

1 THE BALTIMORE CITY BOARD OF SCHOOL COMMISSIONERS

2 BALTIMORE CITY PUBLIC SCHOOLS

3

4

5 PUBLIC BOARD MEETING

6

7 200 NORTH AVENUE

8

9 BALTIMORE, MARYLAND 21202

10

11 SEPTEMBER 13, 2016

12

13 6:00 P.M.

14

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19

20 REPORTED BY:

21 W. BODENSTEIN

1 BOARD MEMBERS:

2

3 MARNELL COOPER, BOARD CHAIR

4 SONIA SANTELISES, CEO

5 MARTHA JAMES-HASSAN

6 CHERYL CASCIANI

7 TINA HIKE-HUBBARD

8 LISA AKCHIN - Not Present

9 PETER KANNAM

10 LINDA CHINNIA

11 MURIEL BERKLEY

12 ANDREW FRANK

13 STUDENT COMMISSIONER

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

2 BOARD CHAIR COOPER: Good evening,
3 everyone. Welcome to the public meeting of the
4 Baltimore City Board of School Commissioners of
5 September 13, 2016. At this time, can I have a
6 motion to open the meeting?

7 COMMISSIONER HIKE-HUBBARD: So moved.

8 BOARD CHAIR COOPER: Moved by
9 Commissioner Hike-Hubbard. Can I have a second?

10 COMMISSIONER KANNAM: Second.

11 BOARD CHAIR COOPER: Seconded by
12 Commissioner Kannam. All those in favor, please
13 say aye.

14 SPEAKERS: Aye.

15 BOARD CHAIR COOPER: That's eight to
16 zero. I'm sorry, 9 to zero. At this time, I'd
17 like to call the meeting to order with the
18 presentation of colors from the Frederick
19 Douglass High School.

20 (Color Guard Presentation - Frederick Douglass
21 High School.)

1 BOARD CHAIR COOPER: First, I want to
2 thank the JROTC of Frederick Douglass High School
3 for the Presentation of Colors. Cadet Jimmy
4 Spears, Color Guard Commander, Cadet Captain
5 Demonte Gold, Cadet First Sgt. Lamar Howard and
6 Cadet Sgt. Jordan Jones.

7 Our pre-meeting performance was provided
8 by the Dunbar High School Jazz Ensemble directed
9 by Mr. Charles Fund. The student performers on
10 trumpet were Lavar Richardson, Jonathan English,
11 Sabre Starks, Antonio Knox. Trombones, Brandy
12 Scott, Bria Williams, Adasha Hill. Saxophones,
13 Shania Dupree, Janae Thomas and Tyree Mason.
14 Drums, Daniel Harris. Bass, Charles Fund,
15 Director. Thank you all. We very much
16 appreciate you coming out this evening.

17 (Applause.)

18 At this point in time, we'll turn to item
19 2.03 which is where we have a moment of silence
20 for folks that we've lost during the course of
21 the past two weeks since we've been here.

1 First up, I'd like to recognize Nadja
2 Pinkney who was an 11th grader at the Augusta
3 Fells Savage Institute of Visual Arts. She was
4 affectionately called Ny-Ny by her friends and
5 family members. Nadja's experiences of AFSIBA
6 was that of a typical teenager in a high school
7 setting. She and her peers claimed and enjoyed a
8 special table in their school's cafeteria. Her
9 peers enjoyed her ability to bring humor and
10 jokes into the classroom environment
11 spontaneously, depending on the teacher's tone or
12 tolerance.

13 Nadja's favorite teacher to practice this
14 unique skill set on was Ms. Higgs, her CTE
15 teachers. Nadja was looking forward to being a
16 senior at her school in the year 2016-17, as well
17 as graduating. She will be greatly missed but
18 not forgotten by her Augusta Fells Savage family.

19 At this time, I'd like to acknowledge the
20 passing of some of our school staff. Sherwood
21 Lennon was an assistant principal at the REACH

1 Partnership School with 13 years of service. He
2 passed away on August 21, 2016. Rueben Howard
3 was an IEP Team Associate at Fallstaff
4 Elementary/Middle with 16 years of service. He
5 passed on June 28, 2016. Christopher Elliott was
6 a social worker at Arundel Elementary/Middle with
7 9 years of service. He passed on August 26,
8 2016. Kimberly Addafelder was a school health
9 aide at Mount Royal Elementary/Middle. She
10 passed on August 17, 2016.

11 At this time, let us please have a moment
12 of silence for these individuals.

13

14 (Moment of Silence.)

15

16 BOARD CHAIR COOPER: Thank you. At this
17 time, we'll turn to item 2.04 which is the
18 approval of prior meeting minutes and Consent
19 Agenda. There have been two agenda items that
20 have been pulled from Consent. The first is item
21 9.01, JRS Architects, Inc., and 10.03, School

1 Mental Health Program. All other items are up
2 for vote. Can I have a motion to pass the
3 Consent Agenda?

4 COMMISSIONER HIKE-HUBBARD: So moved.

5 BOARD CHAIR COOPER: We have a motion
6 from Commissioner Hike-Hubbard. Can I have a
7 second?

8 COMMISSIONER CHINNIA: Second.

9 BOARD CHAIR COOPER: Seconded by
10 Commissioner Chinnia. All those in favor, please
11 raise your hands. Commissioners Frank, Hassan,
12 Casciani, Hike-Hubbard, Cooper, Kannam, Chinnia
13 and Berkley. Can I have a motion to accept the
14 minutes from the previous meeting?

15 COMMISSIONER CASCIANI: So moved.

16 BOARD CHAIR COOPER: Motion from
17 Commissioner Casciani. Can I have a second?

18 COMMISSIONER KANNAM: Second.

19 BOARD CHAIR COOPER: Seconded by
20 Commissioner Kannam. All those in favor, please
21 raise your hands. Commissioner Townes, Frank,

1 Hassan, Casciani, Hike-Hubbard, Cooper, Kannam,
2 Chinnia and Berkley. Vote passes 9 to zero.
3 Thank you.

4 At this time, I'd like to recognize a
5 guest we have this evening. Councilman Brandon
6 Scott. Mr. Scott, if you will, would you like to
7 say a few words?

8 COUNCILMAN SCOTT: For those of you who
9 come to City Hall, like Ms. Trueheart, it's very
10 hard for me to follow rules. I'm just
11 mischievous.

12 But anyway, I'm here tonight to pledge my
13 support for the new policy around student
14 athletes. As a former Baltimore City Public
15 Schools student athlete, I understand truly what
16 opportunity can come out of that for so many of
17 our young people. But, if we continue to allow
18 our young people to play sports when they're not
19 playing in the classroom, when they're not
20 succeeding in the classroom, we are doing them a
21 disservice. We are setting them up for failure

1 in life.

2 My only regret is that we cannot raise
3 the level fast enough to 2.0, or even higher if
4 it were up to me. But, we have to do that. With
5 the ever-changing rules around the NCAA, already
6 knowing that our students are far behind when
7 they get to college because of some of the
8 conditions that exist within our schools, if
9 we're allowing, us, the adults in particular,
10 some of our coaches and people, to basically use
11 our young people for athletics but not have their
12 true best interests at heart, and what that means
13 is their education is first, then we're not doing
14 our jobs here. So, I'll just leave it at that.

15 We have to do that. There would be no
16 Earthly way that Coach Henrich would have ever
17 allowed me to step foot on that track if I
18 brought him anything less than, in my case, 3.5.
19 But, we cannot allow our young people to continue
20 to just fall so far behind and only focus around
21 athletics and not succeeding in the classroom.

1 So, thank you so much. (Applause.)

2 BOARD CHAIR COOPER: Thank you,
3 Councilman. At this point in time, we'll turn to
4 item three, Board Chair Comments. I want to
5 invite up the folks from City Springs
6 Elementary/Middle School.

7 First, I want to thank you for being able
8 to return because, the last time you were here,
9 there was some confusion and you weren't able to
10 present. I wanted to make sure you had an
11 opportunity to present since you were here last
12 time. So, I'm glad you were able to make it
13 back.

14 If you can, if you all could just
15 introduce yourself quickly and tell us what age
16 and which grade you are in.

17 TERRENCE: Hello. My name is Terrence
18 and I'm in the 7th grade.

19 JAMAL: Hello. My name is Jamal
20 Kennedy, Jr. And I'm in the 9th grade.

21 CORNELIUS: Hello, my name is Cornelius

1 and I'm in the 7th grade.

2 KANYE: Hello, my name is Kanye Carney
3 and I'm in the 7th grade.

4 MASON: Hello, my name is Mason Byers
5 and I'm in the 7th grade.

6 Kaleel: Hello, my name is Kaleel and
7 I'm in the 6th grade.

8 DEWAY: Good evening. My name is Deway
9 and I'm in the 6th grade.

10 DEMONTE: Hello, my name is Demonte
11 Chester and I'm in the 6th grade.

12 LANCE: Hello, my name is Lance Shelton
13 and I'm in the 6th grade.

14 DEVONTE: Hello, my name is Devonte and
15 I'm in the 7th grade.

16 KEVON: Hello, my name is Kevon and I'm
17 in the 8th grade.

18 PAUL: Hello, my name is Paul and I'm in
19 the 6th grade.

20 KESHAWN: Hello, my name is Keshawn and
21 I'm in the 9th grade.

1 BOARD CHAIR COOPER: You have a couple
2 of adults with you. Would you guys mind
3 introducing yourselves?

4 MR. JACKSON: Good evening. My name is
5 Kendrick Jackson. I'm the restorative practices
6 co-facilitator at City Springs Elementary/Middle,
7 and also the co-Director of the middle grades
8 partnership program.

9 BOARD CHAIR COOPER: So, what do you
10 guys want to talk to us about tonight?

11 TERRENCE: Good evening, Dr. Santelises
12 and Commissioners. My name is Terrence and I
13 wanted to tell you about Battle Scars. Battle
14 Scars is a project that we did, MGP, like Mr.
15 Jackson said.

16 The process we did in MGP was we had
17 hashtags. The hashtags we picked was Battle
18 Scars. After we picked our hashtags, we have
19 three groups, Researchers, MCs and Screen
20 Writers. The Researchers have to give the MCs
21 ideas and the MCs have to put those ideas into

1 lyrics. Lastly, the Screen Writers have to come
2 up with the video and the ideas for the video.
3 And, we only have five days.

4 JAMAL KENNEDY: Good evening, Dr.
5 Santelises and Commissioners. I am Jamal Kennedy,
6 Jr., currently a 9th grader at Paul Lawrence
7 Dunbar High School, but I attended City Springs
8 last year. Battle Scars represents how we feel
9 and we chose the topic Battle Scars because of
10 what's been going on in our community and what
11 we've seen on social media.

12 Now, in the video Battle Scars, there is
13 a certain part where I stated 'mothers sick and
14 tired of crying because their sons' out here
15 dying.' Meaning that mothers are burying their
16 sons way too often. Without further ado, here is
17 the video "Battle Scars."

18

19 (Video Presentation.) (Applause)

20

21 BOARD CHAIR COOPER: Any questions from

1 the Board? Comments?

2 DR. SANTELISES: I just wanted to add
3 that I had the privilege of showing the Battle
4 Scars video at the CEOs Institute this summer,
5 where all the district's principals, many of the
6 district's teachers got to see the work of these
7 young people and you should know that you all
8 inspired them going into the school year with the
9 high quality of your work and the passion with
10 which you spoke. So, congratulations.

11 VOICES: Thank you, thank you.

12 (Applause.)

13 BOARD CHAIR COOPER: Commissioner
14 Casciani.

15 COMMISSIONER CASCIANI: I have a
16 question. How long did it take you to make that?

17 VOICE: It took us five days.

18 COMMISSIONER CASCIANI: That seems
19 impossible. Did you have, was it all like
20 production or did you have a chance to practice
21 the dance and the script?

1 VOICE: No, we just had to practice the
2 lyrics, but when we actually filmed the video, we
3 just had fun.

4 COMMISSIONER CASCIANI: Nice.

5 BOARD CHAIR COOPER: Good.

6 VOICE: And, also, none of the lyrics
7 were given to us. We actually took we our own
8 time to come up and made it by ourselves.

9 COMMISSIONER CASCIANI: Impressive in
10 that time frame. I mean it's impressive in
11 general but that's a very short period of time to
12 put something together of that quality. Good Job.

13 VOICES: Thank you.

14 BOARD CHAIR COOPER: So, you guys said a
15 lot of things in that video and what I want to
16 ask you is what can we do to help?

17 JAMAL: I think that us, like kids, we
18 should, most of us have younger brothers and
19 sisters, we should set examples. Some of the
20 stuff that we do, everything we do is great, but
21 we should set an example for them so that they

1 can come up. I looked up to my older brother and
2 my older sister, so you know what's right from
3 wrong. So we got to make better decisions.

4 VOICE: To add to that, like Jamal said,
5 we need to have examples for younger people,
6 people that are younger than us because in this
7 time frame and a lot of murders and police
8 brutality like we said in the video. So, as Jamal
9 said, examples, mostly.

10 BOARD CHAIR COOPER: Commissioner Frank.

11 COMMISSIONER FRANK: Question, is the
12 video available on line and can we access it?
13 Picking up on Commissioner Cooper's question, how
14 can we, as a Board, help get the message out and
15 use social media so that thousands and thousands
16 of people see that video about what we're doing
17 in Baltimore?

18 VOICE: So, you can share it on all
19 social media to speak out and bring the word so
20 we can spread peace all around the world and not
21 just Baltimore and states all around us. So what

1 you can do is just share and you can get the
2 video off of YouTube, so if you want to look at
3 it multiple times, you can definitely go on
4 YouTube and type PNS of Power.

5 VOICE: The actual name on YouTube is
6 #BattleScars2016. It is also available on Sound
7 Club, as well.

8 VOICE: Commissioners, if I may, the
9 video has been posted on Board Docs and it is
10 available from download right from Board Docs. I
11 also posted the lyrics right on Board Docs, it's
12 there for the public view and you can download
13 both the items from our web page.

14 VOICE: Thank you.

15 BOARD CHAIR COOPER: Okay, you guys,
16 thank you very much.

17 SPEAKERS: Thank You. (Applause.)

18 BOARD CHAIR COOPER: You have something
19 else?

20 VOICE: Also, our goal was to spread the
21 word. But, another goal was we're trying to take

1 this to the White House so everybody everywhere
2 can see it. And, we're serious about that. That
3 wasn't a joke.

4 COMMISSIONER HASSAN: You get exactly
5 zero that you don't ask for in this world. So,
6 put it out there. Thank you, City Springs.

7 (Applause.)

8 BOARD CHAIR COOPER: All right. It's
9 time to go to item four, CEO's Comments.

10 DR. SANTELISES: Thank you, Chairman
11 Cooper. This is the first Board meeting since
12 schools opened and I just want to take a moment
13 to thank our families, our school leadership and
14 staff, as well as the hundreds of district office
15 personnel from all over the district, from all
16 departments, who worked together to prepare our
17 schools to receive our students on the first day
18 of schools. Ensuring that 181 schools and
19 programs are up and ready for young people is no
20 easy task. While the rest of the country and the
21 state was enjoying the final days of summer, our

1 teams were out making sure that schools and
2 buildings were ready to receive students and
3 families.

4 I want to thank everyone for that. I'm
5 pleased to say that because of those efforts, the
6 first day really was a big success overall. I
7 want to congratulate particularly Amanda Ellison
8 in the Office of School Supports, and Latasha
9 Merritt in the Operations Office for the great
10 job they did in monitoring and coordinating these
11 efforts.

12 Along these same lines, I really want to
13 give special recognition to Deray McKesson and
14 his team in the Human Capital Office for their
15 outstanding work. We opened school this year
16 with 95 classroom teacher vacancies which is the
17 lowest number of vacancies we've had in recent
18 history.

19 This year's first payday for 10-month
20 employees was the most successful one we've ever
21 had. There were minimal pay issues and employees

1 who came to North Avenue experienced exceptional
2 customer service. So, many thanks to Human
3 Capital and the Payroll and Finance teams as
4 well.

5 On a personal note, I just want to say
6 that I spent a lot of time in the Human Capital
7 Office and it was not only impressive, but
8 gratifying to see the long hours and hard work
9 that were put in by every member of the team,
10 often far into the night, to ensure that our
11 schools were properly staffed and that our
12 teachers were paid.

13 I would like anyone here who is from the
14 Human Capital team to stand up and be
15 congratulated for a very hard job well done.
16 (Applause.)

17 The rest of the team is probably taking a
18 breather after having been up at 3 and 4:00 in
19 the morning trying to go through the HC team.
20 So, thank you again to everyone there.

21 The other piece that I would like to say

1 is now that schools are open, it really is
2 important that all of our students get the
3 immunizations that they need to comply with state
4 regulations. Not only for their protection, but
5 the protection of their classmates.

6 I also want to be able to say that
7 effective this Monday, this Monday, September 19,
8 any students who are not in compliance with our
9 immunization requirements will be unable to
10 attend school until they get the required
11 vaccinations. So, I can't really stress too
12 strongly how important this requirement is and I
13 urge all of our families to get your children
14 immunized as soon as possible so they don't miss
15 any valuable class time.

16 Your child can get his or her required
17 immunizations through your family physician,
18 through clinics operated by the Baltimore City
19 Health Department, or you can take your child,
20 along with your Medicaid or other insurance
21 information, to a Walgreens, Rite-Aid, CVS,

1 Target or Giant pharmacy to receive your child's
2 immunization. But, I recommend that you call the
3 pharmacy ahead of time to check their hours and
4 make an appointment.

5 I will tell you, I had to do this a
6 couple of years ago as a parent and you will be
7 waiting a long time if you don't call ahead. So,
8 make sure you call ahead to see where the lines
9 are and where you can mitigate that. Remember,
10 there's no charge for immunizations with your
11 insurance or Medicaid card.

12 All of this information is available
13 right at the top of our website home page and
14 there's also a list of 16 schools. If you child
15 attends any of the schools on the list, he or she
16 can attend the school's health center to be
17 vaccinated as long as you have completed and
18 returned your permission slips.

19 So, again, we have a number of places
20 throughout the city so no family, no child should
21 have to go without being immunized. We want all

1 of our young people in school and if you have any
2 questions or need assistance or additional
3 information, please call your child's school
4 without delay. It's important, not only to their
5 health, but to having a successful school year.

6 I'd also like to draw attention to an
7 upcoming item that passed earlier by Consent. It
8 really references the new curriculum that is
9 being purchased and implemented in classrooms to
10 address the needs of our advanced and gifted
11 learners throughout the city. This has been an
12 area where numerous families, throughout many
13 years, have asked us to spend more attention as a
14 district, more investment.

15 We've been charged by the Board to do a
16 better job, a more in-depth job, of addressing
17 the needs of these learners. I just want to
18 signal for folks that we will be having an
19 upcoming update to the Board and to the public
20 about the work in this area.

21 Finally, I just want to say that even

1 though the school year is up and running, we
2 still have a long way to go before the end of the
3 year. So, please families, this is a season of
4 open school nights. Be sure you touch base with
5 your child's teacher, with your school's
6 principal and really let us know on a regular
7 basis what we can do to help support your efforts
8 this year. So, thank you and that concludes CEO
9 Comments.

10 Oh, PEP Agenda this evening. Jerome, can
11 you do the PEP? Thank you.

12 MR. JONES: Good evening, Dr.
13 Santelises, Board Chair Cooper and members of the
14 Board. I'm Jerome Jones, Director of Labor
15 Relations and Negotiations sitting in for Mr.
16 McKesson. I have the PEP Agenda to read.

17 First up is James Brennan, who is
18 currently Executive Assistant to the Chief of
19 Staff, has been appointed Executive Assistant to
20 the CEO. James? (Applause.)

21 Second, and last, is Mr. John Merrill,

1 currently teacher secondary, Baltimore City
2 College High, appointed Executive Assistant to
3 the Chief of Staff. (Applause.) That is it for
4 the PEP Agenda.

5 DR. SANTELISES: Thank you.

6 BOARD CHAIR COOPER: At this time, we'll
7 turn to item 5, gifts and donations. Item 5.01,
8 we acknowledge a gift of \$330.00 to the
9 instrumental music department at Western High
10 School from Shamrock Artistry, LLC.

11 Item 5.02, we acknowledge a gift of
12 \$8,200 worth of recycling bins to
13 Edmondson-Westside, Mary E. Rodman, Morrell Park,
14 Rognell Heights, Samuel F. B. Morse, Sarah M.
15 Roche, Violetville. We thank these organizations
16 for donating to our students this evening. Thank
17 you. (Applause.)

18 Next up is item 5, public comment.

19 First, we have recognized organizations who are
20 permitted five minutes to address the Board.

21 First up is PCAB. Ms. Trish Pilla.

1 MS. PILLA: Good evening. I'm Trish
2 Garcia-Pilla. I am the brand-new Chair of PCAB,
3 the Parent and Community Advisory Board for
4 Baltimore City Schools. I have with me current
5 Board members Sheila Billups and Paulette Gettis.
6 They've been on the Board, this is our second
7 year.

8 We met as a Board on September 1 for a
9 planning session and we're excited to fulfill the
10 goals we have set for ourselves for this year.
11 We plan to raise awareness for PCAB by attending
12 PTA and FFC and other parents groups' meetings at
13 schools, asking parent groups to regularly send
14 reps to our meetings, and have at least four
15 mobile meetings out into the community this year.

16 We look forward to increasing our
17 productivity through our committee work. Our
18 by-laws require three committees and they are
19 Teaching and Learning, Policy and Engagement. We
20 already have those committees working with
21 Chairs.

1 We also look forward to presenting our
2 work to this Board regularly throughout the
3 school year. We've been working with Leah
4 Lemelga already regarding policy and have the
5 policy calendar. We're excited to get feedback
6 for all the policies and give it to this Board
7 and the CEO as our mission states. We're very
8 excited to represent every student this year and
9 be their voice to you guys. Thank you.

10 BOARD CHAIR COOPER: Thank you. Any
11 comments? Commissioner Kannam?

12 COMMISSIONER KANNAM: It's nice to see
13 you, Ms. Pilla. Congratulations on Chairing
14 PCAB. I think this is a great opportunity to
15 really dig in. I Chair the Teaching and Learning
16 Committee and would love feedback from the Chair
17 of your Teaching and Learning Committee to make
18 sure we have an ongoing, and I know other Board
19 members as well, Commissioner Hassan who does
20 Policy Committee as well, we'd like your ongoing
21 feedback.

1 So, we're just so glad you guys are
2 digging in and are going to join us in this.
3 Please give them my information. You have my
4 information. So, we can connect and form a
5 relationship.

6 MS. PILLA: Thank you so much.

7 BOARD CHAIR COOPER: Thank you. The
8 next recognized group is the Baltimore Teachers
9 Union, Shondra Carrera.

10 MS. CARRIER: Good evening. I am Shay
11 Carrier, I'm a Field Representative with the
12 Baltimore Teachers Union. I am going to utilize
13 the Baltimore Teachers Union's time tonight to
14 provide some remarks about the community schools
15 policy that you will hear more about later in the
16 agenda.

17 So, tonight I come before you on behalf
18 of the Baltimore Teachers Union. As a BTU staff
19 member representing members within Baltimore's
20 community schools, as a union liaison who has
21 collaborated closely with the Family League, the

1 district, community partners and, most
2 importantly, our members within community schools
3 regarding the implementation of the community
4 schools strategy, I urge all of us to please
5 consider the value of accepting a policy to
6 further guide the extraordinary work of community
7 schools.

8 The community schools strategy yields a
9 series of benefits that would serve all Baltimore
10 children and the demonstrated cases of success
11 that we have here are evidence of that. I would
12 like to provide anecdotal accounts of how the
13 strategy and community schools have changed the
14 lived realities of the students, parents,
15 teachers and members of the communities where the
16 schools reside.

17 Nine years ago, the Wolfe Street Academy
18 adopted the community schools strategy. At the
19 time, the school was the 77th ranked elementary
20 school in the city with over 90 percent of their
21 students being FARM students.

1 Over the 9 years they have been
2 implementing the community schools strategy, the
3 school has seen significant improvements and
4 advancements. They are now the 2nd ranked
5 elementary school in the city and I'm sure you'll
6 hear more about that tonight.

7 The two barriers that habitually prevent
8 student achievement are poverty and English not
9 being the primary language in the home. This
10 accounts for a majority of Wolfe Street Academy's
11 student population. The community schools
12 strategy, however, has addressed a number of
13 those issues that prevent students from achieving
14 in the classroom thus allowing for the marked
15 improvements in educational attainment.

16 Also, the historic Samuel Coleridge
17 Taylor is another school that exemplifies the
18 success of the community schools strategy. They
19 won the Mayor's award for greatest reduction of
20 students at risk for chronic absenteeism.

21 The school is located in the neighborhood

1 in which Season One of the HBO show 'The Wire'
2 was set. The students and people of that
3 community deal with a great deal of trauma.

4 With their partnership with the
5 University of Maryland School of Social Work, the
6 students, parents and community are better
7 equipped to deal with the trauma that they,
8 unfortunately, face on a daily basis.

9 We know students who face trauma in their
10 communities aren't engaged or ready to learn
11 often. With the necessary supplementary support,
12 the students are better prepared to deal with
13 what they face at home and to overcome and be
14 high achieving scholars.

15 A third and final example of the
16 community schools strategy in Baltimore is the
17 Benjamin Franklin High School at Masonville Cove.
18 This school understands the unique needs of its
19 student population and surrounding community. On
20 account of the high number of teenage parents,
21 the school offers in-house child care so parents

1 can finish attaining their high school diplomas.

2 In addition, the school offers work force
3 development for a community that struggles to
4 acquire and maintain steady employment. We know
5 an employed community is an improved community.
6 There are a range of educational achievements and
7 outcomes tied to children whose guardians are
8 gainfully employed.

9 The community schools strategy (Inaudible
10 due to Board's timer sound effects.) And students
11 and scholars in the school have clocked over
12 17,000 hours of community service. Some students
13 even took to community organizing to create
14 changes in their community that they wanted to
15 see.

16 Additionally, as the city continues to
17 welcome a growing amount of immigrant families
18 where English is not the primary language spoken
19 in the home, we must equip our schools with the
20 means to break down barriers that prevent this
21 growing population from educational achievement.

1 Just as language is a serious challenge
2 to success in the classroom, so, too, is poverty.
3 Sadly, poverty continues to be an obstacles for
4 many students in Baltimore. The community
5 schools strategy, as described and practiced in a
6 number of schools across Baltimore already, would
7 be a huge asset in educating the growing number
8 of impoverished students across the city.

9 However, the end total success of a few
10 schools alone should not be why you support the
11 community schools strategy. We know that
12 students do well when parents and guardians are
13 engaged. The community schools strategy
14 incorporates a needs-based assessment that
15 identifies the unique and specific demands of the
16 community. By providing for the welfare of the
17 entire community, it creates an investment from
18 the community and to the welfare of students.
19 This makes teacher, parent interaction easier
20 which results in greater achievement by the
21 students.

1 Teachers in Baltimore City engage
2 students to deal with a wide range of
3 socio-economic challenges before they even enter
4 the classroom. It is unfair to ask our teachers
5 and para-professionals to both educate our
6 scholars and deal with the myriad of other issues
7 that students bring to the classroom.

8 The community schools strategy includes
9 the necessary resources and collaborations that
10 provide wrap-around services that allow
11 educational professionals to concentrate on what
12 it is they're trained to do.

13 Therefore, we support this strategy and
14 you, too, should support this strategy because
15 you stand in support of high quality public
16 education and the committed educators and
17 professionals who serve our students. Thank you.

18 BOARD CHAIR COOPER: Thank you. Next up
19 is general public comment. Speakers are limited
20 to three minutes each and as you have noticed,
21 there is a gong to remind you at different

1 intervals of where you are. First up is Mr.
2 Kevin Slater.

3 MR. SLATER: Good evening. How are you?
4 I, first, want to thank you, Dr. Santelises, and
5 congratulate you on your appointment. Chair, Dr.
6 Chinnia and a few others that I know. I used to
7 be the Chair of PCAB, so congratulations.

8 I'm here as the President of the
9 Interdenominational Ministry Alliance which is a
10 consortium of clergy in the local Baltimore
11 community. I'm here to speak to what the
12 Councilman spoke to. So, I'm going to read some
13 of my comments.

14 But, I want to sort of, I wanted to
15 capture it by saying that I did quite a bit of
16 research before coming. It didn't take a lot to
17 realize that the anger that I had, that I wanted
18 to express, because we do a lot of that in the
19 city, particularly at meetings like this, came
20 back on me.

21 The research just didn't support my anger

1 as it relates particularly to this 1.75
2 requirement that we're looking at for athletic
3 participation. So, in 2010, the Journal of
4 Advanced Academics published a piece that argued
5 America places too much focus on athletics for
6 our students and, as a result, we perform lower
7 than international assessments.

8 Even more, the writer of the piece said
9 that it's the emphasis on sports that may well be
10 the cause of this country's mediocre standing in
11 the realm of education. American student
12 athletes, it argues, reap many benefits from
13 participating in sports but the cost to the
14 schools could outweigh their benefits, in
15 particular, the student contends that sports
16 crowd out the academic missions of schools.

17 It goes on to say in this particular
18 piece, it sort of said that we do far worse than
19 schools in countries such as Finland, South
20 Korea, etc. But, it was skewed as I went through
21 it. I sort of wasted my time reading that

1 because it was apples and oranges. You could
2 have compared Finland to Mississippi and it could
3 have been a totally different result or
4 Massachusetts, in one case, which was on par in
5 math scores with South Korea. So, that was
6 skewed.

7 So, I was sort of stuck there. While the
8 research was skewed, it failed to recognize that
9 the national scores, again, they sort of varied.

10 So, then, I went to this Harvard study
11 from 2011, I'm trying to work with the time, and
12 that report said that the math scores, again,
13 were comparable in certain areas.

14 So, here it is. What was more troubling
15 for me to understand was most research confirmed
16 that schools with strong athletic programs, here
17 it is, it totally destroyed what I wanted to say.
18 Schools with strong athletic programs have higher
19 test scores and lower drop-out rates. So,
20 actually, it turned out to be good. Having
21 students perform in athletics and that wasn't

1 where I was trying to go with this.

2 So, what this says to me is it is
3 entirely possible to have both. We can have
4 excellent students and we can have excellent
5 athletes. What I hope we don't forget here is
6 that when we're talking about student athletes,
7 we don't forget the student comes first. I think
8 that's sort of what I'm trying to get at. Not to
9 lose the students as we still try and make the
10 strides we want them to.

11 I know I'm out of time. Here's what it
12 is in a nutshell. I recognize the challenge that
13 you are up against with this. I get it. NCAA,
14 this year, moved to 2.3 as a requirement for its
15 students.

16 Our kids, whether they're playing sports
17 or not, the honest truth of the matter is where
18 in the hell are you going to go if you graduate
19 with a 1.75? Let's just be honest. Where you
20 going to go? You can't get into college, right?
21 It's 2.3. You may apply to Coppin or, I'm not

1 thinking of Coppin, you may apply to some
2 community college or whatever you can do. But,
3 the reality is all research proves this and we
4 all know this, that students who perform and
5 graduate from college, four-year institutions,
6 come in what a, what? A D-average. Not even a
7 C.

8 So, here's what I wanted to ask you. If
9 you would indulge me. I know it's hard for us to
10 even think about. I was telling my friends on
11 the phone, I said, my request is going to be
12 let's see if we can consider a graduated increase
13 to a 2.0 by 2020. It sounded retarded coming out
14 of my mouth. Here it is 2016, that we've got to
15 have this kind of conversation?

16 BOARD CHAIR COOPER: Mr. Slater?

17 MR. SLATER: The request is can we try
18 two years to 2.0?

19 BOARD CHAIR COOPER: Okay, the request
20 is heard. Thank you.

21 MR. SLATER: Thank you.

1 BOARD CHAIR COOPER: Next up for public
2 comment is Patrick Cullen.

3 MR. CULLEN: Thank you, Mr. Chairman,
4 Commissioners, Madame CEO. My name is Pat
5 Cullen. Five years ago, I founded You Too Can,
6 Inc., whose purpose was to increase parental
7 engagement. I came before the Board back in June
8 of last year and suggested to the Board that the
9 Board endorse a task force being commissioned to
10 work on parental engagement.

11 After a discussion, the Board endorsed
12 the concept and it was left to the district to do
13 it. I'm here to report that because of cuts in
14 personnel and other stresses in the parent
15 engagement department, that task force was never
16 convened.

17 I'm now here to ask that you, you as a
18 Board, commission the task force. Burke is right
19 downtown. They'll get the people to do the
20 academic research. I say that because the time
21 is right to do that. My research has uncovered

1 that you've got a great policy in place but, it's
2 really like telling the schools that you should
3 build an 8-cylinder car or something. There's no
4 directions. There's no definition of parent
5 engagement. There's no examples of things that
6 work in urban areas to increase parental
7 engagement. Or, even how a school could create
8 evaluative tools.

9 I say please, you, commission a task
10 force to work with the resurrection of your
11 policy that you have, KCA, Family and Community
12 Engagement, that policy that has apparently been
13 sitting in a drawer somewhere. You want that
14 enforced. There's no disagreement about
15 parental engagement. It's a good thing.

16 Last year, I was on two committees for
17 the school and I also went to about every PCAB
18 meeting during the year. I did a research
19 project of the effectiveness of those
20 organizations on parental engagement. Here's the
21 work that I handed in to the district, I sent the

1 School Board a couple of copies of it, I sent it
2 to the people in the district that I thought
3 would be interested, I sent it to your research
4 people, you know?

5 Guess what comments I got about it? Look
6 at this, the comments I got about it were none.
7 None. I'm asking you, parental engagement, by
8 rights, should maybe be number 17 on a list of 16
9 tough problems that you're dealing with. I
10 accept that. But, it deserves some help, if you
11 think it's worth it. I believe it is. I believe
12 these parents, with the right assistance from the
13 school level, they can help their kids do better
14 in school. I believe that.

15 But, there's no definition of what
16 parental engagement is anywhere in the district.
17 Now, maybe I'll be made a liar by what's being
18 presented later by them.

19 But, anyhow, at the conclusion of my
20 report that I handed it, I said, so how many
21 engaged parents were there last year? Do we have

1 more of them this year? As Ron Weasley, Harry
2 Potter's best friend, would say, don't know.

3 So, I think we've got to define it, work
4 out ways to increase parental engagement at the
5 school level, and then evaluate those systems to
6 get some systems that work. Thank you very much.
7 (Applause.)

8 BOARD CHAIR COOPER: Thank you, Mr.
9 Slater. Next is John Hoey.

10 MR. HOEY: Hi there. My name is John
11 Hoey, as you said. I'm the CEO of the Y in
12 Central Maryland. I'm also the proud dad of two
13 twin girls in Baltimore City Public Schools.

14 I'm here to make a few brief comments in
15 support of the Board's effort to make a clear
16 policy and set of standards for community
17 schools. At the Y, we proudly partner with the
18 Family League and had the honor of implementing
19 the community schools strategy in 10 schools
20 across the city. Most of which we also run after
21 school programs in.

1 Given the Y's focus on youth development,
2 healthy living and social responsibility, our
3 community schools work is directly aligned with
4 our organizational DMA. Our strategic plan
5 compels us to collaborate with schools, families
6 and communities to shrink the achievement gap and
7 to support student success.

8 We strongly believe that community
9 schools address many of the barriers to student
10 achievement and family success that ultimately
11 impact the viability of communities and their
12 citizens.

13 Our community schools work with students
14 and families foster civic engagement and
15 community investment through service learning
16 opportunities. We support healthy living and the
17 well-being of our constituents through
18 programming that promotes good character, healthy
19 eating habits and physical activity.

20 We believe that the presence of caring
21 adults is a critical component. When students

1 and families believe that people care and have a
2 sense of belonging and meaning, we've seen them
3 be inspired to aim higher and achieve. The data
4 doesn't lie.

5 The Y has been a partner with city
6 schools since the inception of community schools
7 back in 2004. We are committed to continuing to
8 invest a substantial amount of human capital,
9 resources and funding to this work and we are
10 very appreciative of the School Board's clear
11 commitment to its success.

12 We support the recommended changes that
13 will help principals in their efforts to better
14 collaborate with partners to reinvigorate
15 Baltimore's neighborhoods.

16 So, I want to thank you on behalf of our
17 kids and our community for the opportunity to
18 speak to you.

19 BOARD CHAIR COOPER: Thank you.

20 Commissioner Kannam?

21 COMMISSIONER KANNAM: Thanks. Mr. Hoey,

1 I just want to say one thing. I went to one of
2 your schools, the Baltimore IT Academy, where I
3 was greeted by a community schools coordinator
4 the first day of school.

5 She greeted everyone, had a wonderful
6 personality, knew all the kids who were coming in
7 on the first day. She was the first cheery
8 person they saw, she talked to the kids. I
9 talked to her for a while about what programming
10 they were thinking about for the upcoming year.
11 She knew the kids, she knew the community and she
12 was really just kind of fired up and she was the
13 first face people saw. She was just really
14 integrated into the community and it was just a
15 great sign and a great partnership at that
16 school. I just wanted to say I met one of your
17 great coordinators.

18 MR. HOEY: I appreciate that. The
19 people that do this work are heros every day.
20 We're proud to have 10 of them but the partners
21 across the city, they're really impressive

1 people. I know, personally, I couldn't do this
2 work. But, I'm proud that we have an
3 organization that's allowed to do it and I really
4 appreciate the commitment to making it even
5 better. So, thanks.

6 COMMISSIONER HIKE-HUBBARD: I just want
7 to say officially, thank you to the YMCA for your
8 commitment to our kids and dedication over so
9 many years of doing community schools and out of
10 school time. I know it's been a long time that
11 we've partnered with the Y and I want to thank
12 you for that directly.

13 MR. HOEY: Thank you. We appreciate it
14 and we love doing it.

15 BOARD CHAIR COOPER: Thank you. Next up
16 is Helen Atkinson.

17 MS. ATKINSON: Good evening. My name is
18 Helen Atkinson and I'm with the Teach for
19 Democracy Project. My comments refer to the same
20 policy, the community schools policy.

21 Our position is this policy does not go

1 far enough. What I'd like to you do is imagine
2 with me the schools that could exist if this
3 policy were stronger. Imagine if all our
4 community schools included the best aspects of
5 the community schools program, restorative
6 justice practices, culturally responsive
7 pedagogy, participatory budgeting, community
8 decision-making and advocacy.

9 Imagine a neighborhood school where
10 parents are routinely in classrooms helping
11 students and teachers, where parents are getting
12 access to the resources that they get through
13 most of the community schools such as food
14 pantries, and where they also feel competent
15 enough to help make important decisions about the
16 school.

17 Imagine that in this school, parents,
18 students, teachers and community members actually
19 write the plan for the kind of school that they
20 want and then help make it happen. Imagine a
21 school where teachers come out to support their

1 local community association and/or youth group to
2 protest police brutality or halt a building
3 project that will destroy neighborhood
4 businesses.

5 Imagine a school where a democratic
6 school culture was so well-established that if
7 there is a conflict, teachers and the principal
8 could be held accountable as much as students,
9 where the culture and relationships that are
10 build are built to keep people deeply invested,
11 not only in coming to school but also shaping
12 what happens in the school.

13 Imagine if the people who are already
14 doing the hard work in the community to connect
15 people and services to each other are the ones
16 being hired as community partners. Imagine of
17 the teachers in the schools constantly learn
18 about crossing the race and culture gaps that
19 exist between themselves and their students, and
20 that professional development for teachers
21 routinely included parents and community partners

1 discussing what is worth teaching and how that
2 teaching should happen.

3 Lastly, imagine classrooms where students
4 are weighing in weekly on what is working and
5 what is not working. What we are asking you to
6 imagine are aspects of real schools that actually
7 exist. We visited them, we studied them.
8 They're not charters. They're just regular
9 schools. They're schools serving low-income
10 minority populations.

11 This community schools initiative that
12 you are considering tonight brings a fresh influx
13 of funding and resources to schools. With this
14 money, and the backing of the school system, the
15 City Council, the Mayor, our communities and the
16 Teachers Union, we could be getting all of the
17 things I've asked you to imagine.

18 This policy shoots too low. We want you
19 to dream bigger and we want you to connect the
20 initiatives that I mentioned at the beginning to
21 work in the classroom so that the classrooms

1 change.

2 The Teachers Democracy Project will be
3 spending the next month or so talking publicly
4 about this issue and how your policy could make
5 those changes possible. Thank you. (Applause.)

6 BOARD CHAIR COOPER: Next is Ms. Kim
7 Trueheart.

8 MS. TRUEHEART: Good evening. Three
9 minutes is not enough. I look forward to the
10 night when you say, take your time. (Laughter.)

11 I love what Dr. Patrick was talking
12 about. Parental engagement. We've got to do
13 better. I wrote a proposal for our Sagamore
14 buddies around strengthening PTAs. Officially,
15 we only have 22 functioning state chartered PTAs
16 in this city. As Dr. Santelises said, we've got
17 181 schools and programs. Those numbers don't
18 jive. So, we need to do more. We need to step
19 up our game, seriously.

20 Parents can be the solutions to a lot of
21 problems around here. But, they may need help.

1 They may need our support to become more capable
2 of solving those problems. So, I look forward to
3 this Board coming up with strategies that support
4 my proposal. I think that's the way to go. To
5 engage parents, teach them, coach them, hold
6 their hands. Do whatever it is that they need in
7 order to show up more regularly in the school.

8 I'm disappointed about this Sagamore
9 stuff because we don't have a commitment to hold
10 the school system harmless in terms of wealth
11 generation for Mr. Kevin Plank. He's going to
12 get real rich off of this deal that our City
13 Council gave to him and, in the process, if our
14 schools suffer, the man ought to be run out of
15 town.

16 So, I hope we will have the will on this
17 side of the table, I'm not asking you all to do
18 nothing. We're going to be on this side of the
19 table and we're going to run him out of town the
20 first time a dollar is taken out of the school
21 budget.

1 When I wrote the proposal about the PTA,
2 I sent it out to some folks to get some comment.
3 I think this is an important issue. One of the
4 comments that came from someone sitting in that
5 seat previously was, doesn't Title I funding
6 cover this? I'm saying, yeah, and look what a
7 sucky job we've done with that Title I money.
8 So, it doesn't accomplish the end objective. So,
9 we need to figure out another way.

10 Just to be clear, and I know I'm going
11 backwards here, but I asked Kevin Plank for
12 \$5,000 for every school in this city to help us
13 get PTAs going. Now, his President, Mr. Weller,
14 said it was a great idea. Submit it over there
15 and see if they'll embrace it. So, I still have
16 some work to do but my intent is to get \$900,000
17 out of the Port Covington Project Community
18 Benefits Agreement, I guess they call it, to
19 support our PTAs. I hope that you will assist me
20 in doing that.

21 One final item, back to school nights.

1 Can't you all put a calendar, a list, just a
2 plain old list with 181 schools and when their
3 back to school night is? Thank you. (Applause.)

4 BOARD CHAIR COOPER: Thank you.

5 COMMISSIONER CASCIANI: I think we
6 should get an answer. Can we do that?

7 (Discussion off the record.)

8 BOARD CHAIR COOPER: Next is George
9 Mitchell.

10 MR. MITCHELL: Good evening, first of
11 all. I'm here to speak about the same topic,
12 community schools. I know with our community
13 schools, a lot of you all think it's giving kids
14 breakfast in the mornings, a free snack in the
15 evening and dinner in the afternoon. It's way
16 more than that. That's what we've gotten into in
17 some of our neighborhoods. We're going to feed
18 these kids and send them home.

19 You know I've been going out to school
20 programs for a while now. Some things that are
21 very simple that you take for granted, like

1 teaching a kid how to put on a tie or teach them
2 where the gate line is. If you don't know where
3 the gate line is so how do you line up your shirt
4 and your tie and your zipper to make sure it's
5 straight.

6 You see a kid come in with his belt all
7 the way over here and his tie is over here. Or,
8 you see a kid come in on dress up day and he have
9 a tie on that he tied overtop of his shirt.
10 Those little things may not seem like much but
11 it's teaching kids to be gentlemen. Teaching
12 young men to be gentlemen, teaching young ladies
13 to be ladies.

14 All of our kids have pets and I know
15 everybody here think they know what a pet is. A
16 dog or a cat or something like that. Teaching
17 PET is saying Please, Excuse me and Thank you.
18 So, people have respect for them. That's what
19 after school programs are for, you're really not
20 dealing with the essence of the problem. You've
21 got kids that go home that don't have lights in

1 their house. I know we can't be social services.
2 But, we're trying to do things like put washers
3 and dryers in the schools so the kids that come
4 to school dirty and get bullied about it, we can
5 have senior citizens there in the evenings who
6 will wash their clothes and dry them to give them
7 a new set of clothes when they come in the
8 morning.

9 That's what a community school is.
10 Community schools are recognizing problems and
11 recognizing issues that are keeping our kids from
12 learning. What we have to do is wrap our arms
13 around these kids and get something done about
14 it.

15 I went to a school and these kids talked
16 about this one kid who stank all the time. I
17 said, bring the kid here and let me talk to him.
18 Turns out, the kid didn't really smell too good
19 to be perfectly honest with you. He said, Mr.
20 Mitchell, I don't have lights. I don't have a
21 washer and dryer at home.

1 So, I went to the principal and the
2 principal said there was nothing we could do.
3 This wasn't here in Baltimore City but another
4 county. I said, I'll tell you what I'm going to
5 do. I went out and bought him a set of clothes,
6 I gave him clothes for a week. It solved that
7 problem. That's what community schools are.

8 We have got to get past this. I went to
9 a meeting in Roland Park and they had 400 parents
10 there. I go to a meeting in Park Heights, we've
11 got five parents there. So, it's the have and
12 have nots.

13 I went to a school in Baltimore County to
14 talk about the same thing, there was 700 parents
15 in the room. So, we don't have 300 or 400
16 parents showing up at a meeting. There seems to
17 be a tendency toward believing those parents
18 don't care. They do care. They care about their
19 kids. They love their kids like anybody else.

20 But, when these parents get up and go to
21 work at 5:00 in the morning, because the average

1 household in Park Heights, they have to travel an
2 hour and a half to get to work and then an hour
3 and a half back. I think sometimes we don't
4 understand that.

5 In our lives, I never traveled an hour
6 and a half to get to work. But, when they get up
7 at 5:00 and have to go to work and kids have to
8 walk to school and then you come home in the
9 dark. We have to have responsible people and
10 responsible adults wrap our arms around these
11 kids and make sure they are taken care of.

12 I'm going to agree with Kim Trueheart,
13 three minutes is not enough.

14 BOARD CHAIR COOPER: Thank you, Mr.
15 Mitchell. Next is Megan Belick?

16 MS. BELICH: Good evening and thank you
17 for the opportunity to speak. My name is Megan
18 Belich and I'm a Reservoir Hill resident and I'm
19 here representing Residents Against the Tunnels.
20 This is very important and I'll tell you two
21 reasons why.

1 We are fighting against the construction
2 of a four-train tunnel project that is planned to
3 be built underneath Reservoir Hill, Penn North,
4 Sandtown-Winchester, Bridgeview, Easterwood and
5 other neighborhoods.

6 This is highly concerning because this is
7 an Amtrak sponsored project but they want to
8 build it to accommodate double-stacked freight
9 trains. In Baltimore City, if it's under a
10 certain amount, they don't have to tell what's in
11 it. That means they can transport highly
12 volatile facing oil, nuclear waste and other
13 explosive products.

14 Imagine a family attending Baltimore City
15 Public Schools preparing for their day at school
16 and a train derails and explodes and interrupts
17 their school day?

18 Second reason why this is highly
19 concerning. They want to build three five-story
20 ventilation buildings that will circulate
21 poisonous gas right across from our schools.

1 There are 29 impacted schools that will be
2 affected by this project. It will take all of
3 us, all of us, to fight this project because it
4 is sponsored by the federal government.

5 So, I urge you, I plead with you, we need
6 to fight against this. It takes a village to
7 raise our kids and it will take a village to
8 fight for them. I will be here for the rest of
9 the meeting. We need to get together to fight
10 against this. Please see me for more
11 information.

12 BOARD CHAIR COOPER: Thank you, Ms.
13 Belich. Next is Melissa Shober.

14 MS. SHOBER: Good evening,
15 Commissioners. Last month, the Department of
16 Justice released its report on policing in
17 Baltimore. Included in that 163-page report were
18 several significant concerns related to school
19 police including the lack of clearly delineated
20 roles and responsibilities between school police
21 and the BPD, a lack of a clear use of force

1 policy, unclear procedures for citizen
2 complaints, and a complete absence of data
3 analytics.

4 The concerns raised by the Department of
5 Justice mirror those raised by parents and
6 advocates nearly two years ago before the
7 legislature and this body.

8 While the 2016-17 school year saw the
9 release of a new deployment plan, we still lack
10 publicly available arrest and diversion data, and
11 we still have no publicly available policies on
12 the hiring, firing, training or program
13 evaluation for school police.

14 The MOU between the school police and BPD
15 is still only available via Public Information
16 Act request and not widely available to parents.

17 While some exemplary officers are on the
18 school force and, indeed, Betty Covington was
19 recognized by the Family League for her efforts
20 with the GEMS program, we lack policies to
21 support universal excellence and avoid unlawful

1 search, seizure and arrest. We remain out of
2 step with the USDE's guiding document on school
3 climate and the secure state and local policy
4 rubric from the Department of Justice and the US
5 Department of Education.

6 As far as I'm aware, there is no publicly
7 available plan on how the school system is
8 planning to spend the restorative justice funds
9 that were redirected away from school police. We
10 don't know if a procurement is forthcoming, if
11 this is a one-time expenditure, or if it
12 represents a fundamental shift away from punitive
13 policy and towards evidence-based practice.

14 I sincerely hope it is the latter and
15 look forward to continued efforts to bring our
16 school climate and disciplinary policy in line
17 with national standards, after many requests from
18 parents and advocates. Thank you.

19 BOARD CHAIR COOPER: Thank you. Next is
20 Jonathan Rondeaux.

21 MR. RONDEAUX: Good evening. My name is

1 Jonathan Rondeaux. I'm the President and CEO of
2 the Family League, Baltimore's local management
3 Board since 1991.

4 I wanted to thank you for the opportunity
5 to comment on the proposed community schools
6 policy. This policy is an important and
7 encouraging step forward for public education in
8 Baltimore City.

9 The Family League is thankful to city
10 schools' leadership and the Commissioners' broad
11 commitment to finding ways to sustain our current
12 community schools and expand the strategy to more
13 schools.

14 We also appreciate the support community
15 schools has been shown by the Mayor and City
16 Council, Governor Hogan and many of our elected
17 officials, community advocates and school
18 leaders.

19 The Family League supports the community
20 schools framework that values equity for students
21 and their families, and is responsive to the

1 values and needs of the communities that they
2 serve. To this end, we have been deeply involved
3 in the process of soliciting input for this
4 policy from people who are actually on the ground
5 working including principals, community school
6 leaders, non-community schools, and over 600
7 students.

8 This outreach reflects our belief that
9 moving this work forward is very much a shared
10 responsibility that involves not just city
11 schools but also our city government, on the
12 ground service organizations and community
13 members and many others.

14 We're grateful to city schools, in fact,
15 for supporting the outreach work in this
16 community schools policy to date. Together, with
17 community and stakeholders, we can provide the
18 leadership that is needed to give community
19 schools room to breathe and grow and put the
20 right resources in place to support students and
21 families.

1 While many challenges lie ahead, I know
2 that we all agree that Baltimore's children,
3 youth and their families need access to great
4 schools and a strong support system to prepare
5 them for success.

6 We look forward to continuing to work
7 with city schools' leadership, you, the
8 Commissioners, and other partners, to refine
9 Baltimore's community schools strategy so that we
10 can build on the current momentum.

11 We have roughly 45 community schools in
12 implementation and many others in planning. From
13 the data we know so far, the schools are showing
14 promise as a way to make schools places where
15 children truly want to be and parents feel
16 engaged and supported. I thank you for your
17 time.

18 BOARD CHAIR COOPER: Thank you, Mr.
19 Rondeaux. Commissioner Hike-Hubbard?

20 COMMISSIONER HIKE-HUBBARD: I just want
21 to thank you for all the convenings you did

1 around engaging parents, students, community
2 members, etc. I happened to be able to attend a
3 couple of those meetings. I think it was very
4 fruitful to have a partner such as the Family
5 League to help us gather information from others
6 around the design of the policy. So, thank you
7 for your efforts around doing that.

8 BOARD CHAIR COOPER: Thank you. Next is
9 Mark Gaither.

10 MR. GAITHER: Good evening. My name is
11 Mark Gaither. I'm principal at Wolfe Street
12 Academy. First of all, I just want to say that
13 it is so exciting that everybody from the BTU to
14 community organizations to the policy on the
15 table and everyone that is here this evening,
16 it's been a long road.

17 So I can try to stay under time, I
18 actually wrote something out. Thank you for the
19 opportunity to speak this evening. After 11
20 years of being a community school principal, I'm
21 thrilled that we're at the point of a first

1 reading of the community schools strategy policy
2 and regulations.

3 I want to thank you all, first of all,
4 for your commitment to educating all children in
5 Baltimore City. This policy is a huge step
6 towards that goal.

7 Unlike many educators, we want to educate
8 all children, providing them with the resources
9 to overcome barriers and reach the highest levels
10 of success. We are also alike in that, for
11 years, we have seen many children fall through
12 the cracks, overcome by the barriers to a quality
13 education, unavailable for learning.

14 But, right now we're on the cusp of
15 providing the key to quality education regardless
16 of the zip code in which a child lives. The key
17 is community schools strategy. A quality
18 education for the entire community that lives in
19 concentrated poverty cannot occur without the
20 community schools strategy.

21 Eleven years ago, Wolfe Street Academy

1 was a failing school on the state watch list for
2 takeover. Ninety-four percent of the students
3 lived in poverty, 50 percent of the students
4 spoke a language other than English in the home.
5 We had not met state standards for 11 years.

6 Then, we became a community school. We
7 partnered with a community-based organization and
8 tasked a full-time site coordinator with
9 identifying the needs and resources of our
10 community.

11 That site coordinator developed systems
12 that would meet the needs and rely on the
13 strengths of our community in order that every
14 child, not just those identified by a
15 particularly observant educator, or those raised
16 up by a specifically aware parent, but every
17 child could be available for learning.

18 Once this strategy was in place, once our
19 students had food to strengthen their bodies,
20 eyeglasses to let them see, strong teeth that
21 would not pain them, and a rich set of

1 opportunities in the after school hours, those
2 students were ready to learn.

3 With quality academic programming and
4 dedicated educators and families, the community
5 schools strategy has been the key to success. It
6 has allowed us to be removed from state scrutiny,
7 be identified as a Title I highest performing
8 reward school, be nationally recognized for our
9 work with families, and to improve test scores.
10 Moving from the 77th to the second highest
11 performing elementary school in Baltimore on the
12 MSA.

13 All of this, while we serve a population
14 of more families that 11 years ago were living in
15 poverty. And, more families speaking languages
16 other than English in the home.

17 Our children, by demographic, should not
18 be succeeding. Yet, they are. That is the
19 community schools strategy.

20 The policy and regulations under
21 consideration tonight are the long missing stake

1 in the ground that will allow me to say to
2 potential partners, funders and politicians, that
3 Baltimore City Public Schools is a full partner
4 in the community schools strategy to educate all
5 children.

6 I invite all of you to visit Wolfe and
7 see the power of community schools. Thank you
8 for the opportunity to speak. (Applause.)

9 BOARD CHAIR COOPER: Thank you. That
10 concludes our public comment. I thank everybody
11 for doing their best to stay within time.

12 Since there was so much public comment
13 about community schools, let's go directly to
14 item 7.02, Policy ADH, Community Schools, first
15 reader.

16 MR. CHARLES: Good evening, Dr.
17 Santelises, Chairman Cooper, Commissioners. I'm
18 very excited. My name is Hassan Charles, I'm the
19 Executive Director of the Office of Family and
20 Community Engagement. I'm joined by my
21 colleague, Shayna McCuyver, who is the program

1 manager for Family and Community Engagement. We
2 are pleased to be here tonight to discuss the
3 introduction to first reader for our draft
4 community schools policy and regulations.

5 As many of you know, this has been a long
6 process for us. In fact, we're quite pleased by
7 the level and amount of engagement that's
8 occurred. Not only with leadership but also with
9 many of the stakeholders in this work on the
10 ground. It has been quite a collaborative
11 process.

12 We just want to begin by stating
13 community schools is but one strategy for us to
14 achieve the types of family friendly schools and
15 structures that we all deem to be appropriate for
16 our young people.

17 We all have a belief that all of our
18 schools should be engaging places where families
19 and parents well understand their roles as
20 advocates for their students, and also all of the
21 resources and opportunities that are at their

1 disposal to support student achievement.

2 So, for us, we wanted to begin this
3 conversation just with a statement of a continuum
4 that ends with a full-service community school,
5 but not that that is the only strategy for us to
6 achieve a family friendly environments where
7 everyone is working collectively towards student
8 success. We believe that all of our schools
9 should be engaged environments and we believe
10 that all schools should be effectively leveraging
11 resources and assets and partnerships that exist
12 on behalf of students and families.

13 We wanted to provide publicly a
14 definition of what each of those labels means
15 along that continuum. We've included that in
16 this definition for purposes of first reader.

17 For the folks of this conversation, we
18 really wanted to focus on what a full-service
19 community school looks like in terms of
20 implementation and practice. So, I just want to
21 run through really quickly.

1 A full-service community school is, A,
2 one that has in place a set of strategic
3 partnerships amongst the school. I think you
4 heard pretty eloquently from Mark Gaither about
5 what those partnerships mean, and also from
6 Jonathan Rondeaux about how those partnerships
7 work in collaboration to support students and
8 families.

9 All of this is built through an
10 integrative strategy. We heard through public
11 comment as well, the need to build strategies in
12 support of students and families that are born of
13 the community. This is exactly what community
14 schools do, working with students, with
15 communities, with community-based organizations,
16 to determine a plan, a vision for the students
17 and they're working collaboratively to achieve
18 that vision for schools.

19 Each and every full-time community school
20 is anchored by a full-time site coordinator
21 which, I think you'll hear from many of our

1 school leaders, to be a very important component
2 of the strategy. Finally, as you'll see from
3 preliminary results, the parent engagement that
4 is occurring in community schools thus far
5 exceeds what we've seen in some of our other
6 schools.

7 Again, this is not by happenstance.
8 There is a reason that we're seeing these results
9 and there's a reason that we're seeing results
10 particularly in schools who have been in strategy
11 five years longer. I think the deliberate nature
12 of the selection en mass process, the annual
13 planning process, and certainly the ongoing
14 monitoring, assessment support and evaluation,
15 are all contributing factors as to why this
16 strategy is working more successfully in some of
17 our schools.

18 This is just a visual. Again, I think
19 it's really clear about how all of these
20 particular entities work together with students
21 and schools at the center of everything that we

1 do. It's also important to know that our
2 community schools strategy here in Baltimore is
3 we, with an out of school time strategy, braided
4 with out of school time strategy, which I think
5 leads to increased results, particularly as it
6 pertains to reduction in chronic absence and
7 higher engagement levels and a feeling of
8 involvement amongst families and community
9 members.

10 What we've seen here, again, through
11 preliminary studies mirrors what we've seen
12 nationwide around the preliminary results. Many
13 models are showing across the country that
14 student learning is improving in community
15 schools, that attendance is moving in the right
16 direction and, certainly again, that families
17 feel more engaged in their student's learning.

18 We've attended quite a few national
19 discussions in this work over time. What you'll
20 see at the end of this presentation is a number
21 of policies that we've studied amongst other LEAs

1 nationwide, particularly in districts that look
2 similar to ours, with high concentrations of
3 poverty, folks who really embrace equity inside
4 their systems and making sure that each and every
5 student has what they need to succeed. So, a lot
6 of our work is rooted in equity for young people.

7 Again, just a quick snapshot, this is as
8 of last year, we had 46 schools in the strategy,
9 13 somewhere in the envisioning or planning
10 process, and 49 out of school time programs
11 attached to those programs.

12 Finally, before I hand over to Ms.
13 McCuyver who is going to talk about what actually
14 is included in the development of this policy, I
15 just want to show that the Baltimore Educational
16 Resource Consortium, or BERC, has performed a
17 preliminary analysis of community schools and
18 will continue to perform analyses. I think we
19 just commissioned another study this year to
20 really look at the schools who are really flying
21 high in the strategy and to understand what it is

1 that they're doing really well so we can figure
2 out how best to scale those attributes and
3 performance.

4 But, what you'll see here again is some
5 clear delineation among schools who have been in
6 the strategy for five years or longer, and some
7 of the preliminary results with regards to
8 absenteeism, reducing student mobility and
9 increasing feelings of engagement amongst parents
10 inside those schools.

11 I'm sorry, this was the last slide before
12 I hang it over to Ms. McCuyver. We just wanted
13 to reinforce that this strategy, this policy,
14 aligns very well with the commitments of this
15 Board and the intentionality with which our
16 policies are written to effectively engage
17 parents as partners in their children's
18 education.

19 MS. MCCUYVER: Thank you, Hassan. So,
20 what I'm going to do is just discuss the key
21 components of the policy and the regulation and

1 also discuss some of the efforts that contributed
2 to the development of the policy and how, there
3 are certain key stakeholders who are in this room
4 and some who are not that collectively helped
5 compose the draft.

6 The policy clearly defines what a
7 community school is, the role of city schools,
8 the designated local management Board which is
9 Family League, lead agencies, community school
10 coordinators, out of school time partners and
11 other partners.

12 It also describes, as Hassan mentioned,
13 the three levels of the Community School
14 Continuum and engage a partnership school and
15 ultimately a full-service community school.

16 The policy also speaks to the creation of
17 a citywide community school Steering Committee
18 which is co-Chaired by city schools, the Mayor's
19 Office or designee, and has an additional
20 15-member voting body made up of key stakeholders
21 and partners. It also identifies the

1 responsibilities of city schools in supporting
2 the strategy including data sharing.

3 Finally, identifies responsibilities of
4 the designated local management Board in
5 supporting the strategy including professional
6 development and technical assistance.

7 Next is the regulations. The regulations
8 talks of the collaboration between the CEO, the
9 local management Board, identified district
10 offices and departments, schools and
11 community-based organizations. The regulation
12 goes on to explain the purpose, composition and
13 development of the Community Schools Steering
14 Committee. Finally, defining city schools' role
15 in support of the Steering Committee.

16 So, again, some of the folks who have
17 spoken here tonight, along with other key
18 stakeholders who have been very dedicated to this
19 process, have provided input and feedback. The
20 Engagement Office partnered with the Family
21 League of Baltimore City to convene a community

1 school policy work group, allowing
2 representatives from local lead agencies, the
3 Mayor's Office, city schools and multiple
4 advocacy groups to have voice in the policy's
5 development.

6 The work group researched best practices
7 around community school development, reviewed
8 other district's policies, plans and regulations,
9 facilitated multiple focus group discussions with
10 lead agencies, principals, community school
11 coordinators, students, provided presentations
12 and solicited feedback from the Baltimore City
13 PTA, ABAG and PCAB. And finally, drafted the
14 community school policy collectively with the
15 regulations.

16 The work group made it a priority to
17 ensure that the policy and regulations are
18 aligned with the recently introduced community
19 school legislation, House Bill 1139.

20 MR. CHARLES: For anyone who is unaware
21 of that, this House Bill 1139 was a legislation

1 introduced by Delegate Mary Washington last year
2 around support of community schools. So, if
3 anyone in the public is interested in reviewing
4 that, they can locate that draft legislation
5 there as well.

6 I also just wanted to say here quickly
7 that we have quite a comprehensive slide of
8 organizations that were engaged in the
9 development of this policy. So, this particular
10 slide isn't completely accurate.

11 MS. MCCUYVER: In addition to those
12 represented here on this list, there were
13 representatives from the Maryland Out of School
14 Time Network, the Maryland Coalition for
15 Community Schools, the Baltimore Teachers Union,
16 the Baltimore Curriculum Project, University of
17 Maryland School of Social Work, Humana, Child
18 First Authority and the Y of Central Maryland.

19 MR. CHARLES: We will amend this
20 presentation before coming for second reader.

21 MS. MCCUYVER: The next slides tell in

1 detail some of the research that we've done. The
2 links are provided. Legislation that we've
3 looked at, law and guidance that we used to help
4 guide our work and the development of the policy
5 and regs.

6 Next, this is the policy development time
7 line. As you can see, we started in January of
8 2015. We've had countless meetings with the
9 Community School Policy Work Group.

10 MR. CHARLES: We will take any questions
11 from the Board.

12 BOARD CHAIR COOPER: Commissioner
13 Casciani.

14 MR. CHARLES: My first question is
15 about, is this now up for comment? I'm thinking
16 of Helen's presentation and some of your ideas.
17 Are you, I hope you will provide comment to the
18 policy.

19 VOICE: (Inaudible. Speaking from
20 audience.)

21 BOARD CHAIR COOPER: Commissioner

1 Kannam, then Hike-Hubbard.

2 COMMISSIONER KANNAM: Thanks. I just
3 have a set of comments that I'll run through. I
4 guess, so first of all, I'm behind the community
5 schools policy and I think it is a strategy to
6 address concentrated poverty.

7 I'm thrilled with all the input. I sit
8 on the Policy Committee so I know how much it's
9 been developed. My spirit behind here is how do
10 we improve it by the end of the day.

11 So, when I read through the policy, it's
12 still unclear. The overall goal, I understand.
13 To make progress on overall outcomes. But, how
14 do we define success? I think we could be more
15 clear on that. Is it going to be attendance?
16 Climate? Parent engagement? Academic outcomes?

17 I think we could be more clear,
18 specifically, on indicators that we are going to
19 know whether this is successful. So, when I'm,
20 three years from now, looking at the community
21 schools policy, is it successful?

1 That goes to another piece. There's a
2 yearly or annual report in February or March
3 where, again, it would be helpful to know what
4 we're going to be presenting around.

5 But, you mentioned BEREC and I think
6 that's really important that it's somewhere
7 within the policy where we do have an independent
8 evaluation of the program and it's not us
9 reporting out on how we think it's going. It's
10 more we state somewhere that there's an
11 independent evaluation. If we want this to go
12 citywide, let's make sure we get some good, like
13 a research entity to kind of, so that's my first
14 set of comments.

15 I'll run through them. I'm trying not to
16 take too much time. I just want to get them all
17 out. The funding. It is unclear from the
18 policy. I like the tiers and when we get to the
19 third tier, it's an application. It's rigorous.
20 There's a Board that evaluates it and then we get
21 the go-ahead.

1 What happens if 15 to 20 schools get the
2 go-ahead? Who funds the coordinator? I think we
3 have to be more clear on that. Is it the
4 responsibility of the Board? I think we need to
5 know that. If not, do we put language in there
6 to say a position needs to be funded?

7 I get the fact that we need a full-time
8 funded position. But, we have to be more clear
9 about the funding piece there.

10 To the full-time coordinator, I've had a
11 lot of discussions with the Family League and
12 Teaching and Learning and the Policy Committee
13 around this. So, I'm convinced that we need a
14 full-time coordinator at each school. Right?

15 But, what I don't know is there's not
16 enough differentiation. I still have the same
17 question. What if a school is 1,500 students
18 versus 200 students? A large scale high school
19 versus a small elementary school seems like do we
20 have to, so, is there a recommended ratio that
21 you want to consider, students to coordinator?

1 Should we do that? One full-time coordinator,
2 which is very clear in the policy, I wonder if
3 that limits us and is going to limit our
4 effectiveness.

5 My last piece is, and this is tough.
6 This is, I guess, to the Academic Office. There
7 is a kind of expectation that any community
8 school participates in quarterly professional
9 development. I'm not clear by reading that, is
10 that part of our PD? We hear from principals all
11 the time, I don't want to be pulled out from PD
12 for the sake of PD. I want to be working on my
13 school. This could be a core strategy but I'm
14 not, I think we have to be more clear about how
15 it aligns. Just put language in there that says
16 it aligns with district PD and it is an
17 expectation that all schools go quarterly.

18 When I read it, it sounds like a mandate
19 that all schools have to attend this professional
20 learning community. I just need to know how it
21 aligns with other district PD. So, those are my

1 comments.

2 MR. CHARLES: I just wanted to make a
3 quick comment. We have dedicated partners in
4 this work. I think it's probably really
5 important for us to acknowledge that this is a
6 citywide strategy and not a city schools
7 strategy. I think you heard from principal
8 Gaither, again, very eloquently about the level
9 of supports that are in place on the other ends
10 of the strategy.

11 We're trying to do our part, I think, so
12 we can get to a place of norming the work and
13 perform, I think, really intensive evaluation. I
14 don't think that there's anyone, and Jonathan
15 Rondeaux is the CEO of the local management Board
16 and was our implementation partner. I've had a
17 really extensive discussion around independent
18 evaluation and have made that a priority for us
19 going forward. So, I think that's something that
20 we certainly can address. I think the question
21 is whether or not that should be addressed in the

1 policy and the regulation or in the work of the
2 Steering Committee which we deem to be really the
3 group that will continue to manage through the
4 fluidity of the strategy, able to make the
5 adjustments and changes to scale best practice
6 up, to move schools that are not effective out of
7 the strategy and so forth. Those aren't city
8 schools' decisions alone.

9 I will also say with regard to the
10 funding, there is a very committed group of
11 community schools advocates who are pushing
12 legislation, funding, advocacy and support for
13 this strategy. Not just in Baltimore, but
14 statewide. We've been active members of that
15 advocacy group and plan to continue doing so.

16 But, I would say that unless we continue
17 to push for statewide legislation, then funding
18 an initiative of this size will continue to be a
19 challenge if we are looking to scale all across
20 the city. I think most folks would agree that
21 some level of legislation would be required for

1 us to support a massive scale up or roll-out of
2 this.

3 COMMISSIONER KANNAM: I hear you. Going
4 back to the evaluation, I do think it's
5 appropriate to embed at a high level that we
6 expect an independent evaluation to kind of see
7 the progress of the initiative over time and then
8 report it back to the Steering Committee. I
9 think it is appropriate.

10 MR. CHARLES: Excellent. Shayna, would
11 you like to address anything about the PD and
12 technical assistance and how it, it lives outside
13 of our current PD. Certainly provided our office
14 funds, right, in professional development and
15 technical assistance through the local management
16 Board. So, it lives outside and, in many cases,
17 pulls other stakeholders in the strategy out of
18 the school building.

19 But, I certainly believe that we can get
20 back to the Board around the alignment.

21 COMMISSIONER KANNAM: Right. I want to

1 hear from academics just to say, just that in
2 some way we put some language in there that says
3 it aligns. We don't want a lot of one-off things
4 that our people have to attend. Right? That has
5 to be part of their strategy and aligns with the
6 district.

7 MR. CHARLES: Sure.

8 BOARD CHAIR COOPER: Commissioner
9 Hike-Hubbard and then Commissioner Frank.

10 COMMISSIONER HIKE-HUBBARD: So, we've
11 said for a long time, Andres Alonso said this
12 when you were sitting at the other end of the
13 table, that all schools should be community
14 schools and I'm just so unbelievably proud right
15 now that we're taking this first step to make
16 that happen. So, I want to thank the two of you
17 for your hard work and dedication to making this
18 happen.

19 I believe in my very core that this is
20 the right thing to do for the children of this
21 city. I urge this Board to not hesitate in

1 approving this policy. We might have work to do
2 but at the end of the day, we cannot let this
3 policy go to the wayside. I cannot leave this
4 Board until this policy is approved. So, you all
5 are going to have me sitting here forever. So,
6 if you want to get rid of me, just approve this
7 policy and I'll go on my merry way.

8 But, I would like to say a couple of
9 thoughts. First, the funding piece. We've
10 talked about, city schools cannot fund this by
11 ourselves. We know this. The Board needs to own
12 that and acknowledge that. If we approve this
13 policy, we are not thereby saying we're going to
14 fund accordingly for every single school.

15 We have budget crises, we have budget
16 difficulties. We have other things we have to
17 figure out. 21st Century Schools, PreK, etc.
18 But, what we're saying is this is a value
19 statement for city schools. We believe in this.
20 It needs to happen. We want to collaborate with
21 city government, our advocates, our partners, to

1 make this happen.

2 So, I think we need to make sure that we
3 have the language written in the policy that
4 states that we have to implore the state to get
5 on this bandwagon. We have to get the Mayor's
6 commitment on board. We're not saying they have
7 to do this, rather, we're acknowledging that
8 we're not doing this on our own.

9 But, at the same time, it's city schools'
10 statement about permanence in the district that
11 we are striving, our goal is for all of our
12 schools become community schools. That's the
13 sort of line in the sand that we're drawing at
14 this point.

15 So, although we can't commit to funding
16 every single one right now, we figure out a time
17 line, we figure out support, that's in the regs.
18 Right? Or the Governance Committee. I don't
19 care where it fits. The idea is let's figure out
20 how we collectively fund this and understand that
21 we can't commit to fund them all right off the

1 bat.

2 Another thought I want to add is this is
3 really good for all children. I know we've
4 talked about this being an equity issue and
5 making sure that poor children have what they
6 need. Let's just make sure that with community
7 schools, we understand that it's good for every
8 single child in Baltimore City. It's not just
9 because you're poor or because you're black or
10 because you speak Spanish as your first language.
11 It is good for all children.

12 So, I don't want to lose that. It's
13 really important to understand that this is the
14 best way to approach and engage. We've heard a
15 lot tonight about engaging parents and engaging
16 community and engaging partners. This is the
17 vehicle that can make that happen. So, I don't
18 want to lose that thought.

19 Last but not least, I just think this is
20 a transformational step in the right direction.
21 If we can really get behind this, we have

1 advocates across the room that are saying we want
2 to have this happen.

3 Let's make this real. I know George said
4 it's not after school time or meals. It's a
5 comprehensive approach. So, maybe having in the
6 regs or somewhere, understanding an example of
7 what a community school looks like. So, folks
8 understand this is not just about a meal after
9 school or one partner attached to a school. This
10 is a more comprehensive approach. I don't mean
11 it's prescribed. Every school should have the
12 option to choose what fits for their kids and
13 their program and their community. But, rather,
14 that we have an example of what this might look
15 like to folks don't get it confused that we're
16 talking about add-on programs.

17 This is a way of doing things in a
18 different way. It's not adding programs. So, I
19 will stop preaching and say thank you and I'm
20 just so excited. This is awesome.

21 MS. MCCUYVER: Thank you. And, thank

1 you for your support, Commissioner Hike-Hubbard.

2 BOARD CHAIR COOPER: Commissioner Frank.

3 COMMISSIONER FRANK: So, I share in the
4 excitement and the enthusiasm. But, I've been on
5 the Board for a year and if there's one thing
6 I've learned, it's that there's no school reform
7 or idea that is not without controversy or
8 critics. I'm sure Dr. Santelises would agree.

9 What we've heard tonight is that this is
10 universally loved and praised. We've cited BERC
11 and other research that it works.

12 If we're going to do this, if we're going
13 to go in, all in on community schools, I want to
14 know where it doesn't work. I want to know where
15 it hasn't worked. I want our program to be the
16 best in the United States because we haven't just
17 gone on the research that says what is working.
18 I want to know what is not working so that when
19 we implement it, we do it the best that we can
20 and taking in the good and the bad in our
21 implementation.

1 BOARD CHAIR COOPER: Commissioner
2 Hassan, then Townes.

3 COMMISSIONER HASSAN: Thank you,
4 community partners, thank you to Leah and so many
5 other people who have done so much work on this.
6 Tina, for your contributions. We really have
7 seen this policy evolve and I'm guessing it will
8 continue to do so prior to our approval.

9 One of the things that has come to my
10 mind in building up what Commissioner
11 Hike-Hubbard was talking about regarding going to
12 capacity and scale. Certainly, at every school,
13 kids need glasses and dental care and things like
14 that.

15 But, as we go through, can we try to be
16 really mindful about creating sort of repository
17 of what is available in your school? So, if I'm
18 a teacher at Highland #237 and I've got a child
19 that's not able to focus because of a dental
20 issue and we don't have a dentist, but maybe
21 there's a dentist at Tilman or someplace in the

1 neighborhood closeby that we could get to, that
2 might be really helpful. That might also help
3 buildings share, say, physicians assistants or
4 something that we have a common need for but we
5 have a really small population.

6 So, just a way to think about being
7 transparent in yes, this is my school, this is my
8 community service for my students. But, we are
9 serving the greater city community as well until
10 we can get to capacity.

11 BOARD CHAIR COOPER: Commissioner
12 Townes.

13 STUDENT COMM. TOWNES: So, I haven't had
14 a chance yet to fully read the policy. I'm
15 actually just seeing it tonight. But, excuse my
16 ignorance on this fact, but on the citywide
17 Steering Committee, I'm thinking that it would be
18 a good idea to have a student member on that
19 committee, a permanent student member on that
20 committee to give fresh new ideas.

21 MR. CHARLES: It has been included,

1 Commissioner Townes. Good to see you back.

2 STUDENT COMM. TOWNES: Thank you.

3 BOARD CHAIR COOPER: Any more comments?

4 DR. SANTELISES: I want to thank the
5 team for the presentation. I do thank the Board
6 and the public and our partners for their
7 feedback. We will certainly be going back and
8 doing some tightening.

9 One of the things that I do want to
10 emphasize though, and funding is always
11 important. But, I think one of the things that
12 resonated through a number of the presentations
13 this evening is that community schooling is also
14 a way of doing the work. It's not just residing
15 in a coordinator. It's not just how much funding
16 you have from which partner. All of those are
17 important. But, community schooling is an
18 attitude. It is a frame of mind. It is how we
19 do school and it is how we connect to community.
20 It is how communities own their schools. I think
21 that is just as important as whatever the

1 resources look like, whatever the configurations
2 look like. If that mind shift does not accompany
3 whatever the physical investments are that we
4 make and whatever the systems and processes we
5 put in place, then we will still merely have a
6 frame.

7 The community schools that are working
8 are places where the culture has shifted, the way
9 people do the work has shifted, the roles, how
10 people view themselves, that they are not going
11 to a school and asking to be a part of, that they
12 are assumed to be a part of.

13 So, I think it's just important that as
14 we continue these discussions, as we get that
15 feedback, that we don't lose the heart of what
16 drives community schools. All the other pieces
17 are important but we have to maintain that frame
18 if we're really going to yield the kind of
19 results that principal Gaither and others
20 referenced earlier.

21 So, I just need to say that as we work

1 through. I don't want to lose that piece of what
2 makes community schools a powerful strategy.

3 BOARD CHAIR COOPER: Commissioner
4 Casciani.

5 COMMISSIONER CASCIANI: So, thank you
6 for saying that. I couldn't put into words what
7 I was thinking when Helen made her comments. So,
8 I'm glad that she submitted comments and that
9 they can be taken in with other comments and we
10 can get it right.

11 But, what she's talking about is an
12 attitude and culture shift. So, I'd like to know
13 that somebody in the central office is going to
14 spend a little mind time with Helen and her
15 people to really understand what they're talking
16 about. How do you operationalize that? This is
17 about culture and attitude and how we think about
18 the role that schools play in our communities and
19 who gets to say a lot.

20 MR. CHARLES: I've been at the table
21 with the Teachers for Democracy Project. I plan

1 to continue to be at the table and I think our
2 next presentation will speak to some of what you
3 are talking about and some of what Dr. Santelises
4 is talking about around how we shift the culture
5 and really make parents part of our schools.

6 COMMISSIONER CASCIANI: It's a deeper
7 thought than let's get the money right, let's get
8 the partners right. That all, so, she said it
9 better than I can say it.

10 BOARD CHAIR COOPER: Commissioner
11 Hike-Hubbard, you get the last word.

12 COMMISSIONER HIKE-HUBBARD: I don't want
13 to take away from the fact that the principals
14 and the advocates who have been doing this work
15 have not been thinking that this is a cultural
16 mind shift in how we do school.

17 I appreciate your comments about making
18 them incorporated but the other folks who have
19 been at the table, this is the way they do their
20 work. This is not about a funding model or a
21 coordinator or whatever. If you talk to any of

1 these principals or advocates in this room, right
2 now they will tell you that the core is the
3 cultured shift at their school. It's so very
4 different. There's a welcoming, open environment
5 where everyone is appreciated and supported.

6 So, I don't want to take away from the
7 fact that that's not the way they've been
8 preparing this and I've seen perfunctory in
9 getting the pieces right. But, at the end of the
10 day, this is a whole sale about a culture shift.

11 BOARD CHAIR COOPER: Thank you. I think
12 you are going to remain for item 7.01? At this
13 point, we'll turn to item 7.01, the Family and
14 Community Engagement Office, SY2016-17.

15 MR. CHARLES: Thank you again, Dr.
16 Santelises, Chairman Cooper and members of the
17 Board. We actually are very excited to have this
18 conversation this evening. I think it does speak
19 to exactly what most folks have been speaking to
20 this evening around what are we doing to really
21 build family friendly environments and ensure

1 that parents are partners in our schools.

2 We are actually requesting a slightly
3 revised schedule here to the Board. By policy,
4 we are only required to report out once a year,
5 an annual report around family and community
6 engagement, and once a year as an update to our
7 volunteer policy.

8 We don't, as an office, quite feel that
9 the timing, one annual report a year, gives the
10 public enough opportunity to understand what
11 we're doing, how we're doing work differently and
12 also how to inform the work. We think that it's
13 more appropriate for us to have a conversation at
14 the top of the year, with the Board and with the
15 public, so that when we come back at the end of
16 the year, hopefully, we'll be able to do a report
17 out against what we'd said we would accomplish.

18 So, we're hoping, after this
19 conversation, that this provides a lot more
20 clarity to the Board and also to the public
21 around what we're doing and why.

1 So, again, really quickly, our agenda
2 tonight is to talk to you generally about how
3 we're working to build deeper home-school
4 connections and how we plan to extend learning
5 beyond the classroom and into the home and into
6 the community. Everything that we're discussing
7 this evening is intended to talk to you about our
8 implementation plan and strategies around doing
9 this work more effectively.

10 In general, the Office of Family and
11 Community Engagement is the systemic link between
12 the system and its families and the community at
13 large. We work to strengthen families and
14 improve outcomes for children through effective
15 partnerships with a broad base of family leaders,
16 education advocates, local businesses,
17 community-based organizations, parent
18 associations, volunteers and partners, by
19 strategically mobilizing these resources,
20 creating a continuous pipeline of resources and
21 interventions for students and families, we feel

1 that increasing numbers of students shall improve
2 attendance, behavior and academic performance.

3 We believe our work aligns with the two
4 core beliefs of this Board. A, that city schools
5 an all schools will partner with families,
6 communities and the public and private sectors to
7 foster shared ownership of schools and to
8 collectively create opportunities for student
9 success. B, that city schools, and all schools,
10 will more deeply engage parents in their
11 student's learning.

12 There is over 30 years of research that
13 talks about the impact of effective family and
14 community engagement on student learning. So,
15 we've done a deep dive into the factors affecting
16 those partnerships. A deep dive and a deep
17 analysis to inform the work of this office.

18 What we found is that, true to comments
19 this evening, our district has some of the most
20 innovative, forward-leaning strategies around
21 creating family friendly schools. We've actually

1 been rewarded and acknowledged by the Council of
2 Great City Schools, not more than three years
3 ago, around how forward-thinking these policies
4 and strategies were.

5 I agree with the comment that came
6 earlier. We've got to move the work beyond
7 compliance, beyond monitoring, into how to shift
8 outcomes for students.

9 We also know that we have strong
10 leadership in our CEO's office around what it
11 takes for principal leadership and that we've
12 engaged a more strategically and more
13 consistently with those offices, particularly
14 with ODO, the Office of Organizational
15 Development, about how to spend more time in
16 front of our leaders and in front of our staff to
17 do the work.

18 Certainly, we all talk about climate and
19 culture. I think Dr. Santelises said it
20 beautifully. This is a whole sale paradigm
21 shift. How do we create a culture of partnership

1 and that is work that has to happen across
2 multiple offices. We believe it is happening,
3 certainly, with school supports and the lead and
4 the engagement office in full support.

5 What we plan to do differently going
6 forward around this work is how we align external
7 support. That's exactly what the community is
8 asking us. What are you doing to engage us in
9 the work? How are you aligning the resources
10 that we have to bear on behalf of students and
11 schools to support the movement of student
12 outcomes.

13 Then, certainly, how do we then assure
14 that all of the collaborative, integrative plans
15 are moving forward with the same goal in mind.

16 I just wanted to go through very briefly,
17 the structure. The way our office looks and the
18 supports that we provide to schools are much
19 different than they've been in the past.

20 At some point, not 15 months ago, there
21 were over 30 people in our office doing some form

1 or fashion of this work. Through cost reduction
2 initiatives over the past few years, we've lost
3 17 of those 30 people. So, there's quite a few
4 different roles in our office.

5 Now, I'm not here to lament the losses.
6 I want to be clear. What I think happened is
7 that drove us into deeper analysis and
8 contextualized planning around what it is we
9 needed to do in order to do exactly what the
10 community is asking us to do. How do we continue
11 to move the work forward and how do we move
12 outcomes despite those reductions, more
13 strategically and with a more aligned framework
14 that is evidence-based and really moves outcomes
15 for students.

16 So, I want to say here publicly that our
17 entire office has been restructured from top to
18 bottom. Every single role, every job
19 description, every job responsibility has been
20 rewritten to support the work that we think needs
21 to happen to improve outcomes for students.

1 Finally, I think we've landed on four
2 goals. I want to say this. These are just
3 goals. These goals are supported by 23 or 24
4 different strategies and hundreds of
5 implementation activities to move the work.

6 I think there will be a lot of interest,
7 amongst families, amongst schools, amongst the
8 public, to see the details of this work and all
9 of that will be posted to the website following
10 this conversation and following an opportunity
11 for, again, our Board members and the public to
12 inform some of this work.

13 These are really just the high level
14 strategies that we want to spend some time as a
15 team going through. But, I don't live alone in
16 the work. I wanted to invite our colleagues
17 today who lead the various bodies and they'll
18 talk through just a few key initiatives for how
19 we're trying to move the work. Again, I think
20 what you'll see is, around this room, you see
21 these words, engage, empower and activate.

1 That's exactly what this presented is intending
2 to show you. How we plan to spend a little more
3 time reaching out to our communities, meeting
4 them where they are, sharing information and
5 resources so they can rebuild trust with the
6 district, we can appropriately empower them and
7 then they can lead effective partnership action
8 teams at the school level to do the work more
9 effectively.

10 With that said, I'm going to hand off to
11 my colleague, Ms. Armstrong.

12 MS. ARMSTRONG: Good evening, members of
13 the Board, Dr. Santelises. I'm happy and
14 delighted to be with you. I am Monique Armstrong
15 and I serve as the community engagement manager
16 in the Family and Community Engagement Office.
17 I'm happy to be leading the work of community
18 engagement for our office.

19 Generally, our goals around community
20 engagement are anchored in the two areas of
21 outreach and organizing. We think about the

1 outreach area, we're thinking about that place
2 that Hassan just mentioned about meeting the
3 families where they are, making sure that they
4 understand that there is collective interest and
5 opportunity for them to work together on shared
6 goals and interest areas.

7 The area around the organizing space is
8 making sure that we create these networks in the
9 communities can meet together to talk about the
10 things that they find are important and know how
11 to plug into schools in the areas that they want
12 to support.

13 We believe that there is this idea of a
14 network organizing structure where we want to
15 build these structures in communities to work on
16 common problems, where we can increase the
17 capacities of these groups to share these common
18 interests and goals, and then creating these
19 inter-departmental collaborations where we can
20 bring relevant information to communities and
21 those resources directly to the families that we

1 serve.

2 This graphic here outlines the structures
3 that are in place that we can use to formulate
4 this network organizing structure, I should say.
5 So, the Family and Community Engagement Office
6 supports the School-Family Councils that are
7 located in schools, organized parents groups to
8 support that advocacy, as well as volunteers and
9 partners who are ambassadors who we think broadly
10 into the community engagement action teams.
11 These are the places where communities can work
12 on their school performance plan goals in a
13 shared capacity.

14 Then, the Parent and Community Advisory
15 Board is a space where the parents and community
16 have a voice around decision-making. So, these
17 are the structures that we're looking to plug
18 people into. So, there are multiple pathways
19 into how we can support schools.

20 MR. CHARLES: I just want to add really
21 quickly, we don't just believe that there's a

1 role for everyone. We don't want to just throw
2 people on the bus. We believe that there are
3 seats on the bus and everyone has a right to
4 play.

5 So, as we are out engaging families,
6 parents and community members and so forth, we
7 want them to know there's a role for you to play
8 in this work and there's a structure and a
9 position and a strategy for you to plug right
10 into as opposed to everyone sitting in a school
11 house trying to figure out what it is they can do
12 to move student outcomes.

13 MS. ARMSTRONG: This is just a snapshot
14 here of the types of community engagement events
15 and activities that we're planning. But,
16 certainly we'll be sending the full event agenda
17 and calendar to you all and invite you all to
18 come out and see exactly what is happening in
19 communities.

20 But, just to highlight some of the things
21 that, perhaps, Trish mentioned earlier, PCAB is

1 looking to have four meetings in the community
2 this year. So, we'll be working with them on
3 identifying great opportunities to meet with
4 families in the community as part of their
5 meetings.

6 In addition, hosting these community
7 conversations, which is a place to have these
8 proactive conversations with communities about
9 things that are important to them and we'll also
10 host five to 6 of these this year.

11 Another key community that we'll continue
12 to engage is our students. We heard earlier from
13 our young people and student voice is critical
14 and very important. We see this as a role for
15 young people to be able to share their voice and
16 is also a place to lead that leadership
17 development amongst them as well.

18 MS. MCCUYVER: Thank you, Monique. I'm
19 Shayna McCuyver and I'm happy to be before you
20 again. I'm excited for the opportunity to talk
21 about the work that we're doing and how we are

1 collaborating to engage the larger community.

2 My background and experience as a
3 Headstart teacher, a 2nd grade teacher, a
4 community school coordinator, a network FCE
5 specialist, an interim network facilitator, the
6 policy specialist for this office has come in
7 pretty handy and prepared me to be the FCE
8 Program Manager for our office. I support our
9 various bodies of work and I identify the
10 intersections between it all and ensure that we
11 are headed in the right direction to achieve our
12 goals.

13 While we were finalizing our mission and
14 theory of action and goals that Monique and
15 Hassan have mentioned, we looked deeply at our
16 policy and statutory requirements. The next two
17 slides speak to the roles of our school
18 communities, teachers, parents, staff, principals
19 and partners, and what their roles are in family
20 and community engagement and student success,
21 academic success.

1 Our FCE policy is grounded in the core
2 mandates of the new re-authorization of the
3 elementary and secondary education act.

4 So, these two slides, I won't read them
5 verbatim. They just show the alignment of our
6 policies and state regulations. For example,
7 we're charged with providing professional
8 development to school-based staff on how to
9 engage families and parents and support student
10 success. We build the capacity of our teachers
11 and staff. We provide training on high-impact
12 FCE strategies to strengthen home-school
13 connections and ultimately build trust between
14 our families and schools.

15 MR. CHARLES: So, if I may make this a
16 little more real for folks that don't understand.
17 We have 135 Title I schools in our district and
18 an additional 21 priority schools. What we see
19 here is in the re-authorization, or the ESEA
20 Title I Parent Involvement, we have certain
21 responsibilities inside of those schools that are

1 state mandates that we don't have in other
2 schools.

3 So, what we knew we had to do immediately
4 and I think, again, it was said and mentioned in
5 public comment earlier, we have this really great
6 set of policies and we have state mandates but
7 how are we using that to move the work?

8 In the past, we would have monitored
9 compliance and reported to the state who did and
10 didn't do what. Today, what we do is we send
11 guidance around high-impact engagement strategies
12 with supporting documentation around how they can
13 leverage Title I funds to do the work more
14 effectively. It's completely changed the
15 relationship that we have with schools.

16 In fact, this year, school year '15,
17 because we are on an 18-month lag, is the very
18 first time we've ever exhausted parent
19 involvement funds in schools. The two years
20 prior to school year '15, we sent back almost
21 \$500,000 to the state. So, I think we would all

1 agree that that's not something that any of us
2 support or would like to see.

3 It's certain, with all the needs that we
4 have as a district, we certainly should be
5 leveraging to spend more effectively. That's
6 where we wanted to start the work and I think
7 that's what Shayna is speaking to right now.

8 MS. MCCUYVER: Thanks, Hassan. To
9 ensure we were on target, we explored and
10 consulted a few experts in the field of FCE. We
11 ended up with a model of engagement which began
12 right here in our backyard. But, it's now
13 recognized nationally. We decided to renew our
14 membership with NNPS which is the National
15 Network of Partnership Schools, and began meeting
16 regularly with FCE experts, Dr. Joyce Epstein and
17 Dr. Mavis Sanders, to help inform the work that
18 we're doing and support what is happening here in
19 Baltimore.

20 The NNPS model has been implemented
21 across the country in urban school districts such

1 as LA Unified, Chicago and Philadelphia, just to
2 name a few school districts.

3 NNPS focuses on comprehensive
4 partnerships between schools, families and
5 community members. The framework focuses on 6
6 types of involvement, as you see here. Dr.
7 Epstein's framework is just one example of a
8 research-based high impact model of engagement.
9 Our office has been trained in NNPS with the goal
10 of supporting schools in our district to become
11 members of NNPS in collaboration with Dr.
12 Epstein.

13 In addition, our district FCE specialists
14 were on the ground supporting schools and any
15 schools that decide to have a membership receive
16 technical assistance in coaching and evaluation
17 through this partnership.

18 Our goal is to be more than just
19 compliance and monitoring. We want to move our
20 schools beyond compliance to a culture of
21 authentic school and community engagement.

1 To truly assess where schools are, gather
2 base line data on FCE practices so that we can
3 best prioritize and align our supports. What you
4 see here is just a sample checklist for schools
5 to use and the level of detail here could be
6 exhibited in any of the 6 domains.

7 This is a tool that schools can use to
8 assess where they are. The type of assessment
9 allows FCE specialists to tier our schools and do
10 a network by network analysis of where are
11 schools are and what supports are needed to
12 ensure every school has a welcoming and inclusive
13 environment that supports parent-teacher
14 collaboration and student success.

15 MR. CHARLES: Again, I just want to go
16 back, this is a result of a conversation we had
17 with this Board during our annual report last
18 year. There was much discussion around how we
19 spend more time talking about the pilots and the
20 high impact strategies, the landscape of where
21 schools are.

1 This is what we're doing. We're now
2 assessing schools much more strategically and
3 much more carefully. We want to report base line
4 data on where schools are and then we want to
5 tell you very specifically about what we're doing
6 to build capacity and move outcomes in schools
7 performing poorly. That's exactly what we should
8 be doing, just as a starting point.

9 MR. TREMO: Good evening, Board of
10 Commissioners. My name is Reginald Tremo and I
11 am elated to announce that I am embarking upon my
12 17th year serving city schools. I've served as a
13 classroom teacher, program coordinator,
14 curriculum writer, educational associate for
15 elementary and middle school mathematics, family
16 and community engagement specialist, and I'm now
17 currently serving as the district's parent
18 involvement manager.

19 My premier responsibility is fostering
20 opportunities and resources that cultivate a
21 systemic culture whereby schools, communities and

1 families are engaged in meaningful partnership in
2 support of student achievement.

3 The engagement office is geared up to
4 better address the needs of our school
5 communities by creating opportunities that allow
6 our FCE specialists to support cohorts of
7 organized parent groups, volunteer liaisons and
8 family and community engagement school-based
9 leads in order to develop comprehensive school
10 teams and deal with high yield strategies.

11 In short, we are going to train the
12 trainers to promote effective engagement at the
13 school house.

14 The picture on the top right is of our
15 annual best practices conference where we engage
16 76 school communities with work shop offerings, a
17 resource fair and a principal roundtable with Mr.
18 Ron Clark of the Ron Clark Academy in Atlanta,
19 GA.

20 Although our organizational structure
21 differs from years prior, we have scaled up our

1 supports by strategically aligning ourselves with
2 partners who are recognized globally for their
3 contributions in this field of education.

4 As Shayna mentioned, we are supported by
5 NNPS, but we've also done extensive work with the
6 Chicago Parent Program which focuses on family
7 engagement of early learners, and the
8 Mid-Atlantic Equity Consortium which has assisted
9 us in creating professional development on
10 cultural sensitivity and methods to better engage
11 our immigrant and newcomer families.
12 Mid-Atlantic has also helped us to identify and
13 execute high impact strategies which we are
14 revved up to pilot in our 21 priority schools
15 this school year.

16 One high impact support that I'm excited
17 to highlight is our Parent-Teacher Home Visit
18 Project where learning extends beyond the
19 classroom. This support fosters relationship
20 building and trust among educators and families.
21 The Parent-Teacher Home Visit Project also

1 invites teachers to better understand the whole
2 child and assets of his or her family.

3 I would like to also speak of our city
4 schools learn every day board game which was
5 created through partnership with Lakeshore
6 Learning. Not only does the game highlight the
7 fact that Baltimore is a city of neighborhoods,
8 but provides a fun and engaging way for parents
9 to learn more about common core and promote
10 literacy at home among elementary school
11 families.

12 Now, if you think that is impressive,
13 we've even had the foresight to create a Spanish
14 iteration of the game and training sessions for
15 school staff to learn how the game works, as well
16 as how to roll it out at individual schools to
17 maximize parent involvement.

18 This slide here presents a few parent
19 involvement opportunities. As you can see at the
20 bottom, we are planning a citywide roll-out for
21 our City Schools Every Day board game during

1 American Education Week.

2 In closing, on behalf of the Engagement
3 Office, I cordially extend an invitation to all
4 of the Board Commissioners to join us at our
5 Family and Community Engagement lead kickoff on
6 October 14. Parents, teachers and principals who
7 lead engagement work at our schools will learn
8 best practices that foster authentic family and
9 community engagement.

10 MR. CHARLES: In closing, and I just
11 want to take a moment to acknowledge, we all come
12 to this work with the belief in our hearts around
13 what our students have in terms of potential and
14 unlocking their potential and what they need for
15 self-actualization.

16 Again, I think no one said it better than
17 Dr. Santelises in her opening state of schools
18 address around our need to build a generation of
19 leaders. That's the commitment that we bring to
20 this work every day.

21 While we can no longer cultivate and

1 solicit district partnerships at the level we
2 used to, we actually think that we have a
3 clearer, more sustainable strategy and structure
4 to do the work, and we're forging partnerships
5 now with the types of organizations that really
6 do treat the whole child, that really do
7 stabilize families, that really do make up the
8 differences that enable our children to achieve
9 in their lives, and allows us to more quickly
10 build capacity at the school level to do this
11 work.

12 This isn't intended to be exhaustive list
13 of partnerships. It is intended to highlight the
14 types of partnerships that we will forge going
15 forward. I'm also very excited to talk about
16 this National Family Engagement Collaborative
17 Fellowship.

18 For years, we've been engaged with Family
19 On which is a leading non-profit based in the
20 Washington DC area that has really been
21 leveraging high impact home visit, academic

1 parent teach team strategies and so forth. We
2 never could quite afford to get them here in the
3 district.

4 Just three months ago, we applied to be a
5 part of the first, the inaugural national
6 fellowship. We were accepted and, in fact, today
7 was the very first meeting. Our office is
8 training and development specialists are in
9 Washington DC meeting with the four other cohort
10 LEAs across the city who will become part of this
11 learning community.

12 The goal of this work is to develop a
13 sustainable, organizational approach to family
14 engagement. So, now that we have what we believe
15 is a clear theory of action, some solid goals and
16 strategies, our job now is to think about how we
17 scale and sustain and support this work in a much
18 better place going forward.

19 So, I just wanted to highlight that. I
20 think that is a really important accomplishment
21 in our office this year.

1 Finally, again, what this is all intended
2 to do is, and I'm not saying this is exactly
3 where we are today, but what happens on the left
4 side of the chart is what you'll find as pockets
5 of excellence which is exactly what we have
6 across the city. We have schools who are doing
7 this work fantastically. But, because there
8 isn't a complete alignment and we're not working
9 through collective impact, we're not able to
10 successfully scale from school to school. We're
11 maintain pockets of excellence as opposed to
12 pushing the work down to the school house, making
13 sure that everyone understands the impact and the
14 structure, and how you implement collective
15 impact at the school and that everyone's actions
16 are moving in the same direction simultaneously.
17 That's how we get to a system of effective
18 partnerships and not just a school by school
19 approach.

20 Finally again, success for our office is
21 not when we are creating it, but when schools

1 themselves, again, true to what we've heard from
2 the Teach for Democracy Project and others, are
3 having an ongoing, self-sustaining dialogue to do
4 this work and we're in support of those schools.
5 Not us doing the work on their behalf. So, that
6 concludes our presentation and can take any
7 questions.

8 BOARD CHAIR COOPER: Questions or
9 comments? Commissioner Frank, Casciani and
10 Hike-Hubbard.

11 COMMISSIONER FRANK: I have what I hope
12 is a quick question. First, it's a very
13 impressive plan and I appreciate the enthusiasm
14 with which it was presented. All of you.
15 Congratulations.

16 I have a question about outcomes. On
17 Page 8, you listed your goals. I have a question
18 about, at some point, not tonight, if you could
19 share with us how you would measure those
20 specific goals, what are the metrics you would
21 use to determine whether you've achieved them?

1 Secondly, if you go to Page 15, it
2 doesn't have a page number. It's a survey. So,
3 this is a way of measuring outcomes as well but
4 this isn't specifically really identified in the
5 larger roll-out goals.

6 So, my question about this, is this
7 something new? This survey that would be given
8 to determine whether families and students and
9 parents, teachers, etc., believe that we're
10 achieving our family engagement goals from slide
11 15?

12 MS. MCCUYVER: No, this isn't new. This
13 is one of the tools that we were able to adopt
14 through our partnership with the Network of
15 National Partnership Schools. So, we have
16 tweaked it some but, no, it isn't new.

17 MR. CHARLES: I will tell you that the
18 metrics that we used to measure success in
19 engagement in the past have been survey
20 completion rate and the number of parents that
21 indicate satisfaction with their schools. But, I

1 don't think that those are necessarily right, the
2 measurements or metrics that we use. We've been
3 in deeper planning with OAA as well and we're
4 working to change those metrics.

5 I think what would be more indicative of
6 ongoing involvement might be active membership in
7 a PTO or PTA, or parent attendance at school
8 events, teacher attendance at community events,
9 even. Volunteering, alignment to the plan, there
10 are much more robust measurements and metrics to
11 really evaluate this work going forward. But, we
12 didn't have base lines around any of those items
13 until now.

14 COMMISSIONER FRANK: Right. So, I'm
15 just suggesting specifically the goals that are
16 listed on slide 8, if you could develop metrics
17 around those goals so that you could determine
18 whether you are achieving them.

19 MR. CHARLES: Sure.

20 BOARD CHAIR COOPER: Commissioner
21 Casciani.

1 COMMISSIONER CASCIANI: I'm glad you set
2 the order of the presentations for community
3 schools to go first. I'm still stuck on slide
4 two of the community schools presentation. Can
5 you go back there? It's the one with the little
6 arrow that says engage schools, partnership
7 schools. I actually really need to have a
8 question at that time because I can't quite get
9 how that arrow and those three designations, what
10 our aspirations are.

11 I couldn't tell from that slide if we
12 wanted a third, a third, a third, I can't tell.
13 I can't tell if we're trying to move people
14 along, if everyone that wants to be at the one
15 end gets all the money, I can't tell.

16 So, I didn't ask that then. I'm still
17 trying to digest the community schools stuff.

18 So, now we have the parent engagement
19 presentation which, I agree, is thorough and I
20 appreciate the Title I dollar expenditure data.
21 But, I can't tell how the two things align. So,

1 what I'd be looking for is we want all schools to
2 be engaged schools or partnership schools or
3 full-service community schools. We see that as
4 vehicles for how we're going to engage parents.

5 So, an engaged school, I can't tell from
6 the second presentation, what the relationship is
7 between all the boxes on slide 10, all the ways
8 people can get on the bus and sit on the bus,
9 right? Does that make, if they fit in three of
10 those boxes, does that make them an engaged
11 school? If they're in five of those boxes, does
12 that make them a partnership school?

13 I was hearing the other presentation as
14 aspirational. Maybe some aspirations are bigger
15 than others. But, aspirational for how we, and
16 we attached to the first presentation all kinds
17 of academic outcomes which was, and I believe the
18 community schools research is robust.

19 But, if that was very aspirational, this
20 feels like a way to get ourselves better
21 organized to use less resources and to really

1 take advantage of some local partnerships. But,
2 I cannot make sense of this as it relates to the
3 community schools presentation where we had
4 everyone and their brother come up here and make
5 a presentation to tell us why that is so
6 important, to the engagement of the community, to
7 the involvement of parents, to the involvement of
8 community partners and to the educational team.

9 So, somehow these two things are going to
10 have to line up for me to make sense of this. I
11 believe it makes sense because you all have
12 worked hard on this and you are psyched. So,
13 that's a good thing in my world.

14 We don't need to do it now, but maybe
15 when we get another reader of community schools,
16 maybe we can get a better articulation of where
17 these two things connect. I got stuck on that
18 first slide. So, I'll stop there. But, I think
19 these two things are related but I can't tell
20 since there was no records (inaudible).

21 MR. CHARLES: Okay.

1 COMMISSIONER HIKE-HUBBARD: Thank you
2 for the presentation. I sincerely appreciate
3 that it's based in theory, that you have tapped
4 into national partnerships, that you have looked
5 into local experts to inform the work. I haven't
6 heard that in quite some time and I appreciate
7 that broadening of our scope for the work.

8 What I'm missing from the presentation is
9 a connection to practical application of the
10 work. So, PTA, PCAB, etc. Help me understand
11 how we're going to use those vehicles, other
12 things we already have that have been in place
13 for quite some time. Are we stopping them? Are
14 we starting them? Are we going to move them?
15 Right?

16 So, like the parent work shops you do, I
17 don't see, I want theory. I appreciate the
18 theory. But, I also want the practical attached
19 to the theory so I understand what that means.
20 So, when you come back and do another report for
21 me and I say, did we do that? Then, how are you

1 showing me that? So, it goes back to
2 Commissioner Frank's point about measurement.

3 But, Commissioner Frank, to your point,
4 slides 24, 25, 26 and 27, there are strategies
5 there. But, I would argue that some of those
6 strategies are actually metrics. So, I want you
7 guys to go back and look at those lists. If you
8 say we have 80 percent of this happening, right?
9 That's a metric. So, some of them are, let's
10 establish conversations. Let's be clear about
11 what strategies are and what metrics are so then
12 we can come back and really report out robustly
13 what we're doing.

14 The last question I have is how has the
15 last report that you've given us informed this
16 new approach? That's also something I'd like to
17 see. What did you learn last year that did or
18 did not work and how can we incorporate that into
19 the future movement of our policy?

20 MR. CHARLES: In the interest of time, I
21 think we should have a more comprehensive

1 discussion about it. But, what we found was the
2 schools that were utilizing, implementing or
3 piloting high impact strategies had the culture
4 of partnership that Dr. Santelises referred to.
5 They were in a state of readiness that other
6 schools were not.

7 What it was, was an eye-opening moment
8 for us to recognize how many schools were not at
9 the state of readiness and the lack of reporting
10 and supports that we had to identify those
11 schools early enough. We were just doing
12 compliance work, we were doing monitoring, but we
13 weren't identifying the deficits and training
14 those schools to get to a better place to be able
15 to implement this culture and do this work more
16 effectively.

17 So, that was the change that we learned
18 when we did a really honest assessment of the
19 landscape of work that was happening across
20 schools. We found 80 percent of the high impact
21 work occurring in 20 percent of the schools and

1 there was a reason for it.

2 BOARD CHAIR COOPER: Commissioner
3 Chinnia.

4 COMMISSIONER CHINNIA: I want to thank
5 you for the report and I'm probably a little bit
6 different because I did see the connection. For
7 me, the second presentation, the base line for me
8 is the engagement piece. I want to also say that
9 slide 15, where you really point out the things
10 and Joyce Epstein sort of comprehensive view of
11 types of engagement is helpful. It's interesting
12 to see us go back to the future. I remember
13 being a principal and using this.

14 But, it is one of the easier ways to help
15 parents and the community understand what you
16 mean by engagement and involvement. It was also
17 an easy way to begin to really code the kinds of
18 things that were happening that folks had
19 difficulty saying, well, this is really parent
20 engagement, parent involvement. So, kudos for
21 that piece.

1 The one thing I would just be interested
2 in is when you determine what the assessments are
3 and looking at the base line, it's just the
4 regularity of when we will get information on
5 where we are.

6 MR. CHARLES: Sure.

7 BOARD CHAIR COOPER: Commissioner
8 Hassan.

9 COMMISSIONER HASSAN: Thank you very
10 much for this. I'm guessing it was just an
11 oversight on slide 10, but SECAC. So, we've got
12 another parent group that is endorsed by this
13 Board and I'm sure it was just missed getting on
14 there. But, just to make sure that it gets on
15 there and those parents are being included.

16 MR. CHARLES: Yes. Thank you.

17 BOARD CHAIR COOPER: Any other questions
18 or comments? Thank you very much.

19 MR. CHARLES: Before we depart, we would
20 love for you all to become ambassadors for our
21 work as well. I think we have some parting gifts

1 for your from our staff. Where them with pride.
2 Thank you, Commissioners, for your feedback. We
3 will get to work on what was shared and get back
4 to you all very quickly. Thank you.

5 BOARD CHAIR COOPER: Thank you. Next up
6 is item 7.03, Comprehensive Maintenance Plan.

7 VOICE: Good evening, Commissioners and
8 Dr. Santelises. Today, I'm going to very briefly
9 walk you through the Comprehensive Maintenance
10 Plan for 2016.

11 Every year, we present the comprehensive
12 maintenance plan. It's just an update to the
13 plan. Today, I'm going to cover 6 topics and
14 discuss what is in the plan which addresses the
15 budget, staffing, reorganization, performance
16 development and then the comprehensive
17 maintenance management system. Just to note,
18 we're going to be submitting the plan to the
19 public school construction program next month.

20 So, just a general background, the
21 comprehensive maintenance plan is the plan for

1 the district. So, it covers all of our
2 educational facilities and also non-educational
3 facilities. It provides a number of requirements
4 so all LEAs, local educational agencies, provide
5 a comprehensive maintenance plan. But, based on
6 the 21st Century Building Initiative, we entered
7 into an MOU between a number of different
8 partners where we are also adding various metrics
9 and other elements to the plan. This is a plan
10 that is reviewed every five years. So, this is
11 an update to the 2014 plan that was approved by
12 the Board.

13 Just a couple of updates. One is the
14 organizational structure and staffing. We added
15 a roofing project manager to oversee our capital
16 projects and we're consistently reviewing the
17 staffing plan, both current and future.

18 In terms of inventory, we were able to
19 reduce our inventory which was very important to
20 us because we need to have a certain number of
21 square footage oversight per FTE. So, we were

1 able to make reduction in a little bit over
2 125,000 square feet of building space based on
3 building closures.

4 The next element that we discuss within
5 the plan is the funding adjustment and this is
6 going to have impacts on the other five topics
7 that I talk about today.

8 So, on August 12th of 2014, the Board
9 approved a \$27 million investment over 9 years
10 for facilities maintenance and operations. One
11 of the things that we projected was that in 2014,
12 we'd have \$15.5 million on up to FY2019. FY2019
13 is important to us because it is the end of phase
14 I of the 21st Century Building Initiative. So,
15 we'll have approximately 23 to 28 new facilities
16 along with our existing portfolio.

17 So, that increase is going to support
18 preventive maintenance and also staffing and
19 inspections. But, particularly, focusing for our
20 existing portfolio around our HVAC systems and
21 our roofing systems which are challenging areas.

1 As we go on to talk a little more about
2 the funding adjustment, I want to step back and
3 give just an overview for the district Y fiscal
4 impacts. This is two slides that you've seen
5 before during the budget discussion.

6 Overall, we had some fiscal challenges
7 that had an impact to the budget based off of
8 revenue declines, the health care costs, which
9 lead to a reduction in force. So, this is just a
10 general overview to show that districtwide,
11 everyone experienced a drop in terms of staffing
12 from fiscal year `15-`16 and `17.

13 So, the implications to the facilities,
14 maintenance and operations budgets was
15 particularly twofold. The first one was that the
16 budget increased to our adjustment over an
17 additional \$3 million every year. That increase
18 was \$2 million this year instead of the \$3
19 million. Then, the second was our cost centers
20 that were not held harmless. They were also
21 impacted by the funding, basically, having

1 implications on our staffing and contractor work.

2 So, what we projected in the 2015 CMP was
3 that we would be at about \$25 million for FY`17.
4 But, in order to meet our targets, we`ll be at
5 \$22 million which is about a 12.3 percent drop.

6 Implications across the board that had an
7 impact on staffing, we were going to add 15 new
8 repair and engineering positions. We added two
9 positions at the management level. We did
10 transfer over educational building facility
11 managers, about 13 of them. Based off of our
12 plan, we were supposed to make a reduction in
13 square footage from FY`17 to FY`19 from a little
14 bit over 177,000 square feet to 86,000.

15 So, a lot of this is with increasing
16 staffing on one end and then also reducing
17 buildings from our excess square footage.

18 However, we had to eliminate a number of
19 positions because those were cost centers that
20 were impacted. So, the implications to
21 facilities, maintenance and operations is that PM

1 services and inspections, the staffing was
2 reduced, and then that also reduces our ability
3 to decrease our square footage per FTE oversight.

4 In terms of reorganization, we did
5 transition 13 educational building supervisors
6 which allows us, in terms of the oversight, being
7 from three repair regions to 10 repair regions.
8 So, it spreads it out and allows us to plan a
9 little better in terms of schedules, and also for
10 performance targets. But, one of the things that
11 we plan on focusing on for the 2016 CMP is the
12 professional development of our educational
13 building supervisors. That includes operation
14 and maintenance, project management, leadership,
15 business, finance and also equipment. Making
16 sure they understand the facilities and serves as
17 a liaison between the school community and the
18 district office.

19 Then, we're also tracking their progress
20 with performance measures, looking at how many
21 total hours they spend doing work orders and how

1 many work orders remain open. So, those are just
2 some examples of our KPIs.

3 In terms of preventive maintenance, a lot
4 of the funding increases that we receive, \$3
5 million every year, now to \$2 million. We're
6 going to focus it on our two problem areas which
7 are HVAC and roofing systems.

8 The last one is our community maintenance
9 management system. It is an automated system
10 which allows us to track our work flow related to
11 work orders. It also is allowing us to track
12 preventive maintenance work that we do in
13 servicing our facilities.

14 Then, the last one is asset management
15 and inventory management. This allows us to do
16 better in projects that we select for the Capital
17 Improvement Plan. So, at this period of time, we
18 previously went through customizing the system
19 and we're now training the staff on the system.

20 So, part of the comprehensive maintenance
21 plan, we have metrics that we have to address

1 within the plan. So, these are the various
2 metrics, the reduction in the number of
3 vacancies, in terms of staffing, reduction in the
4 square footage per FTE, plan and direct
5 contractor resource compliance with city-state
6 mandates and inspections. The last one is
7 planning and scheduling our preventive
8 maintenance work.

9 For the two related to the contractors
10 and PM, and then also compliance with state, we
11 are on track. The first two related to our
12 vacancies and square footage, we have been
13 impacted by our budget cuts. So, definitely we
14 are not on track there. But, we plan on focusing
15 on it for FY`18. Then, lastly, as I said before,
16 we are training related to the CMS system. Open
17 for questions.

18 BOARD CHAIR COOPER: Questions or
19 comments? Commissioner Hassan?

20 COMMISSIONER HASSAN: One really quick
21 question about the metrics. They seem very

1 compliance oriented. Is it within the realm of
2 the department to go to more quality and impact
3 kind of metrics? Or, is it sort of field
4 standard to stay where we are?

5 VOICE: These metrics were metrics that
6 related back to the 21st Century MOU. We agreed
7 with the state. So, we do have other internal
8 things that we're doing in terms of the quality.

9 COMMISSIONER HASSAN: We don't need a
10 big long thing. It was just like, hmm, as we
11 look in other areas to move beyond compliance for
12 quality assurance across the board.

13 VOICE: It's a new CMS system as well as
14 the asset inventory. There will be more metrics
15 that we're going to do internally to develop with
16 the new work system. It will allow us to track
17 more on time, daily review by out staff.

18 Our current ACT system, which is sort of
19 inadequate. That's why we went to a new system
20 and we'll be able to do a lot more configuring
21 and figuring where we are with regard to where we

1 need to address our attention. So, yes, we will
2 be developing new metrics.

3 VOICE: And, this is what we referred to
4 before about our key performance indicators.
5 Those are more internal versus the ones that
6 we're approved with the state.

7 BOARD CHAIR COOPER: Commissioner
8 Casciani.

9 COMMISSIONER CASCIANI: We talked a
10 little bit about this is the Ops Committee
11 meeting. But, it seemed like it was kind of a
12 big deal during the MOU negotiations that we
13 stabilize our maintenance expenditures. So, you
14 gave us good context on why we haven't been able
15 to do that. Our floor has fallen and we're not
16 putting as much in as we thought.

17 What has been our state partner's
18 reaction to these decisions?

19 VOICE: So, they have expressed concern.
20 There was a formal correspondence where they
21 expressed concern with the impacts to our budget

1 and also to our staffing. As we indicated before
2 during the Board Ops meeting is that they can be
3 tied to 21st Century funding because, as a part of
4 the MOU, we have to be able to be in compliance
5 and meet some of those different metrics that we
6 showed previously.

7 So, at this point, we haven't received
8 anything else beyond a correspondence of concern.

9 VOICE: This year, the Governor held
10 back all the LEA ASP money. We've (inaudible)
11 \$1.3 million, rather than being bond money, was
12 operating funds which would allow us to do more
13 in the schools. Well, all the districts were
14 hurt by that.

15 BOARD CHAIR COOPER: Thank you very
16 much. All right. We'll now turn to two voting
17 items that were removed from Consent. Can I have
18 a motion to approve item 9.01, Jareds Architects,
19 Inc.

20 COMMISSIONER KANNAM: So moved.

21 BOARD CHAIR COOPER: Moved by

1 Commissioner Kannam.

2 COMMISSIONER HASSAN: Second.

3 BOARD CHAIR COOPER: Seconded by
4 Commissioner Hassan. All those in favor, please
5 raise your hands. Commissioners Hassan,
6 Casciani, Cooper, Kannam, Chinnia and Berkley.
7 Any recusals? Commissioner Frank. Vote passes,
8 6-4 and one recusal.

9 Item 10.03, school mental health program.
10 I believe there is a question and/or statement
11 from Commissioner Hassan.

12 COMMISSIONER HASSAN: Good evening, Mr.
13 Parker. I have said many times in committee
14 meetings and here in front of this audience, I am
15 whole-heartedly in favor of mental health support
16 in our schools, the Maryland School of Social
17 Work, all of these great partnerships we're
18 developing.

19 But, my call is when our primary purpose
20 is academics and we don't have a health education
21 curriculum in place yet. In a quality health

1 education curriculum would be mental health
2 education, would be stress management, all these
3 kinds of pieces.

4 It is concerning to me that we go and
5 build upon without the foundational scaffolding
6 underneath it. So, I just wanted to say very
7 publicly that I'm going to be voting against it
8 but not because I'm voting against it. I'm very
9 in favor but we need to get a health education
10 curriculum in front of our students soon.

11 Thanks.

12 BOARD CHAIR COOPER: Any other questions
13 or comments? Do I have a motion?

14 COMMISSIONER CHINNIA: So moved.

15 BOARD CHAIR COOPER: Moved by
16 Commissioner Chinnia. Do I have a second?

17 COMMISSIONER BERKLEY: Second.

18 BOARD CHAIR COOPER: Commissioner
19 Berkley. All those in favor, please raise your
20 hands. Commissioners Casciani, Cooper, Kannam,
21 Chinnia, Berkley. All those against?

1 Commissioner Hassan. Any recusals? Commissioner
2 Frank. Motion passes 5-4 and one recusal. Thank
3 you.

4 This concludes our meeting. Just to give
5 you notice, there is an Operations Committee
6 meeting on Tuesday, September 20 at 10:00 a.m. in
7 this room. There is a Policy Committee meeting
8 on Thursday, September 22. I'm sorry, scratch
9 that. There is a Teaching and Learning Committee
10 meeting on Tuesday, September 27 in this room at
11 9:00 a.m.

12 Can I have a motion to adjourn the
13 meeting?

14 COMMISSIONER CASCIANI: So moved.

15 COMMISSIONER KANNAM: Second.

16 BOARD CHAIR COOPER: All those in favor,
17 say aye. Meeting is adjourned.

18 (PROCEEDINGS CONCLUDED at 9:15 p.m.)

19

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21

1 STATE OF MARYLAND

2 SS:

3 I, Dawn L. Brown, a Notary Public of the
4 State of Maryland, do hereby certify that the
5 foregoing transcript of a Baltimore City Board
6 of School Commissioners proceeding was
7 transcribed under my supervision as herein
8 appears and is an accurate transcript of what is
9 recorded and audible on the cassette.

10 I further certify that I am not of
11 counsel to any of the parties, nor an employee of
12 counsel, nor in any way interested in the outcome
13 of this action.

14 As witness my hand and notarial seal this
15 19th day of September, 2016.

16

17

18

19

Notary Public

20

21 My commission expires September 21, 2018