

**BALTIMORE CITY  
PUBLIC SCHOOLS**

**BALTIMORE CITY BOARD OF SCHOOL COMMISSIONERS**

**Summary of Executive Closed Session – February 28, 2017**

**Meeting Opening and Call to Order**

At 200 East North Avenue, room 406, Baltimore, MD 21201, on a motion from Commissioner Kannam, seconded by Commissioner Hike-Hubbard, the meeting was called to order at 3:06 pm.

**Commissioners present at the time of the vote:** Cooper – Chair, Hike-Hubbard – Vice Chair, Berkeley, Bondima, Frank and Kannam.

**Commissioners not present at time of vote:** Comm. Casciani – Excused Annapolis – Arrived at 4:56pm  
Comm. Chinnia – Excused  
Comm. James-Hassan – Arrived at 3:21pm

**Staff present for some or all of the meeting:** CEO Santelises  
COS Perkins-Cohen – Arrived at 4:55pm  
CLO Turner  
BL Straaik – Through Consent

**Board Staff present for some or all of the meeting:** BEO Bellido de Luna  
EA Moore – Through Consent

**Consent Agenda Review** - The Board reviewed the Consent agenda. Three items were pulled for discussion and Board vote:

- 8.02 Board Policy BEA was pulled by the Chair
- 8.03 Board Policy BEGB was pulled by the Chair
- 8.07 Board Policy JKA Student Discipline

**General Provisions Article 3-305(b) Exceptions Discussion**

On a motion from Commissioner Berkeley, seconded by Commissioner James-Hassan, the Board adjourned to a closed session at 3:27pm in accordance with Sections 3-101 and 3-305 (b) (1) (2) (7) and (9), of the General Provisions Article of the Annotated Code of Maryland, to fulfill its administrative and quasi-judicial functions.

**Commissioners present at the time of the vote:** Cooper – Chair, Hike-Hubbard – Vice Chair, Berkeley, Bondima, James-Hassan, Frank and Kannam.

**Commissioners not present at time of vote:** Comm. Casciani – Excused Annapolis – Arrived at 4:56pm  
Comm. Chinnia - Excused

**Staff present for some or all of the meeting:** CEO Santelises  
COS Perkins-Cohen – Arrived at 4:55 pm  
CLO Turner

**Board Staff present for some or all of the meeting:** BEO Bellido de Luna

### **Immigration Related Issues in Schools**

- Comm. Kannam brought up the fact that Chicago Public Schools has made a statement about protecting immigrants in schools. The Chief Legal Officer informed the Board of the legal procedures followed by the Baltimore City School System. The District will create written guidance for principals.

### **Committee Updates & Meeting Schedule**

- Teaching & Learning: Comm. Kannam updated the Board on the Committee meeting held earlier that day.
- Operations: Comm. James-Hassan updated the Board on the committee meeting held on February 21.
- Policy: Comm. James- Hassan updated the Board on the committee meeting held on February 21.

### **Board Executive Updates**

- Advised the Board that the 2016 Financial Disclosures remain available and must be done in the building from a District computer. Eight of nine Commissioners have complied with the 2016 disclosure.
- The Board Executive Officer Reported on invitations for the Board to attend events and upcoming events.

### **Office of Internal Audits Update**

- Bi-weekly Status Report of Audit Activities for period 02/02/2017 to 02/15/2017 (Informational) was given to the Board without further discussion.

**Board Chair Updates** – The Chair did not have any updates for the Board.

### **CEO Updates**

- The CEO updated the Board on the possibility of staff reductions and how what he process may look like.
- The CEO updated the Board the budget for schools.

### **Adjournment**

- The meeting adjourned at 5:40 pm.

## **Reopening of Board Meeting**

A Public Board Meeting in the first floor Board Room located at 200 East North Ave was opened at 6:05 pm.

The minutes for the Public Board meeting were transcribed and accompany these minutes for Board Approval.

1 THE BALTIMORE CITY BOARD OF SCHOOL COMMISSIONERS

2 BALTIMORE CITY PUBLIC SCHOOLS

3  
4  
5 PUBLIC BOARD MEETING

6 200 NORTH AVENUE

7 BALTIMORE, MARYLAND 21202

8  
9  
10 FEBRUARY 28, 2017

11 6:00 P.M.

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16  
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19  
20 REPORTED BY:

21 D. CHAMBERS

1 BOARD MEMBERS:

2

3 MARNELL COOPER, BOARD CHAIR

4 SONJA SANTELISES, CEO

5 MARTHA JAMES-HASSAN

6 CHERYL CASCIANI

7 TINA HIKE-HUBBARD

8 PETER KANNAM

9 LINDA CHINNIA

10 MURIEL BERKELEY

11 ANDREW FRANK

12 MICHELLE BONDIMA

13 STUDENT COMMISSIONER

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I N D E X

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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 February 28th, 2017  
4 public Board meeting of the Baltimore City Board  
5 of School Commissioners. At this time, can I  
6 have a 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: The meeting is now  
16 official open. At this time, I'd like to have  
17 the call to order and presentation of colors by  
18 the JROTC from Carver Vocational Technical High  
19 School.

20 (Color Guard Presentation Carver VoTech.)

21 (Applause.)

1           BOARD CHAIR COOPER: The JROTC from  
2           Carver Vocational Technical High School, Cadet  
3           Command Sergeant Major Lon'Dyn Williams, Cadet  
4           Captain Travis Williams, Cadet Captain Adara  
5           Williams, Cadet Corporal Larnell Gross, Cadet  
6           Sergeant Stevie Bates. Our student performers  
7           from OrchKids were Janai Charles, Elijah  
8           Lassiter, Brandon Midgette, Purnell Anderson,  
9           Kevin Perry, Daphne Garcia, Jasir Garcia, Wanda  
10          Garcia, Jaydan Graves, Lenard Carter, Lowrider  
11          James, Keith Fleming, Devron Dennis, Jaylen  
12          Richmond, Andre Palmer, Cristofer Gomez, Miguel  
13          Maldonado, Alberta Quintanal, Sylvia Clark,  
14          Stefany Carbajal, Angel Baker, Qu'ran Coffield,  
15          KennarTae Dodd, Shakur Brooks, Cliff Wilson. I  
16          thank the students from Carver Vocational  
17          Technical High School and OrchKids. Thank you  
18          all. (Applause.)

19                 At this time, I will give the floor to  
20                 Commissioner Bondima for the moment of silence.

21                 COMMISSIONER BONDIMA: Thank you. We

1 would like to take the time to recognize the  
2 passing of two of our city schools' students.

3 Robert Meadows entered Bluford Drew Jemison STEM  
4 Academy as a 6th grade scholar. While he was in  
5 attendance at Bluford, he enjoyed participating  
6 in the Drumline and Robotics.

7 In December of 2015, Robert was  
8 transferred to the National Academy Foundation  
9 School of Baltimore. His friends and teachers at  
10 NAF remember Robert's phenomenal smile and sense  
11 of humor. He loved to tell jokes and goof around  
12 with his friends. "Robbie", as he was called,  
13 love Star Wars and mixed martial arts. He also  
14 loved music, magic tricks and entertaining his  
15 family and friends. He loved his family and they  
16 say the best word to describe Robert was awesome.

17 Robert Meadows was fun-loving and will be  
18 missed by all who knew him.

19 Bryant Beverly was a 10th grade student  
20 at Excel Academy who had previously attended  
21 Digital Harbor. He was well-liked by students

1 and staff. His favorite subject was science and  
2 he would often hang around the science teacher's  
3 classroom even when it was not a course on his  
4 schedule.

5 He valued family and his friends. He was  
6 very outgoing and seemed to enjoy life to the  
7 fullest, often socializing with staff and  
8 classmates. Bryant will be greatly missed by his  
9 family, school community and his friends. Thank  
10 you.

11 (Moment of silence.)

12  
13 BOARD CHAIR COOPER: Thank you,  
14 Commissioner Bondima. At this time, I'll turn to  
15 item 2.04, can I have a motion to approve the  
16 prior open session minutes?

17 COMMISSIONER HIKE-HUBBARD: So moved.

18 MR. AJ: I'm sorry, for the record, it's  
19 the approval of prior session minutes and the  
20 closed session summaries.

21 BOARD CHAIR COOPER: Approval of prior

1 open session minutes and closed session

2 summaries. Do I have a motion?

3 COMMISSIONER HIKE-HUBBARD: So moved.

4 BOARD CHAIR COOPER: So moved by

5 Commissioner Hike-Hubbard. Can I have a second?

6 COMMISSIONER BONDIMA: Second.

7 BOARD CHAIR COOPER: Second by

8 Commissioner Bondima. All those in favor, please

9 raise your hands. Commissioners Bondima, Frank,

10 Casciani, Cooper, Hike-Hubbard, Kannam, Hassan,

11 Berkeley and Townes. Motion passes 9-0.

12 At this time, we'll turn to item 2.05

13 regarding the Consent Agenda. There have been

14 three items that have been removed from Consent.

15 Items 8.02, Board Policy BEA, regular business

16 meeting which is up for second reader and Board

17 vote, 8.03, Board Policy BEGB, agenda, second

18 reader and Board vote. Item 8.07, Board Policy

19 JKA, Student Discipline, third reader and Board

20 vote. Everything else remains on Consent. Do I

21 have a motion to accept the remaining items?

1 COMMISSIONER HIKE-HUBBARD: So moved.

2 BOARD CHAIR COOPER: So moved by  
3 Commissioner Hike-Hubbard. Do I have a second?

4 COMMISSIONER CASCIANI: Second.

5 BOARD CHAIR COOPER: Seconded by  
6 Commissioner Casciani. All those in favor,  
7 please raise your hands. Commissioners Bondima,  
8 Casciani, Frank, Cooper, Hike-Hubbard, Kannam,  
9 Hassan, and Berkeley. Motion passes 8-0.

10 At this time, I'm going to turn to Board  
11 Chair Comments. This evening, we're going to  
12 have a brief presentation from the Baltimore Arts  
13 Education Coalition. If you could please come to  
14 the front?

15 MS. VEGA: Thank you very much. I'm  
16 Randy Vega, a member of the Steering Committee of  
17 the Baltimore Arts Education Coalition. We're a  
18 group of concerned citizens advocating for the  
19 equitable access to arts education, dance, media,  
20 arts, music, theater and visual arts for all  
21 Baltimore students.

1           I want to thank the Board of School  
2           Commissioners for allowing us to speak with you  
3           this evening. First, we join you and the  
4           parents, teachers, principals and students who  
5           are devastated about the cuts in funding that we  
6           are facing and we are working hard here and in  
7           Annapolis to reverse the cuts immediately and  
8           provide a bridge until the new and truly  
9           equitable funding formula is put in place by the  
10          legislature.

11          The last time we met with you, we asked  
12          you for data on arts teachers over four years and  
13          promised to analyze that data. We thank city  
14          schools for providing the data and for being  
15          great partners in the work in helping us prepare  
16          this presentation.

17          We commend you, Dr. Santelises, and city  
18          schools for your openness and transparency. It's  
19          particularly critical as we face these obstacles  
20          including the failure of the state to fulfill its  
21          commitment to our students under the original

1 Thornton legislation.

2 We have two people who are ready to  
3 testify for you today. The first is Jami  
4 Drayton, a parent of two children at the Margaret  
5 Brent School.

6 MS. DRAYTON: Good afternoon, everyone.  
7 My name is Jami Drayton. I have two children at  
8 Margaret Brent Elementary/Middle School. I am a  
9 recent transplant from Montgomery County to  
10 Baltimore City and I can tell you I have been  
11 amazed at the differences and resources being  
12 offered at the school.

13 When I enrolled my children in Montgomery  
14 County, I, literally, just dropped them off and  
15 they had music and art in every school, for every  
16 child from K through five. When I came to  
17 Margaret Brent, I was shocked that every school  
18 in Baltimore City didn't have a visual art  
19 teacher. I had to call around to find out which  
20 school offered arts programs for my children.

21 I'm so blessed and honored that my

1 children at Margaret Brent get to receive  
2 theater, they have an art contractor right now  
3 but, next year, we're hoping to have a visual art  
4 teacher and music, even though my children in the  
5 general music track will not receive an  
6 instrument in their hand and that frustrates me.  
7 As someone who chose to live in Baltimore City,  
8 that I have to think about my children's  
9 education.

10 I can tell you, as the PTA President,  
11 that other parents are concerned as well with  
12 these cuts, whether we're going to be able to  
13 preserve our arts teachers. It's important to  
14 our parents that our kids have access to the arts  
15 during the school day. I can tell you, when I  
16 talked with our principal, principal Smith, who  
17 is amazing. We have a problem getting parents  
18 out but, you know what we don't have a problem  
19 with? When the Jungle Book is playing, the whole  
20 room is filled with parents standing up and  
21 applauding that their baby was Mowgly or whoever.

1           So, I just want to stress the importance  
2 of parents in Charles Village, in Hampden, in  
3 Barclay, that it is important to keep the arts in  
4 our schools with arts teachers. Thank you.

5 (Applause.)

6           VOICE: Thank you, Ms. Drayton. These  
7 are some of the data points that we received from  
8 the school system showing the total number of  
9 certified fine arts teachers teaching at least  
10 one class. We can see that in school year,  
11 `07-`08, there were 373 teachers which has been  
12 reduced to 218, a drop of 41.5 over those years.  
13 That's one of the things that we discovered from  
14 the information that we had.

15           Here's the percent of schools offering  
16 each art form. Eighty-six schools have had no  
17 music teacher in the past four years.  
18 Thirty-eight schools have had no visual arts  
19 teacher in the past four years. Nine schools  
20 have had no certified fine arts teachers at all  
21 in the past four years.

1           This is data about the type of school.

2       So, we have traditional, charter, down the line,  
3       transformative, alternative. Is there equitable  
4       access or inequitable access? We find that,  
5       across the schools and across the geographic  
6       landscape of Baltimore, we find that art is  
7       missing in many of the schools.

8           So, this is a slide of data by districts.  
9       When we're looking at the Baltimore City school  
10      system as compared, for instance, to Anne Arundel  
11      County, we can see that there's many more support  
12      staff at the district level and many more  
13      teachers. The last column shows you the ratio of  
14      teachers per student in each of the counties that  
15      we have listed there. Baltimore County, PG  
16      County and Anne Arundel County.

17           The problem is compounded by a lack of  
18      safe, reliable transportation for our children  
19      who often have to go to schools outside of their  
20      neighborhoods.

21           So, we are going to call now on Louis

1 Williams, a senior at Baltimore City College.

2 MR. WILLIAMS: Hey, my name is Louis  
3 Williams. I'm a senior at Baltimore City  
4 College. I kind of want to give you all insight  
5 because I think I operate in a very unique  
6 position where I am right now.

7 In school, I'm Drama Club President, so  
8 I'm a liaison between like the students and the  
9 faculty. I think it's very important that, like,  
10 we understand how arts education works from both  
11 sides. I talked to my director, or drama  
12 teacher, Rosie, and he talks about how the  
13 students on the daily teach him what empathy  
14 means. Especially, us, as actors, we understand  
15 how to come from other people's standpoints and  
16 to really navigate these different emotions or  
17 different people we come across. I think that's  
18 a very important life skill.

19 On the students' side, the students  
20 always talk about how Drama Club is a home for  
21 them. How, for a little bit, for an hour or so

1 after school, even the 45-minutes in class that  
2 we have, that time is a minute that they can kind  
3 of forget the troubles of Baltimore. They can  
4 forget the troubles at home for them to really  
5 escape and to be able to create artwork that is  
6 beautiful.

7 So, the thing I really want to stress is  
8 that for arts education, it's an escape mechanism  
9 and a home space for both teachers and students.  
10 So, before you understand where arts education  
11 falls, I would really take that into  
12 consideration. (Applause.)

13 VOICE: Thank you, Louis. This slide  
14 shows the kinds of advocacy actions that we are  
15 taking to support city schools. I'm sorry that  
16 the printing is so small but you can see that we  
17 have several activities that we are involved in,  
18 not only our organization but others as well, to  
19 advocate both at the city level and at the state  
20 level for continued funding and increased funding  
21 for Baltimore City schools.

1           These are our key asks that we are making  
2           from you tonight. Our first request is most  
3           urgent. We are asking you to hold the line for  
4           the arts in Baltimore City schools and direct  
5           principals to maintain all art positions  
6           currently in place.

7           We have seen a great decline in the  
8           number of art teachers in our schools and the art  
9           programs are cut to the bone. There's just no  
10          fat left. So, we are really asking that those  
11          positions be maintained and principals are  
12          directed to keep those positions in place.

13          We're asking the state and the city for  
14          specific funding to provide at least one arts  
15          teacher in every school. When Louis received our  
16          information, he emailed me back and said, why are  
17          we just asking for one? Every school needs two  
18          arts teachers. So, the students understand the  
19          importance and see the difficulties that they're  
20          having pursuing their artistic interests without  
21          that kind of support from qualified art teachers

1 in the school.

2 Our third ask is to have you partner with  
3 the Baltimore Arts Education Coalition in  
4 creating a fine arts strategic plan to enable all  
5 Baltimore City students to meet state standards  
6 in the fine arts.

7 The first two are short-term goals.  
8 Obviously, the fine arts strategic plan is a  
9 long-term goal that will involve parents,  
10 teachers, students, the School Board and the  
11 central staff at the North Avenue office.

12 So, we thank you for your willingness to  
13 work with us. We look forward to continuing to  
14 work for the arts in the schools and providing  
15 arts education, we believe, is a matter of social  
16 justice and educational equity. Thank you very  
17 much. (Applause.)

18 BOARD CHAIR COOPER: Thank you.  
19 Commissioner Casciani?

20 COMMISSIONER CASCIANI: Thanks. I just  
21 want to thank the coalition for coming in and

1 presenting the data and for putting it in the  
2 context of the budget. I think that, obviously,  
3 would help.

4 I also, just for bringing the data to our  
5 attention, I think it's worth asking how  
6 decisions are getting made. I don't want to draw  
7 conclusions about how an individual school is  
8 making a decision in the era of Fair Student  
9 Funding. But, it is worth noting and without  
10 being able to look at the data, we couldn't have  
11 asked that question. So, thank you very much for  
12 bringing that to our attention.

13 VOICE: Thank you.

14 BOARD CHAIR COOPER: Any other questions?  
15 Thank you. (Applause.) At this time, we'll turn  
16 to the CEO, Dr. Santelises.

17 DR. SANTELISES: Thank you, Chairman  
18 Cooper. I will begin my remarks this evening  
19 first with this evening's PEP. We do have a few  
20 individuals who will be assuming new roles within  
21 city schools. First, I would like to introduce

1 Sabrina Sutton, if she would stand? Sabrina  
2 currently serves as Director of Neighborhoods and  
3 Community Relations in the School Community  
4 Family Involvement. She is now being appointed  
5 as Interim Executive Director of Engagement in  
6 the School-Community-Family Involvement Office  
7 effective March 1st. (Applause.)

8 Darryl Kennedy, who currently serves as  
9 Senior Instructional Leadership Executive  
10 Director for Secondary Schools is being  
11 re-assigned as an Instructional Leadership  
12 Executive Director for Secondary Schools. Thank  
13 you. Carl Perry, who currently is Chief of  
14 School Support on Special Leave is being  
15 re-assigned as Principal on Special and Unpaid  
16 Leave.

17 Finally, Dawana Sterrette, who currently  
18 serves as the Liaison for Government Relations  
19 for the Board of School Commissioners is now  
20 appointed Director of Legislative and Government  
21 Affairs for the Board of School Commissioners

1 effective March 1st, 2017. Please join me in  
2 congratulating these city schools' employees.  
3 (Applause.)

4 Next, what I would like to do is, one,  
5 acknowledge the number of young people and  
6 communities who were out this evening from  
7 Glisten. Glisten organized a protest this  
8 evening. And, just to reiterate, city schools,  
9 we remain committed to providing safe and  
10 supportive school environments for all of our  
11 young people.

12 We value diversity in all of its forms  
13 and our goal and mission is to make sure that all  
14 students can realize their full potential and we  
15 do this regardless of race, national origin,  
16 religion, sexual orientation, gender identity or  
17 gender expression. We work to create school  
18 cultures that are free of harassment,  
19 discrimination, intimidation or bullying.

20 We remain committed to this. Nothing has  
21 changed from any federal action that has been

1 taken. Nothing moves within Baltimore City. We  
2 remain committed, not only to these young people  
3 but to all of the young people within city  
4 schools and I do want to re-affirm our support of  
5 their right to a supportive and enriched and safe  
6 learning environment and we will continue to  
7 remain committed to that. (Applause.)

8 I also want to take some time this  
9 evening to thank the large numbers of students,  
10 families, staff members and partners who just,  
11 over the last, I would say week and a half to two  
12 weeks, as soon as budgets hit schools, have been  
13 mobilizing, lifting their voices in support of  
14 the young people of Baltimore City.

15 I have said in one setting that, for a  
16 long time, it seemed as if a small number of  
17 folks, including myself, we kind of holding the  
18 weight of what we knew was a projected fiscal  
19 budget `18 gap. I can honestly say, even though  
20 people walk up and say, hey, how are you doing?  
21 How are you holding up? I will tell you, the

1 last two weeks in watching the mobilization of  
2 our community has been absolutely exhilarating.  
3 It has been warming to see our community stand up  
4 for our children.

5 I want to thank the Baltimore Education  
6 Coalition, BEC, for their amazing work in  
7 organizing 2,000 of our families, students, staff  
8 and community members in the mall, or at the mall  
9 in Annapolis. It was my best day in Annapolis so  
10 far. I will tell you that it really was the  
11 passion of our community to, again, and I've said  
12 that, I've said it once and I will continue to  
13 say it, regardless of what other narrative the  
14 community hears, this is not an issue of  
15 mismanagement. This is not an issue of lost  
16 money.

17 We have said from the beginning that we  
18 have a projected gap. We have demonstrated where  
19 that gap has come from and this is about  
20 organizing and mobilizing our resources and our  
21 voices to advocate for our young people and not

1 being distracted by simplistic narratives that  
2 would say this is a kind of side bar  
3 mismanagement issue.

4 We have gone on the record at a public  
5 meeting like this where we were praised as a  
6 district for our accounting and we were lauded  
7 for the way in which we have managed our  
8 finances.

9 So, what we really are seeing is a  
10 mobilization of various sectors of our community  
11 now speaking for ourselves. It is not my role to  
12 speak on the behalf of the community, it is my  
13 privilege to speak on behalf of the community. I  
14 want to thank, I could not have been prouder  
15 yesterday and even though I got the Tweets and I  
16 got the texts and I could not be there because I  
17 was in Annapolis with the Mayor, the 50-plus  
18 principals, school leaders who came out  
19 (Applause.) With the support of our partners with  
20 BUILD, just to really mobilize their voices.

21 Again, I was sitting, because again, I

1       couldn't be there and I was watching some of the  
2       coverage and my husband nudged me on the couch  
3       and he said, wow, you have some powerful leaders  
4       in the City of Baltimore. I want you to know  
5       that I could not be prouder for the way that you  
6       advocated, not only for yourselves, but really  
7       for the young people and families that you serve.

8               I do really also want to thank our school  
9       communities who have really taken the difficult  
10      job of developing school budgets with so much  
11      thoughtfulness and sensitivity and it is very  
12      difficult to both advocate, and I said this to a  
13      group this morning. Not every community is  
14      required, not every teacher or school leader is  
15      required to simultaneously be developing  
16      programming, watching instruction, while they  
17      then, after school, have to go out and advocate  
18      for what their young people deserve. To be able  
19      to do both and to do that with the support of  
20      parents, I have attended budget forums, I have  
21      had some with 10 people in attendance and some

1 with hundreds of people in attendance.

2           What has been true in all of those  
3 community budget forums is people are mobilizing  
4 for their schools. This is not some, Baltimore  
5 is not some place on the edge of the Earth. We  
6 are a people who understand the value of our  
7 schools and people are mobilizing in every sector  
8 of this city.

9           So, I want to thank parents, I want to  
10 thank neighbors. I got to meet, one woman I wish  
11 I could remember her name, who I met and she is  
12 one of the community grandmothers and she told me  
13 when I walked in, she said, I want you to know I  
14 no longer have any children in this system. They  
15 have graduated from this system. But, all these  
16 children are mine so I'm out here today to hear  
17 what we have to do in order to get them what they  
18 deserve. So, this is becoming a community  
19 effort. It is a community effort and we cannot  
20 let up.

21           Yesterday in Annapolis, Mayor Pugh

1 announced that she is prepared to make a  
2 multi-year commitment and I want to stress that  
3 we are looking at a multi-year commitment. I do  
4 not want to do this every year for the next three  
5 years until we get to (inaudible. Applause.) We  
6 need a multi-year bridge to Kerwin and  
7 simultaneously need to advocate that the Kerwin  
8 formula take into account the needs of  
9 concentrated poverty in Baltimore City and paper  
10 wealth versus real wealth.

11 We will not and should not continue to be  
12 under-funded and then blamed under a false  
13 narrative of mismanagement. This is about a  
14 long-term commitment. (Applause.)

15 I will also say this evening that while I  
16 am incredibly and continued to be heartened by  
17 the doors that are open, there's not a  
18 legislator, there's not a City Council member,  
19 the Mayor's door, it's not even the Mayor's door,  
20 the Mayor, I have an open line. The Governor's  
21 staff has been working with us.

1           But, I will also say that we cannot wait  
2 long to hear about what the commitment will look  
3 like. There is a reality here that we have an  
4 incredibly complex staffing model. Principals  
5 have budgets due.

6           So, what we need is a commitment by the  
7 week of the 27th of March or April 1st at the  
8 latest, if we are going to be able to do any  
9 restoration to school budgets in a way that will  
10 significantly and positively impact the stability  
11 of our schools and our district.

12           So, I am asking for all of those who are  
13 working tirelessly through a number of meetings  
14 and through the course of the day that we  
15 actually get this deal done sooner rather than  
16 later if we want it to have the impact for our  
17 young people that everyone is mobilizing around.

18           I also want to take a moment here to just  
19 acknowledge the incredible professional  
20 commitment of our staff. I know I said it  
21 earlier but I think it is important to know that

1 in the number of years that, as a district, we  
2 have prioritized autonomy at the school level.  
3 We have said that each school needs to advocate  
4 for itself.

5 One of the things that is happening that  
6 I am seeing is that school communities are coming  
7 together across communities to help one another  
8 figure out scheduling and refining the deployment  
9 of resources. We are continually committed, and  
10 I have said I am not afraid of accountability.  
11 We should be held accountable for our young  
12 people's access to arts, we should be held  
13 accountable for the quality of reading  
14 instruction and how many of our young people  
15 graduate college and career ready.

16 And, we will not shy away from that. I  
17 continue to remain committed to transparency  
18 which is why we did not pull a rabbit out of a  
19 hat on April 1st and ask people to create a  
20 miracle. We went out early, deliberately, the  
21 Board and I together, to say let's fix this as a

1 larger cross-functional effort. As a cross-team,  
2 cross-community effort.

3 So, what we need to do is know that even  
4 in this effort that we are engaged in now, the  
5 long game is long-term funding formula that  
6 allows us to get out of the business of having to  
7 spend our time divided in advocating for what our  
8 young people should rightly have and focus on  
9 what our real work is which is providing the  
10 learning opportunities that they should have.

11 I do not want us to be blindsided or  
12 think that we can go home once we have the  
13 decision around what FY`18 will look like. Not  
14 only is this multi-year, but again, we will need  
15 to make sure that our voices are heard as a  
16 community as the Kerwin Commission does their  
17 work. We can't allow this mobilization to go  
18 away before we have a sealed state funding  
19 formula that takes into account our young people  
20 and our needs here.

21 So, I would like to encourage our

1 continued advocacy. It's going to be a year or  
2 more before Kerwin Commission's recommendations  
3 make their way through the legislative process.  
4 But, the commitment in our community really tells  
5 me that I am confident that we will get what we  
6 need. We will get there not because of me, not  
7 because of the Board, but because of the  
8 leadership of people like those assembled today  
9 at a packed out School Board committee meeting.

10 So, I want to thank you all for the  
11 privilege, again, of leading Baltimore City. I  
12 will say again and again, I am not doing this  
13 because I have nothing better to do. I am doing  
14 this because this is the time in our city when we  
15 can turn a generation of our young people into  
16 the leaders that we know they can be, and fulfill  
17 the obligation that we have to them.

18 There was one young student that we had  
19 when we were up in Annapolis last week and she  
20 said to me, thank you so much for doing this and  
21 all that you're doing. You know what I said to

1 her? I said, I am old school. I come from a  
2 people and a community that believe that it is  
3 the elders' responsibility to make sure the young  
4 people have what they need. The fact that you  
5 are out here says that we need to do a better job  
6 at making sure you can remain focused on  
7 developing your skills and talents while we take  
8 up the cause to make sure that you can be all  
9 that you can be.

10 This is about generation building. This  
11 is about longevity and vitality of neighborhoods  
12 and families. To make it anything less is a  
13 shirking of our responsibility as adults and as  
14 citizens. Thank you. (Applause.)

15 BOARD CHAIR COOPER: Thank you very much  
16 for that, Dr. Santelises. At this time, I want  
17 to acknowledge some gifts and donations. We  
18 acknowledge a gift of \$1,000 for the Green Team  
19 Project at Excel Academy at Francis M. Wood High  
20 School from the Baltimore Community Foundation.

21 I want to acknowledge a gift of \$25,000

1 for family and community engagement programs and  
2 teacher development at Booker T. Washington  
3 Middle School from TVOne. Thank you very much  
4 for those gifts and donations.

5 At this time, we'll turn to public  
6 comment. As you know, we start off with our  
7 recognized groups. This evening, we have three  
8 and we'll start off with the Parent and Community  
9 Advisory Board. Trish Garcia-Pilla.

10 MS. PILLA: Thank you. Good evening,  
11 Commissioners and Dr. Santelises. I just want to  
12 say from all of the parents and community, we are  
13 very grateful for your leadership and this  
14 Board's leadership during this budget crisis. It  
15 means a lot of all of us.

16 Since I have this mic and this  
17 opportunity right now, and I'm hoping that  
18 government officials and leaders are listening, I  
19 have the ear of parents and students, our kids  
20 are afraid of losing teachers. Please, please,  
21 please listen to Dr. Santelises' words and adhere

1 to her time line. It's extremely important.

2 So, that's what I wanted to say about the  
3 budget and quickly talk about public comment  
4 policy which is up tonight. We were here, PCAB  
5 was here for two hours last week discussing it  
6 with this Board. We feel like we're on the right  
7 track about changing things for the better for  
8 the coming school year for public comment and for  
9 more transparency with the Board's meetings.  
10 We're grateful for that as well.

11 I wanted to touch upon all the discipline  
12 policies that are up tonight, JKA, BLC. We still  
13 have concerns, even though this Board has been  
14 extremely thoughtful about these policies, we  
15 have been in touch with the Office of the Public  
16 Defender, Juvenile Division, and with the  
17 Teachers Democracy Project and we are hoping  
18 that, we know that they are speaking, we know  
19 that they gave input. We hope this Board takes  
20 their input into consideration to benefit our  
21 students.

1           With that, we have a restorative practice  
2 presentation this Thursday in this room, as well  
3 as, it's not showing on that piece, but the  
4 presentation is on EAB, disclosure of fraudulent  
5 and improper conduct which has to do with within  
6 the offices here, it's Office of Human Capital,  
7 and then the restorative practices overview which  
8 ties directly in with the JKA policies.

9           So, anybody who is really interested in  
10 these discipline policies should also be  
11 interested in coming on Thursday night to hear  
12 about restorative practices and how this district  
13 plans on following up these discipline policies.

14 Thank you very much. (Applause.)

15           BOARD CHAIR COOPER: Next up is the  
16 recognized group, the Baltimore Teachers Union.  
17 Marietta English. (Applause.)

18           MS. ENGLISH: Good evening,  
19 Commissioners, CEO. If you would join me in a  
20 moment of silence to recognize a former Baltimore  
21 City student who, Anthony Griffin, who was gunned

1 down yesterday in front of his four-year old  
2 daughter and his grandmother who was a  
3 paraprofessional for over 30 years at Booker T.  
4 So, if you could just join in a moment of silence  
5 to remember this family, I would appreciate it.  
6 Thank you. Again, good evening to the School  
7 Board Commissioners, Chairperson and Dr.  
8 Santelises. The children of Baltimore City do  
9 not have time to wait for the funds needed to  
10 keep their teachers, paraprofessionals and  
11 school-related staff in their classrooms. They  
12 desperately need to know all of us will help to  
13 develop and implement strategies to ensure they  
14 will continue to receive a quality education next  
15 year and for the years to come.  
16 Baltimore City teachers and support staff work  
17 endless hours educating children with special  
18 needs, those who have experienced trauma and  
19 those who have arrived in our city lacking basic  
20 resources that are afforded to children in  
21 surrounding jurisdictions.

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This is why educating youth in Baltimore City exceeds the cost of others around the state and why we cannot wait. For years, Baltimore City Public Schools have suffered from chronic under-funding from the state including cuts to the inflation component of the education formula, the withholding of GCI funds and the installation of voucher programs that take public school dollars and give them to private schools.

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Governor Hogan's current funding formula only looks to provide a status quo level of resources to Baltimore City children that need so much more. City schools should not be asking for the \$129 million to close the budget gap, but also funding needed for years to come.

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In addition to seeking what is rightfully ours from the state, we also need to employ alternative methods to restoring funding to our schools, like re-examining the 21st Century Building plan. The Board is acting irresponsible

1 if they do not pursue or continue to contribute  
2 \$30 million from an annual operating budget to  
3 build new schools without thought to  
4 re-negotiating the plan.

5 That's \$30 million that could be applied  
6 to fix the funding gap, \$30 million that could be  
7 used to save jobs, \$30 million that could be used  
8 to make sure our children have the resources they  
9 need in order to receive a quality education.

10 And, what about the casinos? We were  
11 promised millions of dollars from casinos that  
12 would be applied to the education fund. However,  
13 that has never come to fruition and I know we  
14 were promised that.

15 Currently, Baltimore City Public Schools  
16 applies \$40 million of unfunded dollars to PreK.  
17 We all know the importance of PreK and the  
18 children who have access to quality PreK programs  
19 begin Kindergarten with the fundamental skills  
20 they need to become brighter and eager learners.  
21 But, again, this is an unfunded program and it

1 costs the city \$40 million annually. That's \$40  
2 million unfunded liability that could be, in  
3 part, filled by money promised when the casinos  
4 were built.

5 It's time for this Board to go to the  
6 state, renegotiate both the 21st Century Building  
7 plan and to ask that our casino dollars be  
8 re-allocated to the children of Baltimore City.  
9 The BTU is committed to this fight. We are  
10 committed to meeting with legislators in  
11 Annapolis and lobby with our members through the  
12 halls of our state buildings.

13 We are committed to meeting with our  
14 local elected officials to rally in demanding  
15 that our voices be heard. Our children need us  
16 to act now. They need us to fulfill the promise  
17 of a quality education with 21st Century tools  
18 that will allow them to expand their minds and  
19 broaden their educational horizons.

20 Our children need us to do everything we  
21 can to keep our teachers and our support staff in

1 the classroom so that they can continue to guide  
2 the next generation of leaders, law makers,  
3 business men and women, artists and musicians,  
4 towards success.

5 Baltimore City schools need funding now.  
6 Not at the end of the legislative session. Not  
7 at the end of the school year. But, now. Our  
8 children cannot wait. They already are running  
9 out of time. Thank you. (Applause.)

10 BOARD CHAIR COOPER: Thank you, President  
11 English. Now, we'll turn to AFSCME Local #44.  
12 President Glenn Middleton.

13 MR. MIDDLETON: Good evening and thank  
14 you. I want to begin by, first of all, thanking  
15 you, Chairman Cooper and also Dr. Santelises.  
16 But, I also thank the Baltimore City Board of  
17 School Commissioners for the opportunity to be  
18 here today.

19 I'm here, I'm Glenn Middleton, as the  
20 President of AFSCME Local #44 and state director.  
21 But, I'm here with two other members of AFSCME,

1 Charlotte Whiting who is actually a school  
2 custodian in the City of Baltimore, a lead  
3 custodian, and Patrice Johnson who is also a  
4 school custodian who is on assignment as a labor  
5 relation specialist in the school system.

6 I thank you for your time and the  
7 opportunity to share a few moments this evening  
8 with all of you.

9 We are in a crisis, as we all know. Some  
10 staff are safe and some staff are chopped liver.  
11 It's sad and we are concerned about it. An  
12 educator and business man once said, his name is  
13 Steven Colgate, once said always treat your  
14 employees exactly as you want them to treat your  
15 best customers.

16 Your best customers, in this case, are  
17 the amazing and beautiful children that are in  
18 the school system that we all serve as the  
19 workers, every day, and we serve their families,  
20 as you do.

21 I think we all start with the premise

1 that the children of the Baltimore City Public  
2 School System is their number one priority, and  
3 your number one priority. I have the distinct  
4 honor to represent these hard-working and  
5 dedicated staff members in the Baltimore City  
6 Public School System. And, their priority is to  
7 protect these children. They are the custodians,  
8 the workers in the cafeteria that provide food  
9 for them, that nutritional meal every day.  
10 Sometimes it's the only nutritional meal they  
11 receive for about 12 hours.

12 The bus drivers, the maintenance workers,  
13 the resource workers, the engineers that take  
14 care of the boilers, the support staff, and also  
15 the dispatchers that work in the police  
16 department and work in transportation, and the  
17 grounds crew. The grounds crew that takes care  
18 of the schools every day. All play an integral  
19 part of every aspect of public school life in the  
20 City of Baltimore.

21 These individuals, in addition to the

1 children, parents and caregivers are among some  
2 of the first people our children see, and the  
3 last, of course, when they begin their journey in  
4 the public school system in Baltimore City every  
5 day. They have a distinct impact on these  
6 children, they influence them, they mentor them,  
7 they mentor their young lives throughout the day.

8 But, in addition to those  
9 responsibilities in the public school system in  
10 Baltimore, these folks also live in the City of  
11 Baltimore. They live in the neighborhoods. They  
12 are the fathers and mothers, the grandmothers and  
13 grandfathers, and some great-grandmothers and  
14 great-grandfathers of these children. And, the  
15 neighbors in the communities of these children.

16 They are also loyal. They desire to see  
17 these children grow and advance and become well  
18 educated and go on to college or to great  
19 careers. It has been my experience every time,  
20 as I said two weeks ago, it seems as though when  
21 we see, no disrespect to Dr. Santelises, but when

1 we bring in a new CEO, there's always a budget  
2 crisis and we're trying to figure that out with  
3 our priorities.

4 It's difficult, we know it's hard, they  
5 try to balance it on the backs of the working  
6 people and some of them are the working poor who  
7 make less than \$15 an hour.

8 Already, we know in the Bargaining Unit  
9 that we represent, that 50 percent of these jobs  
10 are gone. They've been privatized, outsourced  
11 and contracted out.

12 I came tonight in hopes that we would  
13 have a real conversation as we move forward about  
14 what is important to all of us. It is my hope  
15 that we're coming to the table soon to have these  
16 heart-to-heart discussions on what's good for all  
17 the people, these people that are working in  
18 these schools that are the parents of these  
19 children.

20 I would close out by saying what Marietta  
21 English said to us a few minutes ago. It's very

1 important, representing the teachers and the  
2 paraprofessionals. And, also, our  
3 representative, the President of the support  
4 staff, the clerical staff.

5           We've built two stadiums, we built the  
6 Inner Harbor, we built Harbor East and we built a  
7 casino. But yet, we can't find money for the  
8 school system when we need it. Something is  
9 wrong and we need to fix that. Collectively.  
10 Not just one group of us, but all of us working  
11 collectively together. Like us, we represent  
12 workers throughout the State of Maryland, in  
13 every area of the state. We think it's about  
14 time that we come together, open our hearts and  
15 minds up and make a difference because these men  
16 and women in the school system now are suffering  
17 and worrying about their jobs. Like, three years  
18 ago, 6 years ago, 9 years ago and 12 years ago.  
19 It's about time that we come together and make a  
20 difference and move forward so that our children  
21 will be safe and happy, but also they will feel

1 that their parents' jobs are safe. Thank you.

2 (Applause.)

3 BOARD CHAIR COOPER: Thank you, sir.

4 Next, we'll turn to general public comment where

5 10 people have signed up to speak on any issue

6 before the Board. Speakers are limited to three

7 minutes. First up is Ava Pipitone.

8 MS. PIPITONE: Thank you for the three

9 minutes and thank you for your statement earlier

10 in the meeting. We are the Baltimore Transgender

11 Alliance. My name is Ava Pipitone, I am the

12 Executive Director. I'm joined by Jabari Lyles

13 from Glisten and a student from City College.

14 Thank you for coming.

15 We're also responsible for organizing the

16 100 people outside here today in response to

17 Thursday's letter from our federal government.

18 To briefly summarize that, our President said,

19 Dear Colleagues, transgender student safety does

20 not matter. They are not important enough to

21 have their civil rights protected at the federal

1 level. The states can decide if the students can  
2 use public accommodations or not. This is not an  
3 important issue.

4 What this means? We hear our youth in  
5 schools are not valued, not being allowed access  
6 to public accommodations is just a nice way of  
7 saying we don't want you in our public spaces.

8 Since Thursday, youth have not been  
9 eating, have not been drinking and even dropping  
10 out of schools. Their bullies are emboldened and  
11 now the bullying is systemic. It's not about  
12 bathrooms. This is about trans lives. This is  
13 about the value, our value in this city.

14 Now, we know you are allies and we thank  
15 you for what you said earlier. We need action.  
16 So, we have three demands. Number one, that the  
17 superintendent, Sonja Santelises, makes a  
18 statement and acts in a manner affirming the  
19 rights of trans students expressly addressing the  
20 existing guidelines protecting Maryland trans  
21 students' access to public accommodations at

1 public schools.

2           Number Two, that every school identifies  
3 one LGBT ally toward the creation of gender and  
4 sexuality alliance at each school. Number Three,  
5 that Baltimore City welcomes in Glisten to  
6 provide trans developed and trans-lead trainings.  
7 These services are provided for free, all we're  
8 asking is you make the time.

9           We know you are allies. We thank you for  
10 your comments. But, remember, silence is  
11 complicity. Silence is complicity. We need you  
12 to show up, we need you to act and we need  
13 Baltimore City and Maryland to be an example and  
14 an advocate for our transgender family. Because,  
15 trans lives matter. Stand with trans students  
16 right now. Thank you. (Applause.)

17           BOARD CHAIR COOPER: Thank you. Next up  
18 for public comment is Ben Dalbey.

19           MR. DALBEY: Hello. My name is Ben  
20 Dalbey. I'm a parent at Hamilton  
21 Elementary/Middle School #236. I'm here with --

1 MS. BECKER: Kathleen Becker, also a  
2 parent at Hamilton, and also a parent of a Poly  
3 student.

4 MS. WITHERSPOON: My name is Temika  
5 Witherspoon. I am the current PTO President at  
6 Hamilton Elementary/Middle School and a parent of  
7 a student at Dunbar Middle School and the  
8 Baltimore International Charter School.

9 MR. DALBEY: In the interest of time, we  
10 have a written statement. So, we're parents of  
11 Baltimore City Public Schools' students. As  
12 negotiations over additional school funding from  
13 the city and state continue, we are here to ask  
14 that this Board to instruct the CEO to either  
15 stop the budget process at the school level, or  
16 re-start the budget process with the level of  
17 school funding that our children deserve. We're  
18 asking that you protect our school communities  
19 from the psychological trauma of these projected  
20 cuts. We're asking that you stop threatening  
21 teachers with layoffs and we're asking that you

1 stop forcing principals to prepare and submit  
2 budgets that are devastating to our schools.

3 (Applause.)

4 As you know, the budget process requires  
5 parent members of the School-Family Council to  
6 sign off on the budget process in the form of the  
7 School-Family Council Budget Feedback Form.  
8 Hamilton parents will not complete this form. We  
9 will not sign off on a budget that cannot be  
10 balanced and should not be submitted.

11 At Hamilton, in addition to the 20  
12 percent projected budget cut, we are losing our  
13 Title I status due to the shift in direct  
14 certification for determining eligibility. This  
15 will mean \$1.2 million in cuts at our school next  
16 year. That will mean going from 36 to 28  
17 classroom teaching positions and four fewer  
18 homerooms, eliminating two academic lead  
19 positions and multiple intervention and support  
20 staff positions, eliminating stipends for  
21 afternoon sports and clubs which is already

1 starting to happen, eliminating capstone class  
2 trips to Echo Hill and North Bay, and, in a K-8  
3 school, purchasing textbooks for middle school  
4 math only, to name a few of the cuts that we're  
5 looking at.

6           These are people. They are not  
7 positions. They are people who, in some cases,  
8 have worked for Hamilton for decades and whose  
9 own children attended the schools. These are the  
10 people that make Hamilton Elementary/Middle  
11 School the strong and healthy community it is.  
12 These projected cuts have nothing to do with  
13 right-sizing or refining deployments of  
14 resources. They have everything to do with  
15 destroying our school community.

16           Our children are more important than a  
17 balanced budget. Our school is not a business.  
18 Children are not products, teachers are not  
19 machines and district leaders cannot effectively  
20 advocate for the funding our schools need and  
21 deserve on the one hand, while simultaneously

1 instructed leaders at the school level to map a  
2 course to their own destruction on the other.  
3 These budgets should not be submitted.

4 (Applause.)

5 BOARD CHAIR COOPER: Thank you, Mr.  
6 Dalbey. Next up is Matt Ohlheiser.

7 MR. OHLHEISER: Good evening. My name is  
8 Matt Ohlheiser. I work in the Office of the  
9 Public Defender in the Juvenile Division, along  
10 with my colleague, Jen Meegan. We've worked  
11 extensively this year on the revisions to Policy  
12 JKA and BLC. We are pleased that there has been  
13 some real progress made this year over a lot of  
14 meetings.

15 However, there are three necessary  
16 amendments that you can and you should make this  
17 evening before voting to approve both Policy JKA  
18 and Policy BLC.

19 First, you should close the loophole that  
20 allows for the removal of students without a  
21 suspension whenever law enforcement is involved.

1 Second, you should give students access to a fair  
2 and equitable suspension and expulsion process.  
3 And, third, you must make adults and BCPS  
4 accountable for push-out.

5 I'll address removal first. The good  
6 news is that this is a very easy fix. All you  
7 need to do is remove the loophole by deleting  
8 Subsection Two of JKA Policy Section 3DD which is  
9 on Page 6 and it is the second paragraph. And,  
10 you can also delete Subsection Four of JKA-RB  
11 Section 2G which is on Page Two and is the fourth  
12 paragraph of that section. I'll explain why you  
13 should do this. I'll start with an example.

14 This year, a student I'll call Julius was  
15 removed from school by an administrator. Julius  
16 was searched and questioned by an administrator.  
17 After that administration allegedly found an  
18 illegal substance, Julius was arrested by school  
19 police at the direction of that administrator and  
20 was removed from school.

21 He spent a full week out of school before

1 an initial suspension meeting occurred with the  
2 principal. BCPS tried to pretend that this  
3 period, a full week of school days, not a  
4 suspension. They deemed the suspension delayed  
5 because of the arrest, even when the assistant  
6 principal called the student's family the same  
7 day as removal and scheduled the suspension  
8 conference for the next week.

9 School administrators and North Avenue  
10 staff use these imaginary delays as justification  
11 for the bureaucratic failure to meet student due  
12 process requirements. Allowing this kind of  
13 unlimited exception for students not only fails  
14 to protect students, but it incentivizes  
15 principals to utilize school police instead of  
16 legal suspension procedures and incentive to  
17 arrest only furthers the school to prison  
18 pipeline which we know is devastating to both  
19 individual students and the school climates in  
20 Baltimore City as a whole.

21 Despite the progress that has been made,

1 including a definition of removal that will be  
2 helpful and will help to protect student rights  
3 on its own which we are pleased to see in this  
4 policy, this loophole swallows that rule and puts  
5 students at risk. We ask that you delete these  
6 two sections. I'll defer the rest of my time to  
7 Ms. Egan.

8 MS. EGAN: I think I have the next three  
9 minutes.

10 BOARD CHAIR COOPER: She's the next  
11 speaker.

12 MS. EGAN: So, I want to tell you the  
13 story of my client, Brittany. Brittany was an  
14 LGBT student who was viciously bullied, battered  
15 and threatened at school. Brittany was told on  
16 Monday that she was going to get beat up and she  
17 told her mother. Her mother told her to go to  
18 school and tell the principal. She went to  
19 school and told the principal. The principal  
20 said, I don't have time. She told a teacher, she  
21 told a hall monitor. No one did anything.

1           An older, much larger student snuck into  
2 her cafeteria at lunch and jumped on top of her  
3 and started beating her. Brittany then, at that  
4 point, after she had been bullied many times,  
5 took something she had brought to school, a  
6 kitchen knife, out of her pocket as the person  
7 beat her head into the floor and attempted to  
8 defend herself.

9           Now, Brittany, of course, was the student  
10 who was arrested. Brittany was the student who  
11 was suspended and Brittany spent a full school  
12 year out of class because of an illegal  
13 suspension. MDSC found that her suspension  
14 process was illegal and the things that happened  
15 to her when she was out of school are what should  
16 be most concerning for us. She was targeting,  
17 exploited, her life was derailed.

18           Brittany is only 15 and the things that  
19 happened to her during that year out of school  
20 have scarred her for life and she does not know  
21 how she will catch up now in school. In order to

1 keep kids like Brittany from having their  
2 educations derailed and their lives destroyed,  
3 JKA and BLC must provide suspended students with  
4 clear, developmentally appropriate information.  
5 To that end, we ask you to make a revision  
6 outlined in our comments that are written and  
7 provided to the Board in advance that allow  
8 students to have information before their  
9 suspension conference. Developmentally  
10 appropriate information and access to the charges  
11 and evidence against them.

12           There was a change that says students may  
13 now have access to that information one hour  
14 before the conference. That is woefully  
15 inadequate. For anyone who has ever tried to  
16 explain something to a 13-year old in an hour  
17 while also preparing for a hearing, you would  
18 know why that is inadequate.

19           We also believe that adults should be  
20 held accountable for school push-out. Illegal  
21 suspensions and expulsions target our most

1 vulnerable students. LGBT students, students of  
2 color and children with disabilities.

3 In order to suspend a student, BCPS  
4 should carry the most minimal burden. We are  
5 asking you to change BLC to make the school carry  
6 the burden of proof. This isn't a high burden.  
7 The burden is that they have to show that it's  
8 more likely than not. About 51 percent that a  
9 student did the thing that they're accused of and  
10 that the punishment is appropriate.

11 Currently, the burden is reversed,  
12 forcing a student to prove that they didn't do  
13 something and that they have a right to an  
14 education. We think, given the huge problem with  
15 suspensions and expulsions, the rise in  
16 suspensions and expulsions last year, that the  
17 school district should be held accountable and  
18 carry the burden whenever they try to keep a  
19 child out of school.

20 We are so grateful, I just want to say, I  
21 know my time is up, for the work that Dr.

1 Santelises' staff and that school staff has done  
2 to make real serious revisions to this policy.  
3 But, we are two and a half school years into,  
4 without a policy after the state law changed. We  
5 think these are three easy amendments that the  
6 Board can make verbally today. One, to cut the  
7 arrest loophole

8 BOARD CHAIR COOPER: Ms. Egan? We got  
9 your argument.

10 MS. EGAN: Cool. You have our written  
11 comments. (Applause.)

12 BOARD CHAIR COOPER: Next up is Melissa  
13 Schoba.

14 MS. SCHOBA: Good evening. On February  
15 21st, the Operations Committee reviewed some  
16 initial work on a study of community rezoning for  
17 schools. Rezoning is sorely needed and has not  
18 occurred in this district in decades.

19 Indeed, the findings presented at the  
20 February 21st meeting revealed that we would have  
21 more schools that were under-enrolled following

1 the rebuilding than we do now. That is  
2 significantly concerning in light of our current  
3 budget situation.

4 Recognizing that need, the School Board  
5 awarded a contract to John Rictor for \$248,000 in  
6 September of 2015. The study was supposed to be  
7 complete 12 months later. It is not complete.  
8 It was supposed to be completed October of 2016.

9 In addition to the study, the RFP had an  
10 addendum that required input from an Advisory  
11 Committee regarding neighborhoods and community  
12 engagement. In January, I inquired as to the  
13 status of this report in the Advisory Committee,  
14 having not heard any news even though I pay  
15 attention and come to these Board meetings pretty  
16 regularly.

17 I was advised that the work on this  
18 report had been paused due to the leadership  
19 change which makes no sense to be because Dr.  
20 Santelises came on board in July and this report  
21 was supposed to be complete no later than October

1 1. You were already, so it should have been  
2 about 9/10's of the way finished before you came  
3 on board.

4 Following that news, even though school  
5 zones are drawn and can affect communities very  
6 deeply and can ameliorate or exacerbate  
7 inequality, I inquired further and filed a Public  
8 Information Act request regarding the report and  
9 the no-cost extension on January 27th, more than  
10 30 days ago, and still have not received an  
11 answer to that Public Information Act request.

12 Community meetings on rezoning  
13 feasibility are being planned, as we were  
14 informed on the February 21st meeting. But, once  
15 again, these meetings are happening after the  
16 report has progressed and parents and community  
17 members are being treated as an after-thought  
18 when we were promised a place at the debate table  
19 in the beginning in your own RFP.

20 This happened during the school police  
21 debate when one bullet point was public notice

1 for a significant police change. Please stop  
2 treating families and community members who are  
3 involved, interested and engaged and wish to help  
4 you and wish to be there for you and come to  
5 Annapolis, as an after-thought in the process  
6 when you're spending a quarter of a million  
7 dollars to talk about community rezoning. Please  
8 stop doing that. It gives outside forces a  
9 reason to question accountability for this body  
10 when you're spending money and the RFP  
11 requirements are not met.

12 I urge you to please fulfill the PIA  
13 request that I submitted over one month ago and  
14 to restart the process to have those community  
15 meetings underway and respect the RFP that this  
16 body issued. Thank you. (Applause.)

17 BOARD CHAIR COOPER: Commissioner  
18 Casciani.

19 COMMISSIONER CASCIANI: Melissa, before  
20 you go. Two things. I want to thank that,  
21 February 21st that she's referring to was an

1       Operations Committee meeting. I appreciate the  
2       fact that you were there and you alerted us to  
3       some of the facts that you stated.

4               I would also encourage you to, the  
5       rezoning public meetings are all scheduled. I  
6       would encourage you to go. There are reasons,  
7       maybe they're good, maybe they're bad, that that  
8       process was delayed. You should get the  
9       information you requested. But, this is not a  
10      sleight of hand, smoke and mirrors. Those  
11      meetings have meaning. So, I encourage you to  
12      attend them.

13              You can say whatever you want, I actually  
14      don't know any more about it than this. But,  
15      I've checked into and I think this is a real  
16      process.

17              MS. SCHOBA: I appreciate and respect  
18      that comment. I saw that those meetings were  
19      listed and, again, I appreciate it. But, the RFP  
20      addendum that came with the original RFP said  
21      that there would be a biweekly update between the

1 vendor and this body and the Advisory Council on  
2 community engagement and neighborhood engagement  
3 around rezoning. That was in September of 2015.

4 It is now 2017 and there has been, to  
5 date, no community engagement.

6 COMMISSIONER CASCIANI: Fair enough. I  
7 would like AJ to lodge that as an official  
8 question on that point on that contract.  
9 Because, I have not got the slightest interest in  
10 refuting what you are saying. I'm only saying  
11 that the public meetings we have scheduled are  
12 real, they're not sleight of hand.

13 But, we should also understand what  
14 happened as a result of the contract that we let.  
15 So, I appreciate the heads up on that.

16 (Applause.)

17 BOARD CHAIR COOPER: Next up is Helen  
18 Atkinson.

19 MS. ATKINSON: Good evening. My name is  
20 Helen Atkinson. I represent the Teacher's  
21 Democracy Project and I'm here with Amber Taylor

1 and she and I are part of the TDP Policy  
2 Collaborative that brings teachers, parents and  
3 advocates together to discuss policy issues.

4 The one that we've been focused on is  
5 JKA, the Discipline Policy. Since the second  
6 reading of the Discipline Policy, we are very  
7 pleased that the position being taken by the  
8 school district has shifted. We appreciate the  
9 work that the Suspension Services Office and the  
10 CAO's Office has done to make improvements.

11 Throughout this process we've been  
12 assured at every meeting that the intent of the  
13 district has been similar to ours. However,  
14 we've had a very hard time reconciling the  
15 existing policy with a vision for where we need  
16 to go and how to get there in terms of a  
17 significant change in school climate.

18 Leading up to this meeting, we've been  
19 given certain assurances by staff and I want to  
20 list those assurances publicly. First, we've  
21 been told that the district is open to reworking

1 part of the policy, JKA-RA, that deals with every  
2 day classroom management. This regulation, in  
3 our opinion, needs to be completely rewritten to  
4 address a whole new approach to building  
5 relationships and building community in schools.  
6 We've heard that there is a commitment to do  
7 that.

8           Secondly, we've received a commitment to  
9 examining language throughout the JKA regulations  
10 to make sure that there is an accurate  
11 representation of restorative practices. This is  
12 not just a tool to try before suspending a  
13 student. We do note that regulations can be  
14 changed outside of this policy vote tonight.

15           Third, we've been told that there will be  
16 a publicly accountable process for writing both a  
17 new umbrella, call it School Climate or Whole  
18 Child Policy, and in addition to a public  
19 planning process for transitioning to a  
20 districtwide, radical climate change. Definitely  
21 including restorative practices. So, those are

1 two public processes that we've been assured will  
2 happen.

3 Fourth, we understand that there's  
4 commitment to starting this change process at  
5 North Avenue, within the staff, within North  
6 Avenue. We look forward to seeing this.

7 Fifth, we want to echo the call from our  
8 colleagues in the Public Defender's Office to  
9 continue to work on the details of the  
10 regulations regarding the three changes they've  
11 asked for, and we fully support that request  
12 tonight.

13 Given these commitments that we've  
14 received, we support a vote to accept the JKA and  
15 related regulations as an interim measure. We  
16 will, however, continue to advocate for a better  
17 process by which the public can contribute to  
18 policy discussions before they get to the policy  
19 document stage. The process, as it's  
20 well-intentioned right now, doesn't work.

21 Finally, we recommend there be much

1 tighter coordination between staff and efforts  
2 such as the climate collaborative so that the  
3 community energy for this kind of work, and city  
4 schools' energy, can be strategically aligned.

5 Thank you. (Applause.)

6 BOARD CHAIR COOPER: Thank you, Ms.  
7 Atkinson. Next up is Andrew Foster Connors.

8 MR. CONNORS: Good evening. Last night,  
9 BUILD was proud to stand with nearly 50  
10 principals of schools across our great city,  
11 charters and traditional, elementary, middle and  
12 high schools, east and west, north and south,  
13 people of every color and every neighborhood. We  
14 stood with the people who actually educate our  
15 children and those who actually lead our  
16 educators.

17 Tonight, more than 100 BUILD members  
18 stand with you, Dr. Santelises, and with you,  
19 members of the School Board, to put our elected  
20 officials on official notice. This \$130 million  
21 gap is criminal to our children. It is

1 intolerable for the city and we will not accept  
2 it. (Applause.)

3 Now, tomorrow night, many in the  
4 Christian Church will hear the prophet Joel from  
5 the Hebrew scriptures calling us to blow the  
6 trumpet, to call a solemn assembly, gathering the  
7 elders, assembling everyone together to attend to  
8 a crisis in the city. Tonight, we blow that  
9 trumpet to call everyone together to deal with  
10 this \$130 million unacceptable gap.

11 Now, as you said, Dr. Santelises, this  
12 gap was not caused by any mismanagement. It  
13 wasn't caused by a failure of teachers or  
14 principals, or the current CEO. To any elected  
15 official who tries to offer alternative facts, we  
16 say, come look at the audits. (Applause.)

17 This gap was caused by a legislature that  
18 has mismanaged lottery receipt money. It was  
19 caused by a legislature that has frozen the  
20 inflation factor for five to 6 years and we don't  
21 want to hear any elected official, not our

1 Governor, not our Mayor, nor any legislator  
2 acting like Baltimore is coming for a hand-out.  
3 Not when they took the money from gambling that  
4 was supposed to come to all of our children.

5 So, we say to Annapolis, we're not coming  
6 for a hand-out. You owe us the money.

7 (Applause.) By their own Department of  
8 Legislative Services, they owe us \$290 million.  
9 So, \$130 million is a compromise. (Applause.)

10 Now, Governor Hogan said today on the  
11 radio that the school district's financial  
12 situation is an absolute disaster. We agree,  
13 Governor Hogan. It's a disaster because you and  
14 the legislature owe us the money. So, we are  
15 blowing the trumpet tonight and we are calling on  
16 all our elected officials, we're calling on the  
17 Mayor to sit down with you, Dr. Santelises, to  
18 sit down with Marietta English of the BTU, we're  
19 calling on the corporate and philanthropic  
20 leadership of the city to come with our best  
21 numbers to fill the gap over the next three

1 years. Everybody has to bring something to the  
2 table. This is an unacceptable gap and we are  
3 not balancing this budget on the backs of kids.

4 (Applause.)

5 Finally, we are blowing the trumpet down  
6 in Annapolis to say to our city delegation, to  
7 Maggie MacIntosh, to Mike Miller, to Michael Bush  
8 and to Governor Larry Hogan, don't act like you  
9 can wash your hands of the gambling promises that  
10 you all made to us. We hold you accountable for  
11 your part of this mess.

12 So, in closing, we agree, Dr. Santelises,  
13 to the deadline of March 27th that you announce  
14 tonight, a deal has to be announced by then and  
15 we say to all of our elected officials, if you  
16 don't come to us and deliver by then, then we  
17 will come to you at a time and a place of BUILD's  
18 choosing. Come April, we won't be played the  
19 fools on April 1st. We can't wait. (Applause.)

20 (Audience chanting "we can't wait".)

21 BOARD CHAIR COOPER: Thank you for that,

1 Father Connors. Next up is Taylor Stewart.

2 MS. COLEMAN: Good evening. I'm Kim  
3 Coleman, a city schools' teacher and I'm on  
4 Baltimoreans for Educational Excellence  
5 leadership team. We're here tonight to thank  
6 you, Dr. Santelises, and other representatives of  
7 city schools, Alyson Perkins-Cohen, Melissa Broom  
8 and JD Merrill for showing up to our event last  
9 week and standing with 300 citizens as we made a  
10 demand of \$50 million of increased investment  
11 from our Mayor.

12 We are pleased, as a result of the  
13 combined push and unity last week, that now our  
14 critical stakeholders will work together and have  
15 committed to doing what they can to close the gap  
16 in the next three weeks. But, we have to keep  
17 pushing and remain united.

18 We want to remind the Board that our  
19 Mayor made a campaign commitment to increase the  
20 city's contribution to city schools from 20  
21 percent to 35 percent. That equals over \$200

1 million over four years.

2           So, we know this is complex but we trust  
3 that she will figure it out in the next three  
4 weeks. The students of the city have to come  
5 first.

6           MS. JASANI: Hi, my name is Saliman  
7 Jasani. I'm a special educator at Digital Harbor  
8 High School and I'm also on the regional strategy  
9 team for BEE. I not only want to thank you, Dr.  
10 Santelises, for coming to our event but also for  
11 the commitment that you made to meet with our  
12 leadership quarterly and, given the urgency of  
13 the situation as it is now, we hope tonight we  
14 can finalize the date for that meeting and that  
15 it can be held as soon as possible. We really  
16 want to make sure that, so far, we've been  
17 working together. We've been completely aligned  
18 with city schools and we want to continue that  
19 alignment as we plan our next couple actions that  
20 are coming up very soon.

21           MS. GRIFFIN: Good evening, everyone. My

1 name is Ateira Griffin and I'm a former educator  
2 from the Baltimore Leadership School for Young  
3 Women. I'm also a product of Baltimore City  
4 Public Schools. I attended The Baltimore  
5 PolyTechnic Institute. Yes, yes. And, I am a  
6 member and leader in BEE as well.

7           So, as Saliman said, we're here to make  
8 sure that we continue this partnership and we all  
9 heard yesterday at the Mayor's conference, the  
10 three-week deadline for the budget determinations  
11 from Delegate Maggie MacIntosh. It just so  
12 happens that BEE has an action on exactly three  
13 weeks from yesterday, March 27th, and we would  
14 love to have that action be a celebration of  
15 collective action from community members,  
16 Baltimore City Public Schools and advocates of  
17 celebrating commitments from both city and state  
18 level leaders to filling this gap and making sure  
19 that we have Baltimore City Public Schools fully  
20 funded.

21           Hopefully, that is the case. If not, we

1 will continue to advocate within the community  
2 and push for Baltimore City Public Schools to be  
3 fully funded.

4 We hope you will continue to stand and to  
5 stand with us as we continue to advocate across  
6 the city, not only among ourselves but also with  
7 other advocate communities as well as we try to  
8 make sure that Baltimore City students get the  
9 education that they deserve. Thank you.

10 (Applause.)

11 BOARD CHAIR COOPER: Thank you.

12 DR. SANTELISES: I just want to take at  
13 least 30 seconds just to say thank you to BEE,  
14 the event that you had last week was really an  
15 opportunity to both inform and mobilize the  
16 community and just on behalf of city schools and  
17 all of us, I just want to thank you for your hard  
18 work putting all of that together. (Applause.)

19 BOARD CHAIR COOPER: Next is Sekou  
20 Kasimu.

21 MR. KASIMU: Good evening. My name is

1 Sekou Kasimu. I'm an African Senate educator.  
2 For the record, let me say, Sekou is an African  
3 name. It is not Arabic. I don't speak Arabic  
4 and I'm not trying to learn. I'm not a Muslim,  
5 Christian or Jew. I'm a Spiritualist.

6 Last Friday at the community meeting at  
7 Renaissance Academy, after a lot of discussion, a  
8 lot of anger and frustration was vented by  
9 various people in the community. I think they  
10 finally have to accept the fact that BCCC fell  
11 through as an option because, on the radio this  
12 morning, it was announced that they're going  
13 through a major overhaul and that will be  
14 probably going from the frying pan into the fire.

15 So, based on that and the million dollar  
16 donation supposedly made by a private donor, I  
17 think the fallback plan of renovating Renaissance  
18 and leaving the school there until something  
19 better comes up in the future. Hopefully.  
20 That's a good idea. I think that's the best  
21 option that we need to roll with. I think a lot

1 of people in the community are going to get over  
2 their anger and frustration and accept that.

3 About the drumming program that I talked  
4 about two weeks ago. Dr. Wu told me that, due to  
5 procurement policy, that the principal's bid or  
6 proposal was not the lowest and that was a  
7 wholesale distributor out in Colorado. I  
8 explained to her again, if the drum is not made  
9 by hand by an African, preferably in Africa, it's  
10 not authentic. We take our culture serious just  
11 like everybody else does.

12 The drum is to African culture what the  
13 piano is to European culture. African dance is  
14 to African culture what ballet is to European  
15 culture. I heard you use the word diversity  
16 tonight. When do we get included? When do our  
17 culture get included?

18 As far as the procurement issue, the  
19 Director of the State Lottery was confirmed by  
20 the state legislature and his bid was \$50 million  
21 over the lowest bidder. That, too, was on the

1 radio this morning.

2 So, if the procurement policy is an issue  
3 here, why wasn't it there? The \$50 million that  
4 the Director was over the lowest bidder, you all  
5 should ask Governor Larry Hogan for that \$50  
6 million to help close this gap. That's what I  
7 suggest.

8 Last but not least, Officer Joseph Faire,  
9 the officer that disarmed the student, even  
10 though he was unarmed. I think we need to call  
11 him in and honor him and show our love and  
12 appreciation for what he did. (Applause.)

13 BOARD CHAIR COOPER: Thank you. Next is  
14 Steve Sias.

15 MR. SIAS: Hello. My name is Steve Sias.  
16 I am a Baltimore City College junior. I am also  
17 a bisexual male and a gender-queer person. I am  
18 the President of the GSA at City. I'm here with  
19 members of Glisten Baltimore and other LGBT  
20 activists. I will be talking about the  
21 rescinding of Obama's federal guidance that

1 protects trans youth within public schools. I  
2 will be focused on not only how this affects me  
3 personally, but the entire LGBT community,  
4 especially trans youth.

5 I am open with my gender identity and  
6 sexuality within my schools and other areas  
7 outside of it. With the help of my GSA and  
8 Glisten Baltimore, I have lead a protest that  
9 brings awareness of the death of trans women  
10 within the year of 2016 and I have ran multiple  
11 seminars to bring education to the students of  
12 City, and the teachers about the struggles within  
13 the LGBT community.

14 Even with the progress that has been  
15 made, and being a part of the most accepting  
16 public school in Baltimore, I personally, and  
17 many other trans members of my school, have been  
18 discriminated against. Being male passing, I  
19 don't get as much discrimination as other trans  
20 and non-binary youth within the school.

21 Going to the bathroom for me is not about

1 choosing which bathroom to go to. It's more  
2 about choosing an empty bathroom so I don't face  
3 harassment by cis-straight males within my  
4 school.

5 I understand that you said you stand with  
6 the community and you want a safe environment for  
7 all children. But, we can't keep the system the  
8 same as it was before. The old system did not  
9 work, nor does it.

10 In order for you to properly stand with  
11 the community and the LGBT community, you have to  
12 meet our demands. Trump rescinding this guidance  
13 shows trans students that they cannot trust the  
14 White House. He has left it in you all hands,  
15 the local leaders, to decide whether or not to  
16 support the LGBT community.

17 I am here to restate our three asks which  
18 are, first, that you make a statement in support  
19 of trans and gender non-binary students. If you  
20 are unable to handle this responsibility, you can  
21 rely on Glisten Baltimore to help you. Second,

1 identify an adult LGBT ally within each school  
2 who will work with Glisten Baltimore to create  
3 GSAs like mine to create safe and affirming  
4 schools within the community.

5           Lastly, see to it that all schools invite  
6 Glisten to conduct training on transgender and  
7 gender non-conforming students' issues and  
8 educate not only students, but teachers as well,  
9 on providing a safe space. Thank you for your  
10 time.

11           BOARD CHAIR COOPER: I see a young lady  
12 sitting there like she has something in her hand.  
13 Would you like to share something with us?

14           MS. MCBRIDE: My name is Eli McBride. I  
15 am 8 years old and I am in 2nd grade at Roland  
16 Park Elementary/Middle School. I am also  
17 creative gender. I have a lot of friends and  
18 supporters at my school.

19           It wasn't always this way. My mom and  
20 dad and I had to teach people about being  
21 creative gender so that I can feel free to be who

1 I am. Schools need to already know about  
2 creative gender kids and they need to know how to  
3 help them and support them and give them their  
4 rights.

5 Some of the kids in our GSA need more  
6 support because their own mom and dad are not  
7 supportive. We request that you make a policy  
8 about how to support transgender kids in all  
9 schools in Baltimore City. (Applause.)

10 COMMISSIONER CASCIANI: I don't have a  
11 question, just a comment. That is, thank you.  
12 Thank you for being present and organizing the  
13 rally and for hanging in there with your cold.  
14 It sounds like you really put up with a lot just  
15 to make yourself be here. So, we really  
16 appreciate that you are here, as well as your  
17 colleagues and your mother. Thank you very much.  
18 (Applause.)

19 BOARD CHAIR COOPER: Thank you. That  
20 concludes public comment. We'll turn now to  
21 information and discussion and I'll ask

1 Commissioner Casciani if I could have the 7.02 go  
2 first. External auditor. Is that all right with  
3 you? We'll let the auditor go first before you?

4 COMMISSIONER CASCIANI: Yes. Absolutely.

5 BOARD CHAIR COOPER: We'll go to 7.02,  
6 external auditor, Clifton Larsen Allen.

7 MR. NOVAK: Good evening. My name is  
8 Keith Novak, I'm a principal with Clifton Larson  
9 Allen. With me is Aires Coleman who is a manager  
10 with our firm.

11 Tonight we want to spend a few minutes  
12 talking about the single audit and the results  
13 thereof. I'll turn it over to Aires and she can  
14 go over the presentation. If you have any  
15 questions, we'll be more than happy to address  
16 them.

17 MS. COLEMAN: Thank you very much. Thank  
18 you for allowing us to present tonight. Back in  
19 November of 2016, we were here to present the  
20 2016 financial statements for city schools. This  
21 is kind of a second piece of the overall audit

1 process which is an audit of the federal programs  
2 for city schools.

3 I want to note that there is a typo, I  
4 think when I was writing it, it's 2017, so I  
5 noted 2017. However, we are discussing 2016  
6 audit results.

7 So, I just wanted to take a couple of  
8 minutes of your time to go over the overview for  
9 the audit approach, identify the audits and  
10 reports and opinions that were issued, and then  
11 give you the results for the 2016 single audit.

12 So, the single audit is an audit of the  
13 federal programs for city schools and is based  
14 off of the federal government's Office of  
15 Management and Budget circular. Your federal  
16 programs are reviewed and classified into two  
17 categories, Type A and Type B, based on the total  
18 federal expenditures for each program. Type A is  
19 \$3 million or more and Type B is \$750,000 or  
20 more.

21 After that, we do a risk-based approach

1 over each program that is in the category of Type  
2 A or Type B to determine which programs are going  
3 to be audited. For 2016, city schools qualified  
4 as a low-risk auditee and the audit had to cover  
5 at least 20 percent of the total federal  
6 expenditures for fiscal year `16.

7           Once the programs are selected, the  
8 federal guidance has already governed certain  
9 categories that we must look at, allowable costs  
10 being some, your indirect costs as well as some  
11 reporting requirements and other requirements  
12 that are outlined as a part of the grant process.

13           We test these schools' administration of  
14 the program in compliance with these categories  
15 to determine if they are compliant, which is  
16 reported in the single audit report.

17           Keep in mind that although there are  
18 several categories listed, each program is unique  
19 and all requirements may not apply to each  
20 federal program tested.

21           Once the audit is completed, we issue two

1 opinions. The first opinion is familiar because  
2 it's also issued with your financial statements  
3 which is over the internal controls of your  
4 federal reporting practice. There was no  
5 material weaknesses for city schools noted for  
6 fiscal year 2016.

7 DR. SANTELISES: Could you just repeat  
8 that?

9 MS. COLEMAN: For internal controls over  
10 financial reporting, there were no material  
11 weaknesses reported for city schools.

12 COMMISSIONER CASCIANI: Can we get an  
13 amen to that? (Applause.)

14 MS. COLEMAN: The next opinion is over  
15 the federal programs that we tested for fiscal  
16 year `16. We issued an unmodified opinion which  
17 means that all of the compliance requirements  
18 that are required to be tested under federal  
19 compliance were adhered to by city schools and we  
20 did not identify any non-compliant requirements.

21 Lastly, I just want to touch base on the

1 schedule of federal expenditures. That is what  
2 we use to determine what federal expenditures  
3 were issued, were used by city schools during the  
4 year. So, when you hear financial statements  
5 that we reported back in November, we now have  
6 your revenue and your expenditures. We're  
7 talking about federal expenditures, to get a list  
8 of those. We're talking about federal  
9 expenditures of federal awards.

10 Overall, the 2016, and again, I apologize  
11 for the error. The 2016 single audit results,  
12 total federal expenditures for city schools was  
13 \$137 million. We audited, I think it was \$51  
14 million which was 37 percent of the \$137 million  
15 that was spent in federal programs by city  
16 schools.

17 Lastly, we want to update on prior year  
18 findings. City schools' findings last year  
19 related to the highly qualified requirement for  
20 city schools teachers. City schools is not  
21 compliant which, meaning that, in accordance with

1 the No Child Left Behind Act, all teachers that  
2 teach a core subject must be certified as highly  
3 qualified. City schools does not meet that  
4 requirement. However, they are working with  
5 MSDE, the State Department of Education, and have  
6 been for many years, to work on this. This  
7 requirement is to get city schools up to  
8 compliance standards.

9 That is it for today. If there are any  
10 questions?

11 BOARD CHAIR COOPER: Commissioner Kannam?

12 COMMISSIONER KANNAM: So, going back to  
13 the reports and opinions slide, I know everyone  
14 gave a shout-out to the no materials weaknesses  
15 noted. But, can you just, in detail, explain  
16 what that means for the public? It's audit speak  
17 and I think it's really important that people  
18 understand what it means when you look at \$137  
19 million within our books and find no material  
20 weaknesses. But, I think that is a little  
21 jargon-y. Can you break it down for us?

1           MR. NOVAK: Sure. There's two issues.  
2           First off, the no material weaknesses comment  
3           dealt with your financial statements and your  
4           internal controls over financial reporting.

5           In audit speak, there are basically three  
6           levels of findings that you could have. Material  
7           weakness being the most serious, significant  
8           deficiency being less serious, and then, other  
9           matter.

10          From an audit standpoint, we can't issue  
11          a letter saying we didn't find anything wrong.  
12          It's just forbidden. So, the best we can do is  
13          issue a letter saying we found no material  
14          weaknesses if, in fact, we had nothing to report.  
15          So, that's what this particular comment is about.

16          We found no control weaknesses that were  
17          of a nature that a material misstatement of the  
18          financial statements could have a high  
19          probability of occurring, is what that  
20          effectively means.

21          So, this is the closest we could come to

1 issuing a statement about financial, or I should  
2 say, the controls.

3 Now, with regard to the compliance report  
4 over the programs, keep in mind, when we test the  
5 programs, we have to meet a minimum threshold, in  
6 this case, 20 percent. Now, you'll notice we  
7 actually exceeded that and hit a threshold of 37  
8 percent.

9 That's due to the nature of the programs  
10 and the requirements of OMB. While we only have  
11 to hit 20 because of the way things have to be  
12 selected, a lot of times, you go well(sic) in  
13 access to that. That means that 20 percent, in  
14 this case, 37 percent of the expenditures of  
15 federal awards were subject to testing. It  
16 doesn't mean that we tested every single  
17 expenditure. And then, with regard to  
18 compliance, we're looking for specific compliance  
19 requirements for each program for each sample  
20 item selected. If we find no non-compliance, we  
21 issue a report saying that you complied in all

1 material respects. If we find non-compliance,  
2 then, of course, we have to report that  
3 non-compliance.

4 So, for the programs tested which had  
5 expenditures covering 37 percent of the total  
6 federal awards, we found no compliance issues  
7 with regard to the items we tested. I don't know  
8 if that answers your question.

9 COMMISSIONER KANNAM: It helps. It's not  
10 like a headline. We've got to work on your  
11 headlines here. (Laughter.) I wish the cameras  
12 were still here and the newspapers were here to  
13 report it, but I get the point. I think it's  
14 just testament to the work that our finance team  
15 has been doing. Thanks.

16 MR. NOVAK: And, unfortunately, our  
17 profession only allows us to go so far.

18 BOARD CHAIR COOPER: Commissioner Hassan.

19 COMMISSIONER HASSAN: Also, in building  
20 on the name of clarity, can you just explain  
21 really quickly what a federal award is?

1           MR. NOVAK: A federal award is basically  
2 money that comes from the federal government to  
3 be used for a specific purpose. It's a grant,  
4 effectively.

5           COMMISSIONER HASSAN: A competitive grant  
6 where people apply? Or, like, Title I, Title II?

7           MR. NOVAK: Well, it can include both,  
8 quite frankly. The other part of it is not all  
9 of your federal money comes directly from the  
10 federal government. A lot of it, in fact, most  
11 of it comes through the Maryland State Department  
12 of Education. So, the money comes from the  
13 federal government to the state who then  
14 apportions it out to the various jurisdictions.

15           COMMISSIONER HASSAN: So, when we talk  
16 about the state allocating resources, they're not  
17 necessarily allocating their own resources out of  
18 their pockets. Correct?

19           MR. NOVAK: I can't necessarily respond  
20 to that.

21           COMMISSIONER HASSAN: I don't need you

1 to. Thanks.

2 BOARD CHAIR COOPER: Thank you very much.

3 MR. NOVAK: Thank you.

4 BOARD CHAIR COOPER: Okay, Commissioner  
5 Casciani, we'll turn back to 7.01, legislative  
6 update.

7 COMMISSIONER CASCIANI: So, very briefly,  
8 this would normally be Dawana Sterrette but she's  
9 in Annapolis and I agreed to, we're trying to do  
10 the legislative updates and presentations in more  
11 of the public meetings so that people can be kept  
12 up to date on the bills that we're working on in  
13 Annapolis.

14 There's one thing I wanted to do first.  
15 Most of the people are gone, but Dr. Santelises  
16 was very articulate in how she thanked everybody  
17 for their support. But, just speaking on behalf  
18 of the Board, BEC, BEE, BUILD, Teacher's  
19 Democracy Project, Baltimore Algebra Project,  
20 etc., etc., all the people that have helped to  
21 organize support around the budget issues, on

1       behalf of the Board, we want to thank you very  
2       much. In my speak, you rock. (Applause.)

3               Two things I just wanted to comment on  
4       tonight, two bills that have a big effect on the  
5       system, one is, I testified last week, along with  
6       Mayor Pugh, in support of removing the Governor  
7       from the appointment process. The Board didn't  
8       oppose that at all and, in fact, spoke in support  
9       of it. The main point that I made, just for  
10      public record, is that there current is no  
11      barrier to entry to be on this School Board. An  
12      opening comes up, you submit your paperwork and  
13      you go through the process. Anybody can apply.

14             But, with this new change, that doesn't  
15      change. Well, that changes but you come through  
16      the Mayor's panel that will nominate Board  
17      members. I think that will just make more people  
18      aware of the opportunities to serve. I think  
19      that's a good thing, that more people will be  
20      aware of these openings. Although, there's not  
21      currently a barrier, there really wasn't an all

1 out effort on the part of the Maryland State  
2 Department of Education to advertise an opening.  
3 We anticipate that that will pass without any  
4 opposition.

5 The second bill which Alyson and I  
6 testified on today is the Governor's charter  
7 bill. It was easy for me and for Alyson to  
8 acknowledge our ongoing and continued support of  
9 charter schools as part of our portfolio.  
10 There's clear evidence on that because we have  
11 most of the charters in the state, the vast  
12 majority. We have never rejected an applicant  
13 that was qualified and we have never lost an  
14 appeal. So, we are clearly a district that  
15 supports charters as part of our portfolio.

16 The bill as it is written is devastating  
17 on many levels. To the union, to the funding  
18 formula and to local control about how charters  
19 fit into our portfolio.

20 So, we said in our legislative platform  
21 that we oppose that bill and we had a chance to

1 say it today and we'll have a chance to say it  
2 again next week at the Senate hearing.

3 (Applause.)

4 BOARD CHAIR COOPER: Commissioner  
5 Hike-Hubbard.

6 COMMISSIONER HIKE-HUBBARD: Commissioner  
7 Casciani, can you just share like three sentences  
8 of what the bill is so folks know what we're  
9 opposing. I don't want it to be thought that  
10 we're opposing the charter school bill in  
11 general.

12 COMMISSIONER CASCIANI: No, no. In  
13 fact, when this charter bill was before the state  
14 legislature in 2015, Baltimore City schools  
15 worked hand in hand with people in Annapolis to  
16 amend that bill which ultimately passed.

17 There are a couple of things I will note.  
18 Parts of the bill that we particularly noted,  
19 they proposed to have a separate authorizing  
20 authority that would be an agent, an authority  
21 attached to the Executive Branch of government

1 with 7 members, all of whom would be appointed by  
2 the Governor. That would take away the control,  
3 the ability of a local district to charter  
4 schools. To approve schools.

5 We have a very robust process that the  
6 charters have been involved in developing and  
7 refining over the years. We stand by that  
8 process and we don't feel that you need a  
9 separate, essentially, another school district.

10 Two, the way those schools would be  
11 funded, it would treat a complex funding formula  
12 as a simple math problem. I'm looking at you,  
13 Ms. Providence. I know there's a difference  
14 between complex math and simple math.

15 So, if you take just the percentage of  
16 students that are in the charter school and you  
17 divide that into the overall amount of money, you  
18 get, you treat that as if, severely disabled,  
19 non-English speakers, homeless students that need  
20 expensive transportation, you treat everybody as  
21 equal and, for lots of reasons, there are charter

1 schools, while they have similar percentages of  
2 special ed students, by and large, they do not  
3 serve the most expensive students and that  
4 funding formula would be crippling to city  
5 schools.

6 The third thing, it allocates \$1,000 per  
7 student in charter schools, capital dollars. For  
8 capital. And, we currently, the school system  
9 currently gets, Alyson, I don't remember the  
10 numbers. But, it's somewhere in the neighborhood  
11 of 400.

12 MS. PERKINS-COHEN: Right, I think it was  
13 425.

14 COMMISSIONER CASCIANI: Four twenty-five.  
15 With our current and regular standard allocation  
16 of capital dollars, we get about \$425 per  
17 student. So, we do not understand why you would  
18 allocate two and a half times that for each  
19 charter student. So, those were the three things  
20 that we spoke on specifically.

21 BOARD CHAIR COOPER: Thank you,

1 Commissioner Casciani. Any other questions?

2 We'll turn to item 7.03, energy initiatives for

3 Baltimore City schools. Commissioner

4 Hike-Hubbard.

5 COMMISSIONER HIKE-HUBBARD: I just want  
6 to thank you again for postponing your  
7 presentation from last time on Valentine's Day,  
8 as you sat here with us all night. So, we're  
9 ready and willing to hear what you have to say  
10 tonight.

11 MS. RIBATUBAI: That's fine. No problem  
12 at all. Thank you very much. Good evening.  
13 Thank you for the opportunity to present energy  
14 initiatives for Baltimore City schools today. I  
15 appreciate it.

16 I'm Rajesh Ribatubai. Everybody calls me  
17 Raj. I'm the energy specialist in Facilities.  
18 This position was formed before four years, first  
19 time in city schools and I manage the utility  
20 database for all of our schools and facilities  
21 and administrative sites, and also approve all

1 the payments for the building.

2 MR. SCROGGINS: I did want to say that we  
3 tried for a number of years to get an energy  
4 person on board so that we could really monitor  
5 the energy use in city schools, as well as any  
6 type of inefficiencies that we have.

7 Raj actually worked for the City of  
8 Baltimore and we kind of surreptitiously worked  
9 with her to get information to kind of help us in  
10 our work. So, we were very glad when we were  
11 able to get funding to bring her on board and I  
12 think that this report will show how good of a  
13 decision that was.

14 MS. RIBATUBAI: Thank you.

15 DR. SANTELISES: And, I will just add  
16 that she has more than earned her keep in all of  
17 the savings that she has identified for the  
18 system.

19 MS. RIBATUBAI: Thank you. I wanted to  
20 give an overlook of cost, how much utility cost  
21 we spend on all of our facilities. Historically,

1 last year, the rates have been really low,  
2 historical, overall. That's why we are like 20  
3 percent down. But, approximately \$25 to \$30  
4 million we spend every year on utility costs  
5 which is electricity, natural gas, heating oil,  
6 water, sewer and steam for all of our schools to  
7 run on time and serve all the students.

8 Looking at the energy use, how much  
9 energy use, I have energy just as electricity,  
10 gas, oil and steam in kbtu over a period of five  
11 years. So, last year we were down about 17  
12 percent. This is, a lot of our account for this.  
13 We have energy initiatives going on, changing  
14 portfolio. We have some systems that were not  
15 working and we did a lot of finishing like  
16 lighting projects and resurplussed some  
17 buildings.

18 We have 21st Century schools which go  
19 into construction phase. So, we transferred  
20 those accounts right away. So, all those account  
21 for the 17 percent down.

1           So, how we are doing with energy  
2           conversation and guiding our work. Maryland and  
3           Baltimore both have energy laws from 2008 and  
4           currently and now we also here, at city schools,  
5           passed the Sustainability Policy in 2016 which  
6           has one of the regulations as energy and water  
7           resource conservation.

8           Part of the regulation requires a plan  
9           which will show how we can conserve more and  
10          spread the awareness among students and staff and  
11          community. So, that's in development right now.

12          Everybody is mostly aware of the 21st  
13          Century school. I just wanted to point out that  
14          all the schools will be lead, silver or higher  
15          rating. Lead is leader in energy and  
16          environmental design. Those will be silver or  
17          higher rating, so those would be energy efficient  
18          buildings.

19          So, basically, four sections that we  
20          divide our work into, first is procurement, then  
21          utility management and resource conservation and

1 then spread the awareness among students, staff  
2 and community which is a very important aspect,  
3 and from renewable energy to reduce our carbon  
4 footprint.

5 We are part of Baltimore Metropolitan  
6 Council since 2006. We are one of the members  
7 with other cities and counties surrounding. It's  
8 called Baltimore Regional Cooperative Purchasing  
9 Committee. We procure electricity and natural  
10 gas through that. The rates, we manage the  
11 portfolio and budget our rates. So, we have  
12 approximately 20 percent less cost on rates than  
13 the market rates. Since 2006, we awarded \$16  
14 million in cost, for the energy cost.

15 This is our first procurement in  
16 renewable energy, first offsite solar contract.  
17 We signed for 38.5 megawatt, it will be offsite  
18 and it will be credited into billing. That will  
19 anticipate to start in FY`18. Over a period of  
20 20 years, we will save around \$2.6 million with  
21 the solar rates.

1           Everybody is aware of the Waverly  
2   Elementary School and we are glad that it was  
3   designed as a lead silver which was a lower rate  
4   in design but is certified as a gold which is a  
5   good thing. We have green roof and some solar  
6   panels on that school.

7           Another renewable energy is geothermal  
8   technology which uses the heat from the ground.  
9   We will be using geothermal energy which is a  
10   very renewable energy in a lot of our schools,  
11   especially 21st Century schools and we have two  
12   Net Zero schools coming up which will, so this  
13   technology is for heating and cooling the  
14   building which re-uses the heat from the Earth.

15           So, for utility billing and data  
16   management, we use energy cap software which the  
17   city bought that software in 2006 and we had  
18   school systems beta also in that. When I came  
19   here, we bought that software and we are managing  
20   all our data and billing through that. But,  
21   recently, we are transferring to school

1 maintenance software so that we have all of our  
2 maintenance and all the costs and data on that  
3 software so utility is also major part. So,  
4 everybody can look at the whole building picture  
5 with utilities and all the costs and everything.  
6 So, there they are in transition right now and it  
7 will be done by end of February. Today is the  
8 end of February but I am working with them right  
9 now.

10 We also do some curtailment program which  
11 is called demand response since 2012 which,  
12 during the summer months, we reduce our energy  
13 use in some buildings. So, 14 of our buildings  
14 have those meters and when the company calls, we  
15 reduce the electricity for two hours or something  
16 with conversation with our operations and  
17 maintenance staff and the building occupants. We  
18 reduce that and we get revenue from that.

19 So, since 2012, we have saved about more  
20 than \$100,000 in revenue with this curtailment  
21 program.

1           Spreading the awareness among the  
2 operations and maintenance staff is very  
3 important because they go to the buildings every  
4 day and they manage the building and the energy  
5 is in their hands a lot of times. So, we have a  
6 lot of professional development and meetings with  
7 them, reminders and suggestions and support to  
8 maintain those buildings in an energy efficient  
9 way. And, any buildings, if we surplus or if we  
10 are closing or not using as a school, then we  
11 turn off the utilities as much as we can without  
12 sacrificing security.

13           Looking at all the utility bills and  
14 monitoring it more closely, we were able to save  
15 about \$800 to a million dollars the last three  
16 years. This year, it's under, still in process.  
17 Major was like water bills, some other bills  
18 which were billed incorrectly, a lot of accounts  
19 which were not under us and we were still paying  
20 them. A lot of things which account for that.  
21 So, that was a good thing to manage the data so

1 that we can see some cost savings.

2 MR. SCROGGINS: I would like to say,  
3 given the statements today about mismanagement,  
4 you look at the fact that Raj, in the last three  
5 years, has saved a minimum of \$800,000 in  
6 over-billings and had that credited back. In  
7 previous years, that probably would have been  
8 paid for. But, she was able to save the district  
9 each year and I think she's just done an  
10 incredible job and that should be noted.

11 (Applause.)

12 MS. RIBATUBAI: Thank you. Thank you. I  
13 have great support from you and my supervisor,  
14 Blaine Lipski. So, I was able to do that and I  
15 appreciate everybody's thanks.

16 MR. SCROGGINS: Blaine is sick today,  
17 that's why he's not here. It's the first time  
18 he's been sick in 8 or 9 years. He went on  
19 vacation and I think he caught the flu.

20 MS. RIBATUBAI: So, in construction and  
21 retrofit projects, CIP projects, there are a lot

1 of rebate programs going around with local  
2 utility vendors. We take advantage of that. So,  
3 about \$200,000 we've received in rebates and we  
4 are still doing that. We recently changed those  
5 lights, if you see outside, those bright lights  
6 in the front of the building. We paid 20 percent  
7 and 80 percent was rebates. The LED lights in  
8 the front of the building, we recently changed,  
9 which was part of those programs.

10 Smart meters are being placed by all the  
11 vendors and we are working with them to replace  
12 those so that we will have less billing errors.  
13 In lead buildings, so all the new buildings will  
14 be lead silver and that's a state law. So, the  
15 new 21st Century buildings and those will be lead  
16 certified.

17 We are very excited to have two Net Zero  
18 schools which will be only one school right now  
19 in Maryland ours will be second and third. Net  
20 Zero School is a school that will produce as much  
21 energy as it will use. So, we should be seeing

1 zero dollars for utilities and we are very  
2 excited to start that here.

3 We are trying to use clean fuels,  
4 changing fuel oil tanks to natural gas for the  
5 new projects and geothermal technology will be  
6 there in new schools.

7 MR. SCROGGINS: I think we should mention  
8 that for the Net Zero Schools, we were able to  
9 get over \$3 million in grants, \$5 million  
10 combined for both schools. There were three  
11 grants that year and we received two of them.  
12 So, Holabird and Graceland will receive that  
13 benefit. They are two of the schools that we are  
14 doing out of our CIP and not in the 21st Century  
15 and we'll be able to compare what goes on. But,  
16 they will have geothermal, they will have solar  
17 panels and, basically, all the energy that the  
18 school uses will be generated onsite and we will  
19 probably be connected to the grid but we will not  
20 be using any energy from the grid.

21 MS. RIBATUBAI: Thank you. So, education

1 and awareness to students, staff and community.  
2 This is a very important aspect of this energy  
3 conservation and awareness. So, we are doing in  
4 different ways.

5 So, we have an energy toolkit available  
6 on City Schools Inside and our Green School  
7 Coordinator, Joanna Pisunier, she has a great  
8 help with all these and I have real great support  
9 for all the work.

10 So, we have an energy toolkit, we have a  
11 recycling toolkit on City Schools Inside, and we  
12 are spreading this to all the students, teachers  
13 and whoever we can so that they can use. We have  
14 lists for students, staff, to perform how energy  
15 efficient they can be at their school building  
16 and at home.

17 We did some energy reduction competitions  
18 between schools that were real good success. We  
19 meet schools and they formed green teams and they  
20 tried to save energy by turning off lights on a  
21 nice sunny day and a lot of different ways. This

1 year, we have 22 schools participating and then  
2 we are providing them incentives like \$750 for  
3 first prize and \$500 and \$250 as prizes so they  
4 are more likely to do the work and conserve  
5 energy and reduce the bills.

6 To the custodians and all the staff,  
7 also, we have PD days every year which we provide  
8 and ongoing emails and a lot of communication so  
9 that it is reminded that energy conservation is  
10 important. It's just a behavior change that  
11 everybody needs to do and that's what we are  
12 trying to spread.

13 We also go to a lot of schools and do  
14 presentation on the clubs, they have Green Clubs  
15 and after school programs or during the school  
16 during science class, we do some presentations to  
17 that kids can be aware of different things they  
18 can do in conservation.

19 We had Morgan State University also help  
20 us in 2013. They provided us with an energy  
21 building operator certification for three of our

1 staff which had an emphasis on energy  
2 conservation and that they did the training for  
3 and EBS, educational building supervisors, also.

4 Recycling and reducing, waste is also a  
5 part of energy conservation and we have toolkit  
6 available and we tried to work one-on-one with  
7 schools to recycle everything, not just paper.  
8 Paper was recycled before but now we are seeing  
9 more and more schools recycling which is  
10 everything else. Glass, metal, plastics,  
11 everything.

12 Baltimore Energy Challenge and the  
13 Baltimore Office of Sustainability is a real good  
14 help with everything, with money and support to  
15 students and staff and teachers. They are really  
16 good help. They provide grants, they provide  
17 supports. Americorp go to the schools and that's  
18 the biggest support, then the funds, because that  
19 way, they work one-on-one with staff and students  
20 and everybody. So, we really appreciate that.

21 Communications. Through city schools

1 news and we tried to spend some tips about energy  
2 conservation so it reminds people to do more  
3 conservation.

4 I'm thankful to everyone and to give me  
5 this presentation and I'm open for any questions  
6 or comments and thank you, Keith, for changing  
7 the slides for me.

8 BOARD CHAIR COOPER: Commissioner  
9 Casciani.

10 COMMISSIONER CASCIANI: Thank you, Raj  
11 and Keith. Commissioner Hike-Hubbard before me,  
12 and then when I came on the School Board, I very  
13 much wanted to push the school system to do more  
14 in this area. This is beyond, certainly, what my  
15 wildest expectations could have been. So, thank  
16 you. I want to give a shout-out to Alice Kennedy  
17 who is the Deputy Housing Commissioner and also  
18 used to be the city's sustainability coordinator,  
19 and Earl Millet, from Civic Works which houses  
20 the energy challenge. There are a lot of  
21 partners working on this and it's impossible to

1       overstate the thousands of kids that are being  
2       educated. So, while we're doing this at the high  
3       level and with support from the administration  
4       and the Operations Office, we're simultaneously  
5       educating thousands of kids a year to be  
6       knowledgeable consumers and conservers of energy.  
7       That's the way to get to long-term change. We're  
8       seeing the money and God knows we need the  
9       savings. So, thank you very much. (Applause.)

10               BOARD CHAIR COOPER: Commissioner Frank?

11               COMMISSIONER FRANK: The Board knows I'm  
12       not a big fan of long presentations but I loved  
13       every slide. So, it was great. One of the  
14       principles of energy savings is you make an  
15       investment and then it has a pay back period  
16       within a certain period of time, so you're making  
17       a lot back. As Dr. Santelises pointed out, the  
18       investment of you and your team has produced  
19       great rewards for the district.

20               I am curious. If you had an additional  
21       resource or additional resources or an additional

1 tool that you don't have now, could you achieve  
2 even more savings with that additional tool?  
3 And, what are some examples?

4 MS. RIBATUBAI: Absolutely. There are so  
5 many building errors that I cannot get to it.  
6 Some of the initiatives that we need to change in  
7 our, the way we work our buildings, how we  
8 operate and maintain. There's a lot of  
9 opportunity that can save us a lot of energy,  
10 utility dollars, if we have another person or a  
11 knowledgeable person to show the way how,  
12 differently, it can be done.

13 Technology is changing every day in  
14 energy conservation and energy resources,  
15 management. We definitely can use a lot of  
16 resources, if we have more people to work on  
17 energy, then we can achieve more savings, we can  
18 do a lot of projects which we cannot do right now  
19 because of time constraint and manpower  
20 constraint.

21 So, there are a lot of things which can

1 be done and I have, like, my wish list is there  
2 but it takes time to achieve because we have a  
3 lot of other things going on. But, definitely  
4 that will, even without funds. But, if we have  
5 extra body working, we can do a lot of savings.

6 COMMISSIONER FRANK: Thank you.

7 BOARD CHAIR COOPER: Thank you very much.

8 Now we'll turn to Commissioner Hike-Hubbard's  
9 favorite topic, item 7.04, tuition fees for  
10 non-resident students.

11 VOICE: Good evening, Board Chair Cooper,  
12 Dr. Santelises, before I turn this over to Dr.  
13 Parker, our Director of Enrollment, Choice and  
14 Transfer, to present the recommendation to  
15 increase city schools' tuition fees for  
16 non-resident students. I, again, want to  
17 apologize for presenting a tuition rate tonight  
18 that is different than the tuition rate we  
19 presented in the Teaching and Learning Committee  
20 in January.

21 Historically, we have always marginally

1 increased tuition each year. However, in our  
2 current fiscal landscape, we feel the need to  
3 raise tuition at a great rate to ensure that we  
4 provide appropriate resources, services and  
5 support to our schools that accept students that  
6 are non-residents.

7 So, with that, I would like to turn it  
8 over to Dr. Parker.

9 MS. PARKER: Good evening, Commissioner  
10 Cooper, School Board Commissioners and Dr.  
11 Santelises. This evening, we're going to go over  
12 the recommendation for tuition increase for  
13 non-residents for the upcoming school year.

14 Just to give an overview of the policy,  
15 JFA and regulation JFA-RA, were last review and  
16 revised in 2015. Within the regulation in the  
17 policy, there are processes outlined for  
18 residency and non-residency tuition with the  
19 intent to, one, maximize the number of seats  
20 available for city residents, as well as to  
21 verify bona fide residents in order to assess

1 tuition.

2 In considering the assessment of tuition,  
3 there are waivers available for temporary  
4 employees who get waivers for dependent children,  
5 as well as hardship waivers that can be requested  
6 for other families.

7 When we consider the tuition rate  
8 changes, over the past 6 years there have been  
9 marginal increases, from five to 10 percent,  
10 which Board approval and that still remains  
11 historically lower than the other LEAs, parochial  
12 schools, as well as private schools.

13 If we look at the 7-year trend for  
14 tuition increases, we looked to see that there  
15 are marginal increases with one year with no  
16 increase. In 2012-13, we began to differentiate  
17 the amount of tuition assessed for elementary and  
18 secondary students.

19 Currently, we have 49 students who are  
20 non-city residents who are being assessed  
21 tuition. A large portion of those students, 45

1 of the 49, are enrolled at the Baltimore School  
2 for the Arts which roughly composes 11 percent of  
3 their total population.

4           Considering the trend of enrollment for  
5 non-city residents for BSA, if you look at their  
6 five-year percentages, you'll see that they are  
7 gradually getting lower and that goes in  
8 alignment with the changes to policy JFA in  
9 regards to maximizing the number of seats for  
10 city residents prior to allowing for non-city  
11 residents to become a part of that environment.

12           BOARD CHAIR COOPER: We have a question.  
13 Commissioner Casciani?

14           COMMISSIONER CASCIANI: It's also worth  
15 noting, it's not just about that policy. We've  
16 had presentations from Chris Ford from School for  
17 the Arts. It's also the result of very  
18 intentional work they have done at the community  
19 level to assure that students from those schools  
20 are prepared to enter the School for the Arts.  
21 So, we just need to note that. It's not like

1 they were forced to comply with a new policy.

2 COMMISSIONER KANNAM: I actually, just  
3 jumping in, would say that's the reason why that  
4 number has gone down. It's not because of this  
5 policy. It's a commitment to making sure that's  
6 something that we, as a Board, really emphasized  
7 in Chris is committed to that.

8 COMMISSIONER CASCIANI: Yes. We, as a  
9 Board, they, as a school, we all want students  
10 from Baltimore City schools to be able to meet  
11 the high standards and that we're seeing, with  
12 the kind of investments that they're making, that  
13 they are able to meet those high standards. We  
14 don't want to put ourselves in a box where we  
15 have to lower the standards and that's why this  
16 trend is so awesome. I really felt like I wanted  
17 to add that.

18 VOICE: I think a part of that also has  
19 to do with the investment in TWIGS and other  
20 programs that they do when they start the  
21 students early.

1           COMMISSIONER CASCIANI: It's all  
2 connected. But, they have been a terrific  
3 partner in this without lowering their standards.

4           COMMISSIONER HIKE-HUBBARD: Yes, they've  
5 heard our concerns and I appreciate the changes  
6 they've made. Deliberate, sincere changes.

7           MS. PARKER: If we look at the comparison  
8 for the other LEAs in relation to the tuition for  
9 city schools non-resident students, we are among  
10 the lowest for elementary schools and the second  
11 lowest for secondary schools.

12           Similarly, if you look at the comparison  
13 for parochial schools, we are considerably lower  
14 than most of the schools and slightly lower than  
15 one of them, and only seeing a larger tuition  
16 assessment over Cardinal Sheehan's school, for  
17 the schools that are listed here in this slide.

18           Therefore, we are making a recommendation  
19 for the 2017-18 school year to increase the  
20 tuition for elementary and secondary students to  
21 \$10,000 which you will see the increased rates

1 for each of the levels. Our recommendation is  
2 based on the fair market value for educational  
3 services in line with the parochial and LEAs that  
4 were listed within the presentation.

5 BOARD CHAIR COOPER: Commissioner  
6 Casciani.

7 COMMISSIONER CASCIANI: Thank you. I  
8 just want to say that I know this is not a vote,  
9 this is just a recommendation. Which is good  
10 because I couldn't vote for this. I don't think  
11 we need a zero percent increase. This is not the  
12 year for that. I don't think it should be a five  
13 percent increase. It's not the year for that.

14 But, I think going back to what had been  
15 the 10 percent, somewhere in that neighborhood,  
16 10 to 15. But, this is a 53 percent increase. I  
17 wasn't always good at percentages. I was an  
18 engineer but my percentages were not always  
19 great. But, my calculations tell me it's a 53  
20 percent increase.

21 While it is true that, for the high

1 school, when you compare to the parochial  
2 schools, the \$10,000 is lower than most of them.  
3 Actually, it's lower than all of them. It is not  
4 a true statement to say that this puts us in line  
5 with other LEAs because there are only two LEAs  
6 that are above us. This would put us above all  
7 the other LEAs. So, I don't think that's a fair  
8 statement at all.

9 I reached out to Principal Ford and their  
10 numbers are getting smaller and that's good. I  
11 think the last time we had an analysis of this,  
12 they were drawing most of their students from two  
13 schools, one in Prince George's County and one, I  
14 thought it was Baltimore County. They were not  
15 coming from primarily parochial schools.

16 So, I care about what disruptions this  
17 would make in the school. I'm not advocating  
18 that we don't want our kids in all those seats,  
19 we do. That's why the proper steps are being  
20 taken to ensure that that happens. But, this  
21 will affect people on the margins and will not

1 have a significant impact on our budget, quite  
2 frankly. I think it's disingenuous to say that  
3 this will put us in line with other LEAs because  
4 the facts just don't support that.

5 BOARD CHAIR COOPER: Commissioner  
6 Hike-Hubbard.

7 COMMISSIONER HIKE-HUBBARD: This Board  
8 has heard me talk time and time again about  
9 making sure city kids are at our schools and that  
10 they are first in our schools. I also asked for  
11 a cost-out for what it would cost for a kid to  
12 attend the Baltimore School for the Arts and it  
13 was around \$12,000, give or take a couple of  
14 hundred dollars.

15 With that said, I highly am against this  
16 drastic increase. It's such a quick turnaround.  
17 I don't think it's fair for parents who have  
18 signed on to be a city schools student last year  
19 and have the tuition go from \$6,000 to \$10,000  
20 within one year. It's just not reasonable to go  
21 that quickly.

1 I do believe that the cost for educating  
2 a kid at School for the Arts or other is higher  
3 than what they're paying right now. But, this  
4 drastic increase is problematic for me. I would  
5 suggest some sort of gradual increase. Maybe you  
6 can do something as you phase in, the class comes  
7 in at some level and then they phase up to some  
8 amount.

9 I would be much more in support of a  
10 phasic approach to an appropriate tuition  
11 increase than I would be just to go from 6 to 10.  
12 I also think it's unfair to compare us to  
13 parochial tuitions. Those tuitions are extremely  
14 high. I do think that the comparisons between  
15 our LEAs makes sense and, to Commissioner  
16 Casciani's point, that would put us with  
17 Montgomery County and Howard County and we're  
18 just not there yet, unfortunately.

19 BOARD CHAIR COOPER: Commissioner Hassan  
20 and then Commissioner Kannam.

21 COMMISSIONER HASSAN: Just building on

1       what Commissioner Hike-Hubbard said, I actually  
2       don't agree with a phase-in over time, but I  
3       agree with a grandfather clause. So, the parents  
4       that are here, they've made their commitment.  
5       But, if we're using this as a, we want Baltimore  
6       City students in Baltimore City seats, then yes.  
7       New students, this is right. But, that we do  
8       something to accommodate families who have been  
9       with us.

10               BOARD CHAIR COOPER: Commissioner Kannam.

11               COMMISSIONER KANNAM: I just want to,  
12       first, thank Shawn for starting to say, like, we  
13       came to committee with one recommendation and now  
14       there's another recommendation and communicating  
15       that and us talking about it in Teaching and  
16       Learning today. So, I appreciate that.

17               I guess for me, I was, a few years ago,  
18       the one advocating for let's just compare it and  
19       bring it up. It created a lot of undue, I feel  
20       like, consternation. So, the stair step approach  
21       is something I feel like, and it was all about a

1 lot of families coming together and wanting to be  
2 prepared for what they need to pay, and convinced  
3 from data from the School for the Arts of the  
4 kids who are actually coming are coming from  
5 different types of backgrounds and want to take  
6 advantage of the opportunities.

7 So, I became convinced on the stair step  
8 type of thing. The gradual increase over time,  
9 realizing that we have to do that. For me, what  
10 it really comes down to is parents and planning.  
11 So, there's two ways you can do it. You can  
12 grandfather the first ones in or you can just  
13 gradually increase over time. So, that's what I  
14 would say.

15 Again, I think this one slide, I had  
16 actually really focused on that slide. That's  
17 pretty remarkable. When I first joined the  
18 Board, it really bothered me that 26 percent of  
19 the kids were coming from outside the city and I  
20 think it was a real push and partnership that's  
21 gotten us to 11 percent. So, the money issue is

1 about \$150,000 and I just don't think that's  
2 worth it, this approach is worth it.

3 BOARD CHAIR COOPER: So, I will say that  
4 I'm of the position that it's not only about  
5 whether Baltimore City students get to go to the  
6 school. If people from outside of the school  
7 district want to attend our schools, they pay the  
8 fair market value. If it costs \$12,000, that's  
9 what they should pay.

10 I am in line with Commissioner Hassan's  
11 approach which is for those already here,  
12 grandfather them in. But, everyone new should  
13 pay the fair market value for the service. It is  
14 a high quality school, one might argue, the best  
15 in the state. It is world renowned,  
16 internationally renowned. There is a value to  
17 going to this school that will long outlast your  
18 high school experience and the fair value should  
19 be paid by those who are not residents of  
20 Baltimore City. If they want to not pay, move to  
21 Baltimore City.

1           COMMISSIONER CASCIANI: So, again, I'm  
2 glad we're not voting, I want a chance to reflect  
3 on the grandfather option. I do want to say,  
4 though, that there is merit in high standards.  
5 One of the reasons we're seeing more students  
6 being able to attend is that we've, because of  
7 their efforts and other schools, we have attended  
8 to the pipeline of qualified students.

9           We heard a presentation earlier tonight  
10 about one of the by-products of not having enough  
11 funding in this district is we're not able to  
12 fund quality arts programs in all our schools  
13 which damages the pipeline into the School for  
14 the Arts.

15           So, if we want all those seats to be  
16 occupied by city students, we have to be  
17 attentive to the pipeline issue. You can't have  
18 it both ways. I don't think we want to reduce  
19 the standards. Having said that, I hear you on  
20 the fair market value and I think that the  
21 grandfather option is a reasonable argument.

1 But, we have to be attentive to the pipeline  
2 issue. Period.

3 BOARD CHAIR COOPER: Let me be clear, my  
4 issue is not about the pipeline issue. From my  
5 perspective, it could be 50 percent people from  
6 outside the district. That's not my concern. My  
7 concern is if there are people from outside the  
8 district attending, they should just pay the fair  
9 market value.

10 The school decides who gets into the  
11 school. They decide. If they decide that this  
12 year it's 80 percent Baltimore City and 20  
13 percent outside, that's their choice. Just the  
14 folks that are taking advantage of what I believe  
15 to be a value that extends beyond the high school  
16 experience, they should pay the fair market value  
17 for it.

18 COMMISSIONER CASCIANI: Fair enough.

19 BOARD CHAIR COOPER: Commissioner  
20 Hike-Hubbard.

21 COMMISSIONER HIKE-HUBBARD: You know, I

1 disagree with you. I just need to say it for the  
2 public. I think it supposed to be for city kids.  
3 I'm sorry, but I think it's interesting that some  
4 of us are now thinking differently about what the  
5 School for the Arts should be and it really  
6 should be, it's the jewel of our city. I love  
7 that school. Don't think I have an issue with  
8 the school. I have no issue with the school. I  
9 want my children, who I pay tax dollars for in  
10 this city, to get the benefit of that school.

11 So, that's my issue and I want to put it  
12 out there. This may be the last time I ever get  
13 to say it so I'm saying it now. But, with that  
14 being said, I think the grandfather option makes  
15 a lot of sense. I would say, however, the kids  
16 who have been admitted this year, they've already  
17 gotten their acceptance letters, might need to be  
18 part of that grandfather because parents are  
19 entering in with kids' hopes and dreams with an  
20 application in their hands and then we tell them,  
21 I'm sorry, now it's \$10,000. So, if we do some

1 kind of grandfather, waive-in or whatever, I  
2 would say start next school year and let the kids  
3 who are entering this school year be a part of  
4 the grandfather conversation. I think it's an  
5 unfair premise to take away things from kids.  
6 It's hard to do.

7 BOARD CHAIR COOPER: Thank you.

8 VOICE: We thank you for your comments.  
9 That's why we wanted it to be an information  
10 session. So we could take this back and continue  
11 to work on it. Thank you.

12 BOARD CHAIR COOPER: (Dialogue lost due  
13 to technical difficulties.)

14 MR. WALKER: Good evening. I am John  
15 Walker, interim Chief Financial Officer, and Ms.  
16 Maryann Cox who is the Deputy Chief Financial  
17 Officer. We just wanted to give you a little bit  
18 of a budget update on the budget calendar.

19 At the last Board meeting, we had  
20 mentioned that we had just come up with some  
21 community meetings. We were asked to go back and

1 put them into the calendar so that they could be  
2 presented publicly. So, I don't want to take a  
3 lot of your time but here's what we presented at  
4 the last meeting. You'll see that Number 7,  
5 we've added community engagements for March 13th  
6 through April 6th.

7 Then, if you go to the last page, these  
8 are the community engagements, where they are  
9 being held and what dates. We're at Frederick  
10 Douglass High School on Monday, March 13th from  
11 6:00 to 8:00 p.m., Baltimore City College on  
12 Wednesday, March 15th from 6:00 to 8:00 p.m.,  
13 Paul Laurence Dunbar High School on Monday, April  
14 3rd from 6:00 to 8:00 p.m., Edmondson-Westside  
15 High School on Wednesday, April 5th from 6:30 to  
16 8:30 p.m., and finally, New Era Academy on  
17 Thursday, April 6th from 6:00 to 8:00 p.m. So,  
18 that is the update. Any questions?

19 DR. SANTELISES: I just want to flag and  
20 make sure, John, that the community engagement  
21 slide is also what, in other places, we've

1 referred to as Town Halls. Correct?

2 MR. WALKER: Correct.

3 DR. SANTELISES: Okay, I just wanted to  
4 make sure of that. While you all are sitting  
5 here, just on this theme of countering the myth  
6 of mismanagement that seems to be the least  
7 attended sessions of the evening by the press and  
8 large crowds, I just want to commend both you,  
9 Maryann, our previous CFO, and the entire finance  
10 team publicly because it is your diligence that  
11 has allowed us to be able to make the case. It  
12 is our clean audits, it is our high regard and  
13 mention amongst the financial accountability  
14 world that has made that possible and, often  
15 times, we talk about the front line people who  
16 make the work possible and, clearly, they are all  
17 our focus.

18 But, I want to state publicly that if not  
19 for the work and the leadership of the finance  
20 team, we would not have the strength of argument  
21 that we have in refuting, again, this kind of

1 erroneous narrative of mismanagement and fiscal  
2 irresponsibility. So, I just want to commend you  
3 both publicly, and the teams that you represent.

4 MR. WALKER: Thank you.

5 BOARD CHAIR COOPER: Commissioner Kannam.

6 COMMISSIONER KANNAM: Thank you for this  
7 slide, I appreciate it. It's great that people  
8 can come out. Have you thought a little bit, and  
9 if you haven't, this is just input to consider.  
10 The idea at these forums, not only pushing out  
11 information to people, but also somehow getting  
12 input from community members.

13 MR. WALKER: That's exactly what will be  
14 part of the program.

15 COMMISSIONER KANNAM: Okay, great.

16 MR. WALKER: It's part us and then we  
17 want to get input from people.

18 COMMISSIONER KANNAM: Right. Wonderful.  
19 Thanks.

20 BOARD CHAIR COOPER: Commissioner Hassan.

21 COMMISSIONER HASSAN: Dr. Santelises

1 covered mine. Thanks.

2 DR. SANTELISES: Oh, I'm sorry.

3 COMMISSIONER HASSAN: No, I just wanted  
4 to make sure that they were publicly  
5 acknowledged.

6 BOARD CHAIR COOPER: Thank you.

7 MR. WALKER: Thank you.

8 BOARD CHAIR COOPER: Item 7.06, Lakewood  
9 Zone Change.

10 MS. ALVAREZ: Good evening,  
11 Commissioners. Angela Alvarez, Executive  
12 Director of the Office of New Initiatives. I am  
13 presenting a recommendation around a slight  
14 modification around the Lakewood zone.

15 Basically, we're asking the Board to  
16 consider changing the Lakewood zone so that  
17 Kindergarten students are zoned to the Fort  
18 Worthington Elementary/Middle School which is  
19 located near Lakewood Elementary.

20 Lakewood Elementary is an early learning  
21 site that currently serves students in PreK and

1 K. Families living in that community have the  
2 option currently to go to either Fort Worthington  
3 or to Lakewood for Kindergarten. Currently, Fort  
4 Worthington is one of our first buildings to be  
5 opened under the 21st Century Buildings Plan.

6 The building will be open for Kindergarten  
7 classrooms and there is not enough Kindergarten  
8 students in the area to support 7 Kindergarten  
9 classes.

10 So, we're asking the Board to alter the  
11 zone so that Kindergarten students would all be  
12 zoned to Lakewood and have the benefit of the  
13 brand-new facility.

14 If approved, all K-8 students living in  
15 the area would go to Fort Worthington. PreK  
16 students living in the area would still be able  
17 to attend Lakewood.

18 This recommendation is related to another  
19 program that we run, the Heritage Early Learning  
20 Center. So, if the Board approves this  
21 modification in the zone, it would free up space

1 for us to move specialized early learning  
2 programming that's currently at Heritage to the  
3 Lakewood School.

4 Heritage is located in the Lake Clifton  
5 campus with two secondary programs, ACCE and  
6 REACH. That has been a problem in recent times  
7 in terms of the climate with the high school  
8 students has been spilling into the early  
9 learning area.

10 So, we've been wanting to find an  
11 alternative solution for the programs associated  
12 with Heritage Early Learning Center.  
13 Additionally, the Heritage Early Learning Center  
14 currently has two PreK programs that are  
15 associated with nearby K-8 schools Hazelwood and  
16 Gardenville. That site was developed because  
17 there was not space in prior years for Hazelwood  
18 and Gardenville to have their own PreK. Both of  
19 those schools now have space so we would like to  
20 return those PreK programs to the zoned school so  
21 that families in that neighborhood could go

1 straight from PreK into K-8 programming at the  
2 school in their neighborhood rather than being  
3 bussed to Heritage Early Learning Center.

4           If you approve the zone change for  
5 Lakewood, it would allow us to close the Heritage  
6 Early Learning Center. Like I said, the  
7 specialized PreK programs and K programs in the  
8 Heritage Early Learning Center would move to  
9 Lakewood. That's three programs within the  
10 building.

11           This plan positions students so they're  
12 in more age appropriate settings. I think it's  
13 also more beneficial for families in terms of the  
14 distance that the programs are from the  
15 neighborhood schools.

16           For members of the public, we plan to  
17 meet with each of the school communities  
18 impacted, the Lakewood school community and the  
19 Heritage school community at their school sites  
20 to do community meetings and then we'll return to  
21 the Board on March 14th for you to make a final

1 determination about this recommendation. If  
2 members of the community want to send feedback  
3 directly to the Board, they can use the Board's  
4 address here. Either the email address or  
5 through the mail or participate in the community  
6 meetings that we're having at the school sites.

7 BOARD CHAIR COOPER: Commissioner Hassan  
8 and then Hike-Hubbard.

9 COMMISSIONER HASSAN: Thank you, Angela.  
10 With the three specialized Kindergartens that  
11 would go to Lakewood, are they special ed?

12 MS. ALVAREZ: Yeah, they're specialized  
13 programs for PreK and K.

14 COMMISSIONER HASSAN: Right. So, does  
15 that have an LRE impact on any of those students?  
16 As far as least restrictive environment. If  
17 they're now in a de facto self-contained setting.

18 MS. ALVAREZ: So, they would stay in  
19 their same, it wouldn't change the LRE status.

20 COMMISSIONER HASSAN: We're talking in  
21 class, but in a traditional school.

1 MS. ALVAREZ: No.

2 COMMISSIONER HASSAN: So, they had  
3 typical peers and proximity? I just want to make  
4 sure that we're not --

5 MS. ALVAREZ: I'm going to let Perry take  
6 that question.

7 MR. GORGAN: I'm Perry Gorgan, the  
8 Director of Early Learning. So, to answer your  
9 question, the LRE will be the same whether it's  
10 hosted at Heritage or at the Lakewood location.  
11 In fact, we looked at the students who are in the  
12 PreK program, in the specialized, who will stay  
13 in the program and participate as Kindergartners  
14 as well. So, they are currently receiving  
15 transportation to Heritage Early Learning. They  
16 will continue to receive transportation to  
17 Lakewood under this proposal. And, their LRE  
18 would stay the same.

19 COMMISSIONER HASSAN: Thank you.

20 COMMISSIONER HIKE-HUBBARD: Just quickly.  
21 Transportation, you said the kids are going from

1 zone but we'll still provide transportation for  
2 specialized programming when they move Lakewood  
3 if it's necessary?

4 MS. ALVAREZ: So, we'll still provide  
5 specialized transportation to students when it's  
6 necessary. It will free up transportation  
7 resources in terms of the students who are  
8 Gardenville or Hazelwood students.

9 COMMISSIONER HIKE-HUBBARD: Okay, thank  
10 you.

11 BOARD CHAIR COOPER: Thank you. I think  
12 you're probably staying here for item 7.07?  
13 Annual portfolio recommendation update,  
14 Renaissance Academy.

15 MS. ALVAREZ: In November, we brought a  
16 recommendation to close the Renaissance Academy  
17 Program to this Board. Due to our engagement  
18 process which is a normal and important part of  
19 the portfolio review, feedback from students in  
20 particular, as well as partners, we are official  
21 rescinding the recommendation to close the

1 program and, instead, we will keep the program  
2 open in its current space.

3           Some of the factors that we considered in  
4 terms of the location of the site, earlier when  
5 we came to the Board, we had the possibility of  
6 relocating the program to the campus of BCCC.  
7 Unfortunately, due to factors outside our  
8 control, that's not possible.

9           We did receive a generous donation from a  
10 partner that will allow us to renovate the  
11 facility where Renaissance is currently located.  
12 We plan to engage the community around how to  
13 best utilize that fund to support our students  
14 within that site. Additionally, the CAO has  
15 committed staff time through Don Charley, to do  
16 an academic planning process with that school  
17 community in order to revitalize and redefine the  
18 academic programming offered to students.

19           We, again, for that process which will  
20 take the remaining part of this year and next  
21 year, engage the school community around that.

1 That's students, staff and partners, to really  
2 make a robust program happen for our students in  
3 West Baltimore.

4 This slide is just a little bit about the  
5 academic planning process. For members of the  
6 public, it's online if you want to understand  
7 what the steps are that are related to it.

8 BOARD CHAIR COOPER: Thank you.  
9 Commissioner Kannam.

10 COMMISSIONER KANNAM: Can you talk a  
11 little bit about the plan to boost enrollment at  
12 Renaissance? I know it's under-capacity and we  
13 have to make really tough decisions over time  
14 around small schools and keeping a small school  
15 open and investing more in a small school. It's  
16 going to be more tough choices for the Board.

17 So, is there a plan in place to boost  
18 enrollment?

19 MS. ALVAREZ: I think that's a good  
20 question. That's something that we talked  
21 extensively with the community about when we met

1 with them on Friday to give them an update. It's  
2 one of the things that came up.

3 I think there's an opportunity with  
4 Renaissance. So, I think part of the challenge  
5 is, there's a couple factors that play into  
6 enrollment. In that part of the city, we have  
7 more high school seats than we have students.  
8 That remains a challenge, even with the decision  
9 to rescind the previous recommendation. So, I  
10 think that's something where we're going to have  
11 to engage all the students in that community.  
12 So, not just the Renaissance students but the  
13 other high schools around coming up with a  
14 solution that really works for all of the  
15 families there.

16 I think the funding opportunity with a  
17 partner allows us to kind of reset and re-open  
18 the school. The academic planning process allows  
19 for that. One thing that I think this Board and  
20 I really appreciated was hearing from the  
21 students who, themselves, I think are good

1 advocates for encouraging other students to take  
2 advantage. There's a lot of good work around  
3 supporting students, particularly in their  
4 emotional and social health that's happening at  
5 the school. That's why a lot of students  
6 selected that site. So, we're going to have to  
7 help support the school in thinking through ways  
8 to attract students to the site.

9 But, long-term, from a portfolio point of  
10 view, we really just need to figure out a way to  
11 engage the entire community in West Baltimore  
12 around coming up with a high school plan that  
13 works for all of our students.

14 BOARD CHAIR COOPER: Thank you very much,  
15 Ms. Alvarez. Now, we'll turn back to the items  
16 that were removed from Consent. We'll start with  
17 8.02, Board Policy BEA, Regular Business Meeting,  
18 second reader and Board vote.

19 MS. MELGA: Good evening, Chairman  
20 Cooper, Commissioners, Dr. Santelises. My name  
21 is Leah Melga, I'm the special assistant to the

1 Board and I am here to present second reader for  
2 the proposed changes to the Board Meeting  
3 Operations.

4 This presentation actually covers 8.02  
5 and 8.03. I plan on keeping it short and sweet.  
6 So, if you'll indulge me and hold your questions  
7 until the end of the presentation.

8 Item 8.02 deals with Board Policy BEA  
9 which is the policy that governs regular business  
10 meetings. Item 8.03 is Board Policy BGB which  
11 governs the agendas. So, I'm going to start with  
12 BGB, we are recommending that committee reports  
13 and Consent Agenda be moved to the public Board  
14 meeting. They are currently on the Executive  
15 Agenda. This is really in response to the  
16 public's request for a more transparent process.  
17 In order to accommodate these two additional  
18 agenda items to the public agenda, we are  
19 recommending a change to Policy BEA which is to  
20 move the start of the meeting from 6:00 p.m. to  
21 5:00 p.m. We don't plan on changing the start

1 time for public comment. That would remain at  
2 4:30. Public comment sign-up.

3 We've received a lot of feedback on this.  
4 We have gone to two PCAB meetings before and  
5 after presenting it to the Policy Committee. At  
6 PCAB, there was great support for moving the  
7 agenda items from Executive to public but there  
8 was a lot of concern about starting the meeting  
9 at 5:00 p.m.

10 At the first meeting, it was suggested  
11 that we create a survey, so we did. The survey  
12 was sent out through email, newsletters and  
13 announced at several meetings. We got some  
14 feedback. The feedback from the surveys, once  
15 again, the majority of respondents were  
16 supportive of the more transparent process,  
17 moving the agenda items, but were actually split  
18 on whether or not to move the meeting time to  
19 5:00. We also got a lot of feedback from  
20 individual community members, through emails,  
21 through public comment at meetings, and just

1 talking to them, whether it was at PCAB or  
2 anywhere else. Once again, there was a lot of  
3 support for moving the agenda items and I would  
4 say the majority of people have concerns about  
5 moving the meeting to 5:00 p.m.

6 If there, as always, if there's any  
7 questions about any policy, and this policy  
8 specifically, we encourage the public to email  
9 policyreview @bcps.k12.md.us. Thank you.

10 BOARD CHAIR COOPER: Thank you. Do I  
11 have a motion to accept the Board Policy BEA,  
12 Regular Business Meeting, as recommended?

13 COMMISSIONER FRANK: Chairman Cooper, I  
14 move to pilot from July 1st, 2017 through  
15 December 31st, 2017 a 5:00 p.m. start time for  
16 the regular business meeting.

17 BOARD CHAIR COOPER: So, does that motion  
18 mean that you want us to vote down the  
19 recommendation and to do a pilot?

20 COMMISSIONER FRANK: Yes.

21 BOARD CHAIR COOPER: Do we have a second?

1           COMMISSIONER FRANK: Do you want me to  
2 repeat it?

3           COMMISSIONER HIKE-HUBBARD: Yes.

4           COMMISSIONER FRANK: I move that we vote  
5 down 8.02 and I move also that we pilot, from  
6 July 1st, 2017 through December 31, 2017, a 5:00  
7 p.m. start time for the regular business meeting.

8           BOARD CHAIR COOPER: Do we have a second  
9 for that motion?

10          COMMISSIONER HIKE-HUBBARD: Second.

11          BOARD CHAIR COOPER: Seconded by  
12 Commissioner Hike-Hubbard. Any discussion? All  
13 those in favor of the motion, please raise your  
14 hands. Commissioners Berkeley, Hassan, Kannam,  
15 Hike-Hubbard, Cooper, Casciani, Frank and  
16 Bondima. Motion passes 8-0. Do I have a motion  
17 with respect to 8.03, Board Policy BEGB-Agenda?

18          COMMISSIONER FRANK: Yes. I move to  
19 pilot, from July 1st, 2017 through December 31st,  
20 2017, shifting committee reports and the Consent  
21 Agenda from the Executive session agenda to the

1 public meeting agenda.

2 COMMISSIONER HASSAN: I'll second.

3 BOARD CHAIR COOPER: Seconded by  
4 Commissioner Hassan. All those in favor, please  
5 raise your hands. Commissioners Frank, Bondima,  
6 Casciani, Cooper, Hike-Hubbard, Kannam, Hassan  
7 and Berkeley. Vote passes 8-0. Commissioner  
8 Hassan?

9 COMMISSIONER HASSAN: I just want to  
10 publicly thank Leah for your work on this and all  
11 of the community members who came to our Board  
12 work forum to give input and opinions and  
13 expertise on this. So, thank you. And all  
14 others who were there.

15 BOARD CHAIR COOPER: That takes us to  
16 8.07, Board Policy JKA, Student Discipline.  
17 Third reader and Board vote.

18 VOICE: (Audio lost in tape transition.)  
19 Community members from charter schools, from our  
20 traditional schools, to, again, outside of our  
21 organization. People that are just really

1       invested and want to participate with us in the  
2       creation of a whole child plan.

3               Also, again, along those lines. Like I  
4       said, just the creation of a multi-year plan  
5       around the whole child and, like, what does that  
6       mean as far as the different strategies and the  
7       professional, ensuring there's professional  
8       development connected to that which would also  
9       change the climate, not only within the district  
10      but within our schools. Something similar to  
11      what we do around literacy, our collective  
12      learning, where staff members come around, come  
13      together once a week to work on specific  
14      strategies that will improve their ability to  
15      support school-based staff and to implementing  
16      the supports that would ultimately support our  
17      children, our staffs, our communities, families,  
18      and such.

19              So, just a couple commitments. We want  
20      to make sure that we are going to hold ourselves  
21      to into the implementation of JKA and the related

1 regulations.

2 VOICE: The next three slides will show  
3 the proposed changes since second reader. We  
4 started first with changing the name of the JKA  
5 policy from the JKA-Student Discipline to read  
6 now Behavioral Intervention and Student  
7 Discipline. That was a more positive tone,  
8 making certain that we are putting interventions  
9 in place instead of removing students from  
10 schools. So, that was a big start as far as  
11 changing the name of the policy from just reading  
12 Student Discipline to Behavior Interventions  
13 where we have strategies to make certain that we  
14 are working to keep students in school and using  
15 suspension as a last resort.

16 VOICE: As you can see from the second  
17 bullet, one of the things that we did, also  
18 worked with the stakeholders was we added  
19 language to the police statement and the purpose,  
20 to move in the right direction with restorative  
21 practice methods and then also with the third

1 bullet, we also wanted to expand the definition  
2 of PBIS since the majority of our schools are  
3 using PBIS in the district. With the fourth  
4 bullet, we wanted to expand the definition of  
5 restorative practice method because, in the past,  
6 it was called restorative justice and we changed  
7 the name to restorative practice. And, we also  
8 wanted to include, just to beef up the  
9 definition.

10 VOICE: Working with our stakeholders, we  
11 also agreed that we would add a definition for  
12 social and emotional learning that has been  
13 embedded in the policy in JKA, and we have a  
14 definitions section. In that section, we have  
15 now added the social and emotional learning as a  
16 definition.

17 We also added a definition for imminent  
18 threat of serious harm. COMAR, the state, to  
19 date, has not given us a definition. However,  
20 working with the stakeholders, we have come to an  
21 agreement right now that we have added a

1 definition to define imminent threat of serious  
2 harm and that has been an agreement between all  
3 stakeholders and that has been added into the JKA  
4 policy under definitions.

5 VOICE: So, with JKA-RA, one of the  
6 things we wanted to do was keep the flow with JKA  
7 and, as you look at the first bullet point, it  
8 states that we added language to the purpose to  
9 reflect the schools moving into restorative  
10 practice methods. We also want to reiterate that  
11 working with our stakeholders, and including one  
12 with the Teacher's Democracy Project, we're  
13 actually, I feel like we're in a good  
14 relationship, at least my office and they are  
15 actually paying for me to go to Oakland to see  
16 their changes and how they went districtwide with  
17 restorative practice to the conference and, we  
18 could see their language and how they  
19 incorporated language into their policy.

20 So, with JKA and JKA-RB, you'll see that  
21 we did add language into that to reflect

1 restorative practice methods. But, we know, like  
2 state earlier, that if language needs to be  
3 changed later on, we can still do that. But, we  
4 wanted to see what other stakeholders have to  
5 offer.

6 VOICE: Another change that we agreed  
7 upon was the removal of principal designee. That  
8 was misleading. Administrators were using others  
9 to handle suspension situations. According to  
10 COMAR, and we defined that the principal designee  
11 now can only be the principal or his or her  
12 designee which is the assistant principal.  
13 Meaning that only an administrator would be  
14 responsible for handling disciplinary measures.

15 So, therefore, we have removed  
16 principal's designee throughout all of the policy  
17 and the companion JKA-RA through RE. So,  
18 designee has been removed. And, we have defined  
19 that also in the JKA definition, we have defined  
20 principal.

21 Also, there's a language change that we

1       agreed upon with our stakeholders, that the  
2       language changed from then to or regarding  
3       referrals to the SST team and IEP team. It was  
4       reading that we would refer students to the SST,  
5       then the IEP. We agreed that we would change  
6       then to or. So, that would mean we would refer  
7       children as appropriate, whether they would be  
8       referred to SST or the IEP. Not that it was a  
9       process that it would be SST first and then IEP.  
10      So, that one word made a significant difference.  
11      That we changed 'then' to 'or'.

12                VOICE: Again, JKA-RB, you will see that  
13       we did add language into the purpose for  
14       restorative practice methods and I go back to  
15       what I repeated in the last slide of making it  
16       flow. So, that way, JKA and JKA-RA and RB fall  
17       in the same language.

18                VOICE: There was discussion about the  
19       language that was added to clarify that students  
20       would receive, in writing, a clear explanation in  
21       terms of why they are being suspended and we

1 included the date and the time. We all agree  
2 that that language needed to be added. So, I  
3 just wanted to clarify that. We were in  
4 agreement that we would make certain that the  
5 students were informed in writing, that it was  
6 clear as to why they were being suspended, the  
7 date and time would be included.

8           Additionally, the last bullet, add the  
9 right for the accused to access their suspension  
10 packet. There was a compromise on this piece  
11 whereas we have gone beyond what COMAR is  
12 expecting. We have gone beyond that because we  
13 talk about a barrier whereas we are short of  
14 staff in terms of preparing the packets. But, we  
15 have gone beyond what COMAR is asking us to do,  
16 making certain that the packets are prepared one  
17 hour in advance to give those who need to review  
18 that, to request that in writing in advance and  
19 no later than one business day in advance of the  
20 suspension hearing.

21           So, we have compromised on this piece in

1 terms of making certain that the packets would be  
2 available. There's a lot that we have to do as  
3 far as taking out names and personal information.  
4 So, there was, indeed, a compromise on the third  
5 bullet in terms of making certain that the  
6 packets would be available in advance prior to  
7 the suspension conference.

8 VOICE: Board Chair Cooper, there is more  
9 to the presentation but we're trying to stick to  
10 what you asked for, just the changes.

11 BOARD CHAIR COOPER: I believe  
12 Commissioner Hassan has a question.

13 COMMISSIONER HASSAN: Just a clarifying  
14 question. They have to request in writing prior  
15 to receiving the information? With a one-hour  
16 time window to review?

17 VOICE: That was a compromise because we  
18 want to make certain that we have everything  
19 documented (inaudible) go back and forth. Well,  
20 yes, I did. No, I did not. We're going to make  
21 certain that they are requesting it so that we

1 can have everything documented.

2 COMMISSIONER HASSAN: You can't just make  
3 it a policy to give it to them?

4 VOICE: That could be taken under  
5 consideration. But, right now, we had agreed  
6 that we would have it in writing so that we would  
7 have everything documented.

8 VOICE: Excuse me, that is something that  
9 we did talk about today. That came up today when  
10 we were talking with some of our partners and it  
11 is something that is definitely, we are  
12 considering whether it is an entire day in  
13 advance or whether it is something that we have  
14 the capacity to just do for everybody.

15 COMMISSIONER HASSAN: We are being asked  
16 to vote on this today. Correct?

17 BOARD CHAIR COOPER: Yes.

18 COMMISSIONER HASSAN: So, changing it,  
19 Hypothetically, is a challenge. Yeah.

20 VOICE: Based on our conversations  
21 earlier and some of the agreements that we've

1 made in working with our partners is we've agreed  
2 to keep working on this to make this work for  
3 everybody.

4 BOARD CHAIR COOPER: If I understand you  
5 correctly, you're saying that giving it to  
6 everyone is a capacity issue for us. Being able  
7 to produce it on demand for everybody regardless  
8 of whether they requested it or not. I'm trying  
9 to understand that point.

10 MS. ROBINSON: Sally Robinson, Office of  
11 Legal Counsel. I just wanted to provide some  
12 clarification. After listening to some of the  
13 public comment heard earlier tonight, I went  
14 through JKA-RB to identify the multiple occasions  
15 when the student is afforded the opportunity of  
16 learning what the allegations are against him or  
17 her. On Page Four in the short-term suspension  
18 section, the student is, we're obligated under  
19 COMAR and case law to provide the student, if  
20 they dispute the charges made against them, we  
21 are obligated to provide them with information

1 about the allegations. That's in JKA-RB.

2 On Page 6 in the long-term suspension,  
3 the same thing. The same information is there,  
4 the same requirement is there, Page 8 in RB for  
5 extended suspensions and non-permanent  
6 expulsions, also on Page 9.

7 With regard to the information, the  
8 compromise that's been provided for the  
9 suspension conference, again, as Dr. Garnett  
10 stated, that is above and beyond what COMAR  
11 requires. It's basically an expedited MPIA  
12 process that, normally, we would have 30 days to  
13 comply with. We'll be doing it in one.

14 Lastly, if the student files an appeal  
15 with the Board five days prior to the hearing, we  
16 are required under COMAR, and the language is in  
17 Policy BLC, that the student will, again, receive  
18 a copy of the witness statement and a copy of all  
19 the documents that the district will be using in  
20 the hearing.

21 I just want to make it clear that the

1 students will be receiving, on multiple  
2 occasions, information regarding the allegations  
3 that have been made against them. And, lastly,  
4 what has been happening at the suspension  
5 conferences, I don't want the Board to think that  
6 the Suspension Office has not been complying with  
7 what is required.

8 Under FERPA, the suspension counselors  
9 are prohibited from providing a written document  
10 to a family that identifies more than one  
11 student. They have to redact that information  
12 first. So, what they've been doing instead,  
13 under FERPA, they are permitted to provide a  
14 verbal description or a verbal summary of the  
15 documents before them. So, that is totally  
16 compliant with FERPA and that's what they've been  
17 doing. But, they've obviously agreed to  
18 compromise and go above and beyond what COMAR  
19 requires.

20 COMMISSIONER CASCIANI: So, I'll now  
21 confess to being completely confused. We've

1 heard a lot of passionate debate over a year or  
2 two and we've gotten a lot of written feedback  
3 about the due process issue.

4 Now are you are saying that as soon as a  
5 student is suspended, they're given all the  
6 information, all the data, they're told why.  
7 Like, what the evidence is. You are saying that  
8 they are given that.

9 MS. ROBINSON: Verbally. That is  
10 correct. The law and COMAR require that if a  
11 student is out of school and is being told

12 COMMISSIONER CASCIANI: Wait, not out of  
13 school. When it happens. Like, something  
14 happens

15 MS. ROBINSON: That is correct. At the  
16 school. With the conference with the principal  
17 or the principal's assistant, the assistant  
18 principal. If there is an allegation and the  
19 principal is investigating and believes that the  
20 child needs to be suspended and the child  
21 disputes the allegations against them, COMAR and

1 our regulation require that the principal or the  
2 designee, the assistant principal, provide the  
3 student with the information about the  
4 allegations against them. That's always been in  
5 there and continues to be. It's verbal and that  
6 is the due process that is required under the law  
7 and under COMAR and that's what is in there.

8 COMMISSIONER CASCIANI: So, okay. Thank  
9 you. I think what sometimes makes this difficult  
10 is the ability of the Office of the Public  
11 Defender, on numerous occasions, each time with  
12 different examples of situations that feel  
13 abusive. So, I mean, the examples that she gave  
14 tonight didn't seem, they seemed abusive to me,  
15 of a child's rights.

16 DR. SANTELISES: No, no. I would just  
17 add that that's an implementation piece.

18 COMMISSIONER CASCIANI: I was going to  
19 get to that. Bear with me. I appreciate the  
20 clarification because until we can assure that  
21 these policies are being implemented properly,

1       which I know there's a lot of people so it's  
2       going to be, that's what's always going to have  
3       this be an opening. So, we need implementation  
4       fidelity to

5               DR. SANTELISES: Right. And, I would  
6       just argue that, not argue but I would just add  
7       that implementation of policy, whether it's  
8       federal policy or school policy, is always the  
9       challenge. It is the challenge of policy.

10              So, I think part of what they are going  
11       to present, if I'm correct, or that they're going  
12       to refer to is that they have been working with  
13       partners very effectively on is identifying what  
14       does support need to look like for schools, what  
15       needs to change in terms of the overall approach  
16       to discipline at the school level. But, to try  
17       to, for lack of a better term, legislate that  
18       solely through policy will always be inadequate.  
19       We desegregated schools via policy but the  
20       implementation of that is what remains the  
21       challenge today.

1           So, the only piece that I am, I just want  
2   to make sure that we're distinguishing is what  
3   the policy requires and whether we change the  
4   policy or not, what I have continued to say,  
5   which is why we've been working on this, it's why  
6   the team has continued to receive the push, that  
7   the policy is only the first step in ensuring  
8   that the implementation at the school level  
9   changes and that has to be accompanied by  
10  professional learning and it is why, to your  
11  point, we can still have horror stories or horror  
12  examples that none of us, including you or me,  
13  want to see any child have to go through in city  
14  schools. But, that is the challenge of  
15  implementation and I think the only piece I want  
16  to point out is making sure that when we're  
17  looking at policy, we're looking at policy. And,  
18  when we're looking at implementation, we're  
19  looking at implementation. Even though we know  
20  that the two are intimately related. That's my  
21  only point that I think is important.

1           COMMISSIONER CASCIANI: So, I just want  
2 to say I agree with you. The point I was making  
3 is what makes this difficult is because we get  
4 those examples.

5           DR. SANTELISES: Right. We will always  
6 be accountable.

7           COMMISSIONER CASCIANI: And, I think that  
8 your information and your answer to my question  
9 were very helpful to me. I appreciate that. I  
10 started out as a person who wasn't going to  
11 support this policy. But, I think the extensive  
12 work that has been done with the advocates,  
13 people acknowledging that a lot of changes have  
14 been made as a part of that collaborative work.  
15 You guys deserve a lot of credit. Kudos for  
16 doing that.

17           I think the tone that has been set by  
18 this administration in how we work with our  
19 advocates is now to the point where we can sit  
20 down and have productive conversations and then  
21 agree that we might not be done, but let's get

1 started and let's commit, which I think you did  
2 on that page. I think Helen made the point at  
3 the work session and it was made again tonight.  
4 We really are in need of an umbrella climate  
5 policy that addresses the whole child, all that.  
6 We need that.

7 So, thank you for the explanation, thank  
8 you for the work. It may be imperfect but it is  
9 way farther along than we were before and as long  
10 as there is a commitment, as you made tonight and  
11 as we heard here, I'm prepared to support it.

12 VOICE: And, that even goes to the third  
13 bullet around professional development. We even  
14 talked about the need for a multi-year plan  
15 because the length of time it's going to take to  
16 really implement and get this right. It's not  
17 something that we can expect schools to probably  
18 get right with our ability to support in like two  
19 to three months.

20 COMMISSIONER CASCIANI: And, we had a  
21 good back and forth at the policy work session

1 between Helen and Commissioner Hassan, Kannam and  
2 Hike-Hubbard, and Helen reinforced it tonight,  
3 about the possibility of having external work  
4 groups to work through those details in the  
5 policy development process. Since we're talking  
6 about something that would be new and it has  
7 garnered so much attention for good reasons, this  
8 strikes me as a good place to start.

9 BOARD CHAIR COOPER: Do I have a motion?  
10 Commissioner Hassan?

11 COMMISSIONER HASSAN: I would like to  
12 move to accept policy JKA-RB with a friendly  
13 amendment to provide all students with the  
14 redacted complying with FERPA information,  
15 information related to their possible suspension.

16 COMMISSIONER KANNAM: I'm going to  
17 second.

18 BOARD CHAIR COOPER: I want to pause and  
19 confer with our Board Exec.

20 VOICE: Just to advise, JKA-RB is  
21 actually an administrative regulation under the

1 CEO's purview.

2 COMMISSIONER HASSAN: I'm sorry. Policy  
3 JKA.

4 MS. PERKINS-COHEN: So, you're saying the  
5 regulation doesn't require, that could be amended  
6 without Board action.

7 VOICE: Correct.

8 MS. PERKINS-COHEN: So, that piece that  
9 you're talking about, we could discuss and figure  
10 out about implementation and then amend it later.  
11 It doesn't have to be amended.

12 COMMISSIONER HASSAN: In that case, Mr.  
13 Chair, may I amend my motion? I move that we  
14 accept Policy JKA as written.

15 COMMISSIONER BONDIMA: Second.

16 BOARD CHAIR COOPER: Seconded by  
17 Commissioner Bondima. All those in favor, please  
18 raise your hands. Commissioners Berkeley,  
19 Hassan, Kannam, Hike-Hubbard, Cooper, Casciani,  
20 Frank, Bondima. Motion passes 8-0. Thank you.

21 COMMISSIONER HASSAN: Thank you very

1 much. As Policy Chair, this was a long battle.  
2 This is not perfect, it's not great. But, we  
3 also need something to figure what needs to  
4 change. So, thank you for your work and thanks  
5 to the community for everything that you offered  
6 to the process.

7 BOARD CHAIR COOPER: That brings us to  
8 the conclusion of the meeting. March 2, 2017 at  
9 6:30 p.m., a Parent and Community Advisory Board  
10 meeting will occur in this room. On March 14th  
11 at 6:00 p.m., a public Board meeting will occur  
12 in this room. March 21st at 10:00 a.m.,  
13 Operations Committee meeting in this room.  
14 Tuesday, March 21st at 3:30 p.m., there will be a  
15 Policy Committee meeting in this room. Tuesday,  
16 March 28th at 9:00 a.m., there will be a Teaching  
17 and Learning Committee meeting in this room. Do  
18 I have a motion to close the meeting?

19 COMMISSIONER HIKE-HUBBARD: So moved.

20 BOARD CHAIR COOPER: Motion by  
21 Commissioner Hike-Hubbard.

1 COMMISSIONER BONDIMA: Second.

2 BOARD CHAIR COOPER: Seconded by

3 Commissioner Bondima. All those in favor, please

4 say aye.

5 SPEAKERS: Aye.

6 BOARD CHAIR COOPER: Meeting is

7 adjourned.

8 (PROCEEDINGS CONCLUDED.)

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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 aforegoing 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 recording.

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 6th day of March, 2017.

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Notary Public

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21 My commission expires September 21, 2018