9 administrator who presented it to us. She  
10 presented it to us in the format of it was just  
11 paper. I saw it in electronic viewing format  
12 that was presented at Digital Harbor. I want  
13 parents afforded the same opportunities on  
14 Monday that you all are afforded on Tuesday.

15 That's a major concern. Not to afford  
16 us those opportunities, you truly slight us. If  
17 you continue to slight parents then we can't  
18 continue to operate in a true and honest  
19 partnership and grow and move the education of  
20 our children forward in a way whereby we can all  
21 be comfortable with the direction that we've

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1 headed in as a unit, as a body, as a one. Thank  
2 you.

3 BOARD CHAIR MORRIS: Mr. Carter, I  
4 just wanted to address something. I don't see  
5 Commissioner Vanhook. You mentioned the charter  
6 school piece and obviously we have lots of



7 charter schools on the agenda.

8           It is true that this city has been a  
9 leader in the state in approving and hopefully  
10 supporting and developing charter schools. Let  
11 me just make sure you understand it is a  
12 deliberative process. It's not whosoever shall  
13 come. It is we will allow folks to apply. They  
14 go through the process and we approve or  
15 disapprove them.

16           But we take very seriously the fact  
17 that they are public charter schools which means  
18 that they have our students, and when I say our  
19 students I mean our students in their  
20 facilities. We are going to support the growth  
21 and development of them where appropriate and

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1 when those schools can be supportive of our  
2 students.

3           You are absolutely right. The system  
4 is struggling with the whole concept of where  
5 charter schools fit in the overall model of how

6 we educate students in the City of Baltimore.  
7 It's a part of our process. Every year I hope  
8 we get a little bit better at it.

9 The landscape is clear. The law is  
10 what it is. So we have folks who come, we  
11 evaluate and we try to put forth the best models  
12 that come to us relative to charter schools.

13 On the parent piece, recognized parent  
14 groups. Obviously we support recognized parent  
15 groups. PCAB is legislatively mandated as a  
16 partner of PTA which is nationally recognized.  
17 You've got PTO's. You've got other forms of  
18 organizations. We support all of those various  
19 models as long as what you just said, that they  
20 are accountable and they are working in the  
21 right direction with the system to increase

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1 educational outcomes for children.

2 The last piece, the legislative  
3 process, I can't change the past. We can't  
4 change the past. What we can do is, and you had  
5 a presentation made to you, but I would

6 encourage you and Mr. Hamilton and other  
7 advocates to give us feedback on the legislative  
8 platform. It was developed by staff, supported  
9 by the Board, presented to you last night, you  
10 said.

11 MR. CARTER: Yes.

12 BOARD CHAIR MORRIS: But the  
13 legislative session hasn't begun yet. We still  
14 have time to get that input. Again, I can't  
15 change the past. But certainly I would  
16 encourage all of you to give input as it relates  
17 to that legislative platform.

18 MR. CARTER: Thank you.

19 BOARD CHAIR MORRIS: Commissioner  
20 Vanhook?

21 COMMISSIONER VANHOOK: I, too, thank

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1 you for your insight and also for your comments.  
2 One of the things, Mr. Carter, that I want to  
3 advance is the development of a system that will  
4 institutionalize parental involvement. You know

5 that that is near and dear to my heart. The  
6 Community Outreach Committee that the Board has  
7 has been designed to maximize the opportunity  
8 for this development to occur.

9 We realize that it's not a perfect  
10 process. At the same time, we realize that  
11 we've made strides in a positive direction. As  
12 it relates to the Family and Community  
13 Engagement Policy, the Community Outreach  
14 Committee is committed to looking at that policy  
15 because we believe that it has a tremendous  
16 potential for institutionalizing parental  
17 involvement at the most critical point which is  
18 at the school itself.

19 We believe that we must have measurable  
20 goals and objectives. We also believe that we  
21 need to have targets each year so that we can

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1 measure the progress of our system. We also  
2 believe that system leaders, institutional  
3 leaders, principals, assistant principals, the  
4 people who lead our schools, should be held

5 accountable for implementing it.

6           So all of the things that you said in  
7 that regard are things that we hold near and  
8 dear. The policy itself creates a mandate. It  
9 doesn't say that it's optional. It doesn't say  
10 that it's if you want to. It's something that  
11 must be done.

12           Now, it remains to be seen how we hold  
13 people accountable for that. I am for, and I  
14 know Dr. Boston and other senior leaders have  
15 heard me say this, I want a system of  
16 accountability. I've asked for those  
17 discussions. I invite PCAB, PTA and the other  
18 leaders of this system to give us some input in  
19 that regard. Your discussion and your input is  
20 a vital part of us building a system of  
21 accountability.

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1           Plans and methodologies are one thing.  
2 But people committed to implementing those plans  
3 is the most important thing. Accountability and

4 commitment is a critical part of our success  
5 here.

6 So I invite you and also I invite Mr.  
7 Hamilton to discuss these issues with me as we  
8 close the year. I know that my committee has  
9 talked about this. You also can, in fact, work  
10 with our committee in establishing that  
11 framework.

12 So all of those things, I think, Mr.  
13 Carter, are critical. I invite you to be part  
14 of it and I also know that it is your desire to  
15 reach to the highest heights with this. I  
16 appreciate the fact that you continue to raise  
17 it. Now we have to put the plans in place to  
18 make things happen. I think that we can do  
19 that. I hope that you are willing to work with  
20 us for the long haul to make it happen.

21 MR. CARTER: Yes, I am. Thank you.

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1 BOARD CHAIR MORRIS: Next we have  
2 Baltimore Teachers Union. Is Marietta or  
3 Loretta here? All right. AFSCME, local #44?

4 No? All right. Then we'll keep moving. SECAC.  
5 Is Ms. Ford here? No, okay.

6 Next we've been asked for special  
7 dispensation for the Algebra Project. Is Mr.  
8 Goodman here? I saw him earlier. Good evening  
9 Mr. Goodman.

10 MR. GOODMAN: Thank you. Good  
11 evening. My name is Chris Goodman. I'm the  
12 Chair of the Maryland Freedom Board of  
13 Education. Myself and Chelsea and Fernandez,  
14 who is not in right now, he was removed from the  
15 building. We really needed him in this  
16 presentation and it's sad that he's not here for  
17 this.

18 But we're going to keep it moving.  
19 We're here today, and if everybody doesn't  
20 remember, this past May and July, the Algebra  
21 Project members represented ourselves in court.

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1 From that, our motion, article 6 of the  
2 Declaration of Rights applies to us. We took

3 that motion to court this past May and July and  
4 Judge Kaplan then ruled for or against our  
5 motion.

6 From that, we formed the Maryland  
7 Freedom Board of Education to replace the State  
8 School Board to officially mandate the \$1.08  
9 billion that the state currently owes our  
10 schools by law.

11 So today we're here to present the  
12 advocacy committee. We went back to the drawing  
13 board on our actions and things. We have a  
14 challenge to the City School Board. That is  
15 that we want the Baltimore City Public School  
16 Board, and other city officials such as the City  
17 Council members and the City Delegation, to  
18 apply the necessary pressure to the individuals  
19 who can appropriate the needed funds to the  
20 Baltimore City Public School System.

21 Governor Elect O'Malley and the General

1 Assembly are the individuals who can get the old  
2 \$1.08 billion to the BCPSS. So we want the City



3 School Board to apply the needed pressure on  
4 those individuals by presenting them the  
5 Bradford ruling.

6 So what we have today and in front of  
7 you is a motion that we would like you all to  
8 sign on today. Chelsea is going to read that.

9 VOICE: In addition, if you have any  
10 questions, there's also a packet that you  
11 received that lays out what article 6 says and  
12 the Bradford ruling and some of the actions that  
13 we've done in the past to get this Bradford  
14 ruling to be upheld.

15 So I'm going to read the letter that  
16 you have in front of you. The Baltimore City  
17 Public School Board respects Judge Kaplan's  
18 rulings in the Bradford case, 2000, 2002 and  
19 2004 orders, and supports the Algebra Project's  
20 and the Maryland Freedom Board of Education's  
21 demand that students' constitutional right to an

1 adequate education is no longer violated.

2                   The Baltimore City Public School Board  
3                   will meet with Governor Elect O'Malley and  
4                   members of the General Assembly before Governor  
5                   Elect O'Malley's inauguration to ensure that the  
6                   necessary pressure is placed on the Governor  
7                   Elect to have the state comply with the Bradford  
8                   ruling. This means establishing an agreement  
9                   with Governor Elect O'Malley to place \$1.08  
10                  billion in the state budget as ordered by the  
11                  court. These funds should be used to fund the  
12                  ABC Plan.

13                  It's addressed to the Baltimore City  
14                  Public School Board and your names are listed.

15                  MR. GOODMAN: So we would like you all  
16                  to sign on so we can have this and we can keep  
17                  things moving as far as holding these elected  
18                  officials accountable to uphold the  
19                  constitution.

20                  VOICE: Were there any questions  
21                  regarding the letter?

1                   BOARD CHAIR MORRIS: If I could, Mr.

2 Goodman, I appreciate your continued advocacy.  
3 Chelsea, good to see you again. All of you, we  
4 appreciate all your work in advocating for your  
5 rights and what you are owed. So I appreciate  
6 that.

7 Just as a little point of order,  
8 individually, we have no authority.  
9 Collectively we have authority as a body but as  
10 a Board we require passage of anything that we  
11 sign off on of five votes. Having said that,  
12 I'm not sure it's entirely fair though it is  
13 clear that we support the full funding of the  
14 school system. We've said it here publicly.  
15 We've said it in closed door meetings that we've  
16 had with you. We certainly support full funding  
17 by the state and upholding the order from Judge  
18 Kaplan.

19 I'm not sure it's entirely fair that we  
20 be put in the position to have to execute a  
21 document that we just got two minutes ago. But

1        what I will commit to is that we will take it  
2        under advisement as a body, not as individuals  
3        but as a body. We will continue our efforts,  
4        both publicly and privately, to ensure that we  
5        get the resources that we need.

6                    I guarantee you that members of this  
7        body, individually and collectively, have had  
8        discussions with the previous administration, as  
9        well as the incoming administration, about the  
10       desire to ensure that the Bradford ruling is  
11       upheld and that the Kaplan order is upheld.

12                   It has been, as you know, the linchpin  
13       to the Thornton funding that we've received over  
14       the last several years. But the question is,  
15       what now? So as the Thornton sun sets and we've  
16       had discussions with many of the advocates, some  
17       of whom are in the room, what do we do after the  
18       sun setting of Thornton?

19                   So this is a dialogue that we're going  
20       to continue to have. As you know, this is not  
21       an event. This is an ongoing process. So what

1 I will commit to is we will take it under  
2 advisement as a body and get back to you, as a  
3 body, relative to whether or not we can support  
4 this as a body. Then we will commit to working  
5 with you and others to make sure that we get  
6 full funding for the school system.

7 MR. GOODMAN: All right. So right now  
8 you all cannot sign on. But the main point is  
9 that you go after the decision makers, such as  
10 O'Malley, because he can simply write a check  
11 off to the schools from the state's reserve fund  
12 which has a \$2 billion surplus. That's the main  
13 focus right now. And you all agree that you all  
14 cannot sign on to it right now. All right.  
15 That's understood. We just want to make that  
16 point clear so that a step is taken.

17 BOARD CHAIR MORRIS: Commissioner  
18 Vanhook?

19 COMMISSIONER VANHOOK: First of all,  
20 let me thank you for coming out tonight because,  
21 in fact, you are keeping us aware of a critical

1 reality which is that our school system is under  
2 funded. We understand that it is a  
3 constitutional requirement that we do better  
4 than we're doing.

5           Obviously you also speak to another  
6 reality which is that all of us need to work  
7 together in order to make something happen. So  
8 you are, in fact, providing momentum for that  
9 leadership. We realize that the School Board is  
10 one component. But we have state actors, state  
11 leaders that need to be involved in this process  
12 and you speak to that reality.

13           The decision that will be made about  
14 giving an additional appropriation or more money  
15 will be made at the state level and will be made  
16 by people who for the most part are not sitting  
17 in this room.

18           In principle, I know that everyone  
19 sitting here agrees with that and everyone who  
20 knows that our system is under funded yearns to  
21 see more. The strategy and the political action

1       necessary is something that we need to sit  
2       together as a community and craft.

3               As you are also saying, the time is  
4       now. The legislative session is occurring very  
5       shortly and we know that we can't tarry or delay  
6       the actions. So those discussions that we will  
7       have, and also the joint discussions which I  
8       think you are implying that we need to have,  
9       need to occur very shortly.

10              But again, I thank you for being here  
11       and I know that anything that I can do as far as  
12       bridging the gap and also creating the  
13       discussion that can lead to the development of  
14       that strategy that we need, I will do. The  
15       committee that I lead is open to that sort of  
16       input as you know from our past actions.

17              So we are committed to working with  
18       you. We will win this through concerted action  
19       and through unification of our people.

20              BOARD CHAIR MORRIS: Thank you Mr.  
21       Goodman. We will get back to you. I just asked





1       Whisper Phone, which is a Minneapolis based  
2       organization, are making a donation of 1,500  
3       whisper phones to the Baltimore City Public  
4       School System.

5                   BOARD CHAIR MORRIS:    Thank you.

6                   MS. BLOSSER:    It's a \$15,000 donation.  
7       (Applause.)

8                   MS. BLOSSER:    So we are passing out to  
9       each Board member a whisper phone.  I'd like you  
10      to open the envelope, please, and I'll show you  
11      how this works.  I'll just give a brief  
12      explanation of what it is.

13                   While you are opening it I will tell  
14      you a little bit about Progressus.  We're an  
15      educational organization that provides speech  
16      language therapy, occupational therapy and  
17      physical therapy services to schools across the  
18      country, including Baltimore City.

19                   We have clinicians that worked here  
20      this summer in your summer school program with  
21      the compensatory services, as well as with West

1 Baltimore Middle School. This past winter we  
2 provided a language literacy based program to  
3 the middle school children and improved reading  
4 scores in a 6-month time period.

5 We strive to provide evidence based  
6 treatment practices to students with  
7 disabilities. This is a little example of the  
8 kind of simple tools that are out there to help  
9 children. So I want you to just kind of put it  
10 on, if you will. All you do is put it on. It's  
11 a very simple little device. What it does is it  
12 amplifies the voice. So I'd like you all to  
13 talk a minute and just say your name or  
14 something like that, just so you can hear how it  
15 works.

16 So the way this works is that it  
17 amplifies the child's voice while they're  
18 reading. So it helps them to focus on their own  
19 voice. It's a proven method that if you have  
20 self-amplification and auditory feedback,  
21 children will be able to listen to their own

1 reading, understand the phonemes and sounds that  
2 go along with reading and speaking, and improve  
3 their reading and speaking skills.

4           So there is a sort of research base to  
5 this. In your folders, I've provided some  
6 information about that. We're donating these to  
7 three schools. The donation will be made on  
8 Friday. So we'll be giving those devices to  
9 Thomas Jefferson Elementary School, Garrett  
10 Heights Elementary School and to John Ruhrah  
11 Elementary School.

12           Then tomorrow all of the speech  
13 pathologists in the district, there are over  
14 120, will receive one. So they'll be able to  
15 help the schools to implement these. When I  
16 called today to speak with one of the  
17 therapists, Barbara Cummings, she told me that  
18 she's already been using this device and she was  
19 excited to have the whole school have one.

20           So as we pass these out, we'll pass a  
21 few more out in the room so people can try them

1 out. It's a very simple method for getting  
2 children to understand reading and talking.

3 BOARD CHAIR MORRIS: Thank you so very  
4 much.

5 MS. BLOSSER: Thank you for giving us  
6 this moment here.

7 BOARD CHAIR MORRIS: Thank you. It's  
8 always appreciated when we have business or  
9 community partners come and make donations that  
10 help to, again, expand academic opportunities  
11 for our children. So we really, really  
12 appreciate it.

13 MS. BLOSSER: Thank you so much.

14 BOARD CHAIR MORRIS: Thank you so very  
15 much.

16 (Applause.)

17 BOARD CHAIR MORRIS: We're going to go  
18 to the public comment sheet. As I bring the  
19 first signed individual forward, I would  
20 reiterate that we have three minutes for public  
21 comment for those members who are on this sheet.

1                   The first is Maxine Blackman. Good  
2 evening Ms. Blackman.

3                   MS. BLACKMAN: I speak in support of  
4 the petition for charter school status by Dr.  
5 Rayner Browne Elementary School. Dr. Rayner  
6 Browne is a small community school located at  
7 1000 North Montford Avenue in East Baltimore.  
8 It has a student population of approximately 200  
9 students in grades Pre-K through 6, having added  
10 6th grade this year.

11                   Our school is slated to become a K  
12 through 8 school by the end of the 2008-2009  
13 school year. By this time, we expect our  
14 student body to number about 250 students.

15                   About 10 years ago, the community of  
16 Dr. Rayner Browne was one of a group of school  
17 communities, about 10 as I recall, to adopt the  
18 direct instruction, or DI curriculum, to teach  
19 reading, math and written language. At the same  
20 time, the core knowledge focus was implemented  
21 to provide instruction in science and social

1 studies and history for students in Kindergarten  
2 through fifth grade.

3 Our partner and primary consultant was  
4 the Baltimore Curriculum Project which was  
5 generously funded by the Abell Foundation. The  
6 Curriculum Project was functioning to support  
7 those schools in that effort.

8 In the intervening years, through  
9 regular practice, focused staff development and  
10 expert technical assistance, teachers at Dr.  
11 Rayner Browne have mastered and fine tuned this  
12 approach to teaching which has enabled our  
13 students to reach impressive levels of  
14 performance. Especially in reading and math.

15 Additionally, strong instructional  
16 leadership by building principles, a history of  
17 administrative area commitment through quality  
18 implementation. You will recall the DI Area III  
19 that we used to have.

20 Highly qualified instructional support  
21 teachers, dedicated and highly qualified

1 classroom teachers, and the support of Reading  
2 First and community partners, have enabled us to  
3 sustain the gains that our students have made.

4 Through hard work our students, our  
5 parents, teachers, school system and community  
6 partners, Dr. Rayner Browne was taken off the  
7 list of the state's failing schools several  
8 years ago. They made AYP last year and the last  
9 three years, as I recall. We count among our  
10 community partners the Rose Street community,  
11 HEBCAC, the Greater Gethsemane Missionary  
12 Baptist Church.

13 Our students are learning. They come  
14 to school, they like coming to school. Our  
15 parents are welcome in the school. We want to  
16 become a charter school so that we can continue  
17 to use the tools that we have used to bring our  
18 students to mastery so that they can continue to  
19 get the education that they deserve. Thank you  
20 for this opportunity.

21 BOARD CHAIR MORRIS: Thank you Ms.

1 Blackman. Next we have Derrick Smothers.

2 MR. PERSON: Good evening Dr. Boston,  
3 Chairman Morris and the Board. Recently there's  
4 been a lot of activity and discussion about the  
5 E-Rate issues of the district.

6 BOARD CHAIR MORRIS: Before you begin,  
7 I just want to make sure that we are clear about  
8 the parameters of our discussion of that. I  
9 think we spoke. Did I speak to you?

10 MR. PERSON: You did.

11 BOARD CHAIR MORRIS: Okay. So I think  
12 you have some sense of the parameters of our  
13 discussion in public.

14 MR. PERSON: I understand. This  
15 evening we came forth in order to be able to  
16 address the Board for the purposes of just  
17 providing some insight as to what we've  
18 experienced as the incumbent E-Rate consultant  
19 for the district for the Baltimore City Public  
20 Schools.

21 E-Rate Elite Services is a minority



1 consulting firm for E-Rate located in the State  
2 of Maryland in Owings Mills. We are currently  
3 the E-Rate consultants for the Prince George's  
4 County district, Columbia public schools, Anne  
5 Arundel public schools, Frederick County, Howard  
6 County, as well as 22 states across the United  
7 States of districts, libraries and consortiums.  
8 The Archdiocese of Washington, and others.

9 What we wanted the opportunity to do  
10 was present some of the challenges that we faced  
11 internally. One, as your representatives in the  
12 past, and two, as a respondent to the RFP's that  
13 were recently released. Feel free to let me  
14 know when we meet that parameter.

15 BOARD CHAIR MORRIS: You're right  
16 there on the edge.

17 MR. PERSON: We haven't gone anywhere  
18 yet. Okay. Some of our challenges are simply  
19 that the district was issued a letter suspending  
20 funding, as well as future actions from the E-  
21 Rate administrator based on compliance issues

1 from an audit that was previously released.  
2 During a meeting that we attended that was non-  
3 related to our current engagement because  
4 obviously this was a matter that arose that had  
5 nothing to do with our existing contract, we  
6 were invited to discuss and provide a potential  
7 remedy.

8 BOARD CHAIR MORRIS: Let me intervene  
9 for a moment. There is not really anywhere else  
10 to go but into that area that we discussed  
11 earlier that would be outside of the parameters  
12 of what we do here in public session.

13 MR. PERSON: Okay. Is there a  
14 platform of private session?

15 BOARD CHAIR MORRIS: You've already  
16 exercised part of the bid protest, so we're okay  
17 with that. You get, as a matter of right, to be  
18 able to go through that process all the way to  
19 the end. I know that this is always a touchy  
20 situation. But we don't, as a matter of course,  
21 discuss personnel issues here in public. We

1 don't discuss issues of procurement when there  
2 is some sort of challenge. As you know, this  
3 falls right within those areas.

4 So I would encourage you, if you had  
5 something to say about your service as an E-Rate  
6 provider to us or something of that nature, I  
7 will give you time to do that. But this is not  
8 the forum to discuss discrepancies, challenges,  
9 issues, concerns as it relates to upcoming or  
10 forthcoming contracts. Okay?

11 MR. PERSON: The only reason that we  
12 came to speak this evening is because we saw  
13 that it was an agenda item for this evening and  
14 we haven't received any resolution within the  
15 process of protesting.

16 So we were somewhat confused as to the  
17 fact that it was an unresolved issue, however,  
18 it did make the Board's agenda. But we can  
19 certainly defer from that if you would let me  
20 know what is the appropriate forum for  
21 discussing what we believe our challenges to be

1 and making them known.

2 BOARD CHAIR MORRIS: If you could  
3 speak with Ms. Turner. I think she would be  
4 able to give you a sense of what your options  
5 are and how to go about discussing it with the  
6 Board. That would be the best way to go about  
7 it.

8 MR. PERSON: Okay. If we could just  
9 conclude with a little bit of what our firm did,  
10 as far as what we do. Like what you discussed,  
11 with the remainder of the time. If that's  
12 acceptable?

13 BOARD CHAIR MORRIS: Quickly. I'll  
14 give you that.

15 MR. PERSON: Certainly. Just for the  
16 Board's knowledge and benefit that E-Rate Elite  
17 Services has been able to obtain the only  
18 funding that the Baltimore City Public Schools  
19 has received since 2002 during our engagement  
20 and we are responsible for \$400 million of E-  
21 Rate management nationwide relative to our

1 services.

2 We appreciate the fact that we've had  
3 the opportunity to work with the Baltimore City  
4 Public Schools and will avail ourselves, as we  
5 have, of the process because we think the  
6 integrity of the process is the most important  
7 thing.

8 So we thank you for your time and  
9 assistance and we will pursue the appropriate  
10 forum as you set forth.

11 BOARD CHAIR MORRIS: Thank you very  
12 much.

13 MR. PERSON: Thank you.

14 BOARD CHAIR MORRIS: Ms. Turner is  
15 right here and can discuss with you. Thank you  
16 very much. Next, the first name is Lee.

17 MS. BRAXTON: It's Lee Dawn Braxton.  
18 This is Ms. Bowman, she's the next item. We're  
19 together.

20 BOARD CHAIR MORRIS: Okay. And Deana

21 Bowman. So we're going to do five minutes for

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1 the group.

2 MS. BRAXTON: Good evening. I am the  
3 Pre-K teacher at School #142, Robert W. Coleman.  
4 We are here tonight, this is one of my parents  
5 and this is one of my students, to discuss the  
6 heating facility in the building and in my  
7 classroom.

8 As I stated, I am the Pre-K teacher  
9 which means I am teaching four and five-year  
10 olds. My children sit on the carpet all day  
11 long. My classroom has no working unit. What I  
12 mean by no working heating unit, if you go in  
13 there right now, right his second, it would be  
14 blowing cool air.

15 They have stated to us, Johnson  
16 Controls has come out to us, facilities  
17 engineers, everyone has come to my classroom and  
18 have stated that there is nothing is we can  
19 really do with this system. It needs to be a  
20 new one.

1 severely asthmatic. They have been out of  
2 school for weeks. They've had bronchitis,  
3 they've been throwing up in my classroom. This  
4 is the germy age. We're getting everything  
5 because my classroom is not equipped with the  
6 proper heating and air unit.

7 I absolutely think that this is  
8 ridiculous that I have to sit here, as well as  
9 my parents, my students and everything else. We  
10 have written letters. We have flooded Mr.  
11 Scroggins on Friday and I know he has had a ton  
12 of phone calls. I even made a phone call. I'm  
13 in my classroom, as well as my children, with  
14 hats, coats, gloves and scarves on.

15 Part of your Master Plan is a conducive  
16 learning environment and this one is not. I've  
17 been in that school for three years. That unit  
18 has really not been working properly and it  
19 really needs to have a new one in there ASAP.

20 If it snows, we are out of luck. There are no  
21 other rooms for us to go to. There's nowhere

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1 else for the Pre-K students to go. I have 20  
2 students. We are out of luck.

3 So we are here pleading for something  
4 to be done. This is not just my classroom  
5 either. I'm in classroom 104. Classroom 103,  
6 their unit is not working. I even had to bring  
7 in my own heating units from my house for my  
8 children to try and be warm. They are in my  
9 classroom as we speak.

10 Because of this situation and because  
11 of the room next door, they had to do the same  
12 thing, I have sockets that are now out of my  
13 room because we have blown the sockets. I think  
14 this is an absolute disgrace that you have four  
15 and five-year olds sitting in that building,  
16 sitting in that classroom, with things that do  
17 not work. If you go in my room now, the kids  
18 thought it was a ghost in my room because the  
19 wind was blowing so hard through those brand-new



20 plexiglass windows that we got that you could  
21 see the shades moving.

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1                   This is not a joke. I'm being serious.  
2 I know this is a shame that I am sitting here  
3 doing this, but like I said. It needs to be  
4 taken care of or else I'm going to continue to  
5 have students out and our attendance rate is  
6 still going to be down.

7                   BOARD CHAIR MORRIS: Okay. Ms.  
8 Braxton, I appreciate you coming and bringing  
9 that to us. I'm going to allow Ms. Bowman to  
10 comment, but I just want to let you know that  
11 Mr. Scroggins is here and we're going to make  
12 sure that you all connect this evening.

13                   It is our expectation, we want all our  
14 students to be in environments that are  
15 conducive to learning. So I appreciate you  
16 bringing it to us.

17                   MS. BRAXTON: Like I said, these are  
18 the small ones. They sit on the floor all day

19 long.

20 BOARD CHAIR MORRIS: All of our  
21 children from Pre-K to 12th grade. I understand

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1 that's a part of the model. To put the kids on  
2 the carpet and read to them and engage them. So  
3 we want to make sure that we provide the type of  
4 environment that's conducive.

5 So I'm going to send you to Mr.  
6 Scroggins. I'm going to allow Ms. Bowman to  
7 have her time.

8 MS. BOWMAN: Actually, I support  
9 everything Ms. Braxton said. I have been in the  
10 classroom where I feel the air coming out of the  
11 vent.

12 MS. BRAXTON: There's also a hole in  
13 my wall that they tried to cardboard up. It's  
14 beyond ridiculous.

15 MS. BOWMAN: I have made calls as well  
16 on Friday with an irate response.

17 BOARD CHAIR MORRIS: All right. It's  
18 on the front burner now.

19 MS. BRAXTON: It should have been  
20 already.

21 BOARD CHAIR MORRIS: I hear you. I'm

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1 not intimating that it had not been on the front  
2 burner. But we are here. Excuse me one second.  
3 Commissioner Hettleman?

4 COMMISSIONER HETTLEMAN: I'd be  
5 interested in whether, I'm sure this has been  
6 brought to our attention, so people shouldn't  
7 have to come here. So the question is do we  
8 have an explanation for why it got to this  
9 level?

10 MS. BRAXTON: I can tell you that Mr.  
11 Hope from Johnson Controls, Sergio and Ernie  
12 have been in my room in October, November and  
13 again on Friday. They have all told me the same  
14 exact thing. Like I said, I have names from  
15 Johnson Controls. Every person that comes in my  
16 room, I get a name. I'm in my room in layers of  
17 clothes.

18 BOARD CHAIR MORRIS: I appreciate your  
19 passion. Let's let Mr. Scroggins weigh in if he  
20 could.

21 MS. BRAXTON: I called there on Friday

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1 and they said he was in a meeting.

2 BOARD CHAIR MORRIS: That's quite  
3 possible.

4 MS. BOWMAN: I called in and I got  
5 some very irate phone call or they didn't want  
6 to hear exactly what I had to say.

7 BOARD CHAIR MORRIS: Okay. Well,  
8 we're going to hear from Mr. Scroggins. He may  
9 or may not have a full picture of what's going  
10 on but we certainly will address that.

11 MS. BRAXTON: School #142.

12 MR. SCROGGINS: I just wanted to say  
13 that, yes, I did receive those calls. I was  
14 aware of it. I have continually gotten Johnson  
15 Controls out there. I already spoke to the  
16 principal and assured her that we would replace  
17 all of those self-contained units in that

18 building. I believe she has already given you  
19 that information?

20 MS. BRAXTON: No. We were not given  
21 that information.

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1 MR. SCROGGINS: Well, she informed me  
2 that you would be here tonight in spite of what  
3 we discussed.

4 MS. BOWMAN: When is it going to  
5 happen? Winter is on us.

6 MR. SCROGGINS: I do understand that  
7 and she also informed me that the contractor who  
8 installed the windows, there was some seals  
9 missing from some of the windows.

10 MS. BRAXTON: Uh-huh.

11 MR. SCROGGINS: Those will be  
12 corrected. But I was just told of that today.

13 BOARD CHAIR MORRIS: You said you were  
14 at the school today?

15 MR. SCROGGINS: No, I was just told  
16 that. I was talking to the principal tonight

17 and she told me that some of the windows weren't  
18 sealed.

19 COMMISSIONER HETTLEMAN: If I may,  
20 when will it be corrected and why wasn't it  
21 corrected sooner?

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1 MS. BRAXTON: Exactly. Thank you. It  
2 should have been corrected five years ago.

3 MR. SCROGGINS: I can't account for  
4 five years ago. Mr. Delong is here and I have  
5 had him out at the school. We have been  
6 repairing. In fact, it started with the  
7 boilers. Then after we got the boilers  
8 straight, the self-contained units just have  
9 basically failed in the past couple of weeks.

10 MS. BRAXTON: They have not just  
11 failed in the past couple of weeks, sir. They  
12 have failed prior to that. They failed in  
13 October when I had Mr. Hope, Sergio and James in  
14 my rooms. So I don't know what was told to you  
15 but I know you have gotten letters from Ms.  
16 Grimes, the PTA President, as well as the

17 teacher who is in room 103.

18 MR. SCROGGINS: I have spoken to many  
19 individuals and I agree with you. It's a  
20 tragedy and it's not proper.

21 MS. BRAXTON: It's not conducive to

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1 the learning environment.

2 MR. SCROGGINS: I have spoken to the  
3 principal and I told her that we would get those  
4 replaced to make sure that the environment is in  
5 good condition.

6 MS. BRAXTON: But when?

7 BOARD CHAIR MORRIS: Mr. Scroggins,  
8 what's a reasonable time frame? Despite us  
9 wanting to have new units in these rooms when  
10 they show up in the morning, it is not anywhere  
11 near conceivable that that could be the case.

12 So given that and recognizing that it's  
13 an issue that we need to address, what is a  
14 reasonable time frame to get units in there or  
15 to provide some sort of space heaters in the

16 interim?

17 MS. BRAXTON: I had to buy my own.

18 BOARD CHAIR MORRIS: I understand Ms.  
19 Braxton. I'm trying to get you an answer.

20 MS. BOWMAN: Once they replace the  
21 unit or once the construction starts or

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1 whatever, where are they going to put the  
2 children so they can have a learning  
3 environment?

4 MS. BRAXTON: Because we don't have  
5 any space. We don't have anywhere else we can  
6 go.

7 BOARD CHAIR MORRIS: I can't answer  
8 that question. I'm turning to the man who is in  
9 charge of this. I'm trying to work for you.  
10 Mr. Scroggins?

11 MR. SCROGGINS: Actually it's going to  
12 depend on the unit. We can get space heaters in  
13 there. I know we have discussed with the  
14 principal everything that she wants and we have  
15 tried to get it to her.



16 I was told earlier today that those  
17 units were working in all but one room.

18 MS. BRAXTON: Ha! I'm sorry. Then I  
19 would like somebody to come to my room.

20 BOARD CHAIR MORRIS: This is what  
21 we're going to do.

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1 MS. BRAXTON: But like I said, if we  
2 could even get the sockets working, we could get  
3 the cross ventilation going. But the sockets  
4 went out. Can we get those working?

5 BOARD CHAIR MORRIS: Listen, there is  
6 a larger issue here.

7 MS. BRAXTON: Yes.

8 BOARD CHAIR MORRIS: The larger issue  
9 is not just a level of responsiveness, but  
10 systemwide we have the oldest stock of buildings  
11 in the state. Though we are closing some  
12 schools and going through that process, this  
13 Board has a very strong desire and strong  
14 appetite for building new schools. That is our

15 intention and our expectation.

16 In the intervening time, we need to  
17 provide space for our babies that is conducive  
18 to learning. Having said that, we know if you  
19 have already blown sockets, that means there is  
20 an electrical issue that is bigger than just  
21 your socket. So this thing is multi-layered.

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1 What I would encourage Mr. Scroggins to  
2 do is if you could get someone out, either the  
3 EBS or whoever is responsible for that  
4 particular school, to see what heating devices  
5 we can get in the building for tomorrow for the  
6 children, and then report back to us and to the  
7 principal. I'm assuming the principal would  
8 then subsequently report back to staff and  
9 parents what the realistic time frame is for  
10 replacement of systems. Ms. Braxton?

11 MS. BRAXTON: Yes.

12 BOARD CHAIR MORRIS: We meet on  
13 January 9th.

14 MS. BRAXTON: Yes.

15 BOARD CHAIR MORRIS: If you come back  
16 and see me, that's going to be a problem.

17 MS. BRAXTON: Okay. I will be here.

18 BOARD CHAIR MORRIS: Thank you so  
19 much.

20 MS. BRAXTON: Thank you.

21 BOARD CHAIR MORRIS: Lisa Nickmyer?

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1 Did I get it right?

2 MS. NICKMYER: Yes, that's right.

3 Good evening ladies and gentlemen. My name is  
4 Lisa Nickmyer and I live at 207 South Wolfe. I  
5 live in the community of the General Wolfe  
6 Elementary School. I just wanted to thank you  
7 for the opportunity to express my strong support  
8 for their charter school status application.

9 I am speaking to you as the Director of  
10 a community based outreach center that is  
11 located in Upper Fells Point. Aredante Familia  
12 is the name and we serve a lot of the families  
13 whose children attend General Wolfe Elementary

14 School. I also live in the same block as  
15 General Wolfe and I have been active as an  
16 officer of the Upper Fells Point Improvement  
17 Association and on their Youth and Education  
18 Committee. We do about four volunteer events  
19 with General Wolfe Elementary.

20 So I am very familiar with this school.  
21 General Wolfe is a fairly small school. It has

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1 a 66 percent Latino immigrant student body. So  
2 there are students who are learning English as a  
3 second or third language. It's also located in  
4 a very vibrant and diverse neighborhood which is  
5 really eager to see it be a strong and  
6 successful school.

7 With that, I would like to share with  
8 you why I believe that General Wolfe Elementary  
9 School should be a charter school. I believe  
10 that the charter school status offers the best  
11 of both worlds, combining the independence and  
12 autonomy of a private school with the public  
13 school system and free tuition.

14                   I believe that the charter school  
15                   status will allow the administration and the  
16                   teaching faculty to decide what resources they  
17                   need and how best to allocate these valuable  
18                   resources. Whether it to be for educational  
19                   materials, supplies, building maintenance, staff  
20                   development or curriculum enrichment.

21                   I believe that as a charter school,

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1                   General Wolfe Elementary will be in a better  
2                   position to provide flexible solutions that  
3                   address the special needs of its student body.  
4                   I believe that a charter school would ultimately  
5                   provide the children with a better education, a  
6                   foundation for succeeding in their lives as they  
7                   grow up to be adults.

8                   Over the past year, the school's new  
9                   administration and the faculty of General Wolfe  
10                  have made tremendous improvements to the school  
11                  and have demonstrated their commitment to  
12                  creating an exceptional learning environment.

13                   At this time, I would like to thank you  
14                   for reviewing General Wolfe's charter school  
15                   application. I would really appreciate if you  
16                   would give it favorable consideration. Thank  
17                   you.

18                   (Applause.)

19                   BOARD CHAIR MORRIS: Thank you. That  
20                   applause kind of lingered. Ann Marie Magrin?

21                   MS. MAGRIN: Good evening everyone.

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1                   My name is Ann Marie Magrin and I am a parent of  
2                   a Pre-K student at General Wolfe. I am also  
3                   part of the PTO and I like the school so much  
4                   that, as of today, I am working there with their  
5                   after school program. I am here to ask you this  
6                   evening to vote yes on their application for  
7                   becoming a charter school.

8                   Four years ago I moved to Upper Fells  
9                   Point with no true expectations. Since then, I  
10                  have discovered a very tight knit community.  
11                  Very diverse. Also a good school, a good public  
12                  school in our corner.

13                   Last year I sent my child to a private  
14                   school and then in the summer I met Mr. Gaither  
15                   and I signed my son right up. Since then I've  
16                   met some of the kids and their families and the  
17                   teachers and staff and have just been so happy  
18                   with my decision to have my son go to General  
19                   Wolfe.

20                   When I met Mr. Gaither this summer, I  
21                   had heard a lot of good things about him and I

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1                   met some of the teachers that I really liked.  
2                   But another thing that really sparked my  
3                   interest in the school was the talk about this  
4                   becoming a charter school.

5                   I think that just the word 'charter  
6                   school' evokes so many different things  
7                   including better quality of education, more  
8                   control of the budget, more family involvement,  
9                   stronger curriculum. All of which is very  
10                  important to me and I'm sure to so many  
11                  different families. My son could be there for 6

12 years.

13 So I, again, am here to ask you to vote  
14 yes for General Wolfe to become a charter  
15 school. I think that they have the potential of  
16 becoming a very good public school and becoming  
17 a great public school. So thank you very much.  
18 (Applause.)

19 BOARD CHAIR MORRIS: Thank you. Mark  
20 Gaither?

21 MR. GAITHER: Good evening.

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1 BOARD CHAIR MORRIS: Good evening.

2 MR. GAITHER: First of all, I want to  
3 thank you all. This is the second time in my 38  
4 years on this Earth that I have been here in  
5 front of you all and both of them have happened  
6 within the past three weeks or so. So thank you  
7 again.

8 I spent a good number of years under  
9 the tutelage of Ms. Francois at West Baltimore  
10 Middle. I recognize some other faces on this  
11 Board and share some Alma Maters with others in



12 the form of City College.

13 But I am a product of the Baltimore  
14 City Public Schools. After 18 years away in  
15 five other states and 7 other schools, I came  
16 back and landed at a wonderful place. General  
17 Wolfe Elementary School.

18 I was here last time and I laid out for  
19 you why General Wolfe should be a charter  
20 school. You have our application. So as I was  
21 writing my notes and listening to you all talk

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1 about how charter schools fit into the overall  
2 landscape, I revised about five times what I  
3 wanted to say.

4 I decided that I wanted to ask your  
5 permission, we have some folks here this evening  
6 and I wanted them to be recognized because I am  
7 the principal, I am the instructional leader.  
8 But the backbone and the heart and the soul of  
9 this school, and the backbone and the heart and  
10 the soul of this charter application, is

11 represented in this room and out in the lobby.

12 If I could, could I ask those folks who  
13 have been waiting in the lobby just to come in  
14 and be recognized and seen?

15 BOARD CHAIR MORRIS: Sure.

16 MR. GAITHER: And if the folks who are  
17 in the room who represent families, parents,  
18 teachers, community members, businesses, if they  
19 could stand, I would appreciate it.

20 (Applause.)

21 MR. GAITHER: I'd ask that these folks

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1 remain standing so that you all can see the  
2 faces of the people, of the 70 percent of our  
3 parents who signed a petition supporting this  
4 application, of the unanimous neighborhood  
5 association support of this application, of the  
6 multiple businesses who signed on to this idea.  
7 Strong schools mean strong neighborhoods. I  
8 ditto much of what Rayner Browne said in regards  
9 to curriculum, in regards to what will allow  
10 General Wolfe to become a Blue Ribbon School.

11                   Lastly, in regard to fitting into the  
12 overall plan, I see General Wolfe's application  
13 to be a charter school as, the word public in  
14 that title of public charter school is  
15 essential. I wouldn't be doing this if I  
16 thought where we were going and what we were  
17 doing would harm the structures of the Baltimore  
18 City Public Schools and Baltimore City Public  
19 School children as a total.

20                   I see these folks gathered here as  
21 wanting to embark, to take the opportunity and

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1       the responsibility to embark on an experiment to  
2 find out what can work in public education.  
3 What can be replicable in any school, anywhere.  
4 You all have to make decisions for hundreds of  
5 schools.

6                   Commissioner Vanhook, you said last  
7 time that if you could sit there, I can sit  
8 here. Well, I can't sit there and I don't  
9 really want to because you all have to make

10 decisions for all of those schools and I applaud  
11 you for that. But we would like the opportunity  
12 and the responsibility to work with certain  
13 folks in trying to find out what works and  
14 sharing that with the rest of the district.

15           So I think we not only fit in the  
16 overall landscape, but we can be an experiment  
17 for positive, effective urban education. So I  
18 want to thank all those folks who came out this  
19 evening to show their face and lend their voice  
20 and their body to this charter school  
21 application. Thank you very much.

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1 (Applause.)

2           BOARD CHAIR MORRIS: Thank you. We  
3 have two names in one space. Mr. Botel and one  
4 other. Now, we'll allow one of you to come and  
5 sit and one of you come and talk. Which one  
6 will do which? All right. Thank you.

7           MR. BOTEL: Thank you. Good evening.  
8 The last time I was in front of the Board, I  
9 talked about hopefully negotiating and signing a

10 contract for KIPP Baltimore with the school  
11 system. While we haven't signed a permanent  
12 contract, I want to thank all of you for  
13 expediting the signing of a temporary contract  
14 and for helping us get some of the cash funding  
15 we needed to continue to provide our students  
16 with a great education.

17 It's our understanding that in closed  
18 session before the public meeting you received a  
19 funding formula, or you were to receive a  
20 revised funding formula for charter schools. I  
21 just want to speak on behalf of public charter

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1 schools and say we really look forward to seeing  
2 it and just ask that as soon as you are  
3 comfortable with sharing it with us that you do  
4 that so that we can work together to get a  
5 funding formula that's best for all students in  
6 the system and that we can agree on as soon as  
7 possible. Thank you.

8 BOARD CHAIR MORRIS: Thank you. We

9 are working vigorously to get to that point.  
10 Dr. Lisa Parker?

11 MS. PARKER: (Inaudible. Speaking  
12 from audience.)

13 BOARD CHAIR MORRIS: All right. Good  
14 evening.

15 MS. WHITAKER: Good evening. My name  
16 is Wanda Whitaker-Cherry, a parent from Dr.  
17 Rayner Browne Elementary School. I would just  
18 like to say that Dr. Rayner Browne Elementary  
19 School turned out to be a blessing in disguise.

20 I enrolled two children in the school  
21 last year, the second semester. My son could

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1 not read and my daughter could not do math. In  
2 the first month, my son could recognize and  
3 sound words. My daughter became familiar with  
4 her addition, multiplication and problem solving  
5 skills.

6 From this experience, it was truly a  
7 wonderful experience for my kids to have this  
8 opportunity to better themselves as upcoming

9 teenagers in the world. I'm just here to  
10 represent Dr. Rayner Browne and say that I do  
11 believe that they deserve to be a charter school  
12 so they can soar to higher levels of success.  
13 Thank you.  
14 (Applause.)

15 BOARD CHAIR MORRIS: Thank you very  
16 much. Lastly, we have Michael Williams.

17 STUDENT COMMISSIONER PANG: They are  
18 here. They are outside.

19 BOARD CHAIR MORRIS: Okay. We'll be  
20 patient. He's a student?

21 STUDENT COMMISSIONER PANG: Yes.

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1 There they are.

2 BOARD CHAIR MORRIS: Good evening  
3 gentlemen. I see your Freedom Academy shirt.  
4 Would Ms. Edwards think that you were in uniform  
5 if your shirt was not tucked?

6 MR. WILLIAMS: I don't think she  
7 would.

8 BOARD CHAIR MORRIS: She wouldn't?  
9 Yeah, I didn't think she would. But that's  
10 okay. I'm going to give you your moment to  
11 speak.

12 MR. WILLIAMS: All right. My name is  
13 Michael Williams. I'm parliamentarian for the  
14 Associated Student Congress of Baltimore City.  
15 This is Zachary Murray of Baltimore City College  
16 High School. He is the President of his SGA.

17 Before I begin, let me start off by  
18 thanking the Board for all of your support so  
19 far this year. ASCBC appreciates the visit from  
20 Commissioner Vanhook. We look forward to  
21 working with the Board on more occasions

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1 throughout the year.

2 The purpose of us being here today is  
3 to keep you informed of ASCBC's progress and its  
4 events. On October 25th we had our first General  
5 Assembly meeting. Attendance was good. We had  
6 about 155 students present. At our next GA,  
7 which is on December 20th at Poly-Technical



8 Institute, we are expecting 88 more students.

9 This is a result of the transportation  
10 that was provided for students. Before the  
11 transportation, that was the main reason for  
12 students not being able to attend the General  
13 Assembly.

14 At the GA meeting we had three pieces  
15 of legislation brought on the floor. Our first  
16 piece was a student strike which the purpose was  
17 to empower students against the oppression of  
18 the educational system. This piece of  
19 legislation did not pass. The students felt as  
20 though a strike was more of an excuse to get  
21 away from their obligations instead of using

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1 strikes to bring about change.

2 The next piece was student government  
3 elections. The purpose was to ensure student  
4 government association availability and  
5 efficiency at the beginning of every school year  
6 in its representation of their respective

7 student bodies that are involved. This piece of  
8 legislation was, in fact, passed. I believe you  
9 should have a copy of this if I'm not mistaken.

10 Lastly, the student union which is what  
11 Zachary is going to talk about.

12 MR. MURRAY: Okay. On October 25th, we  
13 all got together as SGA's sanctioned by the  
14 school system to debate this legislation. So  
15 the idea of student unions was passed on October  
16 25th and I think it indicates the eagerness of  
17 students to move beyond the rhetoric and  
18 inaction that has become consistent with the  
19 events that many of us are forced to attend.  
20 Students view it as not being tantamount to  
21 change and are really demanding change and have

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1 done that through the ASCBC.

2 With the passage of this legislation,  
3 we are now looking at researching what this will  
4 look like and we invite the Board to be a part  
5 of that process. We're not coming to you with  
6 the actual student union, it's not in place yet.

7 But we're asking you to come together with  
8 students to bring that up. We believe that if  
9 the Board does work with the students to do  
10 this, we can change education in this city.

11 Often times we feel that the student  
12 voice is sometimes ignored or not recognized as  
13 a proper stakeholder with parents, with  
14 community and with a lot of the school  
15 officials. So we want to see students being  
16 brought to the table on those issues. We  
17 believe that the student union will empower  
18 students to have an interest in their education  
19 and to support the school system in helping to  
20 bring about change.

21 I just want to make one point. If the

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1 school system moves ahead with the student  
2 union, we could be innovative and create change  
3 that hasn't been seen across the country. A  
4 student union would make it clear that the  
5 Baltimore City Public School System is eager to

6 create the change that we speak of.

7 I just want to point to the Master Plan  
8 and three goals that you've presented in here.  
9 Creating a culture in the BCPSS that supports  
10 the development of the whole child, developing a  
11 culture conducive to full community engagement  
12 and contribution, and communication that fosters  
13 effective communications and the clear  
14 understanding of all stakeholders, and  
15 supporting and developing school based  
16 leadership and ensuring the quality of senior  
17 level personnel.

18 We feel that a student union would be  
19 able to allow those types of goals to occur and  
20 we see it as being necessary to allowing that to  
21 occur, along with the increased student voice.

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1 So we urge you to be a part of that discussion  
2 with us and the creation of that. I yield to  
3 any questions you might have about that.

4 BOARD CHAIR MORRIS: Any questions?  
5 Commissioner?

6                   STUDENT COMMISSIONER PANG:    I just  
7                   want to clarify that, first of all, there are a  
8                   few things.  The Student Union Committee, I'm  
9                   actually heading that up.  I want to make a  
10                  point that it is not just us students trying to  
11                  fight for unreasonable rights and not having to  
12                  fulfill our obligation as students.

13                  It is to kind of create morals and  
14                  outlines and guidelines for students to follow  
15                  in following disciplinary codes and to actually  
16                  have to account to consequences and that these  
17                  consequences are being enforced in the right way  
18                  that will allow us to carry and fulfill our  
19                  duties as students.

20                  It will allow us to refer back to this  
21                  document as something that will allow us to

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1                  integrate student voice to the table to actually  
2                  discuss different items.  We don't want students  
3                  to become a rubber stamp for any kind of  
4                  decision making.

5                   This is kind of the main purpose of a  
6 student union. As Zachary has mentioned, we are  
7 under the researching process of this. We are  
8 trying to set up platforms and forums to not  
9 only have ASCBC as the only organization that we  
10 refer to, but also refer to other organizations  
11 that branch out.

12                   For example, we'll definitely talk to  
13 the Baltimore Teachers Union and look at how  
14 they have created their unions and how they have  
15 carried out. Also, other local organizations,  
16 we'll ask for their support and their input in  
17 helping us craft this union so we can improve  
18 education on a wider and more in-depth level for  
19 students and also for the good of the entire  
20 system.

21                   BOARD CHAIR MORRIS: Quick question.

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1                   What's the main point of differentiation between  
2 the union and ASCBC? If you have ASCBC as a  
3 vehicle now, why create a separate entity?

4                   MR. MURRAY: There is a complete

5 difference. ASCBC is a representation of the  
6 student governments across the school system.  
7 We are members of the Maryland Association of  
8 Student Councils as well. That's the statewide  
9 SGA, if you will.

10 The difference between the ASCBC and  
11 the student union is that the student union  
12 would outline rights and also expectations of  
13 the students in the school system. It would  
14 allow a place for students, like many that I  
15 have talked to who don't have heat in their  
16 facilities or who feel that there is a problem  
17 within the school. But also for the school  
18 system to go and say that we have a problem,  
19 perhaps with some of the students.

20 So we want to see that there is an  
21 institution created where students can voice

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1 their rights. We feel, as legislation  
2 indicates, that if that occurs, students are  
3 given a hand in their education. You will see a

4 lot of the changes that you called for in this  
5 Master Plan to come about. So again, we urge  
6 you to be a part of that discussion with us.

7 BOARD CHAIR MORRIS: I'm going to get  
8 to you, Commissioner Vanhook. Commissioner  
9 Pang?

10 STUDENT COMMISSIONER PANG: Also, to  
11 add onto that, ASCBC is the student voice  
12 organization. The student union would serve as  
13 the backbone for ASCBC to actually raise issues.

14 For example, if a student comes to us  
15 and says something about their educational  
16 process that they'd like to see changed, we  
17 would have a guideline to refer to when we make  
18 decisions. We would have more concrete and more  
19 clear and concise structures in our decision  
20 making process in helping the student as well as  
21 the system and education as a whole.

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1 BOARD CHAIR MORRIS: Commissioner  
2 Vanhook?

3 COMMISSIONER VANHOOK: I want to thank



4 you for taking leadership. Also, I want to  
5 acknowledge the fact that Michael, Zack and Hong  
6 Mei are the people who will be sitting in these  
7 positions in the future.

8 One of the things I said when I  
9 attended your meeting and learned some new  
10 things is this, we can be partners and you can  
11 be leaders. I think that this effort is a  
12 symbol of greatness and also the potential that  
13 we have to work together.

14 As a Board member and also with our  
15 committee, I'm more than willing to review the  
16 proposal that you make. I don't think anyone on  
17 the Board has seen it. If we have seen it, I  
18 need to look at it. But if there's a need for  
19 technical assistance in looking at what we can  
20 do, certainly we can provide that.

21 Any time you want to be a leader, I'm

1 all for it because I'm ready for retirement. I  
2 think that it's important that we have an honest

3 and very open dialogue about the possibilities.  
4 But more importantly, we need to do something  
5 this year while the momentum is alive. I think  
6 that is what we pledge to do as a committee.  
7 Certainly if you are able to give me a draft and  
8 also something that I can respond to, I will  
9 share it with our committee.

10 The other side of it is maybe it's  
11 possible for us to have you meet with our  
12 committee to discuss your views and the actual  
13 implementation of this plan. So again, I thank  
14 you for what you are doing and let's move  
15 forward. As you said, let's get beyond the  
16 rhetoric and get something done.

17 MR. MURRAY: I believe Hong Mei  
18 distributed a pink piece of paper. That's the  
19 legislation that was passed at the General  
20 Assembly that has all the information about the  
21 student union and what students want to see with

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1 it.

2 STUDENT COMMISSIONER PANG: These

3 legislations are also voted on by the entire  
4 student body that was present. That consists of  
5 the SGA from different schools. The blue paper  
6 is the legislation that was passed on student  
7 government elections. Just for clarification.

8 BOARD CHAIR MORRIS: Thank you both  
9 for bringing that forward. We'll certainly take  
10 it under advisement. Maybe what is required  
11 from me is just a little more discussion about  
12 this difference. What I'd like to see is to  
13 make sure that you strengthen the ASCBC as much  
14 as possible so it can do all it wants to do. If  
15 there is some compelling reason why that doesn't  
16 make sense, we're certainly open to it. But  
17 this is not the forum to have a full flushing  
18 out of that discussion.

19 Commissioner Vanhook has offered his  
20 committee, which is the Parent and Community  
21 Engagement Committee, to be the impetus for that

1 discussion with the Board. So I would encourage

2 you to do that.

3 MR. MURRAY: Can we set up dates?

4 BOARD CHAIR MORRIS: Yes. He can tell  
5 you when the next committee meeting is and put  
6 you on the agenda if there is room.

7 COMMISSIONER VANHOOK: Exactly. And  
8 maybe the other thing that we can do is through  
9 our Board Executive, we can discuss your  
10 availability. I know you are busy doing  
11 homework and doing the other things that you  
12 need to do to get into college. So I don't want  
13 to create something that would be oppressive or  
14 that would stand in the way of your academic  
15 success.

16 So we can be available and certainly we  
17 are interested in flushing it out, as the  
18 Chairman said. But understand, we're proud of  
19 you for coming forth. I have to say this before  
20 I stop. There's a rumor out there that African  
21 American males cannot articulate positions, that

1 they are in trouble academically and that they

2 cannot rise to the highest levels. So when I  
3 see you gentlemen sitting in front of me, I'm  
4 very proud because you represent excellence and  
5 also the future. It debunks the myth that the  
6 media and some of the people who are against our  
7 system would promulgate.

8 So please, continue to do what you are  
9 doing because it's the right thing to do. Thank  
10 you.

11 MR. MURRAY: Can I ask one question?

12 BOARD CHAIR MORRIS: Please.

13 MR. MURRAY: You brought the point of  
14 ASCBC empowerment. I'm not going to go into a  
15 debate about that, but one thing that we want to  
16 ask of you, and this is speaking as a President  
17 of an SGA within the ASCBC, is could you all  
18 give us the tools to be empowered?

19 We feel that a lot of times students  
20 are left from the discussion. A lot of times  
21 funds aren't given to students. If we could get

1 money to Carver and to Walbrook and City College  
2 and Poly's SGA's, we feel that students would be  
3 a part of these discussions more often. So  
4 equip us with the tools to be empowered.

5 BOARD CHAIR MORRIS: That's fair. All  
6 right.

7 MR. WILLIAMS: There was actually one  
8 more thing. ASCBC would like to be a part of  
9 the five-minute comment section on the agenda.  
10 The last time I was here I brought up the fact  
11 that we need time on the agenda rather than  
12 being on the public announcements. Not that  
13 there is anything wrong with public  
14 announcements. You know, as you said, we do  
15 have homework to do.

16 BOARD CHAIR MORRIS: I'll take the  
17 prerogative of the chair. We will give you five  
18 minutes every other meeting. That's once a  
19 month. We have some other organizations that we  
20 schedule that way as well, so that you can plan  
21 out your regular times to come in and bring

1       forth the word from the student voice which is  
2       absolutely the most important part of what we  
3       do. So I'm going to ask our Board Exec to do  
4       that and schedule it with you. So every other  
5       meeting you will have your five-minute slot.  
6       Fair?

7                   MR. WILLIAMS:    Yes.  Thanks.  
8       (Applause.)

9                   BOARD CHAIR MORRIS:  All right.  You  
10       got something accomplished today.  All right.  
11       Thank you.  We're going to keep moving forward  
12       with the agenda.  Dr. Thrift, Personnel,  
13       Employment and Payroll Committee report.  
14       Commissioner Campbell for the committee?

15                   COMMISSIONER CAMPBELL:  Yes, we move  
16       we accept the report.

17                   COMMISSIONER BASU:  Second.

18                   BOARD CHAIR MORRIS:  It's been  
19       properly moved and seconded that we accept the  
20       PEP Committee Report.  All those in favor,  
21       signify by saying aye.

1 SPEAKERS: Aye.

2 BOARD CHAIR MORRIS: Opposed?

3 Unanimous. Thank you. Thank you Dr. Thrift.

4 Okay. Mr. Williams coming forth with appeals  
5 and hearings.

6 MR. WILLIAMS: Good evening.

7 BOARD CHAIR MORRIS: Good evening Mr.  
8 Williams.

9 MR. WILLIAMS: Glad to be here. In  
10 case #0612G.

11 MR. THRIFT: Just so the audience here  
12 this evening knows, we have two reports that are  
13 being distributed. One from the previous  
14 meeting as well as for this agenda.

15 BOARD CHAIR MORRIS: Yes. Two PEP  
16 reports. Just so everyone understands. Thank  
17 you Dr. Thrift. Mr. Williams?

18 MR. WILLIAMS: Yes. The Board is  
19 requested to accept the hearing officer's  
20 recommendation that the CEO's decision denying  
21 the grievance in case #0612G be upheld.





1 officer's recommendation that the CEO's  
2 dismissal recommendation in case #0502 be upheld  
3 except that the employee receive back pay for  
4 the period September 22, '05 through January 3rd,  
5 '06.

6 COMMISSIONER BASU: Move approval.

7 COMMISSIONER FRANCOIS: Second.

8 BOARD CHAIR MORRIS: It's been  
9 properly moved and seconded that we accept the  
10 recommendation. All those in favor, signify by  
11 aye.

12 SPEAKERS: Aye.

13 BOARD CHAIR MORRIS: Opposed?  
14 Abstentions? Unanimous. Thank you. Thank you  
15 Mr. Williams.

16 MR. WILLIAMS: You're welcome.

17 BOARD CHAIR MORRIS: Mr. Stone, we're  
18 going to make a little adjustment in the agenda.  
19 We're going to go to the Procurement Agenda very  
20 quickly before we get to the next part. We can  
21 go to Procurement. Is Mr. Parker in? I

1 apologize. If you will bear with us for one  
2 moment, please.

3 MS. BOSTON: I'm not sure if I see  
4 John Walker present either.

5 BOARD CHAIR MORRIS: Mr. Parker, we  
6 switched it up on you. Thank you for joining  
7 us. If we could move fairly quickly through the  
8 Procurement Agenda, we would appreciate it.

9 MR. PARKER: Great. Good evening  
10 everyone.

11 BOARD CHAIR MORRIS: Good evening.

12 MR. PARKER: I seek the Board's  
13 approval for a contract with PROACT in the  
14 amount of \$59,000 to provide search services to  
15 assist the Board in conducting a search for a  
16 permanent CEO.

17 SPEAKER: So moved.

18 SPEAKER: Second.

19 BOARD CHAIR MORRIS: Properly moved  
20 and seconded. All those in favor, signify by  
21 aye.

1                   SPEAKERS:    Aye.

2                   BOARD CHAIR MORRIS:   Opposed?

3                   Abstentions?  Thank you.  Mr. Parker, before you  
4                   move on I just wanted to take a moment to talk  
5                   about that because that is something that is  
6                   part of an ongoing process.

7                   I mentioned earlier that we've been  
8                   under the tremendous guidance of our interim  
9                   CEO, Dr. Cooper-Boston.  There have been lots of  
10                  accolades in the short period of time she's been  
11                  with us.  But we have made a commitment to the  
12                  citizens of Baltimore to undertake a search  
13                  process for a permanent CEO.  PROACT will serve  
14                  as our search firm.  So we are committed to that  
15                  process and I just wanted to let folks know that  
16                  this is the first step in that process.

17                  We also, as I've said many times about  
18                  many issues including this, we want to make sure  
19                  that we use the public voice to inform our  
20                  decision making about all of the major decisions  
21                  that this Board is required to make as it

1 relates to the school system. We will do that.

2           So as a part of our public engagement  
3 process, we will be sure there will be many  
4 opportunities for outreach from the Board to the  
5 various communities to see what the types of  
6 characteristics and traits are of the ultimate  
7 candidate of a permanent CEO of this system.

8           Just to add a little further clarity to  
9 that. There are some who think that we should  
10 have mass interviews where we bring in  
11 candidates and we allow those candidates to face  
12 an auditorium full of people with questions.  
13 Just as a point of clarity, that is not how the  
14 Board has committed to conduct this search and,  
15 quite frankly, is not how searches are being  
16 done across the country.

17           We have found, in talking to many  
18 national and state and local organizations, that  
19 that actually acts as an impediment to top notch  
20 candidates being prepared to come and apply and  
21 to be in place to be leaders of institutions

1       like this system.

2                       But again, I want to stress that we do  
3       want to hear the public voice and we will do it  
4       by way of making sure that we reach out by  
5       backpacks, meaning that every parent will have  
6       the opportunity to weigh in, every recognized  
7       community organization will have an opportunity  
8       to weigh in. We'll have focus groups, we'll  
9       have forums with several opportunities for  
10      people to weigh in in terms of the  
11      characteristics, traits and things that they  
12      would like to see in the ultimate candidate.

13                      I thought that was important to mention  
14      as we go about the business of bringing on a  
15      search firm to help us in this process. Quite  
16      frankly, the Board Office and the Board does not  
17      have the capacity and the staff to do what is  
18      necessary on the search without bringing on a  
19      consultant. I just wanted to put that out there  
20      and make sure everyone is clear about the  
21      process.

1                   We'll be communicating all the way  
2 through the process. There will be  
3 opportunities very shortly for you all to weigh  
4 in on this which is, in many instances, in many  
5 people's eyes, it's the most important decision  
6 that the Board has to make in its role as the  
7 overseeing and policy body of the system.

8                   Having said that, Mr. Parker, number  
9 two.

10                   MR. PARKER: Thank you. I seek the  
11 Board's approval for item 8.01. A request for a  
12 \$60,000 contract with J/P Associates to provide  
13 6 BCPSS Reading First schools with targeted  
14 assistance in implementing the Reading Mastery  
15 Core Program.

16                   COMMISSIONER HETTLEMAN: Move  
17 approval.

18                   COMMISSIONER BASU: It's been properly  
19 moved and seconded. All in favor, signify by  
20 aye.

21                   SPEAKERS: Aye.

1                   BOARD CHAIR MORRIS:    Opposed?  
2   Abstentions?  Unanimous.  Thank you.

3                   MR. PARKER:    Thank you.  I seek the  
4   Board's approval for item 8.02.  A contract in  
5   the amount of \$118,140 with Southern Regional  
6   Education Board High Schools That Work to  
7   provide literacy and math services as required  
8   by the Comprehensive School Reform grant.  This  
9   is funded by a Perkins grant.

10                  SPEAKER:    So moved.

11                  COMMISSIONER BASU:    Second.

12                  BOARD CHAIR MORRIS:    It's been  
13   properly moved and seconded.  All in favor,  
14   signify by aye.

15                  SPEAKERS:    Aye.

16                  BOARD CHAIR MORRIS:    Opposed?  
17   Abstentions?  Unanimous.  Thank you.

18                  MR. PARKER:    Thank you.  I request the  
19   Board's approval of item 8.03 to purchase 54  
20   sets of basketball uniforms.

21                  COMMISSIONER BASU:    Move approval.



1 COMMISSIONER VANHOOK: Second.

2 BOARD CHAIR MORRIS: It's been  
3 properly moved and seconded. All in favor,  
4 signify by aye.

5 SPEAKERS: Aye.

6 BOARD CHAIR MORRIS: Opposed?  
7 Abstentions?

8 MR. PARKER: Just a clarification on  
9 the next one. I seek the Board's approval of  
10 8.04, a contract in the amount of \$94,000, not  
11 \$100,000, with the Greater Homewood Community  
12 Corporation to provide Experience Corps in three  
13 Title I schools. Eutaw-Marshburn, Highlandtown  
14 and Furley Elementary.

15 COMMISSIONER HETTLEMAN: Move  
16 approval.

17 COMMISSIONER VANHOOK: Second.

18 BOARD CHAIR MORRIS: It's been  
19 properly moved and seconded. All in favor?

20 SPEAKERS: Aye.

21 BOARD CHAIR MORRIS: Opposed?

1 Abstentions? Thank you.

2 MR. PARKER: Moving on to the Chief  
3 Financial Officer's area, I seek the Board's  
4 approval to enter into a contract in the amount  
5 of \$43,700 with Blackboard to upgrade the  
6 Blackboard application and data migration to a  
7 redundant server environment.

8 SPEAKER: So moved.

9 COMMISSIONER BASU: Second.

10 BOARD CHAIR MORRIS: It's been  
11 properly moved and seconded. All those in  
12 favor, signify by aye.

13 SPEAKERS: Aye.

14 BOARD CHAIR MORRIS: Opposed?

15 Abstentions? Thank you.

16 MR. PARKER: I seek the Board's  
17 approval of item 9.02. A request in the amount  
18 of \$110,183 to maintain and support the NCS  
19 Pearson system for 6 months.

20 BOARD CHAIR MORRIS: Yes, sir?

21 COMMISSIONER BASU: Can we get some

1 explanation from the IT Department about what  
2 we're being asked to purchase?

3 BOARD CHAIR MORRIS: Additional.

4 COMMISSIONER BASU: Yes, some  
5 additional detail.

6 MR. STEPTOE: Actually this is a  
7 maintenance and support contract. Currently we  
8 are utilizing the NCS Pearson Student  
9 Information Management System as our production  
10 environment for registration, enrollment,  
11 attendance and grade reporting as we do the  
12 migration to the new Student Information  
13 Management System.

14 This is to make sure that we have  
15 access to their technical resources, if we  
16 experience problems with the application.

17 COMMISSIONER BASU: But we're  
18 migrating away from this system?

19 MR. STEPTOE: That's correct. That's  
20 why we're expected to go live with the new  
21 system in July for IEP and special education.

1       So this is the 6-month. This is to carry us  
2       until July 1.

3               COMMISSIONER BASU:    So we'll not see  
4       this again?

5               MR. STEPTOE:    We may. The AAL  
6       contract is a three-year implementation to have  
7       all schools migrated by 2009. So next fiscal  
8       year, yes. We may be bringing it forward to  
9       have support. It would be a limited number of  
10      support based on those schools that are still  
11      running the NCS as a part of the migration  
12      strategy.

13              COMMISSIONER BASU:    Move approval.

14              COMMISSIONER VANHOOK:    Second.

15              BOARD CHAIR MORRIS:    Properly moved by  
16      Commissioner Basu and seconded by Commissioner  
17      Vanhook. All those in favor, signify by aye.

18              SPEAKERS:    Aye.

19              BOARD CHAIR MORRIS:    Opposed?  
20      Abstentions? Thank you.

21              MR. PARKER:    Thank you. I seek the

1 Board's approval for item 9.03 to enter into a  
2 contract with Sun Microsystems to purchase  
3 additional servers and memory to upgrade the  
4 current ERP Management system.

5 BOARD CHAIR MORRIS: Questions?

6 COMMISSIONER BASU: Do we get some  
7 explanation about what we're being asked to  
8 purchase here?

9 MR. STEPTOE: Back in 2003-2004, we  
10 purchased a Sun Microsystem Enterprise server  
11 for the ERP. That server has the ability to run  
12 multiple domains. Domains being two logical  
13 environments. We're utilizing the second  
14 environment to run the new AAL application. So  
15 what we're asking to do is to get funding to  
16 upgrade that particular server to support the  
17 AAL application. So what we're doing is  
18 leveraging our investment that we invested in  
19 two years ago to upgrade that existing server,  
20 as well as bring in a redundant server to  
21 support the AAL implementation.

1                   COMMISSIONER BASU:    That's pretty  
2                   clear.

3                   COMMISSIONER VANHOOK:    I'm not sure  
4                   what you just said.  If you can break down the  
5                   acronym?  One of the things that I said at the  
6                   last meeting that I think you attended was let's  
7                   not use acronyms in this environment where we  
8                   know people don't understand what we're talking  
9                   about.

10                  MR. STEPTOE:    Yes.  Back in 2004 we  
11                  implemented the HRMS payroll system.  In  
12                  implementing that system, we brought in an  
13                  Enterprise server.

14                  BOARD CHAIR MORRIS:    Human Resource  
15                  Management System.

16                  MR. STEPTOE:    Yes.  Human Resource  
17                  Management, Payroll and Finance.  That actually  
18                  runs on a server that still has scalability.  By  
19                  upgrading that server, we can now move the new  
20                  Student Information Management System and run  
21                  that on that existing server.  But in order to

1 do that, we must then upgrade the existing  
2 server. This request is to upgrade that  
3 existing server.

4 COMMISSIONER BASU: See, you could  
5 have just said that the first time.

6 MR. STEPTOE: I apologize.

7 COMMISSIONER BASU: Move approval.

8 COMMISSIONER VANHOOK: Second.

9 BOARD CHAIR MORRIS: Properly moved by  
10 Commissioner Basu and seconded by Commissioner  
11 Vanhook. All those in favor, signify by aye.

12 SPEAKERS: Aye.

13 BOARD CHAIR MORRIS: Opposed?  
14 Abstentions? Thank you. Unanimous.

15 MR. PARKER: I seek the Board's  
16 approval for item 9.04. A contract with Funds  
17 for Learning, a three-year term to provide E-  
18 Rate consulting services to the district.

19 COMMISSIONER BASU: Move approval.

20 COMMISSIONER HETTLEMAN: Second.

21 BOARD CHAIR MORRIS: Properly moved by

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1 Commissioner Basu and seconded by Commissioner  
2 Hettleman. All those in favor, signify by aye.

3 SPEAKERS: Aye.

4 BOARD CHAIR MORRIS: Opposed? I'm  
5 sorry, was that opposed?

6 COMMISSIONER VANHOOK: Opposed. Yes.

7 BOARD CHAIR MORRIS: Abstentions?  
8 Commissioner Vanhook, one opposition. Thank  
9 you. Motion passed.

10 MR. PARKER: Thanks. Moving on to the  
11 Chief Operating Officer's area, we have two  
12 lease agreements with Nextel Communications,  
13 items 10.01 and 10.02. I seek the Board's  
14 approval for those two items.

15 COMMISSIONER BASU: Move approval.

16 COMMISSIONER FRANCOIS: Second.

17 BOARD CHAIR MORRIS: It's been  
18 properly moved by Commissioner Basu and seconded  
19 by Commissioner Francois. All those in favor,  
20 signify by aye.



21 SPEAKERS: Aye.

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1 BOARD CHAIR MORRIS: Opposed?

2 Abstentions? Thank you. Unanimous.

3 MR. PARKER: I seek the Board's  
4 approval of item 10.03. A request to increase  
5 the annual award amount for a requirements  
6 contract with J.F. Fischer in the amount of  
7 \$500,000 for repairs to HVAC and mechanical  
8 equipment.

9 BOARD CHAIR MORRIS: Commissioner  
10 Basu?

11 COMMISSIONER BASU: As I understand  
12 it, the reason for this request relates to work  
13 that was done on behalf of the Facilities  
14 Solutions process. Is that correct?

15 MR. STEPTOE: That's correct.

16 COMMISSIONER BASU: Move approval.

17 COMMISSIONER HETTLEMAN: Second.

18 BOARD CHAIR MORRIS: Properly moved by  
19 Commissioner Basu and seconded by Commissioner

20 Hettleman. All those in favor, signify by aye.

21 SPEAKERS: Aye.

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1 BOARD CHAIR MORRIS: Opposed?

2 Abstentions? Thank you.

3 MR. PARKER: I seek the Board's  
4 approval of item 10.04. This is a request to  
5 increase the contract with Modular Genius by  
6 \$7,956.80, as well as to advise the Board to  
7 make it clear that this is a lease agreement as  
8 it was unclear in the original procurement when  
9 we provided it a while ago. Other than the  
10 \$7,900 being requested here, there's no fiscal  
11 impact.

12 COMMISSIONER BASU: Move approval.

13 COMMISSIONER CAMPBELL: Second.

14 BOARD CHAIR MORRIS: It's been  
15 properly moved by Commissioner Basu and seconded  
16 by Commissioner Campbell. All those in favor,  
17 signify by saying aye.

18 SPEAKERS: Aye.

19 BOARD CHAIR MORRIS: Opposed?

20 Abstentions?

21 MR. PARKER: The next item, item

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1 10.05, is a request of the Board to approve a  
2 \$50,000 contract with Affordable Carpet  
3 Cleaning, as well as a \$50,000 contract with  
4 Broadway Cleaning Services to provide carpet  
5 cleaning services to the system.

6 COMMISSIONER BASU: Move approval.

7 COMMISSIONER HETTLEMAN: Second.

8 BOARD CHAIR MORRIS: It's been  
9 properly moved by Commissioner Basu and seconded  
10 by Commissioner Hettleman. All those in favor,  
11 signify by aye.

12 SPEAKERS: Aye.

13 BOARD CHAIR MORRIS: Opposed?  
14 Abstentions? Thank you.

15 MR. PARKER: I seek the Board's  
16 approval of item 10.06. This is a contract to  
17 continue the services of Jo Ann Bell as a  
18 registered dietician to ensure compliance with

19 school meal nutrition regulations.

20 COMMISSIONER HETTLEMAN: Move

21 approval.

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1 COMMISSIONER BASU: Second.

2 BOARD CHAIR MORRIS: It's been  
3 properly moved. I'm sorry, question?

4 COMMISSIONER VANHOOK: Question.  
5 Internal capacity is always an issue. We have  
6 stated the theme over and over again. I'm not  
7 sure why we continue to move towards the  
8 external contracts or establishing vendor  
9 relationships. I think that we need to take  
10 some action to address that.

11 Before I even give a vote, I want to  
12 know what we're doing to build that capacity and  
13 how this particular contract may alleviate the  
14 pressure or address the need that we have to  
15 provide these kinds of services. It sounds like  
16 something we're going to need to do next year  
17 and the year after next. So what are we going  
18 to do in that regard?

19 MR. SCROGGINS: You may have noticed  
20 that this is the fourth time we've attempted to  
21 fill this position. The first time, apparently,

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1 was during the fiscal crisis and the position  
2 was frozen. So we were not able to hire. The  
3 year after that, a person was selected but at  
4 the same time, they received a much higher  
5 position in Montgomery County so they declined  
6 our position.

7 Last year the person that we selected,  
8 after being selected, came in and wanted flex  
9 time and telecommuting and all of those sorts of  
10 things which would have been very difficult in  
11 terms of accomplishing all of the needs of this  
12 position. That is why we have continued with  
13 Ms. Bell.

14 The salary is excellent. We believe we  
15 will get a good candidate. We're hoping that  
16 the fourth time is the charm.

17 COMMISSIONER VANHOOK: Why don't we

18 offer her the job?

19 MR. SCROGGINS: I beg your pardon?

20 COMMISSIONER VANHOOK: Why don't we  
21 hire her?

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1 MR. SCROGGINS: I believe she is a  
2 retiree, sir.

3 COMMISSIONER VANHOOK: Okay.

4 COMMISSIONER BASU: Move approval.

5 COMMISSIONER CAMPBELL: Second.

6 BOARD CHAIR MORRIS: Properly moved by  
7 Commissioner Basu and seconded by Commissioner  
8 Campbell. All those in favor, signify by aye.

9 SPEAKERS: Aye.

10 BOARD CHAIR MORRIS: Opposed?  
11 Abstentions?

12 MR. PARKER: The next two relate to  
13 the Human Resource Officer, specifically  
14 relating to tuition reimbursement. Item 11.01  
15 and item 11.02. The first is a request for  
16 Towson University in the amount of \$420,000 to  
17 reimburse BCPSS employees for taking

18 professional and certification, as well as  
19 advanced degrees. The second is a similar  
20 request for the college of Notre Dame in the  
21 amount of \$1,443,303. I seek the Board's

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1 approval of those two items.

2 COMMISSIONER BASU: Move approval.

3 COMMISSIONER CAMPBELL: Second.

4 BOARD CHAIR MORRIS: It's been  
5 properly moved by Commissioner Basu and seconded  
6 by Commissioner Campbell that we accept the  
7 recommendation for 11.01 and 11.02. All those  
8 in favor, signify by aye.

9 SPEAKERS: Aye.

10 BOARD CHAIR MORRIS: Opposed?  
11 Abstentions?

12 MR. PARKER: I request the Board's  
13 approval of 11.03. This is a request to provide  
14 an additional \$100,000 to complete physical  
15 exams and drug screenings through the balance of  
16 this calendar year.

17 COMMISSIONER FRANCOIS: So moved.  
18 COMMISSIONER BASU: Second.  
19 BOARD CHAIR MORRIS: Properly moved by  
20 Commissioner Francois and seconded by  
21 Commissioner Basu. All those in favor, signify

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1 by aye.  
2 SPEAKERS: Aye.  
3 BOARD CHAIR MORRIS: Opposed?  
4 Abstentions? Thank you.  
5 MR. PARKER: The next item, 11.04, is  
6 a request of the Board to piggy-back the  
7 Baltimore City contract with Mercy Medical  
8 Center to provide physical exams for new hires  
9 and return to work examinations for employees  
10 commencing January 1, '07.  
11 COMMISSIONER BASU: Move approval.  
12 COMMISSIONER FRANCOIS: Second.  
13 BOARD CHAIR MORRIS: Properly moved by  
14 Commissioner Basu and seconded by Commissioner  
15 Francois. All those in favor, signify by aye.  
16 SPEAKERS: Aye.



17 BOARD CHAIR MORRIS: Opposed?

18 Abstentions? Thank you.

19 MR. PARKER: I seek the Board's  
20 approval of 11.05. A request to renew the  
21 contract with APS Healthcare to provide an

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1 employee assistance program to Baltimore City  
2 Schools at a total cost of \$100,750.

3 COMMISSIONER HETTLEMAN: Move  
4 approval.

5 COMMISSIONER CAMPBELL: Second.

6 BOARD CHAIR MORRIS: Properly moved by  
7 Commissioner Hettleman and seconded by  
8 Commissioner Campbell. All those in favor,  
9 signify by aye.

10 SPEAKERS: Aye.

11 BOARD CHAIR MORRIS: Opposed?  
12 Abstentions? Thank you.

13 MR. PARKER: The last section for the  
14 evening, I ask the Board's approval of 12.01. A  
15 contract with Associated Speech and Language

16 Services to provide speech and language services  
17 to BCPSS.

18 COMMISSIONER HETTLEMAN: Move  
19 approval.

20 COMMISSIONER BASU: Second.

21 BOARD CHAIR MORRIS: I had a question.

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1 In the Board write-up it mentioned that Futures  
2 has been unable to provide any speech and  
3 language therapists to-date. So the contract  
4 for the previously approved amount is being  
5 proposed to be amended by \$40,000 but the  
6 balance of the contract, do we anticipate that  
7 they will be able to provide the therapists  
8 needed or is the balance of the contract for  
9 additional services?

10 MS. FINK: That's an excellent  
11 question. We don't know the answer to that at  
12 this particular point. The number of aides in  
13 the system has escalated this year to a number  
14 that is higher than we've ever had before. The  
15 last count that we had for one-to-one aides was

16 553.

17 COMMISSIONER HETTLEMAN: We haven't  
18 gotten to the aides yet.

19 MS. FINK: Oh, sorry.

20 BOARD CHAIR MORRIS: We're on 12.01.

21 MS. FINK: I don't think we're going

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1 to spend that because they have not used enough  
2 services yet. We don't know. We're not going  
3 to get that high on that one.

4 BOARD CHAIR MORRIS: The question was,  
5 though, we are proposing that we amend a  
6 previous approved contract for Futures down  
7 \$40,000 because it appears that they've been  
8 unable to provide speech and language  
9 therapists.

10 MS. FINK: Correct.

11 BOARD CHAIR MORRIS: I'm assuming that  
12 you think that Associated will be able to.

13 MS. FINK: Yes.

14 BOARD CHAIR MORRIS: The question is

15 what is the balance of the Futures contract for  
16 and do you anticipate having to amend again that  
17 contract?

18 MS. FINK: Yes. The balance of it  
19 will be speech and language services. The  
20 contracts were set up for speech and language  
21 services based on the amount of speech and

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1 language services that we thought they would  
2 need. When a company is unable to provide all  
3 that they've agreed to provide for us, then we  
4 seek additional services from our other  
5 contractors. So we would be moving that money  
6 at some point to another contractor who can  
7 provide the additional services. Unless at some  
8 point, as it happens, that Futures is able to  
9 come up with more people than they've come up  
10 with so far.

11 BOARD CHAIR MORRIS: Any additional  
12 questions? Just curious. Okay. Let me ask  
13 another question. I'm sorry, maybe I'm not  
14 understanding. Is the Futures contract, was

15 that a requirements contract? So effectively,  
16 on an as needed or on-call basis we would go to  
17 Futures, if they are able to provide the  
18 therapists, they do. If they aren't?

19 MS. FINK: We go to the next  
20 contractor.

21 BOARD CHAIR MORRIS: Okay. And right

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1 now the next is Associated?

2 MR. PARKER: Actually, Associated is  
3 an additional provider we've been able to find  
4 who can provide one speech and language  
5 therapist for special ed.

6 BOARD CHAIR MORRIS: One?

7 MR. PARKER: One. That's what the  
8 \$40,000 represents.

9 BOARD CHAIR MORRIS: All right. So  
10 what are we going to do, and maybe this is a  
11 conversation for the Special Ed Committee about  
12 how we are going to actually spend the dollars  
13 to get the therapists that we need.

14 COMMISSIONER HETTLEMAN: Well, it's an  
15 old story. We can't get therapists. I assume  
16 we're still short and we'll take them from any  
17 place we can get them.

18 BOARD CHAIR MORRIS: Okay.

19 COMMISSIONER HETTLEMAN: So there is a  
20 continuing shortage. As we do everything  
21 possible to attract new providers, we will move

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1 the money around.

2 BOARD CHAIR MORRIS: There was a  
3 motion on the floor provided by Commissioner  
4 Basu and it was seconded by Commissioner  
5 Hettleman.

6 COMMISSIONER HETTLEMAN: Close enough.

7 BOARD CHAIR MORRIS: All those in  
8 favor, signify by aye.

9 SPEAKERS: Aye.

10 BOARD CHAIR MORRIS: Opposed?  
11 Abstentions? Thank you.

12 MR. PARKER: Finally, I seek the  
13 Board's approval of item 12.02 to increase the

14 purchase order with Change Health Systems by  
15 \$300,000 to provide IEP therapeutic aides for  
16 the '06-'07 school year.

17 COMMISSIONER HETTLEMAN: I know staff  
18 has struggled hard to put this in place and I'm  
19 certainly supportive of it. Just a short  
20 question. You write that the permanent aides  
21 have the option of re-assignment refusal which

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1 will inhibit required IEP services. Can we  
2 change that? Is that a union provision? What  
3 prohibits us from sending the aide with the  
4 student?

5 VOICE: Usually they're given that  
6 option. Sometimes when a student moves to a  
7 different location or moves to a different type  
8 of setting and the aide, not all of them feel as  
9 comfortable in going to different settings. So  
10 they are given that option.

11 COMMISSIONER HETTLEMAN: That's our  
12 own policy?

13 VOICE: Right. We may need to look at  
14 that.

15 COMMISSIONER HETTLEMAN: I think it  
16 may be worth reviewing. I certainly wouldn't  
17 automatically give the option. It might be  
18 something where you might want to exercise  
19 judgment based on the circumstances. Move  
20 approval.

21 COMMISSIONER FRANCOIS: Second.

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1 BOARD CHAIR MORRIS: It's been  
2 properly moved by Commissioner Hettleman and  
3 seconded by Commissioner Francois. All those in  
4 favor, signify by aye.

5 SPEAKERS: Aye.

6 BOARD CHAIR MORRIS: Opposed?  
7 Abstentions? Thank you.

8 MR. PARKER: Thank you very much.

9 BOARD CHAIR MORRIS: Thank you. I  
10 know many of you are here waiting on us to do  
11 the charter school piece. I guarantee you  
12 that's going to be next.



13                   But we were just joined by our  
14           compadre, Commissioner Bell-McKoy. I just  
15           wanted to take a brief moment. Many of you know  
16           that this is her last public meeting with us.  
17           She has moved on to great things. She's  
18           obviously been very successful in every endeavor  
19           at this point. The Associated Black Charities  
20           have seen fit to re-direct their leadership  
21           under the very able hands of Diane Bell-McKoy.

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1                   So we are very happy for her. It's one  
2           of those dream jobs for her. She's always  
3           wanted to do this and wanted to play a role in  
4           the building of wealth and the building of  
5           opportunity for African Americans in this city.  
6           So it's a great honor, I think, for her to be  
7           named CEO of Associated Black Charities.

8                   Personally, I just want to mention that  
9           Diane and I came into the game together. We  
10          were appointed on the same day. It has been an  
11          interesting time since that fateful day in June

12 back in 2003. Since that time, we have gone  
13 into and come out of, successfully, a fiscal  
14 crisis. Since that time, we have entered into  
15 the realm of charter schools when previously it  
16 did not exist.

17 Since that time, she has helped us very  
18 ably lead the Special Ed Committee into some of  
19 the progress that we've made on the special ed  
20 front. So I would ask that in this, her last  
21 moment with us in public session, that we all

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1 recognize, first of all, the members of this  
2 Board serve in a voluntary capacity. The time  
3 and energy that is put forth is inordinate.

4 It is not just the three, four or five  
5 hours that we sit here at this table at any  
6 given meeting. There's a lot of time and  
7 commitment, a lot of energy, a lot of passion  
8 put in. Anyone that knows Diane, she's got  
9 passion to spare and she has kept us on the  
10 straight and narrow as it relates to the rules  
11 of engagement, how we go about our business in

12 making sure that we carry ourselves in the way  
13 that we should as a body.

14 I really wanted to just take a very  
15 brief moment, you know, people say give me my  
16 flowers. Why? Because I want to smell them and  
17 we want to do that. So I want to recognize  
18 Commissioner Bell-McKoy for her service and wish  
19 her the best in her future endeavors.

20 (Applause.)

21 BOARD CHAIR MORRIS: It's a big loss.

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1 I'm telling you. I can't tell you how this is a  
2 big loss to the Board. Whoever comes next has  
3 big shoes to fill. Commissioner Bell-McKoy, do  
4 you have anything you wanted to say?

5 COMMISSIONER BELL-MCKOY: I have said  
6 this repeatedly to people about being a School  
7 Board Commissioner and many of you in the  
8 audience who are educators and friends and many  
9 of you are parents and other stakeholders, know  
10 that this is the most important job, volunteer

11 or paid, that anybody will ever do at all in  
12 this country. That is a School Board  
13 Commissioner and being supportive of educators.

14 If I have added anything to that, it's  
15 being supportive of our parents. I'm a strong  
16 parent advocate and a strong community advocate.  
17 I hope that I have been able to bring that voice  
18 to the table.

19 I can only say it's been a tough job.  
20 The toughest I've ever had. But it's been the  
21 most rewarding and the most important job I've

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1 ever done. I thank you and I truly recognize as  
2 I say goodbye tonight that I will miss it.  
3 Including the ten o'clock Board meetings.

4 But thank you. It's a wonderful group  
5 of people in this organization and on this Board  
6 and in this community. I will continue to serve  
7 in any way I can from my seat at Associated  
8 Black Charities which I must say is Associated  
9 Black Charities of Maryland. So we cover the  
10 entire state and not just Baltimore. So thank

11 you all very much.

12 (Applause.)

13 COMMISSIONER HETTLEMAN: I can't lose  
14 this opportunity. Diane and I go back to when I  
15 was an assistant to Mayor Schmoke and I was sent  
16 this resume and I thought I was getting marching  
17 orders that I would hire this young woman no  
18 matter what.

19 I got absolutely no pressure but I  
20 never interviewed or hired anyone more quickly  
21 than I did Diane. She is a great talent. I

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1 will miss her more than anyone because sometimes  
2 she made me seem like a moderate. You will be  
3 deeply missed.

4 BOARD CHAIR MORRIS: We're going to  
5 move on to the next agenda item. That is the  
6 charter school applications. Madame CEO and Mr.  
7 Stone will bring those forward.

8 MS. BOSTON: David Stone of the  
9 Charter Schools and New Schools Initiatives will

10 present the recommendations of the interim CEO  
11 relative to the FY'08 charter school  
12 applications.

13 This is the culmination of 120 days of  
14 examination and review of these applications.  
15 It is a process that takes 120 days. We are  
16 bringing our recommendations to you at this  
17 time.

18 During the application process, the  
19 applications are subject to review, interviews  
20 are held, scoring is done by the Advisory Board,  
21 experts have reviewed these applications. Staff

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1 members have reviewed them and then the CEO has  
2 read all of the applications and the  
3 recommendations have been reviewed from the  
4 various committees and staff persons.

5 In making the recommendation, the CEO  
6 is looking to the charter applications to  
7 address some critical issues. We are looking  
8 for applications that may take us in areas where  
9 we are lacking. So we are presenting those

10 recommendations to you at this time.

11 David will give you the applications  
12 and the operator and the name of the school.  
13 The Board will vote either to sustain the  
14 recommendations of the CEO, or not.

15 But I do want the applicants to  
16 understand, even those who are moving for  
17 approval, that this is still not the end of the  
18 process. It does require that we have a  
19 contract and so there may be discussions with  
20 those who are getting the approval in terms of  
21 getting a contract that we can agree on.

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1 Those that did not get the  
2 recommendation from the CEO and approval from  
3 the Board, that still may not be the end for  
4 those. Those groups may, in fact, re-tool their  
5 applications and come back to us at another  
6 time. We would entertain those applicants.  
7 There have been some examples here in the  
8 district where operators have done that.

9                   So with that, I'd like to present, Mr.  
10 Chairman, the recommendations from the CEO  
11 relative to the FY'08 charter applications.

12                   MR. STONE:    Good evening Mr. Chair,  
13 School Board members, Madame CEO.  The first  
14 application that we will seek your  
15 recommendation on is the Baltimore Academy of  
16 Health and Biotechnology.  The charter school  
17 operator name is Youth Enhancement Services,  
18 Inc.

19                   First year enrollment would be 120  
20 students in grade 9.  At the end of the charter  
21 agreement in year three, 360 students in grades

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1                   9 through 11.

2                   This school seeks to foster high  
3 achieving, disciplined students focused on  
4 physical fitness and intellectual exploration  
5 with a challenging core curriculum.  For this  
6 application, the mission, vision and need, the  
7 goals and objectives were not measurable or data  
8 driven.



9                   The Founding Board and community  
10           partnerships, in terms of that, the founding  
11           group lacked adequate K-12 education and  
12           financial management experience. There was  
13           limited evidence presented in the application of  
14           access to community resources, community support  
15           and demand for the proposed school.

16                   In terms of the academic program, there  
17           was no coherent plan to support the applicant's  
18           goal of accelerated student achievement,  
19           identified instructional methods, or research-  
20           based program models. This application did not  
21           contain a plan or time line for development of a

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1           curriculum that is aligned with the Maryland  
2           core learning goals.

3                   In terms of the organization, the  
4           enrollment plan was limited without any details  
5           of the marketing and recruitment plan for  
6           students, and the budget does not reflect many  
7           of the key programmatic components described in

8 the narrative.

9 Based on the written application,  
10 qualitative review by internal staff and members  
11 of the Advisory Board, and the follow-up  
12 applicant interview, the CEO's recommendation is  
13 that you deny this application.

14 BOARD CHAIR MORRIS: We have the  
15 recommendation from the CEO. Are there any  
16 further questions on this particular applicant?  
17 Is there a motion in support of the  
18 recommendation of the CEO?

19 COMMISSIONER BASU: So moved.

20 COMMISSIONER VANHOOK: Second.

21 BOARD CHAIR MORRIS: It's been properly

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1 moved by Commissioner Basu and seconded by  
2 Commissioner Vanhook that we accept the  
3 recommendation of the CEO. All those in favor,  
4 signify by aye.

5 SPEAKERS: Aye.

6 BOARD CHAIR MORRIS: Opposed?

7 Abstentions? Thank you.

8 MR. STONE: Thank you. The next  
9 applicant is the Baltimore International  
10 Academy. The charter school's operator is BIA,  
11 Inc.

12 First year enrollment would be 400  
13 students in grades K to 8. Year three  
14 enrollment would be 491 students in grades K  
15 through 8.

16 The school's mission is to provide an  
17 academically rigorous, international oriented  
18 and socially responsible learning environment  
19 that challenges all students to achieve and that  
20 results in the school meeting mandated testing  
21 goals and to provide a culturally and

153

1 linguistically diverse education.

2 In terms of the mission vision, the  
3 school's mission is well documented and  
4 supported by research consistent with the BCPSS  
5 Master Plan goals. The Founding Board's  
6 expertise includes special education, charter

7 school start-up and management, public school  
8 administration, financial and business  
9 management and community development. The  
10 application included many pages of community  
11 members' signatures.

12 The chosen curricula is aligned with  
13 the Maryland Voluntary State Curriculum and  
14 school leaders are experienced with collecting,  
15 using and analyzing assessment data to drive  
16 instruction. The plan for staff recruitment and  
17 selection is consistent with the school's  
18 mission and some staff has been identified.

19 The application includes a process for  
20 open access to city residents and a lottery  
21 process. The proposed budget includes funds to

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1 support a facility and salaries to support the  
2 staffing model.

3 Based on the written application,  
4 qualitative review by internal staff and members  
5 of the Advisory Board and follow-up applicant  
6 interview, the CEO's recommendation is that you

7 approve this application.

8 BOARD CHAIR MORRIS: Any questions?

9 COMMISSIONER CAMPBELL: So moved.

10 COMMISSIONER FRANCOIS: Second.

11 BOARD CHAIR MORRIS: It's been properly  
12 moved by Commissioner Campbell and seconded by  
13 Commissioner Francois that we accept the  
14 recommendation of the CEO to approve Baltimore  
15 International Academy. All those in favor,  
16 signify by saying aye.

17 SPEAKERS: Aye.

18 BOARD CHAIR MORRIS: Opposed?

19 Abstentions? Thank you.

20 MR. STONE: The next application is the  
21 Baltimore Lighthouse Charter School. The charter

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1 school operator is Baltimore Lighthouse Charter  
2 School, Inc., working with the educational  
3 management organization, Lighthouse Academies,  
4 Inc.

5 First year enrollment will be 300

6 students in grades K through five. Three year  
7 enrollment is 404 students grades K through 8.

8 The mission of the school is that the  
9 Baltimore Lighthouse Charter School prepares  
10 students for college through rigorous, arts  
11 infused programming.

12 There is no targeted community in  
13 Baltimore or Baltimore specific references in  
14 this application. The application did not  
15 include detailed strategies or plans for  
16 community outreach.

17 The local board lacks varied  
18 professional experience to steward the school.  
19 Specifically business law and school  
20 administration experience.

21 The plan for collecting, measuring,

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1 analyzing and reporting performance data and  
2 student achievement progress is incomplete. The  
3 academic design is for a K through 12 school but  
4 the plan does not include substantive curricula  
5 assessment or course information for the

6 secondary grades.

7 The application did not appear to be  
8 tailored to BCPSS's policies and practices, or  
9 the Maryland Public Charter School Act of 2003.  
10 The proposed fiscal plan may not ensure that  
11 public funds will be used effectively because  
12 the local board will be indebted to the EMO  
13 through the start-up loan and management fees.  
14 Without a strategic fundraising plan, it was  
15 unclear how the local board would repay this  
16 debt.

17 Based on the written application,  
18 qualitative review by internal staff and members  
19 of the Advisory Board, and the follow-up  
20 applicant interview, the CEO's recommendation is  
21 that you deny this application.

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1 COMMISSIONER BASU: So moved.

2 COMMISSIONER HETTLEMAN: Second.

3 BOARD CHAIR MORRIS: It's been properly  
4 moved by Commissioner Basu and seconded by

5 Commissioner Hettleman that we accept the  
6 recommendation for Baltimore Lighthouse Charter  
7 to be denied. All those in favor, signify by  
8 aye.

9 SPEAKERS: Aye.

10 BOARD CHAIR MORRIS: Opposed?  
11 Abstentions? Thank you.

12 MR. STONE: The next application is  
13 from the Bluford Drew Jemison Math Science  
14 Technology Academy. The charter school operator  
15 is the Bluford Drew Jemison Math Science  
16 Technology Academy, Inc.

17 First year enrollment would be 100  
18 students in grade 6. Year three enrollment, 300  
19 students in grades 6 through 8. The targeted  
20 location is east and northeast Baltimore.

21 The mission of this school is to

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1 provide an intellectually and academically  
2 rigorous pre-college preparatory education for  
3 6th to 8th grade male students of Baltimore City.  
4 The focus of this school is to adequately



5       prepare middle school male students to increase  
6       their choices in deciding on their secondary  
7       education and ultimately their post-secondary  
8       education or career path.

9               The school's thematic focus of math,  
10       science and technology in the middle school  
11       grades compliments BCPSS's portfolio of citywide  
12       college bound high schools with math and science  
13       focus areas.

14              The Founding Board has significant  
15       experience in K through 12 education, higher  
16       education, business law and non-profit  
17       management, civic and community engagement.

18              Connections with local individuals who  
19       have affiliations with college, universities and  
20       non-profit organizations, and youth development  
21       and mentoring institutions provide a strong base

1       to build community involvement and ensure  
2       responsible public stewardship of the proposed  
3       charter school.

4                   The application identifies curricula,  
5 standards and skills in core subjects across  
6 grade levels with the emphasis on rigorous  
7 academic standards, varied assessments, reduced  
8 class sizes and academic interventions are all  
9 in keeping with the BCPSS Master Plan goals and  
10 vision.

11                   The academic design includes extensive  
12 wrap-around services. The school building would  
13 be open from 7:00 A.M. through 7:00 P.M. and  
14 Saturdays to offer enrichment activities and  
15 remedial courses to students. The applicant has  
16 identified a school in a non-BCPSS building and  
17 has a letter of intent from the current tenant  
18 for co-location.

19                   Based on the written application,  
20 qualitative review by internal staff and members  
21 of the Advisory Board, and the follow-up

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1 applicant interview, the CEO's recommendation is  
2 that you approve this application.

3                   COMMISSIONER FRANCOIS: So moved.

4 COMMISSIONER BASU: Second.

5 BOARD CHAIR MORRIS: It's been properly  
6 moved by Commissioner Francois and seconded by  
7 Commissioner Basu that we accept the  
8 recommendation to approve the Bluford Drew  
9 Jemison Math Science Technology Charter  
10 application. All those in favor, signify by  
11 aye.

12 SPEAKERS: Aye.

13 BOARD CHAIR MORRIS: Opposed?  
14 Abstentions? Thank you.

15 MR. STONE: Thank you. The next  
16 application is from the C.M. Scott Academy.  
17 C.M. Scott Company operator.

18 First year enrollment is 600 students  
19 in grades 7 through 12. Year three enrollment  
20 would be 726 students in grades 7 through 12.  
21 Currently the school has not identified a target

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1 location.

2 The applicant states that the C.M.

3 Scott Academy's mission is to prepare students  
4 for the successful pursuit of higher education  
5 or employment in the field of their choice.

6 The goals and vision of the school are  
7 disconnected, not measurable or data driven.  
8 Members of the Founding Group have experience in  
9 school administration but demonstrated little  
10 business, non-profit management, finance or  
11 legal experience.

12 The application did not provide a  
13 curriculum or time line for its development. It  
14 was difficult to discern how the educational  
15 program is in keeping with the Maryland core  
16 learning goals, high school graduation  
17 requirements or the BCPSS Master Plan.

18 There is no description of the school's  
19 governance model. The submitted budget did not  
20 include cash flow projections or a detailed  
21 assessment of projected sources of funds and

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1 costs for start-up in years one through three.  
2 Key components of school operations are missing

3 from the budget.

4 Based on the written application,  
5 qualitative review by internal staff and members  
6 of the Advisory Board, and a follow-up applicant  
7 interview, the CEO's recommendation is that you  
8 deny this application.

9 COMMISSIONER BASU: So moved.

10 COMMISSIONER FRANCOIS: Second.

11 BOARD CHAIR MORRIS: It's been properly  
12 moved by Commissioner Basu and seconded by  
13 Commissioner Francois that the Board move to  
14 reject the application for C.M. Scott Academy.  
15 All those in favor, signify by aye.

16 SPEAKERS: Aye.

17 BOARD CHAIR MORRIS: Opposed?  
18 Abstentions? Thank you.

19 MR. STONE: Thank you. The next  
20 application is a conversion application of a  
21 currently operating Baltimore City Public

1 School, Dr. Rayner Browne. The charter school

2 operator would be the Baltimore Curriculum  
3 Project.

4 The first year enrollment would be 220  
5 students in grades Pre-K through 6. Year three  
6 enrollment, 250 students in grades Pre-K through  
7 6. The targeted location is the current  
8 location of the school on North Montford Avenue.

9 The application states that the mission  
10 of the Dr. Rayner Browne School is to help each  
11 student discover his or her dreams and to  
12 nurture those dreams, to provide the skills that  
13 their students need to enjoy reading and writing  
14 and mathematics and achieve their ultimate  
15 potential.

16 Dr. Rayner Browne School will provide a  
17 safe, nurturing environment that is conducive to  
18 learning and maximizes the potential educational  
19 growth of all students, particularly expanding  
20 opportunities for those students who are  
21 educationally disadvantaged.

1 The stated goals in the mission

2 statement are clear and comprehensible to  
3 parents and consistent with the vision of the  
4 BCPSS Master Plan. The operator brings non-  
5 profit management, business curriculum and legal  
6 experience.

7 Dr. Rayner Browne has recently been  
8 removed from the corrective action list under No  
9 Child Left Behind. There is a plan to collect,  
10 analyze and report internal assessment  
11 information on a weekly basis. Faculty School  
12 Improvement Teams use information to make  
13 instructional decisions.

14 School leaders plan to incorporate a  
15 positive behavior intervention system, behavior  
16 management model, to maintain a school climate  
17 that is supportive to the entire community. In  
18 addition, a full-time mental health clinician,  
19 social worker and community liaison are  
20 available on staff to support students and  
21 families.

1                   The proposal defines roles and  
2                   responsibilities of the Baltimore Curriculum  
3                   Project and staff in its outline of the school  
4                   management model.

5                   Based on the written application,  
6                   qualitative review by internal staff and members  
7                   of the Advisory Board, and the follow-up  
8                   applicant interview, the CEO's recommendation is  
9                   that you approve this application.

10                  COMMISSIONER BASU:    Move approval.

11                  COMMISSIONER BELL-MCKOY:    Second.

12                  BOARD CHAIR MORRIS:    It's been properly  
13                  moved by Commissioner Basu and seconded by  
14                  Commissioner Bell-McKoy that we accept the  
15                  recommendation to accept the application for Dr.  
16                  Rayner Browne.  All those in favor, signify by  
17                  aye.

18                  SPEAKERS:    Aye.

19                  BOARD CHAIR MORRIS:    Opposed?  
20                  Abstentions?  Thank you.

21                  MR. STONE:    Thank you.  The next



1 applicant is the Helping Others Prosper Through  
2 Education Charter School, or HOPE. Charter  
3 school operator name is Helping Others Prosper  
4 Through Education, Inc.

5 First year enrollment is 100 students  
6 in grade 9. Year three enrollment is 300  
7 students in grades 9 through 11. The targeted  
8 location is on Light Street in the Federal Hill  
9 neighborhood of Baltimore.

10 The mission of HOPE charter school is  
11 to develop well educated, community minded young  
12 adults by providing a high quality education  
13 that capitalizes on the diversity of nearby  
14 neighborhoods and uses the resources of the  
15 Federal Hill/South Baltimore community.

16 The characteristics of HOPE charter  
17 school are based on expeditionary  
18 learning/Outward Bound model which includes in-  
19 depth investigations of a topic that engages  
20 students through authentic projects, field work  
21 and service learning.



1 applicant interview, the CEO's recommendation is  
2 that you deny this application.

3 COMMISSIONER BELL-MCKOY: So moved.

4 COMMISSIONER BASU: Second.

5 BOARD CHAIR MORRIS: It's been properly  
6 moved by Commissioner Bell-McKoy and seconded by  
7 Commissioner Basu that we accept the CEO's  
8 recommendation and deny the application  
9 for Helping Others Prosper Through Education  
10 charter school. All those in favor, signify by  
11 aye.

12 SPEAKERS: Aye.

13 BOARD CHAIR MORRIS: Opposed?  
14 Abstentions? Thank you.

15 MR. STONE: Thank you. The next  
16 application is the Imagine Bel Air-Edison Public  
17 Charter School. The charter school operator is  
18 Imagine Baltimore, LLC., and the educational  
19 management organization is Imagine Schools, Inc.

20 First year enrollment would be 316  
21 students in grades Pre-K through four. Year

1 three enrollment would be 408 students in grades  
2 Pre-K through 6. Targeted location is the Bel  
3 Air-Edison neighborhood.

4 The mission of the Imagine Bel Air-  
5 Edison Public Charter School is to positively  
6 shape the hearts and minds of our students by  
7 providing them with academically rigorous and  
8 content rich curriculum creating an environment  
9 in which positive character is modeled and  
10 promoted to serve as an enduring resource to the  
11 neighborhood that benefits the learning within  
12 the school and to provide growth and development  
13 within the Bel Air-Edison and surrounding  
14 community.

15 The academic goals consistently fall  
16 short of state AYP targets. As such, the  
17 mission goals do not present adequate  
18 performance challenges in keeping with the BCPSS  
19 Master Plan. The application does not  
20 demonstrate capacity to develop community  
21 partnerships and access community resources.

1       There are no strategies or proposed plans for  
2       community outreach and no letters of support  
3       from any of the identified neighborhood groups  
4       or associations.

5                   The local board lacks varied  
6       professional experience. Specifically, no  
7       members with finance, business management or  
8       legal backgrounds. The application does not  
9       provide evidence that the Imagine national  
10      curriculum, of which only 30 percent is tailored  
11      to the local school, or core knowledge as  
12      aligned with the content standards in the  
13      Maryland voluntary state curriculum.

14                   The written proposal indicates that the  
15      local board lacks substantial control over areas  
16      in school management. The budget projects a  
17      deficit for the entire charter term of three  
18      years and expects to recoup funds from the  
19      school as it reaches enrollment capacity in year  
20      five. The local board will have to reimburse  
21      the EMO for shortfalls in years one through

1 four.

2 If the charter school is not renewed at  
3 the end of year three or is revoked prior to  
4 year five, the local Board would be liable for a  
5 huge debt.

6 Based on the written application,  
7 qualitative review by internal staff and members  
8 of the Advisory Board, and the follow-up  
9 applicant interview, the CEO's recommendation is  
10 that you deny this application.

11 COMMISSIONER HETTLEMAN: So moved.

12 COMMISSIONER BASU: Second.

13 BOARD CHAIR MORRIS: It's been properly  
14 moved by Commissioner Hettleman and seconded by  
15 Commissioner Basu that we accept the  
16 recommendation of the CEO to deny the charter  
17 application for Imagine Bel Air-Edison Charter  
18 School. All those in favor, signify by aye.

19 SPEAKERS: Aye.

20 BOARD CHAIR MORRIS: Opposed?  
21 Abstentions? Thank you.

1                   MR. STONE:    Thank you.    The next  
2                   applicant is Independence School Local One.    The  
3                   charter school operator is the Baltimore  
4                   Teachers Network.

5                   First year enrollment would be 84  
6                   students in grades 9 through 12.    Year three  
7                   enrollment is 112 students in grades 9 through  
8                   12.    The targeted location is the present site  
9                   of this program on West 36th Street in the Hamden  
10                  community of Baltimore.

11                  The mission of the Independence School  
12                  Local One is to cultivate practical and creative  
13                  intellectuals who use the knowledge gained from  
14                  daily reading, writing and math, from smart  
15                  conversations and debates, and from a wide  
16                  variety of challenging field experiences to  
17                  reflect critically on their involvement in civic  
18                  life.

19                  The school embodies three principles.  
20                  Authentic learning for the real world, dealing  
21                  with children one mind at a time and providing a

1 forum in which students form a strong social  
2 identity with respect to their history and their  
3 surroundings.

4 Independence School Local One strives  
5 to assist children who either have not found a  
6 place where they fit into traditional schools,  
7 or have experienced failure in such schools.  
8 The goal is for all students to graduate and go  
9 on to post-secondary education.

10 The mission statement is easily  
11 comprehensible to community members and parents  
12 and the goals are clearly articulated and are  
13 accompanied by suggested measures to assess  
14 success.

15 The Founding Group are experienced  
16 teachers and have background in non-profit  
17 management. The founders have developed working  
18 relationships with community organizations.

19 The application included signatures  
20 from half the parents of the current students in  
21 the program. The applicant is the operator of



1 one of our charter schools that is successful.  
2 ConneXions Leadership Academy which is located  
3 at Lemmel Middle School. The educational  
4 philosophy and instructional methods offer  
5 alternatives to students who are unsuccessful in  
6 traditional schools. The school offers  
7 remediation to students in preparation for state  
8 standardized exams, high school assessment.  
9 There is a plan in place for the collection and  
10 analysis of internal assessment information.  
11 The operator submitted a budget for start-up in  
12 years one through three.

13 Based on the written application,  
14 qualitative review by internal staff and members  
15 of the Advisory Board, and the follow-up  
16 applicant interview, the CEO's recommendation is  
17 that you approve this application.

18 COMMISSIONER BASU: So moved.

19 COMMISSIONER HETTLEMAN: Second.

20 BOARD CHAIR MORRIS: It's been properly  
21 moved by Commissioner Basu and seconded by

1 Commissioner Hettleman that we accept the CEO  
2 recommendation to approve Independence School  
3 Local One charter school. All those in favor,  
4 signify by aye.

5 SPEAKERS: Aye.

6 BOARD CHAIR MORRIS: Opposed?  
7 Abstentions? Thank you.

8 MR. STONE: Thank you. The next  
9 applicant is Meridian Academy. The operator  
10 would be Meridian Academy, Inc.

11 First year enrollment would be 300  
12 students in grades 6 through 8. Year three  
13 enrollment would be 500 students in grades 6 to  
14 10. At capacity it would serve 700 students.  
15 The targeted location has not been identified.

16 The mission of the Meridian Academy is  
17 to provide a challenging college preparatory  
18 academic environment, as well as therapeutic,  
19 Afrocentric personal development for adolescent  
20 boys who are in foster care.

21 The school will base its mission on Dr.

1 Ray Winbush's 10 commitments to raising black  
2 boys which are detailed in The Warrior Method: A  
3 Parent's Guide to Rearing Healthy Black Boys.

4 The stated mission and goals lack  
5 detail and coherence and no formal partnerships  
6 have been solidified with community  
7 organizations or business partners. The  
8 Founding Board members do not have a clinical  
9 therapeutic background to support their stated  
10 mission and the application does not include a  
11 Board recruitment plan.

12 The proposed plans for curriculum and  
13 instruction are incomplete. There is no clear  
14 explanation of how the three curriculas are to  
15 be woven together or an effective strategy to  
16 ensure alignment with the Maryland voluntary  
17 state curriculum and state core learning goals.

18 The proposed student enrollment plan is  
19 in conflict with federal guidelines of the  
20 Maryland Public Charter School Act which  
21 mandates open enrollment and a lottery process.

1 The budget is missing or includes inadequate  
2 information for transportation, assessment and  
3 facility line items.

4 Based on the written application,  
5 qualitative review by internal staff and members  
6 of the Advisory Board, and the follow-up  
7 applicant interview, the CEO's recommendation is  
8 that you deny this application.

9 COMMISSIONER FRANCOIS: So moved.

10 COMMISSIONER HETTLEMAN: Second.

11 BOARD CHAIR MORRIS: It's been properly  
12 moved by Commissioner Francois and seconded by  
13 Commissioner Hettleman that we accept the CEO's  
14 recommendation to deny the application of  
15 Meridian Academy. All those in favor, signify by  
16 aye.

17 SPEAKERS: Aye.

18 BOARD CHAIR MORRIS: Opposed?

19 Abstentions?

20 MR. STONE: Thank you. The next  
21 application is for the proposed charter school

1 of Youth Barriers Removed Institute. The  
2 charter school operator's name is Youth Barriers  
3 Removed, Inc.

4 First year enrollment would be 450  
5 students in grades K through five. Year three  
6 enrollment is 600 students in grades K through  
7 7. No facility has been identified. However, a  
8 central location is desired.

9 The mission of YBRI is to remove the  
10 barriers to academic success by providing these  
11 foster children and academically at-risk  
12 children with an education that is second to  
13 none and in a safe and nurturing environment.

14 The goals and mission lack detail and  
15 coherence. Formal community partnerships have  
16 not been formed. The plan lacks details  
17 regarding community outreach and sufficient  
18 plans to access financial, non-profit and legal  
19 resources.

20 The Founding Group lacks adequate law,  
21 business management and non-profit experience.

1       There was not a plan for Board recruitment. The  
2       proposal did not adequately demonstrate  
3       alignment with Maryland voluntary state  
4       curriculum. The education plan does not  
5       describe instructional methods, research based  
6       program models, academic interventions or  
7       remediation.

8               The submitted recruitment and marketing  
9       plan is insufficient. The proposal does not  
10      include a transportation plan, costs or needs,  
11      or a contingency plan to ensure student  
12      retention throughout the year.

13             Based on the written application,  
14      qualitative review by internal staff and members  
15      of the Advisory Board, and the follow-up  
16      applicant interview, the CEO's recommendation is  
17      that you deny this application.

18             COMMISSIONER BASU:    So moved.

19             COMMISSIONER VANHOOK:   Second.

20             BOARD CHAIR MORRIS:   It's been properly  
21      moved by Commissioner Basu and seconded by

1 Commissioner Vanhook that we accept the  
2 recommendation of the CEO for denial of the  
3 application of Youth Barriers Removed Institute.  
4 All those in favor, signify by aye.

5 SPEAKERS: Aye.

6 BOARD CHAIR MORRIS: Opposed?  
7 Abstentions? Thank you.

8 MR. STONE: Thank you. Please note  
9 that this next application is not for starting  
10 in school year 2007-2008, but actually for 2008-  
11 2009. As you know, we currently accept  
12 applications on a rolling basis. This  
13 application needed to be reviewed and approved  
14 or denied within 120 days.

15 This is a conversion application for an  
16 innovation high school in Baltimore City. The  
17 proposed charter school name is Baltimore  
18 Freedom Academy High School. The charter school  
19 operator name is the BFA Foundation, Inc.

20 First year enrollment is 400 students  
21 in grades 9 through 12. Year three enrollment

1 is 400 students in grades 9 through 12. The  
2 targeted location is 100 South Caroline Street,  
3 the present site.

4 Baltimore Freedom Academy students will  
5 emphasize and encourage the positive  
6 transformation of urban youth in their  
7 communities by providing opportunities for  
8 emerging young leadership, academic excellence  
9 and personal development through a rigorous  
10 curriculum, real world opportunities to practice  
11 leadership skills, and personal mentoring. BFA  
12 will prepare its graduates to make post high  
13 school choices with informed perspective and  
14 confidence, be informed problem solvers and  
15 effective advocates for positive social change,  
16 and dedicate themselves to serving their  
17 families and their communities.

18 The applicant's sense of mission and  
19 knowledge of need are strong and impressive.  
20 The mission statement is clear and concise. The  
21 stated goals are very high and the applicant has



1 chosen measurable, long-range, three-year goals  
2 that will measure their success as a school.

3 BFA has numerous community partners who  
4 play a critical role in providing support  
5 services to students. The BFA Board contains  
6 all the critical areas of expertise for a  
7 charter school. Facilities and development,  
8 finance and fundraising, education including  
9 special education, public school administration  
10 and higher education and law. Their Board  
11 development work has been strategic and  
12 effective.

13 BFA made AYP last year and showed  
14 strong gains over the previous year. BFA's  
15 curriculum and plan for student assessment are  
16 both aligned to the Maryland core learning goals  
17 and reflective of the school's mission and  
18 theme. The core sequence shows how the school  
19 meets Maryland graduation requirements.

20 The BFA has a sound plan for governance

21 and a strategic relationship with the school

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1 leader. The Board can document a proven ability  
2 to raise money for the school over the past  
3 three years.

4 Based on the written application,  
5 qualitative review by internal staff and members  
6 of the Advisory Board, and the follow-up  
7 applicant interview, the CEO's recommendation is  
8 that you approve this application.

9 COMMISSIONER BELL-MCKOY: So moved.

10 COMMISSIONER HETTLEMAN: Second.

11 BOARD CHAIR MORRIS: It's been properly  
12 moved by Commissioner Bell-McKoy and seconded by  
13 Commissioner Hettleman that we accept the  
14 recommendation of the CEO and approve the  
15 Baltimore Freedom Academy for the 2007-2008  
16 school year. All those in favor, signify by  
17 aye.

18 SPEAKERS: Aye.

19 BOARD CHAIR MORRIS: Opposed?

20 Abstentions? Thank you.

21

MR. STONE: The last applicant this

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1 evening, the proposed charter school name is the  
2 Wolfe Street Academy. The charter school  
3 operator name is the Baltimore Curriculum  
4 Project, Inc.

5 First year enrollment is for 144  
6 students in grades Pre-K through five. Year  
7 three enrollment is for 165 students in grades  
8 Pre-K through five. The targeted location is on  
9 South Wolfe Street, the present site of General  
10 Wolfe.

11 The mission is to convert the current  
12 General Wolfe Elementary School to a charter  
13 school named the Wolfe Street Academy. The  
14 academy will address the academic language  
15 deficits of economically disadvantaged students  
16 and the English language deficits of students  
17 whose first language is not English and will  
18 impart the knowledge, decision making abilities,  
19 confidence and responsibility that students need

20 as they move toward adulthood.

21 The stated goals and the mission are

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1 clear and comprehensible to parents and  
2 consistent with the vision of the BCPSS Master  
3 Plan.

4 The operator brings non-profit  
5 management, business curriculum and professional  
6 development experience to the school governance  
7 team. Last year, General Wolfe made AYP and is  
8 currently in the second year of restructuring,  
9 hoping to exit at the end of this school year.

10 There is a plan in place to collect,  
11 analyze and report internal assessment  
12 information on a weekly basis. The faculty  
13 school improvement teams use information to make  
14 instructional decisions. The proposal defines  
15 the roles and responsibilities of BCPSS staff  
16 and its outline of school management model.

17 Based on the written application,  
18 qualitative review by internal staff and members  
19 of the Advisory Board, and the follow-up

20 applicant interview, the CEO's recommendation is  
21 that you approve this application.

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1 COMMISSIONER BASU: Move approval.

2 COMMISSIONER BELL-MCKOY: Second.

3 BOARD CHAIR MORRIS: It's been properly  
4 moved by Commissioner Basu and seconded by  
5 Commissioner Bell-McKoy that we accept the  
6 recommendation of the CEO to approve the Wolfe  
7 Street Academy. All those in favor, signify by  
8 aye.

9 SPEAKERS: Aye.

10 BOARD CHAIR MORRIS: Opposed? One  
11 abstention, Commissioner Campbell. Motion has  
12 passed. Thank you.  
13 (Applause.)

14 BOARD CHAIR MORRIS: Before we go into  
15 the next agenda item, I just wanted to say to  
16 all of the 13 applicants that we appreciate the  
17 interest that you've shown and the time that  
18 you've taken to put forth your applications.

19                   For the 6 that were approved, we expect  
20                   that you will be great partners going forward  
21                   with us, making sure that we increase

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1                   educational opportunities for our students. For  
2                   the 7 that were denied, at least for this year,  
3                   we expect that you, if so inclined, will come  
4                   back to us and work with us next year and be  
5                   back at the table with a plan that we can all  
6                   together support and approve and give you the  
7                   opportunity to provide additional services to  
8                   our children.

9                   So with that, I appreciate everybody's  
10                  attendance here. I suspect the room is going to  
11                  thin out a little bit. If you could do that in  
12                  a way that was expeditious and quiet, we would  
13                  appreciate it. We do have a few other items  
14                  that we need to take care of.

15                  Next on the agenda is the first quarter  
16                  financials. Mr. Walker, would you like to join  
17                  us?

18                  MR. WALKER: Commissioners, those of

19       you that may not know, to my left is Steve  
20       Hamlett who has been recently named the  
21       Comptroller for our organization and he'll be

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1       making the presentation this evening.

2                 BOARD CHAIR MORRIS:    All right.

3                 MR. HAMLETT:    Good evening Commissioner  
4       Morris and Board members.  This evening we are  
5       starting out presenting our first quarter  
6       financial statements for the system.

7                 We're happy to highlight some real  
8       bright spots with the system.  On page one, we  
9       are presenting our revenue for the first  
10      quarter, September 30th ending, with a projected  
11      appropriation or an annual appropriate of \$942  
12      million in general funds.  We're currently  
13      projecting a \$1.4 million projected surplus  
14      primarily due to increased investment revenues  
15      that we are realizing.

16                Page two, we're moving over to our  
17      general funds.

18                   BOARD CHAIR MORRIS:    I would be remiss.  
19           I lived through this and so did Commissioner  
20           Bell-McKoy.  I know I say this every time, but go  
21           back to the previous figure if you could.

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1                   There was a time when that \$1.454  
2           million surplus was bracketed \$58 million plus.  
3           There's been a lot of work and effort and energy  
4           and discipline that has gone into changing our  
5           financial position.  It can never be said enough  
6           that this system has gone through a significant  
7           transformation in just two short years.  From a  
8           deficit position of \$58 million and projected to  
9           \$90 million, to being in a position where we  
10          have a slight, albeit slight, but a surplus  
11          nonetheless.

12                   I can't say enough how much we thank  
13          the staff in the Financial Office, and also the  
14          folks in the schools and in the departments who  
15          have provided the discipline that's necessary to  
16          stay within our parameters.  So I thank you very  
17          much.  I couldn't let that opportunity pass.



18                   COMMISSIONER BELL-MCKOY:   For me, it is  
19                   a wonderful way to end.  It also says what  
20                   absolutely can be achieved in every single front  
21                   on behalf of our children.  So I look forward to

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1                   reading about that achievement in the next year.

2                   MR. HAMLETT:   Continuing on the next  
3                   page, we wanted to identify our current  
4                   appropriations for expenditures, \$973 million,  
5                   which includes \$31 million of carry-over funding  
6                   from FY'06.

7                   With that, we've reflected expenditures  
8                   and encumbrances through September 30th of \$270  
9                   million which projected with our projection of  
10                  \$704 million for the balance of the year leaves  
11                  us with an \$872,000 deficit.

12                  Page three, we'll move over to our  
13                  special revenue fund.  Our special revenue fund  
14                  reflects appropriations of \$187 million which  
15                  includes carry-over funds from '06 as well.  
16                  With that, we expect or anticipate expending

17 \$154 million throughout the year with \$33  
18 million available for carry-over.

19 COMMISSIONER HETTLEMAN: If I may,  
20 special revenue is very tricky and almost  
21 impossible to project at this point in time.

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1 Obviously the notion of a \$33 million quoted  
2 surplus at the end of the year is not going to  
3 happen or should not happen. We need to look at  
4 carry-forward and spending plans for IDEA and  
5 Title I and we'll be doing that.

6 MR. WALKER: Exactly. Then we have to  
7 take into consideration that although we may  
8 have budget certain grants that last longer than  
9 the fiscal year in this fiscal year, we'll be  
10 spending some of the money next year. So part  
11 of it is automatic carry-over.

12 MR. HAMLETT: The next page reflects  
13 the food service program. Currently we are  
14 reflecting revenue for the month of September,  
15 through September, \$3,900,000 with expenditures  
16 year-to-date of \$4.6 million.

17                   We're projecting a deficit of \$678,000  
18                   at this point, with the anticipation that it  
19                   will be eliminated throughout the balance of the  
20                   year. In fact, that's reflected on the next  
21                   page. Our food service program section on the

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1                   final page reflects that. We project that it  
2                   will be fully expended. The \$27 million budget  
3                   will be fully expended and in balance on June  
4                   30th.

5                   MR. WALKER:    A lot of times what  
6                   happens is we need to front load our expenditures  
7                   for the start of school and then we make it up as  
8                   we go along.

9                   COMMISSIONER BELL-MCKOY:   Because of  
10                  just the way we have to ensure the stock and  
11                  everything else in terms of for the schools.

12                  MR. WALKER:    That's correct.

13                  MR. HAMLETT:    It also should be noted  
14                  that our projection represents only one month of  
15                  actual school activity in the month of

16 September. So we plan on having more accurate  
17 numbers as we continue throughout the process.

18 COMMISSIONER BELL-MCKOY: One quick  
19 question, if I can. Are we at the point yet,  
20 Buzzy and staff, where we now have enough  
21 history to have a better sense of our

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1 projections? I know they have always been a  
2 problem because we didn't have systems and  
3 disciplines in place. Particularly around food  
4 service.

5 Are we at a point now that we, at the  
6 end of this cycle, should be better able to do  
7 projections by quarters in terms of spending?

8 MR. WALKER: Yes. We're in a better  
9 position this year and we get a little bit  
10 better with it all the time. Now we have a  
11 couple of years of historical expenditures that  
12 we can go by which gives us a much better  
13 opportunity to go through and try to forecast,  
14 at least this early in the year.

15 COMMISSIONER HETTLEMAN: Also, we have

16 separated out textbooks from instructional  
17 supplies. So I don't think we're going to get  
18 in the jackpot that we were in a year or two  
19 years ago when supply money was not spent until  
20 the end of the year.

21 MR. HAMLETT: We do have one other

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1 item. An action item that we'd hoped to bring  
2 before the Board which is based on supplemental  
3 budget appropriations or transfers that are on  
4 the agenda.

5 We had three items that we were  
6 bringing before the Board. Three budget  
7 transfers. One included an increase of transfer  
8 funds for food service programs as a result of  
9 the federal reimbursement rate as well as the  
10 summer school program funding that we earned.

11 Secondly, we were asked for your  
12 permission to transfer funds from our energy  
13 savings program, or our ESCO program, to cover  
14 the debt service of that program which is in the

15 neighborhood of \$1.6 million.

16 Thirdly, we were asking for the Board's  
17 permission to transfer \$6 million from our  
18 unreserved fund balance to cover special ed  
19 remedy expenditures.

20 COMMISSIONER HETTLEMAN: Just to note,  
21 if I'm correct, the remedy expenditures for

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1 which we are transferring funds, have not all  
2 been expended. They will be put into the  
3 budget. I think about half has been expended  
4 for the summer school remedy. But that will  
5 hopefully cover us through the end of the year.

6 MR. HAMLETT: Yes, that's correct.

7 COMMISSIONER HETTLEMAN: I move  
8 approval of all three.

9 COMMISSIONER BASU: Second.

10 BOARD CHAIR MORRIS: It's been properly  
11 moved by Commissioner Hettleman and seconded by  
12 Commissioner Basu that we accept the  
13 recommendations for the budget transfers as  
14 enumerated by Mr. Hamlett. All those in favor,

15 signify by aye.

16 SPEAKERS: Aye.

17 BOARD CHAIR MORRIS: Opposed?

18 Abstentions? Thank you.

19 MR. WALKER: Also sitting at the table

20 here is Mary Ann Cox. She's a senior financial

21 analyst who works on the financial statements in

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1 our office.

2 BOARD CHAIR MORRIS: Thank you for  
3 joining us, Ms. Cox. Mr. Hamlett, Mr. Walker,  
4 thank you very much.

5 MR. WALKER: Thank you.

6 BOARD CHAIR MORRIS: Next is the  
7 Facilities Solutions update for Phase II. Mr.  
8 Scroggins and team. Mr. Stoser, I see you  
9 coming to the table.

10 MR. SCROGGINS: We just wanted to give  
11 you a brief update on where we are with  
12 Facilities Solutions. Much of this information  
13 you've seen. We just wanted to go over it just

14 to make sure that everyone is aware of where we  
15 are.

16 As you know, the Facilities Solutions  
17 II Master Plan objectives are to build on the  
18 Board's approval of the 10-year vision for  
19 Baltimore City Public School facilities. Two  
20 issues in particular, maintaining the Board  
21 commitment to a 15 percent inventory reduction,

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1 and to begin implementing the Facility Renewal  
2 program.

3 Most importantly, in that aspect, the  
4 academic programming is going to drive our  
5 decisions with respect to smaller high schools  
6 of choice, middle grade reform and early  
7 education opportunities. We are meeting weekly  
8 with the academic unit to discuss the kinds of  
9 programs that they want in these schools.  
10 Particularly the schools where we most likely  
11 will be sending children in terms of receiving  
12 schools to make sure that whatever we do with  
13 facilities, it matches the programs and the



14 staffing models that the academic unit has  
15 established. We continue to get stakeholder  
16 input from the principals, PTA's, PTO's, student  
17 governments and community associations.

18 The Citywide Steering Committee held a  
19 kick-off meeting on October 11th and all 8  
20 planning area committees have held three to four  
21 meetings to develop area recommendations. The

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1 Citywide Steering Committee meets tomorrow to  
2 begin the review of all of the area  
3 recommendations that were finalized last week.

4 As I said earlier, we have weekly  
5 coordination meetings with the academic staff  
6 and the academic staff has also attended the  
7 area meetings to assist us in coming up with  
8 some viable plans for next year.

9 This just gives you a schedule for the  
10 next steps. In December or by the end of  
11 January, we will have the Citywide Steering  
12 Committee review the area recommendations. On

13 January 23rd, the final Phase II recommendations  
14 will be presented to the School Board.

15 After that, we will have community  
16 briefing sessions and we will also undergo the  
17 COMAR hearing. What we have to look at there  
18 are enrollment trends, age and condition of the  
19 buildings, transportation issues, community  
20 impacts, educational programs, racial  
21 composition of the schools, financial impacts

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1 and the student relocations. All of these are a  
2 part of the COMAR law that we have to examine  
3 before we make final determinations.

4 Then we hope to have the Board make its  
5 final decision and approval of the Phase II  
6 recommendations on February 27th. March through  
7 August will be the implementation period where  
8 we will have to not only get designs for  
9 projects that we're going to do, but of course,  
10 as school closes, we hope to begin immediately  
11 this year instead of in July in terms of getting  
12 the work done and having the schools ready by

13 the time the teachers and administrators return  
14 to the schools.

15 BOARD CHAIR MORRIS: We have a question  
16 from Commissioner Francois.

17 COMMISSIONER FRANCOIS: Yes. I would  
18 certainly like, and you mentioned this, that the  
19 academic side is also working with you. But as  
20 we move forward, I'd like to see the two of you  
21 give the presentation. The Facilities Solutions

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1 planning process should be actually steered by  
2 academics. They should determine what's going  
3 to happen in terms of your recommendations.

4 So as we proceed further, I'd like to  
5 see the two of you present.

6 MR. SCROGGINS: I agree with you. I  
7 think that's a great idea.

8 VOICE: (Inaudible. Speaking away from  
9 microphone.)

10 MR. SCROGGINS: Exactly.

11 BOARD CHAIR MORRIS: Commissioner

12 Vanhook?

13 COMMISSIONER VANHOOK: My concern  
14 always is that the community be actively engaged  
15 in the process. We made some strides in that  
16 direction last year but I was not satisfied that  
17 all members or even most members of the  
18 communities where the schools were sitting were  
19 actively engaged.

20 This year, we've changed the process  
21 just a little bit because we are doing more

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1 things in-house and using the infrastructure  
2 that we built last year. As you juxtapose what  
3 happened last year with what is happening this  
4 year, is it your sense that the community and  
5 all facets of the community have the opportunity  
6 to participate? Do we need to do more things to  
7 invigorate that process to make sure that people  
8 that are not on the internet and maybe don't  
9 attend meetings can have a part to play? Are we  
10 using surveys? Are we using all mediums of  
11 expression to make sure that we saturate the

12 community?

13 Can we do more and, if that is the  
14 case, what adjustments to you envision?

15 MR. SCROGGINS: I would say that we  
16 probably always can do more. I'm not aware that  
17 we did surveys of the communities. But I know  
18 that we've made a number of outreach efforts.  
19 Particularly to people who complained last year  
20 that they were not aware. We've tried to  
21 include everyone as much as possible,

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1 encouraging people to come out to the meetings.

2 I would say that the participation this  
3 year, and not having been a part of it but  
4 looking at the numbers from last year, I would  
5 say that the numbers are smaller in terms of the  
6 amount of participation. But I think it's a  
7 very difficult thing to determine why people  
8 aren't showing up as you made every effort to  
9 try to include as many people as possible.

10 I think you get the most aggressive

11 people, the people who are serious advocates who  
12 are continually out there. They are the ones  
13 that will always be there. Even if we don't  
14 advertise the meeting, they'll be there because  
15 they always seem to be on top of what's going on  
16 in the community as it affects their schools.

17           We tried a real concerted effort to get  
18 principals there, as well as the parent groups  
19 to come out and talk about the issues that are  
20 concerning their neighborhoods, the kinds of  
21 schools that they want to see. So we're tried

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1 to really focus on what the community wants and  
2 particularly include the academic unit as they  
3 have come and really provided a lot of valuable  
4 insight.

5           Needless to say, they have concerns.  
6 They want to make sure that whatever they  
7 promise, they can follow. We want to make sure  
8 that whatever they set up, whatever they  
9 determine as essential for their programs, that  
10 we then tailor the Facilities Solutions process

11 to all of that.

12 So we can certainly always do more. I  
13 think we've made a concerted effort to really  
14 get the word out and to let people know. I  
15 think it's difficult, unfortunately. Once  
16 people hear closure, receiving schools, then  
17 people tend to get more active and want to come  
18 out.

19 COMMISSIONER VANHOOK: Well, certainly  
20 I encourage you to be vigilant and also to  
21 monitor the process to make sure that we have

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1 reached the optimal level.

2 The other thing is that I'm concerned  
3 that the community impact assessments be done  
4 effectively. I think last year, one of the  
5 things I was very concerned about, we had a lot  
6 of information about square footage. We had a  
7 lot of information about the formulas for  
8 reducing square footage. But when it came to  
9 looking at some of the social impacts and some

10 of the other impacts that we know have a  
11 critical role in determining the fabric of  
12 neighborhoods, I didn't get too much information  
13 there.

14 I'm not sure how you researched that  
15 but it is a COMAR requirement. I hope this year  
16 that we will have earlier information and  
17 concentrate on that and do what we can to  
18 determine what impact we're having on those  
19 neighborhoods. What the potential is that we  
20 will change the fabric of neighborhoods.

21 MR. SCROGGINS: I think that's been an

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1 important issue in a number of meetings that  
2 I've attended. People are always concerned  
3 about if kids are coming out of the neighborhood.  
4 Whether that will create instability in the  
5 school. I think people are concerned about the  
6 proper staffing for the programs that are being  
7 established at that school. They are concerned  
8 about whether facilities will be appropriate for  
9 the additional students that are coming.



10                   So we've looked at the impact to  
11 communities because a number of communities have  
12 said, well, we're not sure we want to go to K to  
13 8. They're looking at other issues. Stand-  
14 alone middle schools or just keeping them  
15 elementary schools.

16                   So the community has kind of let us  
17 know, maybe not what you are proposing. We want  
18 something that kind of keeps our community  
19 together and keeps our kids in the community.  
20 We think that that is the best model.

21                   So we've listened to them. The

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1 academic unit has listened to them. As I said,  
2 tomorrow the Citywide Steering Committee will  
3 meet and will probably rehash all of those  
4 things. Everything that's come from the  
5 community and the academic unit, to put together  
6 some good recommendations for the Board.

7                   COMMISSIONER BELL-MCKOY: I had a  
8 couple of questions in reaction to George's

9 question to you that I wholeheartedly second.  
10 I'm curious about the community impact  
11 information. Maybe it's too late for that. But  
12 there's a whole host, and I know that you know  
13 this, in terms of just what that set of  
14 demographics looks like and those neighborhoods.  
15 Beyond just the core demographics from the 2000  
16 census.

17 But you've got a whole planning  
18 department that's just gone through a Master  
19 Planning process that also has some sense of the  
20 neighborhoods. You've got a whole sense from  
21 ACD in terms of some of the economic development

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1 projects planned coming up down the pipeline.

2 So I'm just wondering if we have  
3 juxtaposed all of that information that, to me,  
4 would seem to be relatively easy to achieve or  
5 have as a great opportunity for our incoming  
6 Mayor, even in short term for our outgoing  
7 Mayor, in terms of taking that stat information  
8 and just putting it up on the board in terms of

9 positioning. Where does all this fall in terms  
10 of neighborhood impact versus not just what the  
11 community is saying, but also some of the  
12 information that can also be informing the  
13 community about what's coming down the pike and  
14 what's planned. Is that part of the data?

15 MR. SCROGGINS: I'd like to ask Tom  
16 Stoser. Tom is our Director of Planning.

17 MR. STOSER: Sure. Good evening  
18 everyone. That data is definitely part of what  
19 we look at. In fact, we've gotten some research  
20 from the Bureau of the Budget on the city level  
21 where they did a specific analysis of new

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1 housing units constructed in the city over the  
2 past five years and cross-checked that against  
3 enrollment in the city school system.

4 Unfortunately, despite the fact that we  
5 had something like 750 new housing units built  
6 during that time, it's been a relatively low  
7 amount of enrollment that can be attributed to

8 those housing units. The vast majority of the  
9 folks who moved in had already been living in  
10 the city and had students already enrolled in  
11 the school system.

12 So it amounted to something like 25 new  
13 students per year over time, that time period,  
14 that could be directly attributed to new housing  
15 construction in the city. That's just one  
16 measure, but it does sort of bear out  
17 statistically what we've more or less heard  
18 anecdotally across the way.

19 The boom as it stands now, or as it has  
20 been over the past few years, is not yet having  
21 a direct impact, a foreseeable impact on

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1 enrollment trends. In fact, we still are  
2 dipping a bit every year. Anywhere from 1,000  
3 to 2,000 students per year going down.

4 Now, charter schools and all that, as  
5 they start to gain steam, they may see some of  
6 those trends go the other way. I think  
7 developers, too, they're coming in to talk to us

8 about our plans for schools and how that meshes  
9 with their development plan. So we're having  
10 some good one-on-one interaction.

11 I think increasingly they are beginning  
12 to see neighborhood schools, a strong  
13 neighborhood school, as an important piece of  
14 their development puzzle. So we definitely will  
15 be working in partnership with those kinds of  
16 activities to get the biggest bang for all the  
17 buck for the city.

18 COMMISSIONER BELL-MCKOY: Thank you.  
19 That's very helpful. My last question is on the  
20 integration of the academic conversation with  
21 Facilities as you are making adjustments based

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1 upon the academic input.

2 I just want to be clear that those  
3 suggestions, and I trust they are Linda, are  
4 measurable suggestions based upon sound theory  
5 based upon our Master Plan or what somebody  
6 thinks is best and documented in such a way that

7 we can pull it back up later as we go down the  
8 pathway.

9 What I remember about the school  
10 facilities process last time we went through it,  
11 as we went to go look at the schools as we were  
12 getting ready to open, there were a number of  
13 academic integration issues that did not occur  
14 and it caused some real core problems as school  
15 started.

16 So I just want to be clear that that  
17 integration is not just a part of it, but a  
18 documented part of it and based upon some set of  
19 sound guidance related back to our Master Plan,  
20 related back to our curriculum, versus because  
21 so and so wants it this way.

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1 MS. CHINNIA: It's a combination of our  
2 strategic planning. Looking ahead in terms of  
3 the curriculum itself. It's a part of the Master  
4 Plan. It is a part of the day-to-day operations  
5 and knowledge of the buildings and programs and  
6 communities. So we are using all

7 of that.

8 We did decide this year that we needed  
9 to meet on a regular basis. So we meet every  
10 week. Many of those meetings we try to do prior  
11 to the area meetings so that, in fact, we had an  
12 understanding in terms of staff going out to  
13 those sessions to help in terms of some of that  
14 discussion.

15 So we are documenting the meetings, but  
16 we are meeting every Wednesday.

17 COMMISSIONER BELL-MCKOY: Unless the  
18 programs are Baltimore City Public School  
19 focused, that can't be necessarily a part of our  
20 space allocation issue. I know that may be part  
21 of the fabric and you've got to include that.

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1 But how do we distinguish when you've got  
2 programs inside of the school but they're not  
3 BCPSS programs?

4 As you make that consideration, one  
5 thing that comes to mind is one school that we

6 were talking about, I think it actually was a  
7 school that closed. It had a day care, it had a  
8 Head Start. It had a number of auxiliary  
9 programs that help us. So how do we consider  
10 that?

11 MS. CHINNIA: Again, some of that is a  
12 part of the comprehensive planning. For  
13 example, as we're looking at early learning and  
14 have a mandate to offer opportunities for Pre-  
15 School, in some cases, those do become important  
16 discussions around partnerships.

17 So that even if our system is not  
18 having its own Pre-K program, that partnership  
19 may be one of the ways to help us reach our  
20 mandate. So we're looking comprehensively at  
21 both state mandates, as well as our own.

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1 COMMISSIONER BELL-MCKOY: Okay. As  
2 long as we have some documentation of why this  
3 is important based on state mandate. I'm  
4 comfortable with that. What I don't want to see  
5 is because we think it's important but it's not



6 a policy that's been sanctioned by the Board or  
7 not sanctioned by the state. That's what I want  
8 to be clear about. There's a set of clear  
9 policies that are already documented.

10 To my fellow Commissioners, I'll shut  
11 up since I say I wake up after 9:00.

12 COMMISSIONER HETTLEMAN: We'll still  
13 miss you. I mean, before 10:00.

14 BOARD CHAIR MORRIS: Are there further  
15 questions or comments? Thank you for all the  
16 work and all the people behind the scenes that  
17 do all the work. We know doing the community  
18 piece and making sure that each of the planning  
19 areas are engaged and a part of the process and  
20 that it moves smoothly to the Citywide Planning  
21 Committee is a tremendous task. We appreciate

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1 it.

2 I would be remiss if I did not  
3 mentioned, as I always do, that while we are  
4 certainly committed to what we said we would do

5       which is a 15 percent reduction over three  
6       years, we have committed and gotten much better  
7       at the other issues that the state has put on us  
8       to improve upon. Preventive maintenance and  
9       clearing the backlog of capital projects.

10               We also want to re-state for the record  
11       that there is a strong appetite to provide the  
12       students of this city with competitive learning  
13       environments, much like other jurisdictions are  
14       doing. Learning environments that are new and  
15       tend to support the new academic approaches that  
16       are evident in the 21st Century. So we intend to  
17       build some schools.

18               So I appreciate it and without any  
19       other comments, we thank you very much for your  
20       presentation. This is bittersweet. It's always  
21       good when I get the motion from Commissioner

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1       Campbell to close. But it's bittersweet because  
2       I know it will be the last time our dear friend  
3       will be with us. I can't tell you how much  
4       we're going to miss her input. I suspect we

5 will hear from her occasionally.

6 Also before we leave I just want to  
7 announce that the next session of this Board  
8 will be in Executive Session on January 9th up in  
9 the Board office upstairs on the fourth floor.  
10 At 6:00 on Tuesday January 9th here in this room  
11 will be the next public session.

12 Unless I hear something contrary to  
13 what I think I'm going to hear, I'll accept a  
14 motion to close from Commissioner Campbell.

15 COMMISSIONER CAMPBELL: So moved.

16 COMMISSIONER BASU: Second.

17 BOARD CHAIR MORRIS: All right. Thank  
18 you.

19 (MEETING ADJOURNED AT 10:00 P.M.)  
20  
21

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1 STATE OF MARYLAND SS:

2 I, William Bodenstein, a Notary Public of  
3 the State of Maryland, do hereby certify that

4 these proceedings took place before me at the  
5 time and place herein set out, and the  
6 proceedings were recorded electronically by me  
7 and this transcript is a true record of the  
8 proceedings as is audible on the tape.

9 I further certify that I am not of counsel  
10 to any of the parties, nor an employee of  
11 counsel, nor related to any of the parties, nor  
12 in any way interested in the outcome of this  
13 action.

14

15 As witness, my hand and Notarial Seal this  
16 18th day of December, 2006.

17

18

19

20 My commission expires \_\_\_\_\_

21 November 1, 2007

Notary Public