

BELIEVE in us!

The Baltimore City Public School System (BCPSS) has a great story to tell. From core curriculum to fine arts and athletics, for every student and in every classroom, the focus is on accelerating individual and system-wide achievement.

The Baltimore City Educator is designed to tell the story — the whole story about our schools' dedication to the “whole child.”

In this inaugural edition you will read about students, teachers and administrators; programs and partnerships; and academics and activities, such as the championship citywide chess program (Page 14).

Read. Enjoy. And Believe in Baltimore students and schools.

Cameron Rose of Alexander Hamilton Elementary School ponders his next move.



Realizing the new vision for Baltimore City schools

By RICH FAHEY

Sometimes, to get stronger, you have to get smaller.

Faced with declining enrollment and buildings needing an estimated \$1 billion in deferred maintenance, the BCPSS is in the midst of a three-year rezoning process that includes both school closings and consolidations.

On Oct. 3, 2005, the Baltimore City Board of School Commissioners voted to reduce school capacity by 15 percent over the following three years.

With the completion of Phase 1 of Facility Solutions, The New Vision for Baltimore City Schools, 4,300 students have been reassigned to

See CONSOLIDATION Page 16



Thurgood Marshall High students Ceaira Milhouse and Trevon Stevenson work with teacher Morgan Cuffie.

A JUST COS

Bill Cosby visited Baltimore to talk to students about the importance of being in school, and to promote his “Fatherhood Works” program. A special 90-minute presentation capturing his visit and lecture will air exclusively on BCPSS Cable Ch. 77 as part of American Education Week (Nov. 12-18).

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Principal principles



At Guilford School, above, kindergarten students from Mary Welch's class gather around principal Sheilah Myers, who comforts preK student Darius Partlow, below.



Myers a primary example of New Leaders for New Schools

BY MEAGHAN CASEY

Not unlike the students she would be welcoming later in the morning, Guilford Elementary School Principal Sheilah Myers awoke to the first day of school with nervous anticipation.

"You never really lose those first-day jitters," quipped Myers. "Ever since I was five, it's been that same feeling. It's always a very, very busy and exciting day. Everything becomes real when you finally see the children and their parents coming through the door."

Myers, new to the Guilford School, is in her first year as principal. An educator since 1978, she has served as an elementary teacher, a language arts teacher, a gifted and talented education resource teacher, a lead teacher and coordinator, a master teacher, a staff developer, an academic coach, a program coordinator of after-school programs and a district curriculum specialist for advanced programs, K-12. She began her career at the Samuel Coleridge Taylor Elementary School and spent a majority of her years at Westside and Mt. Washington elementary schools.

"I always wanted to go into teaching," said Myers. "When I was young, I used to play school with my brothers and sisters. If you go back to my junior high yearbook, it predicts I'd become a high school teacher. Even now, I consider myself a teacher, first and foremost."

To prepare for her role as principal, Myers took part in New Leaders for New Schools, a national organization that selects and trains passionate and results-focused individuals to become urban public school principals. The program aims to transform urban schools across the U.S. and works locally with school systems in Baltimore, California's Bay Area, Chicago, Memphis, New York City and Washington, D.C.

"I was drawn to the philosophy of New Leaders for New Schools, the core beliefs," said Myers. "Becoming part of a learning community that believes in children and expects all students to excel — that spoke to me."

During her first year in the

program, Myers completed a full-time residency at Violetville Elementary/Middle School, under the guidance of Principal Catherine Reinholdt. In addition, she completed the required academic study and intensive skill development in instructional and organizational leadership. As a New Leader, Myers will continue to receive two years of coaching and mentoring from the program's staff and fellow new leaders. On her first day, she was visited by Peter Kannam, Baltimore executive director of New Leaders for New Schools, who taught at Lombard Middle School in the mid-1990s.

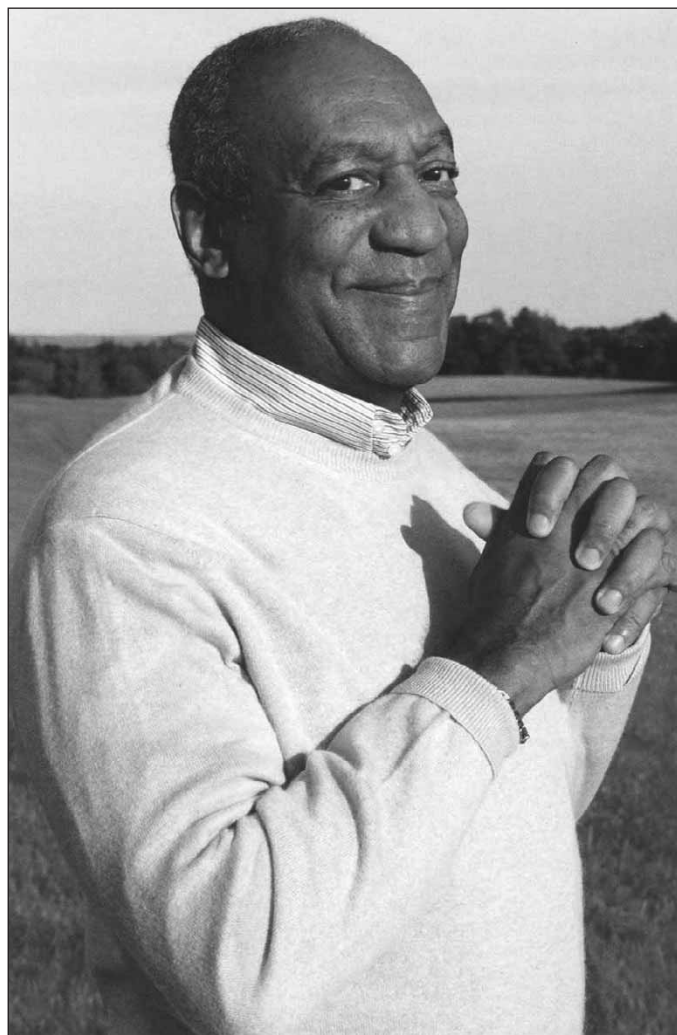
"It's exciting to have such a talented group of leaders, like Sheilah, in the schools, kicking off this new year," said Kannam. "We're up to 25 schools now with principals in training. Great schools are led by great principals, and we hope that they'll be able to inspire their schools' teachers, students and families."

Upon program completion, the New Leaders are expected to participate actively in the alumni network and make a long-term commitment to urban school leadership.

"There's just tremendous support, at the local level and nationally," said Myers.

Myers, who grew up in Washington, D.C. and is a product of an urban public school system herself, was drawn to Baltimore after earning her bachelor's degree at Morgan State University. She also earned her master's in gifted education at Johns Hopkins University. She is one of more than 200 New Leaders across the country. The program, founded in 2000, formed a partnership with Baltimore in 2005.

A New Leaders for New Schools celebration will be held on Nov. 13 at 9 a.m. at Fort Worthington Elementary School. Among the speakers will be Maryland State Superintendent Dr. Nancy S. Grasmick and BCPSS Interim CEO Dr. Charlene C. Boston.



American Education Week Calendar

Nov. 13 — 9 a.m.

NLNS Press Conference
Fort Washington Elementary School

Nov. 13 — 6 p.m.

"Fatherhood Works"
Premiere/Reception
Reginald F. Lewis Museum

Nov. 14 — 6 p.m.

BCBSC Public Meeting
Digital Harbor High School

Nov. 15 — 9 a.m.-1 p.m./6-9 p.m.

Nov. 16 — 9 a.m. to noon

NACAC College Fair
Baltimore Convention Center

Nov. 15 — 6 p.m.

Public Engagement Forum
on FY08 Budget
BCPSS Headquarters, 1st floor

Nov. 18 — 9 a.m.

High School Fair
Polywestern High School

Just be-Cos

"Fatherhood Works" to highlight American Education Week

BY RICH FAHEY

Comedian/author/educator Bill Cosby, one of television's most famous fathers, had both fatherhood and school attendance on his mind when he helped welcome city students back to school during an Aug. 22 visit to Baltimore.

Cosby, who portrayed Dr. Heathcliff Huxtable in "The Cosby Show," met with students from Rosemont Elementary/Middle School, Robert Coleman Elementary School and Westside Elementary School to talk about the importance of school attendance.

Later that day, he engaged the general public and community leaders on the subject of "Fatherhood Works" during a two-hour appearance at the Heritage United Church of Christ, an event hosted by Coppin State University and community activists Richard Rowe and the Rev. Earl E. El-Amin.

"Fatherhood Works," which chronicles one of several visits Cosby made to Baltimore recently, has been captured in a video produced by BCPSS. The program will premiere on Nov. 13 at the Reginald F. Lewis Museum and will air throughout American Education Week on Education Ch.

77. A special edition of "Parent Connection" follows the premiere, hosted by Tim Tooten, Education Reporter for WBAL-TV11.

BCPSS has been granted exclusive rights to air the program. "Fatherhood Works" leads the lineup of several new local programs offered in conjunction with the re-launch of the district's public access cable television channel, including: "Cash for College," hosted by BCPSS Director of Public Relations Vanessa C. Pyatt, "Peer Pressure," "Rough Cuts" and "Parent Connection."

Cosby, 69, holds a doctorate in education from the University of Massachusetts and has been traveling the country in recent years speaking about issues important to African-Americans.

During the presentation at the Heritage Church, he talked with members of the public and discussed the importance of fatherhood with a panel of local experts.

Nate Howard, director of broadcast programming for the BCPSS, produced "Fatherhood Works" for the BCPSS. He said Cosby's interaction with local residents was one of the highlights of the 90-minute video.

Public-private partnerships prove productive

BY RICH FAHEY

It could be a huge company, looking to adopt a school.

It could be a manufacturer, with usable goods to donate that the schools can use.

It could be one person, looking to serve as a mentor.

Partnerships between the Baltimore City Public School System and the community at large take many forms, according to Deb Silcox, director of partnerships and development for the BCPSS.

"We have hundreds of partnerships on all different levels," said Silcox. "Baltimore is a very giving community. They just have to be shown the way to help."

Silcox finds those willing to help and helps them develop and focus their ideas so that the donor gets the maximum bang for their buck, and the schools benefit in the greatest way possible.

Sometimes that can mean bringing the focus on a partnership down from trying to help all the schools to, say, one particular school.

Some of the major ongoing partnerships include:

Towson University partners with the Cherry Hill Learning Zone, a self-contained five-school neighborhood. Working with the community, the mayor's office, and the Cherry Hill Ministerial Alliance, the college is supporting academic achievement, helping to increase the high school graduation rate, helping train teachers and assisting families in being self-sufficient.

A relationship between the **Brown Investment Advisory and Trust Co.** and the William Paca Elementary School began with the purchase of some choir robes and expanded until it became a model for the "adopt a school" program. Employees and friends raised \$8,000 to send students to lacrosse camp, provided a new scoreboard for the gym, etc. "There wasn't a dry eye in the house when those kids in their robes serenaded the employees at Christmas time," said Silcox. "And the children's scores have improved. There's the reward right there."

The Cal Ripken Foundation is sponsoring a pilot program for four schools, using the game "quick ball" as a means for character development. "Quick ball" is a faster version of baseball that can be played indoors or outdoors and teaches teamwork and builds confidence. Students will play in the fall and spring, and next spring will participate in a tournament to be held at the Cal Ripken Sr. Field at North Bay.

A partnership between Carver High School and the **Central Atlantic Toyota** dealers allows promising students in the Carver High automotive program to participate in a "boot camp" for aspiring Toyota auto technicians. Upon graduation and certification, they have jobs waiting for them with Toyota dealers, who also provide a beginning set of tools.

What started as a local grocer handing out change and dollars for good report cards has morphed into **the Academic Achievement Award Foundation** headed by the Rev. Alvin Hathaway that recognizes academic achievement in the schools. The program recently outgrew the Morgan State auditorium in favor of the 1st Mariner Arena.

BOOST, or Baltimore Out of School Time, is an umbrella group for after-school programs. Those who are looking to do something in this area can get support and advice from BOOST.

The ACE, or Architects Construction Engineers program, is one of many successful mentoring programs, which involves professionals from the engineering and construction fields.

The Forman Mills Uniform Co. and its manufacturer, **Longstreet**, provided several school uniforms to all of the students at the Hazelwood Elementary School.

The B4 Students Foundation, created by a group of Baltimore entrepreneurs, tracks students through their high school years and commits to getting them through to graduation.

For additional information about partnership opportunities in BCPSS, call 410-396-8813.

THE EDUCATOR

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A LETTER FROM THE INTERIM CHIEF EXECUTIVE OFFICER



Dr. Charlene Boston

Dear Members of the
BCPSS Family and
Community:

Thanks to the determination and hard work of thousands of Baltimore City Public School System staff, parents, students, neighbors, community members, and partners, the first quarter of 2006-2007 school year has been excellent.

If our auspicious first two months are a sign of what we are going to accomplish this school year, our progress and successes should be truly remarkable. I appreciate your commitment to providing our young people with a fine education in teaching and learning environments that are consistently civil, orderly, and inviting.

Revitalized commitment to developing a master plan that will guide us in our determination to accelerate student achievement and new energy to implement the plan's sound strategies promise to provide our school system with a united, singular purpose. Having worked tirelessly during the past eight weeks, we submitted our new two-year master plan for accelerating student achievement and improving management efficiency to the Maryland State Department of Education on Oct. 16, 2006. You

may view the entire BCPSS Master Plan 2006-2008 on our school system Web site at www.baltimorecityschools.org.

Although we have already begun implementation, you should expect to hear a lot more about our master plan in the near future at parents' meetings, professional-development sessions, and community assemblies. Shared knowledge and understanding are vital to the master plan's success.

Our master plan is guided by the Baltimore City Public School System's vision, which is clear, desirable, and inspiring:

Accelerating the academic achievement of all students, in partnership with the entire community, to ensure that students have the attitudes, skills, and proficiencies needed to succeed in college and in the 21st century global workforce.

Achieving our vision is entirely possible by fulfilling our school system's mission:

To accelerate student progress through effective implementation of the BCPSS master plan, focusing on quality instruction, managing systems efficiently, and sustaining a culture of excellence.

Studying thoroughly our students' performance, teacher qualification, and school

safety data assures the school community that our master plan rests on a solid foundation of informed decision making. Accountability and continued community involvement are key to our master plan's successful implementation; therefore, we have incorporated measures to determine the effectiveness of each of the plan's strategies.

We want all of our stakeholders to be part of the accountability process so that our school system's master plan has an excellent chance for success. From now through the end of this calendar year, you will be hearing more about how you can become part of seeing to it that our master plan gets implemented fully and consistently.

During this school year, our success, and that of our students, depends on the daily, reliable, focused effort that we expend on improving and accelerating our students' academic achievement.

Let's join together to provide the education that our students need and deserve.

Sincerely,

Charlene C. Boston

Charlene C. Boston, Ph.D.
Interim Chief Executive Officer

Abbottston leads charge in MSA test scores resurgence

By MEAGHAN CASEY

In 2003, 20 percent of Abbottston Elementary School third-graders scored at or above proficient in math on the Maryland School Assessment (MSA) exams. Today, that number has dramatically climbed to 95 percent.

A 75 percent increase in proficiency in three years is impressive. Likewise, grade 3 reading proficiency increased from 41 percent in 2003 to 98 percent in 2006. Students surpassed the 2006 state proficiency averages of 78 percent in reading and 79 percent in math.

Abbottston Principal Angela Faltz, who has led the school for the past eight years, credits the recent success to the restructuring process. In 2003, Abbottston was slated as a school "in need of improvement," but following an intensive restructuring, the school met Adequate Yearly Progress (AYP) for two consecutive years.

"We believe it was a combination of strategies and interventions that helped us make AYP, but our focus was on differentiation of instruction and professional development," said Faltz. "For any principal, I'd say some of the key steps are analyzing data, looking at students' work and implementing instruction according to the needs of students, and providing professional development to teachers so that they are knowledgeable and confident in teaching the content areas."

As the instructional leader, Faltz spends at

least 90 minutes a day in the classrooms, observing, coaching and providing feedback to teachers to improve student achievement.

To ensure instruction is appropriate and meets the guidelines of the No Child Left Behind Act, teachers have implemented the Voluntary State Curriculum (VSC), which identifies the Maryland Content Standards and aligns them with the MSA program. The curriculum

documents define what students should know and be able to do at each grade, from pre-K through 8, in four content areas: reading/English language arts, mathematics, science and social studies.

Student performance is continuously assessed, through benchmark tests and unit tests, to ascertain growth and to make necessary amendments to their instructional plans.

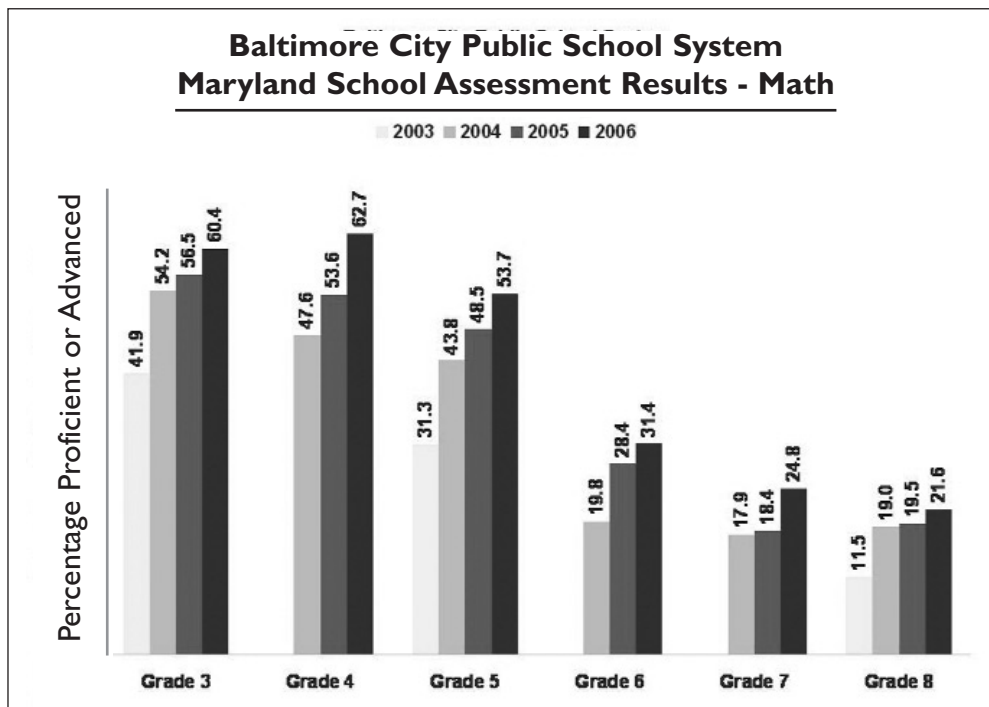
Abbottston teachers have also adapted a new approach, known as looping, to strengthen instructional delivery and accelerate student achievement. Through looping, a teacher moves with his or her students to the next grade.

"This has helped tremendously because parent-community relationships are already established, as are routines and expectations," said Faltz. "Teachers can move right into implementing the VSC with parent support because they know the strengths and weaknesses of students."

Abbottston is one of a number of schools throughout the BCPSS that saw significant improvements on the MSA exams. Student performance improved for grades 3 through 8 district-wide, and Baltimore City students outpaced state gains in grades 3 and 5 in reading and in grades 3, 5 and 8 in mathematics. Eight schools rose from needing improvement to meeting AYP for two consecutive years.

Also, students in grades 1 and 2 made marked gains on the Stanford test, while high school students also improved on the High School Assessments.

"The Baltimore community has reason to be proud of the progress our students are making," said interim CEO Dr. Charlene C. Boston. "I am confident we will realize even more rapid growth this school year."



You can go home again

BCPSS graduate returns to lead school district

BY MEAGHAN CASEY

Forty years ago, Dr. Charlene C. Boston walked through the doors of Margaret Brent Elementary School, embarking upon her first year of teaching in the Baltimore City Public School System (BCPSS). This September, Dr. Boston visited the newly transformed school to celebrate her return home as interim chief executive officer of the district.

"It was so nice to start the (first) day there, seeing old friends and colleagues," said Dr. Boston. "I even had a parent — now a grandparent — who came up to me and remembered that I taught her children almost four decades ago. I've just been buoyed by the support from parents, teachers and community leaders, who understand that to accelerate change, I'll need them as partners."

Dr. Boston, a graduate of the BCPSS, served in the district from 1966 to 2002. She held the roles of senior teacher, early childhood coordinator, elementary education executive director, principal, external relations associate superintendent and area executive officer. For the past

four years, she has served as the superintendent of the Wicomico County Public Schools in Salisbury, Maryland.

"Coming back to a district of continuing progress, I promise to do my part to accelerate growth and student achievement from preK through high school," said Dr. Boston. "Test scores are up, but we need to do even more."

To ensure academic success for all students, Dr. Boston aims to establish and nurture partnerships with local and national foundations, philanthropic organizations and colleges and universities. In collaboration with the Maryland State Dept. of Education, she is working to develop expanded professional development opportunities and to devise methods for improving the academic achievement of students with disabilities. Another key initiative is the enhanced curriculum in mathematics, reading, science and social studies.

"Walking through the school, seeing the new classrooms and the new curricula in place, is exciting," said Dr. Boston. "It's going to be a good year."



Dr. Boston arrives at Margaret Brent Elementary School with students and "Cat in the Hat" on the first day of classes.

School Board, BCPSS are an open book

Enhanced communications provide instant accessibility

BY MEAGHAN CASEY

In efforts to enhance communications between school administration and the public, the BCPSS and the Baltimore City Board of School Commissioners have launched several new initiatives.

As part of its enhanced communication efforts, the BCPSS is publishing *The Baltimore City Educator*, a newspaper designed to highlight the students, teachers, administrators, parents and business partners who play an integral role in the BCPSS. Through this inaugural issue of *The Baltimore Educator*, the BCPSS hopes to engage parents, students, staff, and community members in the daily happenings of the city's classrooms.

The School Board's new eGovernance initiative, Open Access, advances the Board's goal to provide unprecedented public access to information that Board members use to make decisions. Through the Web site <http://openaccess.baltimorecityschools.org>, the

public can view upcoming agendas and the supporting documents associated with each Board meeting.

"It gives everyone the ability to review Board documents and to understand the goals, action items and budgetary items that will be utilized by the School Board to make long-term decisions that affect the quality of education in Baltimore City," said Board Chair Brian D. Morris.

Powered by Emerald Data Solutions, Open Access was launched on Oct. 21. The new system replaces the old method of compiling, printing, binding and distributing paper documents to a limited number of people. Baltimore City is the 12th district in the state to utilize this technology, as well as the largest.

"Open Access has been developed to drive an effective business partnership between the School Board and the school community," said Morris. "All interested members of the school community now have anytime, anywhere Internet access to information in an efficient and

expeditious manner."

The BCPSS will use the same technology to publish policies and procedures of the district online, in efforts to provide personnel and the public with the most up-to-date information.

On Nov. 14 at 6 p.m. the School Board will hold its public business meeting at Digital Harbor High School, 1100 Covington St. The meeting, the board's first to be conducted in the community, will be televised on BCPSS Education Channel 77.

The district is committed to providing a well-rounded education for the whole child, emphasizing academics, athletics and the arts, and providing youth with the most talented educators. This publication highlights what the BCPSS has to offer and invites the public to be more involved in the education of Baltimore City students.

For additional information log on to the district's new Web site at www.baltimorecityschools.org.



Brian D. Morris, chair of the Baltimore City Board of School Commissioners

STUDENT PROFILE

Hong Mei Pang

Finding her voice

Pang makes a difference as School Board student representative

BY MEAGHAN CASEY

When she moved from Singapore to the U.S. three years ago, Hong Mei Pang never would have expected to be the student voice of the BCPSS. Now, as a senior at Patterson High School's Sports Academy, Pang is the newest student representative to the Baltimore City Board of School Commissioners.

Named by the Associated Student Congress of Baltimore City for a one-year term, Pang will serve on the Board through June.

"It's about student advocacy, about being a medium between adults and students," said Pang. "A lot of kids don't realize how much our voices can be heard. If one person understands his or her importance, that person can make a change."

As the student representative, Pang will attend every School Board meeting and will have a partial vote. She will not be allowed to vote on issues such as consolidation, architect selection, appointment and salary of the superintendent, employee discipline, the capital and operating budgets, collective bargaining issues, and student suspensions and expulsions.

"I'll definitely get my voice heard, especially with issues that really affect us, like uniforms or the retention of students in zones," said Pang.

As last year's school ambassador at Patterson High, Pang is no stranger to soliciting the opinions of her peers.

"I've been trying to listen to the concerns of students from different schools," said Pang. "There's such a diverse population, even just within my own school. I'm just keeping my ears open."

A member of the Patterson High jazz ensemble, national honor society and student government, Pang is also captain of the school's debate team.

She hopes to pursue debate at the college level and has set her sights on a west coast school such as Stanford University. Pang will study foreign relations and political science and hopes to attend graduate school for foreign diplomacy. She credits her high school experience and the priorities of the BCPSS as inspiring her interest in that field.

"This district is filled with very, very, very intelligent people, with extreme amounts of potential," said Pang. "It's also a hands-on, community-centered district. We're always striving to improve ourselves, our schools and our city, and that's an ideal I'd like to follow."

“

A lot of kids don't realize how much our voices can be heard. If one person understands his or her importance, that person can make a change.

”

Hong Mei Pang
School Board Student Commissioner



Hong Mei Pang, Baltimore City Board of School Commissioners student representative, is also captain of her school's debate team.



Southeast Middle School Principal Barbara Sparrow arranges books in a display about astronomy in the school library.



Southeast Middle School math teacher Akela Briggs attended the NASA training program this summer.

REACHING *for the* STARS

Southeast Middle School in exclusive partnership with NASA

BY MEAGHAN CASEY

In Ella Jae Parfitt's eighth-grade classroom at Southeast Middle School, a stuffed animal shakes while exclaiming "3, 2, 1, liftoff!" — a reminder to students the sky's far from the limit.

"That is one of my motivators," said Parfitt, the science department head who has taught at the school for 24 years.

Parfitt has collected many new props in preparation for her first year of involvement with the NASA Explorer Schools program. As one of 34 schools selected in the U.S. and Virgin Islands, Southeast is entering an exciting three-year partnership with NASA.

"It's a very competitive program," said Parfitt. "There are only three Explorer Schools in the state, and two in Baltimore. This year alone, 42 Maryland schools applied. Naturally, we were thrilled to find out we were selected."

Southeast joins Baltimore's Rosemont Elementary School, selected last year, in a national network of 125 Explorer Schools. Developed to promote and support the incorporation of NASA content and programs into science, technology and math curricula in grades 4-9 classrooms across the U.S., Explorer Schools offer students practical experience in aerospace and engineering activities.

"It's about bringing real-life experiences to the classroom," said

Southeast Principal Barbara Sparrow. "Opportunities to take field trips and to conference with NASA experts make what they're learning real. It's exciting. I'd love to have an Epcot classroom, a total hands-on program. That's the future for our children."

During the three-year period, NASA will provide Southeast with \$17,500 in funding, classroom resources, educator training and opportunities for students to get involved in NASA

missions and research.

"I'm hoping the students will develop a love for science," said Parfitt. "Ultimately, I'd like to turn them into little teachers and engineers. It's about sparking their interest and giving them the training and the skills for their future."

Parfitt, along with academic dean Audrey Freeman and math teacher Akila Briggs-Sharrod, attended a week-long training session at the Goddard Space Flight Center in July. There, they were able to develop ideas for new lessons such as "Suited for Spacewalking," "Space Food and Nutrition," "Planetary Geology," "Explore Math with NASA" and "Amateur Radio in Space."

"We'll definitely be infusing BCPSS curriculum with NASA curriculum," said Parfitt. "We want all 400 of our students to be involved."

"The lessons they'll be learning cross all disciplines," said Sparrow. "I really believe that as our students become more engaged, our test scores will improve."

Currently, 40 students in grades 6-8 are involved in an after-school club of intensive work. Known as NASA ambassadors, these students are committed to investigating, learning from and experiencing the program to the fullest. In the spring, the group will be competing in symposiums and solar car competitions, with materials provided through NASA.

Southeast Middle School science teacher Ella Parfitt shows a model of the earth rotating around the sun.



Charting a new course in Baltimore



Adriahna Conway has fun during recess at City Neighbors School.



Naomi Larson concentrates on a project during art class with Susan Brightman.

Baltimore City leads state in charter schools and the number is growing

BY RICH FAHEY

For David Stone, these are exciting — and stressful — times.

“People will be watching us very closely,” said Stone, 43, the director of Charter and New School Initiatives for the BCPSS.

There are 16 charter schools operating in the city this school year, with four coming on board for the first time. Of the 12 already operating before this year, five were new schools and seven were former public schools that were converted to public schools. A total of 3,945 students are enrolled in those schools.

One charter school has already been approved to open next fall, and Stone’s office is currently evaluating 13 more applications. His office will report on the applications by Dec. 12 to interim CEO Dr. Charlene C. Boston, who will then make recommendations to the full Board of School Commissioners.

The state of Maryland first approved the charter school concept in 2003, and the city of Baltimore is embracing the concept. There are 23 charter schools statewide.

The charter schools differ in how they

approach such issues as curriculum, the school calendar, and individual policies.

Stone is a former Baltimore city School Board commissioner with extensive experience as both an administrator and in public-private partnerships. He is certified as an administrator in special education and as a principal.

The charter schools are funded on a per pupil allocation from Baltimore city school funds, based on a formula that averages the amount spent per student in the public school system as a whole.

They have some flexibility in how they use the money, said Stone, with the ability to “move funds around.”

He emphasized that all of the schools remain public schools, with no criteria to attend.

“Where there are more students who apply than there are slots available, there will be a random lottery,” said Stone.

He urged parents to become very familiar with the school before applying.

“We do encourage parents to ask so there’s

no surprises,” Stone said.

Some schools require uniforms, while others require parents to volunteer in the schools. Some have different requirements for promotions or graduation than the school system as a whole.

Whatever the situation, the schools and their students are part of the local system; all accountable to the Board of School Commissioners. Charter-school students are not exempted from any educational requirements, such as standardized testing.

“Their rights are very defined,” Stone said.

BCPSS officials are finding that many students were not in a public school before coming into the charter school program.

“We’re a growth industry in what has been a shrinking school system,” said Stone.

Stone sees his role as an agent between the charter schools and the public schools.

“I don’t write law or set policy. I’m here to facilitate the partnership,” he said. “I can advise the schools on what forms they need for hiring, what they can and cannot do.”

Stone said his office will also conduct site

reviews, chart the progress of the schools and make sure they are making adequate yearly progress.

“This is a system that allows the successful to thrive, the unsuccessful not,” said Stone. “If schools aren’t doing the job, we’ll weed them out.”

Stone said that academic achievement alone won’t determine what schools make it and what don’t. “Academic achievement is part of the equation -- not the whole equation.”

He said both parents and charter school teachers as a group have been very positive about the concept. He acknowledges the concerns of the Baltimore Teachers Union, but feels he and the union can work together.

“School choice is the ultimate parental involvement,” said Stone. “Parents who take the time to seek out alternatives for their children care. We’re here to make sure that when it comes to charter schools, every choice they can make is a good one.”

For more information on charter schools licensed by the BCPSS, call 410 396-8550, or go to www.baltimorecityschools.org.

Charting a new course in Baltimore

Parents are partners at City Neighbors School

By RICH FAHEY

They are springing up, almost like wild flowers, across the field that is the city of Baltimore's public school system.

There are 16 charter schools operating this school year under the aegis of the city. One of them is the City Neighbors School, in its second year of operation at the Epiphany Lutheran Church, 4301 Raspe Ave.

The school was started by parents in the neighborhood. This year, 154 students are attending in grades K-8.

The principal is Michael Chalupa, who, at 33, is a veteran of five years as a principal at the Greenmount School in Baltimore, starting when he was just 26. The Georgetown and Harvard-educated administrator heard about the opening while he was studying last year at Harvard and was intrigued.

The school has a progressive education approach, with the arts integrated into every aspect of the curriculum.

"It's project-based learning, not necessarily from a textbook," said Chalupa. "We encourage the students to find the information and present it."

Chalupa said the methods inspire creativity in the student. Long-term projects are encouraged.

Every charter school has several characteristics that set them off that sets them off from other schools. The City Neighbors School is a parent cooperative school; the school

strongly encourages parents to donate 40 hours of their time a year.

"It can be almost everything and anything," said Chalupa, a native of New Jersey. "It doesn't even have to be inside the school; it can be in the community at large. The vast majority meet the commitment."

Parental involvement and community service do two things, he said: they strengthen the school and they teach children that even one person can make a difference.

On the opening day of school in late August, new gym teacher A.J. Harper is putting students through their paces in the gym.

In the art room, teacher Susan Brightman has the first-graders working on clay sculptures and describing the baking process in the kiln.

Chalupa said the school's first year was "messy" at times, as with many first-year operations, but he is very happy with the first day of the second year. The church provides the space to the school for just \$1 a year, but the school is investing large sums of money to bring the facility up to school-district requirements in certain areas.

The students seem happy to be there.

Chalupa sees a successful year ahead. "I have an enthusiastic and dedicated staff. That's half the battle."



City Neighbors School art teacher Susan Brightman, above, introduces a new project to her students, including Jamera Givens, left.

Graduation rate in BCPSS continues to improve

By RICH FAHEY

What's in a number? A lot, especially when you're talking about an issue as important as graduation rates.

Baltimore City school officials say the latest figures provided by state education officials show the city is continuing the dramatic improvement in its graduation rate, which stood at 60.63 percent for 2006. They also say a published report in June used flawed methodology and inaccurately characterized the city's graduation rate.

The story in Education Week cited a study done by the magazine, which reported a graduation rate 22 percent lower than the actual figure, according to school officials.

Baltimore school officials point to the state of Maryland's yearly "report card" on graduation rates and say that for the year in question, 2003, the actual graduation rate was 54 percent. That improved to 59 percent by 2004-05, and 60.63 percent last year, in the latest report issued by the state Department of Education.

There are many different ways of calculating graduation rates, none of them perfect, said Benjamin Feldman, the Baltimore City Public School System's Research, Evaluation, and Accountability Officer. Many are flawed and disadvantageous to urban systems such as Baltimore, he said.

The state of Maryland compiles high school graduation rates by dividing the number of graduates by the number of graduates and dropouts. The schools define a dropout as a student who leaves a school before graduation and is not known to have enrolled in another school.

Education Week used a different formula, comparing the number of 10th-graders against the number of 9th-graders from the year before, the number of 11th-graders against the number of 10th-graders from the year before, etc. The problem is that schools don't generally track students who leave before graduating, so it's hard to know if they moved, transferred or dropped out.

Feldman said the magazine's methods are fine as long as the number of students in a system is stable, but with a system declining in numbers they are skewed. Feldman said it could simply mean that some children, instead of dropping out, are leaving the system and going elsewhere. Transiency could also affect the numbers.

In a perfect world, Feldman said, parents would always report back to the schools from which their children left. But it doesn't always happen that way. Students whose whereabouts are unknown are counted as dropouts.

Feldman said there are several negative factors that skew the city's graduation rate and make it appear lower than it is. The city's three alternative high schools have low graduation rates. In addition, some students at one such school, which has a large dropout-prevention program, take more than eight semesters to graduate.

This year, the Maryland General Assembly passed legislation requiring the use of identification numbers to track students by the year 2011. Feldman said that should be helpful in helping Baltimore City keep track of its students.



New American Government teacher Heather Breining uses her new laptop to prepare a lesson plan.

Technology for teachers

BY AMANDA WEBER

“Recruitment with resources” should be the new hiring motto for the BCPSS this year.

In the past, the City of Baltimore has struggled to fill teaching vacancies in its schools, but with the help of an innovative new incentive program that offers every new teacher a laptop computer with all the necessary standard tools, including Microsoft Office, e-mail and pre-loaded curriculum software, giving them access to limitless online resources to improve classroom lessons as well as a \$200 gift cards to use online to buy school supplies, the system hired more than 800 new teachers, filling all but a few vacancies.

“We wanted teachers to know we respect them and the work that they do, and we added some perks for new recruits to help send that message,” said Gary Thrift, Human Resources Officer.

The school system’s interim chief executive officer, Dr. Charlene C. Boston, said this year set a record for the system. “It’s the most teachers we’ve ever hired,” she said. She also added that 92 percent of those newly hired teachers are “highly qualified,” according to the No Child Left Behind Act. In order to meet that standard, teachers of core academic subjects must have a bachelor’s degree, be fully

certified by their state, and have demonstrated a thorough knowledge of their subject areas.

While these incentives clearly helped in the recruitment process, the goal of this program extends beyond the hiring of qualified new teachers. Michael Pitroff, director of classroom, teacher, and school support service in the Information Technology department, said that when teachers are given electronic access to the curriculum, they can stay up-to-date with any changes or added resources. When compared with the alternative route of a paper distribution method, which takes more time and creates a lot waste, the new method is far more efficient.

Pitroff added that the laptops will give teachers the mobility to connect from anywhere – school or home. “For many of our teachers who are involved in many activities, this is really important,” he said.

By giving teachers in Baltimore access to these resources, information will be quicker and clearer. “Curriculum is a fluid thing, it is changing constantly,”

said Pitroff. “Baltimore does not promote a linear curriculum, but rather the use of multiple online resources from national archives to improve lesson plans and classroom instruction.”

“We wanted teachers to know we respect them and the work that they do.”

Gary Thrift
Human Resources Officer

Tutoring offered for 9,000 BCPSS students

BY AMANDA WEBER

During the second week of school, approximately 20,000 students from 52 low-performing Baltimore City public schools, went home with their backpacks full of brochures, information packets and applications for free tutoring services.

Now in its fourth year, and mandated under the federal No Child Left Behind Act, free tutoring is available to select income-eligible students attending schools that fail to meet the state-defined academic achievement targets for three consecutive years, also known as “needs improvement status” schools. In Baltimore, when a child receives a free or reduced-price lunch and is attending one of these low performing schools, federal funds can be used to provide Supplemental Educational Services (SES).

According to BCPSS Director of Federal Programs Fred Cusimano, the number of SES-served students doubled from approximately 4,000 to 8,000 between the 2004-05 and 2005-06 school years. With about 9,000 slots to fill this year, Cusimano plans to continue the programs growth.

Cusimano’s team launched an aggressive media campaign to heighten parental awareness of the program for the current school year. The campaign includes brochures, newspaper and radio ads, as well as a new promotional DVD that was distributed to parents in September. There were also two vendor fairs in September that gave approved private tutoring vendors a chance to speak with parents and children about the types of tutoring services offered.

“The intent of the initiative is to help lift schools out of their ‘needs improvement’ status by giving students extra instructional time.”

Fred Cusimano
Director of Federal Programs

“The intent of the initiative is to help lift schools out of their ‘needs improvement’ status by giving students extra instructional time,” said Cusimano. “SES gives students an opportunity to build relationships with their tutors in a one-on-one or smaller group setting.”

In the program’s early stages, parents and principals were skeptical of the idea of private tutoring vendors serving the students, but more recently administrators and parents have become more accepting of private contractors. “Principals are seeing them as partners, and the initiative as a positive,” said Cusimano. As a result, SES-served student numbers are higher than ever.

“Each year as the program grows, we continue to look at different angles and improve the entire process,” said Anna Miller, a specialist in the Title I office. This year, Baltimore is bringing on a monitoring team consisting of several retired school principals to make sure that after-school and weekend tutoring instruction is in line with the state curriculum as well as making sure that students are getting quality learning time.”

“This has added a dimension to the program that is unique to Baltimore to help make it that best it can be,” said Cusimano.

Seventeen schools in Baltimore also have a wrap-around program in place that incorporates the SES initiative with other after-school activities such as music, arts and recreation.

“We are looking to increase the number of schools in the city offering this type of program,” said Cusimano. “It helps pique the interest of children coming into tutoring programs and gives them an opportunity to participate in recreational activities that they wouldn’t normally be exposed to.”

For information, call Fred Cusimano at 410-396-8937.



Joe Granato teaches at Cab Calloway.



MUSIC

to their ears

Cab Calloway students
and alumni are spreading
the musical word



Teacher David Burton puts notes on the board.

BY RICH FAHEY

In the final scene of the Oscar-winning movie, "Mr. Holland's Opus," the character played by actor Richard Dreyfuss is serenaded by a band made up of his former students.

The alumni of the Cab Calloway Visual, Performing and Media Arts Academy, located in the Frederick Douglass High School, have gone forth and spread the musical word, too.

Many are still making and teaching music in the city schools, or going forth and shining elsewhere. People such as David Burton, a Douglass alumnus who is now the school's band director.

The Cab Calloway Academy is part of a district-wide initiative to educate the whole child. The BCPSS has a philosophy that a quality education has fine arts, physical education and athletics integrated into the curriculum.

Linda Hall, who has taken her Baltimore City College High School choir on an overseas tour, is a Cab Calloway alumna.

Stan Brown, another graduate, is director of bands at Edmondson-Westside High School.

And Dale Smith was the piano technician for the BCPSS for many years.

"Part of the vision for the Calloway Center was this preparatory track for music educators, and that's the way it has worked out," said Jill Warzer, fine arts specialist for the BCPSS. "The dedication of the teachers at the Cab Calloway Center make it what it is."

But the Cab Calloway Center is about much more than music. It encompasses media and visual arts, dance, theater, and technology. About 1,100 students apply for the 60 slots available each year, and only 20 of those can be for music students.

The man for whom the school is named, the late Cab (Cabell) Calloway III was born in Rochester, N.Y. on Christmas Day, 1907 to Cabell Calloway II, a lawyer, and Martha Eulalia Reed, a teacher and church organist. The family moved to Baltimore, where Cab's parents were originally from, in 1918.

Cab's first voice teacher forbade him to sing jazz. In 1924, he entered Baltimore's Frederick Douglass High School, where he also excelled in sports and studied voice. He graduated from Douglass High in 1927 and the rest, as they say, is history. The composer of "Minnie the Moocher" and many other songs had a performing career that spanned eight decades before his death in 1994.

His daughter, Camay Calloway Murphy, is a noted educator and a former BCPSS School Board commissioner, and former president and director of the Eubie Blake Jazz and Cultural Center.

One of the Calloway Center's mainstays is Lynn Patterson, for nine years the media arts program director.

Patterson helps students get started in career paths such as recording engineer, video producer, new media, or radio personality or TV anchorperson.

Patterson said she tries to create "in-house" experience by having the students produce their own CDs and DVDs.

"We like to introduce career pathways and then let the students take it from there," said Patterson. "Because most students have electronic equipment at home, they come in with a basic interest. They learn not only how to use the equipment, but how to maintain and repair it and troubleshoot, if necessary."

Fourteen graduates of last year's program are either studying in the field or already at work in the field.

Others grads are working as recording engineers or with record labels such as Def Jam. Muriel Fitzgerald, the choir director, says the musical training the Cab Calloway Center gives students teaches them both discipline and the importance of staying poised under pressure.

"I find it spills over and strengthens their academic

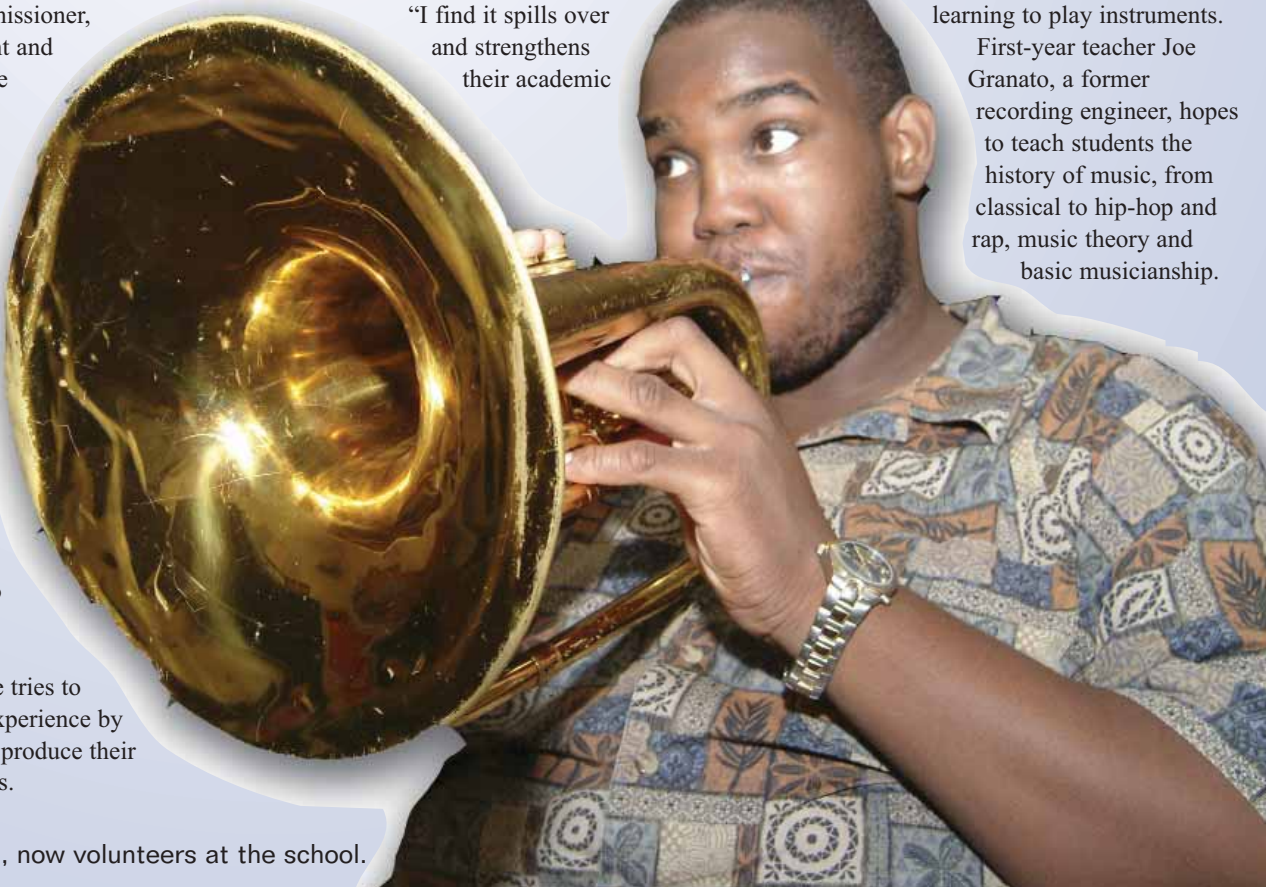
performance," said Fitzgerald, who is a pianist by trade. She cites research that she says shows students with musical training have higher SAT scores than their non-musical counterparts, and says musical training also sharpens your listening skills.

She has been at Douglass High since 1974, except for two years, and was the accompanist for the school's former choir director, Jewel Churn. She took over the job when glaucoma forced Churn to retire.

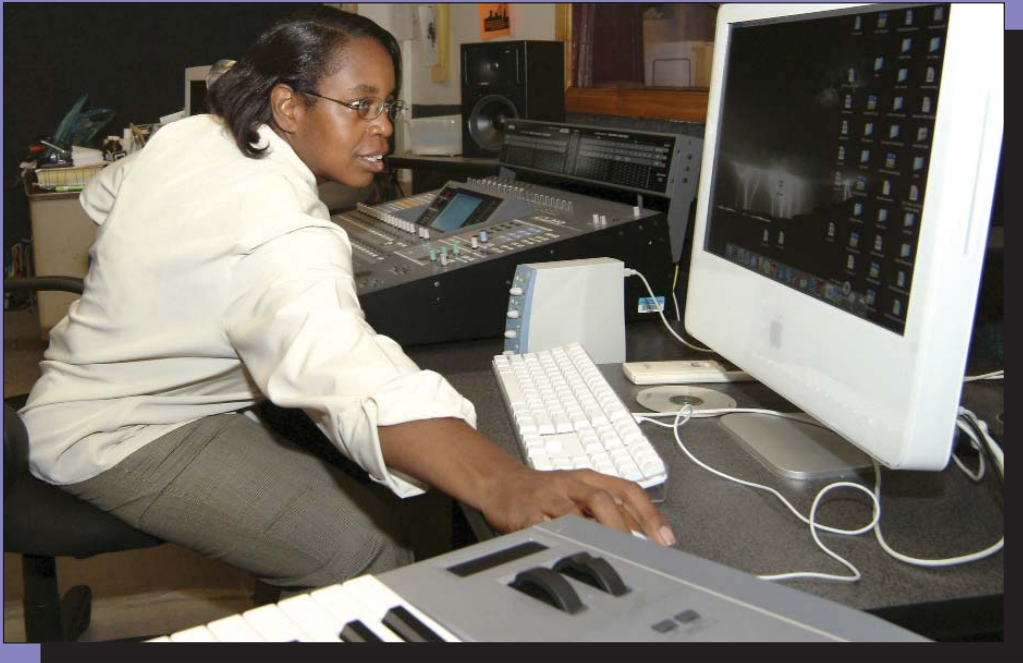
Fitzgerald said her students perform well when they compete against others in statewide musical competitions.

Burton, who has been at the Calloway Center for 23 years, said his students learn "discipline, teamwork and cooperation" while they're learning to play instruments.

First-year teacher Joe Granato, a former recording engineer, hopes to teach students the history of music, from classical to hip-hop and rap, music theory and basic musicianship.



Derrick Hewlett, a former Cab Calloway Academy student, now volunteers at the school.



At the Cab Calloway School, recording studio teacher Lynn Patterson gets equipment ready for students to use.



Above, Mayor Martin O'Malley, above, hands out pencils in Rosalind Walters' class at Margaret Brent Elementary School, and at right joins some preK constituents.

Baltimore:

Life in the classroom



Interim CEO Dr. Charlene C. Boston visits fifth-grade students, left to right, Tavon Braxton, James Harried, Michael Thompson.



First-grader Mariangel Bach starts her day with a good breakfast at school.



Fourth-grader Joseph Johnson gets a hug from a Maryland crab, also known as Toni Henson.

BY MEAGHAN CASEY

As Interim CEO Dr. Charlene C. Boston rounded the corner of Margaret Brent Elementary School – with eager young students and Dr. Seuss' the Cat in the Hat in tow – she knew it was going to be a good day.

"I'm excited," said Boston. "We're going to have a fabulous school year. I started out as a student-teacher right here (at Margaret Brent), in the '60s. There have certainly been a lot of changes, a lot of improvements since then. I see progress continuing with the support of parents, teachers and administrators."

Boston was joined at her former school by Baltimore Mayor Martin O'Malley to celebrate the BCPSS's 2006-07 opening.

"This is a great day," said O'Malley. "We've been working really hard to have a successful school year. It's so rewarding to see the progress being made. Our students in grades 1-5 are doing better and better each year since the (state) assessments began in '93. We're ahead of where we were last year in terms of hiring new teachers, and our school buildings have seen dramatic improvements."

During the summer, BCPSS spent more than \$30 million to renovate 40 buildings slated to receive new students. New windows, floors, bathrooms, playgrounds and lighting, and better heating and cooling systems were installed to provide enhanced learning environments.

"So much impacts our students," said O'Malley. "When you paint the hallways or put in new windows so that the sun shines in, you're communicating the

message of high standards and high expectations."

O'Malley and Boston toured the facility at Margaret Brent, visiting with students and observing the new walls, classrooms, lighting and significantly enlarged library. One of eight schools exiting the list for needing improvement, Margaret Brent is also an expanding K-8 campus that welcomed sixth-graders for the first time this year.

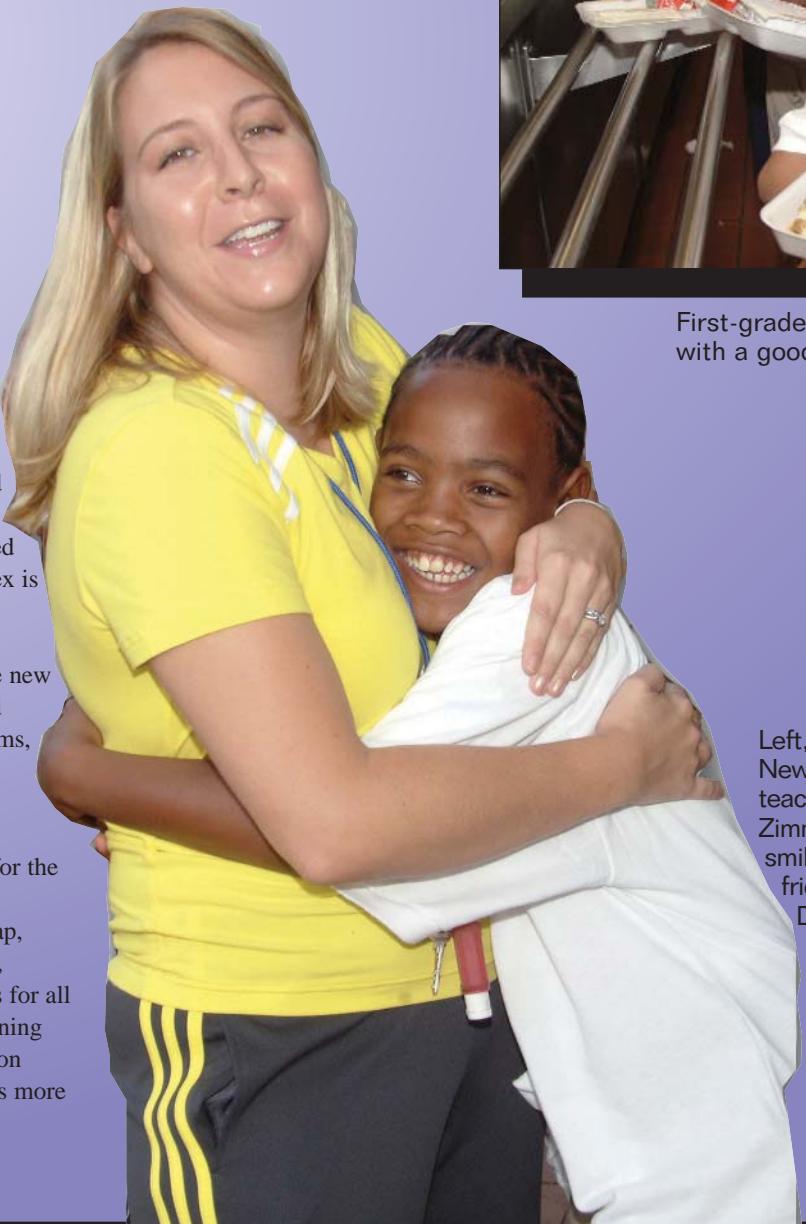
In between singing with pre-K students, handing out pencils and shaking hands with students traveling from class to class, O'Malley offered words of encouragement.

"I'm counting on you," O'Malley told the students. "Good luck. Promise you'll work hard."

O'Malley and Boston also visited the new Thurgood Marshall complex, home to

Thurgood Marshall middle and high schools and Samuel L. Banks High School. Completed during the summer, the complex is the district's largest school consolidation and renovation project. The leaders toured the new modular classrooms, renovated gymnasium, upgraded bathrooms, air-conditioned cafeterias, and security offices equipped with new closed-circuit cameras.

The district's key priorities for the first part of the school year are eliminating the achievement gap, building on academic progress, providing high quality teachers for all classrooms, enhancing the learning experience, continuing education reforms, and utilizing resources more efficiently.



Left, student Priest Newman and teacher Brenda Zimmer are all smiles. Right, a friend of Dr. Seuss.





Alayna Albertie of Woodhome Elementary plots her next move.

CHECKMATE

Chess program has students feeling like kings and queens



Baltimore student chess stars shake hands before the citywide tournament at Johns Hopkins.

BY MEAGHAN CASEY

Gathering each week in classrooms across the city, hundreds of young Baltimore students scrutinize the chess pieces arranged before them, eagerly anticipating their opponents' next move.

The students are part of the Baltimore City Public School System Chess Project, led by director Steve Alpern, a 29-year veteran of BCPSS. The project, which has been running off and on for the past 15 years, reemerged with vigor two years ago with grant funding from the Abell Foundation. Supported through a partnership with the Center for Talented Youth at Johns Hopkins University and the Baltimore Kids Chess League – an organization helped founded by Dr. Linda Lee, a gastroenterologist and assistant professor at Johns Hopkins – the project has created chess programs in more than 40 schools throughout the BCPSS.

"The goal is to get students excited about learning," said Alpern. "Chess is a great thinking game, and it's really becoming more and more popular. The lessons they learn are transferable to math and reading, and they really start to develop critical thinking skills."

Students practice once or twice a week, under the direction of individual school coaches.

While the majority of clubs hold practices after-school, some students also play during lunch or resource periods.

"At each practice, the coaches teach them new concepts and engage them in drills," said Alpern. "They give them puzzles and problems to solve before they start playing games. It's really about skillful maneuvers, so we try to get them thinking a few moves ahead and through different angles."

The students have the opportunity to compete in tournaments throughout the year, both locally and state-wide. The culminating city-wide tournament, held at Johns Hopkins' Center for Talented Youth each May, attracted 150 participants in grades two through eight in 2006. Students were awarded trophies at each grade level. During the summer, 12 BCPSS students sharpened their skills at the USA Chess Camp, held at the Park School in Brooklandville, MD.

"We're growing each year, and becoming more and more confident and competitive," said Alpern. "In 2004, we started with 25 kids and now we have almost 50 participants. From the feedback I've heard, at competitions and at the chess camp, our students are right up there with the top private school students. That's exciting."

**BCPSS
Chess Project
2006 Champions:**

Ronald Best
Juan Campbell
Keith Davenport
Tyreic Davis
Paul Duff
Raheem Gordon
Joseph Grant
Rose Jackson
DaKuan Johnson
Devon Johnson
Kayla Johnson
Caleb Jones
Jeffrey Junior
Dubray Kinney
Andy Lin
Billy Lu
Jason McDonald
Steven Mullens
Jeremiah Parker
Cameron Rose
Brian Sanders
Chris Smith
Jonathan Smith
Ted Smith



Students from the BCPSS attended the Towson International Debate Institute at Towson University last summer.

A SOLID ARGUMENT

Baltimore debaters don't back down when it comes to making their points

BY MEAGHAN CASEY

Grappling with hot topics, political and ethical issues and local school policies, teens from across the city are commanding attention through the power of the spoken word.

They are part of the Baltimore Urban Debate League (BUDL), launched in 1999 to make debate widely accessible to Baltimore City students. With a mission of improving the educational opportunities for high school and middle school students, the BUDL empowers students to become engaged learners, critical thinkers and active citizens.

"Debate is one of the most powerful tools for creating excitement about learning," said BUDL Executive Director Pam Spiliadis. "It's student-driven education that puts them at the front of the classroom and puts the power in their hands. It's also a great tool for developing literacy, analytical skills, self-confidence, self-expression and organization of thoughts."

"For everyone, it's a skill that's good to have," said Patterson High School senior Hong Mei Pang, a member of the BUDL. Pang was recently ranked second at the 36th annual New York City Invitational, the Big Bronx. The national high school tournament, hosted by the

Bronx High School of Science, featured competition in Lincoln-Douglas debate, team debate and public forum debate.

"It's about learning new things and voicing your opinion intelligibly," Pang said. "You learn to think critically, without becoming trapped in a certain mindset. You sort through common ideas and opinions and decide if those things are true or not."

The BUDL is administered through a partnership between the BCPSS and Towson University. More than 1,000 students at 24 middle schools and 34 high schools are currently involved. Annually, the program offers summer institutes at Towson University, multiple tournaments throughout the school year, professional development workshops, college planning and scholarship programs, and regional, national and international opportunities to compete. Over the summer, Baltimore City students Adam Jackson, Paige Dorsey and Tiara Williams represented the U.S. in the International Debate Education Association Youth Forum in Romania. The BUDL team competed amongst teams from more than 30 countries, losing in a close debate to eventual champions South Korea.

"It's so much more than an after-school program," said

Spiliadis. "These kids are engaging in real-world experiences, drawing connections to their community, their city and beyond. They're getting up and speaking at Capital Hill and even in global arenas."

Spiliadis is currently working with the school system to collect data on how debate impacts literacy, grade point average and student achievement. National data show that students involved in debate are 25 percent more literate, three times less likely to engage in high-risk behavior and twice as likely to pursue higher education, said Spiliadis.

Spiliadis was one of four 2005 honorees awarded \$5,000 by The B'MORE Fund for the BUDL. In 2004, she was honored with a Harry and Jeannette Weinberg fellowship to explore the potential of increased presence for debate. The BUDL was recently named one of 50 semifinalists, from among 350 nonprofit organizations, for the national medal from the President's Committee on the Arts and the Humanities.

To further support or become involved in the BUDL, please contact Pam Spiliadis at (410) 752-BUDL (2835) or visit the Web site at <http://www.budl.org>.

BCPSS: IMPROVING OUR SCHOOLS



Dr. Charlene Boston is greeted by Dr. Samuel L. Banks High School Principal Anthony Harold.

Baltimore consolidation schedule

Below are the meeting times and places for the planning committees for the next phase of school consolidations.

North Planning Area Committee

Will meet Nov. 16, Nov. 30 and Dec. 7 at 6 p.m., Western High School/Library

Northeast Planning Area Committee

Will meet Nov. 15, Nov. 29 and Dec. 6 at 7 p.m., Lake Clifton Campus/Library

Northwest Planning Area Committee

Will meet Nov. 15, Nov. 29 and Dec. 6 at 6 p.m., Forest Park Senior High

South Planning Area Committee

Will meet Nov. 16, Nov. 30 and Dec. 7 at 6 p.m., Digital Harbor High School/Room 311-312

Southeast Planning Area Committee

Will meet Nov. 15, Nov. 29 and Dec. 6, Commodore John Rodgers School/Library

Southwest Planning Area Committee

Will meet Nov. 16, Nov. 30 and Dec. 7 at 5 p.m., Edmondson-Westside High School/Cafeteria

West Planning Area Committee

Will meet Nov. 20, Nov. 27 and Dec. 5, Frederick Douglass Senior High/Cafeteria

East Planning Area Committee

Will meet Nov. 13, Nov. 27 and Dec. 4 at 6:30 p.m., Dunbar High School/Library

For more information, call Tessa Johnson at (443) 984-1824.

Realizing the new vision for Baltimore City schools

CONSOLIDATION: from Page 1

25 schools. The moves overall will impact about 30,000 students in 48 schools.

“Closing a school is a lot like closing a military base — there’s no one who really supports it,” said Tom Stosur, director of facility planning for the schools and a longtime city planner.

For the city’s schools, the consolidation was inevitable. The city is under a directive from the Maryland Public School Construction Program to reduce its square footage significantly or risk losing capital funding for future school improvements. The loss of such funding would be catastrophic, since the average age of Baltimore City school buildings (46 years) is the highest in the state, and nearly three-quarters of the city’s school buildings are rated in poor condition, based on an assessment of 23 building system components in each facility.

Compounding the problem, many of the city’s schools lack the basics for a modern education: science labs, computer labs, resource rooms, and physical amenities such as quality heating/cooling systems, functioning doors and windows, etc.

Baltimore schools have the capacity to house 125,000 students, but only 85,000 were enrolled at the end of the last school year. The decline in enrollment is projected to continue but finally stabilize; the 2011 projection is for 76,500 students.

Also weighing heavily on the decision were figures showing the high school population declining from its present 24,700 students to 17,639 in 10 years, weighing heavily on the Board’s decision to close several of the schools.

On Aug. 28, the first day of school, school and city officials toured the newly configured Thurgood Marshall campus, which now houses the Samuel L. Banks High School as well as the Thurgood Marshall Middle School and High School. The Academy for College and Career Exploration (ACCE), formerly part of Samuel Banks High, moved to the Robert Poole Middle School.

“We were really pleased how the first day went,” said Stosur. “It

took a mammoth push on the facilities side to get everything done.”

J. Keith Scroggins, interim chief operating officer for the schools, said that there were many behind-the-scenes heroes who worked tirelessly to implement the \$30 million in improvements made over the summer to 40 schools, and making sure the schools opened on time. Besides Stosur, he named Blaine Lipsky, chief of the building maintenance division of the Department of Public Works; Thomas Kim, special assistant; Tia Turner, logistics director; Khalil Zaied, chief of facilities, design and construction; Hatim Jabaji, Department of Public Works; and Ike Agwu, facilities project manager.

Among the improvements made were huge investments in new, energy-saving windows, plumbing and lighting, heating and cooling plants — improvements that Stosur said would be paid for out of the money saved on fuel and electricity.

Under the first year of the master plan, the school system reduced its capacity by 3.9 percent. The school board has already committed to closings that would further cut that to 8.8 percent.

“By August, 2009, we have to close 2.7 million square feet of space,” said Stosur.

Another factor weighing on the decisions was the BCPSS’ Neighborhood High School plan, under which no school ideally should have more than 600 students, as some of the system’s high schools have been housing 1,500-2,000 students. As part of that process, Lake Clifton High School, with 2,200 students, for example, has been split into three smaller learning communities, each with a specific focus.

Also, the system has been phasing out middle schools at the same time, moving to the K-8 model.

“The plan is also being driven by both middle-school and high-school reform,” said Stosur. “There are 16 new K-8 programs.”

The involvement of the community in the process in determining which schools to close, consolidate or rebuild has been and continues to be vital to its success. Some 10,000

community members were part of the 58 meetings that have been held to date, and Stosur expected that number to increase as the next round of the process got underway in October.

The school district has been divided into eight areas for the school closing process, with a planning committee in place in each area. Each area makes recommendations to a citywide steering committee on what might be possible in their area. The citywide committee makes recommendations to the Board of School Commissioners, which makes the final decisions.

“Virtually every aspect of the community is represented,” said Stosur.

In meetings last March and April, the Board also voted:

- ◆ To begin closing the Robert Poole Middle School this year and complete the closure by the end of the 2007-2008 school year. The Poole building would be reconfigured as a high school for the ACCE, while the Community Learning for Life (CLL) program would stay on site.
- ◆ To close the Southwestern Campus, which housed four schools — Southwestern High, Augusta Fells Savage Institute of Visual Arts, Vivien T. Thomas Medical Arts Academy, and the Renaissance Academy — and relocate its students.
- ◆ To close the Elmer A. Henderson School and relocate its students to four other schools.
- ◆ To close the Harlem Park Middle School and change Harlem Park Elementary to a K-8 configuration. The Talent Development High School, also located on the Harlem Park campus, is to be relocated by August, 2008.
- ◆ The Lakewood Primary School was reconfigured into an Early Education Center, allowing the board to expand needed pre-kindergarten classes in the area, and students there were transferred to School No. 85.
- ◆ School No. 43, in the Southeast Planning Area, was closed, and its students transferred.

BCPSS: IMPROVING OUR SCHOOLS

Baltimore parents play key role in school-consolidation process

BY RICH FAHEY

Parental involvement is the key to the success of any school system.

And when a school system is in the throes of a cathartic experience such as rezoning and consolidation, it's even more important.

The Parent and Community Advisory Board (PCAB) of the BCPSS is a 14-member panel. The majority of the members must be parents of children attending Baltimore City public schools. The members are selected for a two-year term.

Three members of PCAB are selected by the plaintiffs in the Vaughn G. special-education lawsuit.

The Bradford plaintiffs, part of the ACLU-led lawsuit that sued the state of Maryland over funding issues, select two additional members of PCAB, while the CEO of BCPSS appoints other members from lists submitted by the following parent groups: Baltimore City Council of PTA's, Title I parent liaisons and area-based networks. As provided in the law that set up PCAB, the group must meet with the CEO at least quarterly.

Michael Carter, one of the members appointed by the Bradford plaintiffs, is the chairman of PCAB. He said the school system as a whole did a much better job in reaching out to parents during the first phase of the closing and consolidation process.

"Some will say it wasn't enough, but it was a lot better than it was in the past," said Carter, who noted that some 10,000

parents were involved at some point.

Carter, whose children went through the schools and who has custody of a nephew now attending the schools, hopes to get even more people involved as the second round of closings and consolidations begins.

He criticized state officials for waiting until the consolidation process is complete before funding needed school repairs and renovations. "My position is that we should be building a new landscape while we're restructuring the old landscape."

He said retrofitting old buildings can't bring them up to the standards needed for 21st century students.

On other major school issues, he favors the move towards more K-8 programs, as long as it addresses the needs of the middle school students.

"We can't move these kids just for the sake of moving them," he said.

In that vein, he said the move to break down larger high schools into smaller components is good as long as there are facilities to receive the smaller communities.

"I don't know if breaking up a school into smaller academies is going to be effective if the students all stay in the same location," he said, pointing to the Southwestern Campus, which has closed, as an example. Carter said he and other board members have seen some mistakes that were made during the first round of closings and hope to benefit from the experience.

Shortfalls remain in the system, he said. "A solid education can be had, but there are some high school graduates who aren't equipped for the workplace."

Towards that end, "We as parents can't stay on the sidelines and hope this will change. We have to impact the policies that affect our children."

The PCAB conducts all of its Board meetings in an open and public setting. During the public board meetings, time is set aside to accept public comment, subject to guidelines set up by the School Board.

Besides Carter, PCAB currently consists of:

- Kenya Lee, also representing the Bradford Plaintiffs;
- Vanessa Daniels and Lisa Howell, parent liaisons/parent contacts, Title I schools;
- Kea Smith and Cherie Rippetoe, area-based network/school community networks;
- Joyce Agresott, Pat Mohammed and Chequita Lanier, Baltimore City Council of Parent-Teacher Associations;
- Ruth Ann Mohammed and Dennis Moulden, parent and community groups;
- Shirley Mills-Dower, Susan Takemoto, Vaughn G. plaintiffs (a third slot is vacant at the moment);

To leave a voicemail message for members of the Parent and Community Advisory Board, call (410) 396-3138, or e-mail them at pcab@bsps.k12.md.us. For information on upcoming meetings, go to the Baltimore City Public School System web site, www.baltimorecityschools.org.



A sign posted outside Dr. Samuel L. Banks High School describes the newly structured campus.

Don't Wait To Vaccinate

New shot requirements are needed for students. Is your child up to date?

Call or visit your child's school to confirm needed shots. Immunize **NOW**

Call **410-396-4454**

For more information about the new requirements & schedules of free shot clinics





Free vaccines help Baltimore City comply with regulations

BY MEAGHAN CASEY

A healthy student is a more productive student, and officials from the Baltimore City Public School System and the Baltimore City Health Department have been working hard to ensure that students are at their best this school year.

Throughout the summer, the city's "To Immunize Kids Everywhere" (TIKE) van roamed the streets, visiting area malls, community centers and churches and encouraging students and families to comply with new state immunization regulations. The regulations require hepatitis B and chicken pox vaccines for all students enrolled in preschool through ninth grade in Maryland. Families were urged to complete the vaccine requirements by the start of the school year.

By the Sept. 30 deadline, more than 99 percent of BCPSS students were in compliance with the 2005-06 regulations, while 85 percent had met the new 2006-07 standards. The remaining students have until Jan. 20, 2007, to complete the vaccines or to show proof of immunization history. The hepatitis B vaccine series takes at least four months to complete, and students will need to have received at least three doses of it by January. If they are not meeting the requirements at that time, they will not be allowed to attend classes.

"Right now, we're trying to make the remaining 15 percent of students and their parents aware of the requirements and connect them with their family doctor or the city health immunizations services," said Bryan Richardson, director of SchoolStat, an accountability program of the BCPSS.

"We want healthy students, from day one, to provide them with the best possible education," said Dr. Anne Bailowitz, chief

of the city's Bureau of Child Health and Immunization.

To make the process as convenient for residents as possible, the TIKE van provided free vaccines for students throughout the summer. The city hosted the Believe Tour Back to School Explosion, at which Mayor Martin O'Malley met with families and handed out school supplies, while health officials provided vaccines. The city also hosted a back-to-school festival at Mondawmin Mall, with the TIKE van present, attracting hundreds of people. In the month of August alone, 5,000 students received their vaccinations.

Chicken pox, a highly contagious illness, affects 4 million people each year in the U.S. children who are not immune usually develop symptoms between 10 and 21 days after exposure and remain infected for about a week.

"With chicken pox, students can lose 7-10 days of school time," said Bailowitz. "Plus, parents lose work time, so it's a no-win situation for everyone. That's why we're encouraging everyone to comply with the vaccines early on in the school year."

The hepatitis B virus, transmitted through blood and bodily fluids of someone who is infected, can lead to liver failure, cirrhosis of the liver or liver cancer. The virus is nearly 100 times as infectious as human immunodeficiency virus (HIV), and infants and children are more likely than adults to develop a chronic infection.

"Cancer is the No. 1 cause of death in the U.S.," said Bailowitz. "The hepatitis B vaccine can help prevent liver cancer. People can develop antibodies to fight off disease and protect them against the virus. In that way, it's the first anti-cancer drug available to us."

Fountains for youths

School officials follow through with vow to improve water in school buildings

BY MEAGHAN CASEY

Water cooler conversation is back in the BCPSS — not because of a new trend, but because of the district's intensive maintenance, repair, sampling and reactivation of school drinking fountains.

In 2003, a former commissioner of health determined that drinking fountains in the BCPSS presented a nuisance under the health code, and he released an order to the system to deactivate all fountains. Additionally, schools were required to provide one bottled water station per 100 students, post "hand washing only" signs in school restrooms and provide information to parents concerning the potential issue of lead in water.

An advisory group, made up of parents, BCPSS representatives and Baltimore City Health Department (BCHD) officials, developed the Sampling Plan for the Safe Drinking Water Program within the BCPSS. The plan, approved by the Commissioner of Health in January 2004, provides the sampling methodology, documentation and quality control procedures used to enable specific water outlets to be returned to service. No outlet is reactivated without approval from the Commissioner of Health, and the required standard for full approval is less than 15 parts per billion per 250 ml sample. This standard is stricter than that recommended by the U.S. Environmental Protection Agency, which is less than or equal to 20 parts per billion per 250 ml sample.

"It's a very tough standard to meet, but we're

doing it," said Dr. Charlene C. Boston, interim chief executive officer of the BCPSS. "Parents, students and teachers can be absolutely reassured that the water supply is safe."

Sampling and testing have occurred on a massive scale, and hundreds of plumbing repairs and fountain replacements have been made throughout the system. Today, nearly 1,500 water fountains have been approved by the Baltimore City health commissioner and reactivated. Because of this progress, approximately 75 percent of schools have met the 1:100 student to water fountain access ratio.

In schools where some water outlets do not yield results that would permit approval and reactivation, more intensive remediation may be needed. For this reason, a pilot assessment has been undertaken in two such schools, which will define the potential improvements necessary to restore fountains at each facility, and will estimate associated budgetary costs.

"Tremendous progress has been made in Baltimore City in lead poisoning prevention, but many children in Baltimore are still exposed to lead hazards - primarily in their homes, due to chipping, peeling lead-based paint," said Mary Beth Haller, BCPSS water quality manager. "This makes it all the more important that these children are not further exposed to lead through their drinking water at school. Our schools should provide the safest environment possible."



Dr. Samuel Banks High School student Asia Harris samples water from the school's reactivated water fountain.

District gets tough on school safety

By RICH FAHEY

No school wants the label “persistently dangerous.”

But while BCPSS officials work to get five schools with such a label off the list, they say the definition of what makes for a dangerous school should be tweaked or changed.

State education officials listed the Calverton, Thurgood Marshall and Highlandtown middle schools as dangerous by state standards for the past four years, but Highlandtown closed last summer as part of a system-wide school consolidation plan. The three city schools added this year were Liberal Arts Academy at Walbrook, Dr. Roland N. Patterson Sr. Academy and Dr. W.E.B. Dubois High School.

One of the city’s new high schools, the Academy for College and Career Exploration, was placed on probationary status.

The state defines a school as “persistently dangerous” if 2.5 percent or more of students were suspended or expelled for violent acts for two consecutive years. Schools are placed on probation after one such year. Under the federal No Child Left Behind Act, states are required to set guidelines on dangerous schools and report the results to the federal government. Schools are then required to file corrective-action plans.

In some cases, the reporting requirements put principals in a bind, said Linda Chinnia, chief academic officer of the BCPSS.

“If principals just wanted to look good, they might want to overlook a violation,” said Chinnia. “That wouldn’t make the school any safer; just the opposite. By



School police officers show Mayor Martin O'Malley, left, the surveillance system at Thurgood Marshall High School.

establishing a code of conduct and holding to it — even if it leads to suspensions and expulsions — it makes the schools safer for all concerned.”

The state of Maryland’s reporting requirements appear to be stricter than many other states. Maryland is one of only six states that reported to the federal government having any dangerous schools at all. In recent years, for example, neither Chicago nor Los Angeles had any schools labeled as dangerous. In the 2004-2005 school year, Maryland had a fifth of all the persistently dangerous schools in the nation.

Chinnia said the system works to prevent violence in all schools, but when problems at a particular school are identified, other resources are provided.

“We implement PBIS (positive behavior intervention system), a state-led program

that works with school staff to promote a safer environment,” said Chinnia. There is training for teachers on how to prevent or contain incidents, crisis and anger management for students, and a violence prevention program in the secondary schools.

The BCPSS also enlists outside counselors and conflict resolution groups.

Several incidents that occurred at the beginning of this school year have resulted in new initiatives to address incidents in schools. Interim CEO Dr. Charlene C. Boston said the schools have a commitment to provide a “safe, civil, orderly learning environment” and directed all administrators to renew their vigilance in following established emergency procedures, should the need occur.

Boston pointed to a school survey conducted last year that said that 83 percent

of parents thought their children were safe in school, and she asked for the help of parents, guardians, caregivers and parent organizations in helping to ensure that safety procedures are followed.

“We cannot tolerate violent and chronically disruptive behavior, on or off school grounds,” said Boston.

The BCPSS and the Baltimore Police Department have obtained a \$500,000 federal grant, which must be matched with local money, that will provide for 280 more surveillance cameras to be installed at 10 more school campuses over the next 18 months.

Over the summer, the city spent \$1.1 million to install about 575 cameras in 11 other schools. When all is said and done, there will be 1,037 cameras in 25 city schools.

Antonio Williams, chief of the schools’ police department, said the cameras appear to be having an effect on student behavior, but there are no hard and fast figures to prove it yet.

The schools are also emphasizing students’ rights to respond to any intimidation or harassment they might experience in school. A flyer sent to parents contained information on the Harassment or Intimidation (bullying) Reporting Form, which allows students to report incidents involving themselves, parents or close family members, according to the 2005 Safe Schools Reporting Act, passed by the Maryland Assembly.

The incidents are then investigated by the BCPSS.

To report suspicious activity, call 410-396-8588.

MEET THE CHIEF OFFICERS



Patricia Abernethy
Deputy Chief of Staff



Linda Chinnia
Chief Academic Officer



Idalyn Hauss
Interim Dep. Special Ed. Officer



Everene Johnson-Turner
Student Support Officer



Keith Scroggins
Chief Operating Officer



Gary Thrift
Human Resources Officer



John Walker
Chief Financial Officer



Suzanne Cutter
Area Academic Officer,
Elementary School Area 1



Gwendolyn Cleage
Area Academic Officer
Elementary School Area 4



Sharon Kanter
Area Academic Officer
High School Area 7



Mary Minter
Area Academic Officer
Elementary Restructuring



Marilyn Perez
Area Academic Officer
Middle School Area 5



James Smith
Area Academic Officer
Elementary School Area 2



David Stone
Area Academic Officer
Charter Schools



Elizabeth Williams
Area Academic Officer
Elementary School Area 3



Deborah Wortham
Area Academic Officer
High School Area 6

Not pictured: Barbara Wheeler, Deputy Chief of Academic Achievement

BALTIMORE CITY DIRECTORY PUBLIC SCHOOLS

Early childhood/ elementary/ K-8 Schools

Abbottston Elementary - 50

Angela Lewis Faltz, Principal
1300 Gorsuch Ave., Baltimore 21218
443-984-2685

Arlington Elementary - 234

Terrelle Gray, Principal
3705 W. Rogers Ave., Baltimore 21215
410-396-0567

Armistead Gardens Elementary - 243

Annie Harrison, Principal
5001 E. Eager St., Baltimore 21205
410-396-9090

Arundel Elementary/Middle - 164

Verna Chase, Principal
2400 Round Rd., Baltimore 21225
410-396-1379

Ashburton/Nathan Pitts Elementary/Middle - 58

Lucy Miller, Principal
3935 Hilton Rd., Baltimore 21215
410-396-0636

Barclay Elementary/Middle - 54

Truemella Horne, Principal
2900 Barclay St., Baltimore 21218
410-396-6387

Charles Carroll Barrister Elementary - 34

Bridget Dean, Principal
1327 Washington Blvd., Baltimore 21230
410-396-5973

Bay Brook Elementary - 124

Lydia Foster Lemon, Principal
4301 Tenth St., Baltimore 21225
410-396-1357

Beechfield Elementary - 246

Deborah Barton, Principal
301 S. Beechfield Avenue., Baltimore
21229
410-396-0525

Belmont Elementary - 217

Mary La Martina, Principal
1406 Ellamont St., Baltimore 21215
410-396-0579

Bentalou Elementary - 150

Mary Winterling, Principal
220 N. Bentalou St., Baltimore 21223
410-396-1385

Brehms Lane Elementary - 231

Andre Spencer, Principal
3536 Brehms Ln., Baltimore 21213
410-396-9150

Margaret Brent Elementary - 53

Jacqueline Waters Scofield, Principal
100 East 26th St., Baltimore 21218
410-396-6509

Dr. Rayner Browne Elementary - 25

Lisa Parker, Principal
1000 N. Montford Ave., Baltimore 21205
410-396-9239

Callaway Elementary - 251

Joyce Middleton, Principal
3701 Fernhill Ave., Baltimore 21215
410-396-0604

Walter P. Carter Elementary - 134

Lily McElveen, Principal
820 East 43rd St., Baltimore 21212
410-396-6271

Cecil Elementary - 7

James Drummond, Principal
2000 Cecil Ave., Baltimore 21218
410-396-6385

Cherry Hill Elementary/Middle - 159

Alease Owens, Principal
801 Bridgeview Rd., Baltimore 21225
410-396-1392

City Neighbors Charter - 326

Michael Chalupa, Principal
4301 Raspe Ave., Baltimore 21206
410-325-2627

City Springs Elementary - 8

Bernice Whelchel, Principal
100 S. Caroline St., Baltimore 21231
410-396-9165

Coldstream Park Elementary/Middle - 31

Tracey Thomas, Principal
1400 Exeter Hall Ave., Baltimore 21218
410-396-6443

Robert W. Coleman Elementary - 142

Brenda Allen, Principal
2400 Windsor Ave., Baltimore 21216
410-396-0764

Samuel Coleridge-Taylor Elementary - 122

Sandra Graves, Principal
507 W. Preston St., Baltimore 21201
410-396-0783

Collington Square School - 97

Harold Eason, Principal
1409 N. Collington Ave., Baltimore
21213
410-396-9198

Cross Country Elementary - 247

Matthew Riley, Principal
6100 Cross Country Blvd., Baltimore
21215
410-396-0602

Crossroads School - 323

Mark Conrad, Principal
802 S. Caroline St., Baltimore 21231
410-276-4924

Curtis Bay Elementary - 207

Barbara Pryor, Principal
4301 West Bay Ave., Baltimore 21225
410-396-1397

Dickey Hill Elementary/Middle - 201

Joyce Hughes, Principal
5025 Dickey Hill Rd., Baltimore 21207
410-396-0610

Edgecombe Circle Elementary - 62

Herbert Miller, Principal
2835 Virginia Ave., Baltimore 21215
410-396-0550

Edgewood Elementary - 67

Carole Green, Principal
1900 Edgewood St., Baltimore 21216
410-396-0532

Empowerment Academy - 262

Carolyn Smith, Principal
851 Braddish Ave., Baltimore 21216
443-984-2381

Eutaw-Marshburn Elementary - 11

Jo Ann Hebron-Borden, Principal
1624 Eutaw Pl., Baltimore 21230
410-396-0799

Maree G. Farring Elementary - 203

Linda Brewster, Principal
300 Pontiac Ave., Baltimore 21225
410-396-1404

Federal Hill Elementary School - 45

Sharon VanDyke, Principal
1040 William St., Baltimore 21230
410-396-120

Fort Worthington Elementary - 85

Shaylin Todd, Principal
2701 East Oliver St., Baltimore 21213
410-396-9161

Franklin Square Elementary - 95

Terry Patton, Principal
1400 W. Lexington St., Baltimore 21223
410-396-0795

Frederick Elementary - 260

Terry Kendall, Principal
2501 Frederick Ave., Baltimore 21223
410-396-0830

Furley Elementary - 206

Barbara Meyers, Principal
4633 Furley Ave., Baltimore 21206
410-396-9094

Gardenville Elementary - 211

Barbara Sawyer, Principal
5300 Belair Rd., Baltimore 21206
410-396-6382

Garrett Heights Elementary - 212

Yetty Lockett-Goodin, Principal
2800 Ailsa Ave., Baltimore 21214
410-396-6362

Gilmor Elementary - 107

Sarah Horsey, Principal
1311 N. Gilmor St., Baltimore 21217
410-462-2700

Glenmount School - 235

Charlotte Williams, Principal
6211 Walther Avenue., Baltimore 21206
410-396-6366

Govans Elementary - 213

Linda Taylor, Principal
5801 York Rd., Baltimore 21212
410-396-6396

The Green School - 332

Katherine Primm, Principal
335 W. 27th St., Baltimore 21211
410-206-1729

Grove Park Elementary - 224

Carla Jackson, Principal
5545 Kennison Ave., Baltimore 21215
410-396-0822

Guilford Elementary - 214

Sheilah Myers, Principal
4520 York Rd., Baltimore 21212
410-396-6358

Gwynns Falls Elementary - 60

Hartavia Johnson, Principal
2700 Gwynns Falls Pkwy., Baltimore
21216
410-396-0638

Alexander Hamilton Elementary - 145

Charlotte Jackson, Principal
800 Poplar Grove St., Baltimore 21216
410-396-0520

Hamilton Elementary/Middle - 236

Barbara Harahan, Principal
6101 Old Harford Rd., Baltimore 21214
410-396-6375

Hampden Elementary - 55

Margarett Shipley, Principal
3608 Chestnut Ave., Baltimore 21211
410-396-6004

Hampstead Hill Elementary - 47

Jonathan Hornbeck, Principal
500 S. Linwood Ave., Baltimore 21224
410-396-9146

Harford Heights Elementary - 36

1919 North Broadway, Baltimore 21213
Sharon Bullock, Principal
410-396-9341
Gail Harrison, Principal
410-732-9268

Harlem Park Elementary - 35

1401 W. Lafayette Ave., Baltimore 21217
410-396-0632

Dr. Bernard Harris, Sr. Elementary - 250

Lucretia Coates, Principal
1400 N. Caroline St., Baltimore 21213
410-396-1452

Thomas G. Hayes Elementary -102

Sean Conley, Principal
601 North Central Ave., Baltimore 21202
410-396-9268

Hazelwood Elementary - 210

Sidney Twiggs, Principal
4517 Hazelwood Ave., Baltimore 21206
410-396-9098

Matthew A. Henson Elementary - 29

Carla Robinson Bragg, Principal
1600 N. Payson St., Baltimore 21217
410-396-0776

Highlandtown Elementary - 215

Nancy Fagan, Principal
3223 E. Pratt St., Baltimore 21224
410-396-9381

Highlandtown Elementary - 237

Prentiss Moore, Principal
3500 Foster Ave., Baltimore 21224
443-984-2792

Hilton Elementary - 21

Patricia Hall, Principal
3301 Carlisle Ave., Baltimore 21216
410-396-0634

Holabird Elementary - 229

Vera Bethune Stewart, Principal
1500 Imla St., Baltimore 21224
410-396-9086

John Eager Howard Elementary - 61

Erma Jefferson, Principal
2011 Linden Ave., Baltimore 21217
410-396-0837

Langston Hughes Elementary - 5

Gloria Pulley, Principal
5011 Arbutus Ave., Baltimore 21215
410-396-7827

Inner Harbor East Academy for Young Scholars- 329

Maria Dent, Principal
200 N Central Ave., Baltimore 21202
410-276-0306

Dr. Lillie M. Jackson Alternative Elementary - 288

Donnie Johnson, Principal
1501 Ashburton St., Baltimore 21216
410-396-0540

Thomas Jefferson Elementary - 232

Wendy Leishear, Principal
605 Dryden Drive, Baltimore 21229
410-396-0534

Thomas Johnson Elementary - 84

James Sasiadek, Principal
100 E. Heath Street., Baltimore 21230
410-396-1575

Johnston Square Elementary - 16

Catherine Thomas, Principal
1101 Valley St., Baltimore 21202
410-396-1477

Lafayette Elementary - 202

Marilyn Jackson, Principal
1101 Braddish Ave., Baltimore 21216
410-396-0519

Lakeland Elementary/Middle - 12

Jacqueline Ferris, Principal
2921 Stranden Road, Baltimore 21230
410-396-1406

Lakewood Elementary - 86

Iris Harris, Principal
2625 Federal St., Baltimore 21213
410-396-9158

Leith Walk Elementary - 245

Edna Greer, Principal
1235 Sherwood Ave., Baltimore 21239
410-396-6380

Liberty Elementary - 64

Beverly Woolford, Principal
3901 Maine Ave., Baltimore 21207
410-396-0571

Lokerman-Bundy Elementary - 261

Cynthia Cunningham, Principal
301 N. Pulaski St., Baltimore 21223
410-396-1364

Lyndhurst Elementary - 88

Tanya Wilson, Principal
621 Wildwood Pkwy., Baltimore 21229
410-396-0503

George G. Kelson Elementary - 157

Kevin Parson, Principal
701 Gold St., Baltimore 21217
410-396-0800

Francis Scott Key Elementary/Middle - 76

Mary Booker, Principal
1425 E. Fort Ave., Baltimore 21230
410-396-1503

Dr. Martin Luther King Jr. Elementary - 254

3750 Greenspring Ave., Baltimore 21211
410-396-0756

James McHenry Elementary - 10

Judith Dixon, Principal
31 S. Schroeder St., Baltimore 21223
410-396-1621

Midtown Academy - 321

Kathleen O'Hanlon, Principal
1398 Mt. Royal Terr., Baltimore 21217
410-225-3257

Medfield Heights Elementary - 249

Debbie Thomas, Principal
4300 Buchanan Ave., Baltimore 21211
410-396-6460

Montebello Elementary Jr. Academy - 44

Camille Bell, Principal
2040 E. 32nd St., Baltimore 21218
410-235-4801

Moravia Park Pre K-8 Campus - 105

Mary Tridone, Principal
6201 Frankford Ave., Baltimore 21206
410-396-9096
6001 Frankford Ave., Baltimore 21206
410-396-9294

BALTIMORE CITY DIRECTORY PUBLIC SCHOOLS

Morrell Park Elementary - 220
Vickie Lawson, Principal
2601 Tolley St., Baltimore 21230
410-396-3426

Samuel F. B. Morse Elementary - 98
Sheila Mitchell, Principal
424 South Pulaski St., Baltimore 21223
410-396-1355

James Mosher Elementary - 144
Cascelia Spears, Principal
2400 Mosher St., Baltimore 21216
410-396-0506

Mount Royal Elementary/Middle - 66
Carolyn Freeland, Principal
121 McMechen St., Baltimore 21217
410-396-0864

Mount Washington - 221
Thomas Shepley, Principal
1801 Sulgrave Ave., Baltimore 21209
410-396-6354

Lois T. Murray - 313
Roslyn Canosa, Principal
1600 Arlington Ave., Baltimore 21239
410-396-7463

New Song Academy - 322
Susan Tibbels, Principal
1385 N. Gilmor St., Baltimore 21217
410-728-2091

Dallas F. Nicholas Sr. Elementary - 39
Irma Johnson, Principal
201 E. 21st St., Baltimore 21218
410-396-4525

North Bend Elementary - 81
Helen Shelton, Principal
181 North Bend Rd., Baltimore 21229
410-396-0376

Northwood Appolo - 330
Virginia Richardson, Principal
4417 Loch Raven Blvd., Baltimore 21218
410-323-6712

Northwood Elementary - 242
Edward English, Principal
5201 Loch Raven Blvd., Baltimore 21239
410-396-6377

William Paca Elementary - 83
Mary Minter, Principal
200 N. Lakewood Ave., Baltimore 21224
410-396-9148

Graceland Park-O'Donnell Heights Elementary - 240
Robert Law, Principal
6300 O'Donnell St., Baltimore 21224
410-396-9083

Patapsco Elementary/Middle - 163
Marvin Darden, Principal
844 Roundview Rd., Baltimore 21225
410-396-1400

Patterson Park Charter - 327
Jennifer Schmidberger, Principal
27 N Lakewood Ave., Baltimore 21224
410-558-1230

Pimlico Elementary - 223
Orrester Shaw, Principal
4849 Pimlico Rd., Baltimore 21215
410-396-0876

William Pinderhughes Elementary - 28
Brenda Hubbard, Principal
1200 North Fremont Ave., Baltimore 21217
410-396-0761

Sarah M. Roach Elementary - 73
Sheila Hale, Principal
3434 Old Frederick Rd., Baltimore 21229
410-396-0511

Mary E. Rodman Elementary - 204
Jerome Butler, Principal
3510 West Mulberry St., Baltimore 21229
410-396-0508

Calvin M. Rodwell Elementary - 256
Saundra Spratley Adams, Principal
3501 Hillsdale Rd., Baltimore 21207
410-396-0940

Commodore John Rogers Elementary - 27
Dawn Shirey, Principal
100 North Chester St., Baltimore 21231
410-396-9300

Rognel Heights Elementary - 89
Ivy Hill, Principal
4300 Sidehill Rd., Baltimore 21229
410-396-0528

Roland Park Elementary/Middle - 233
Carolyn Cole, Principal
5207 Roland Ave., Baltimore 21210
410-396-6420

Rosemont Elementary - 63
Sandra Ashe, Principal
2777 Presstman St., Baltimore 21216
410-396-0574

John Ruhrah Elementary - 228
Mary Donnelly, Principal
701 S. Rappolla St., Baltimore 21224
410-396-9125

Sharp-Leadenhall Elementary- 314
James Linde, Principal
150 W. West St., Baltimore 21230
410-396-4325

Sinclair Lane Elementary - 248
Roxanne Thorn Lumpkins, Principal
3880 Sinclair Ln., Baltimore 21213
410-396-9117

Southwest Charter - 328
Turi Nillson, Principal
31 S. Schroeder St., Baltimore 21223
443-980-9016

Steuart Hill Elementary - 4
Marsha Powell, Principal
30 S. Gilmor St., Baltimore 21223
410-396-1387

Furman L. Templeton Elementary - 125
Evelyn Randall, Principal
1200 N. Pennsylvania Ave., Baltimore 21217
410-462-9560

Tench Tilghmann Elementary - 13
Charletta Logan Generett, Principal
600 North Patterson Park Ave., Baltimore 21205
410-396-9247

Harriet Tubman Elementary - 138
Yvonne Cunion, Principal
1807 Harlem Ave., Baltimore 21217
410-396-1362

Violetville Elementary/Middle - 226
Catherine Reinholdt, Principal
1207 Pine Heights Ave., Baltimore 21229
410-396-1416

George Washington Elementary - 22
Susan Burgess, Principal
800 Scott St., Baltimore 21230
410-396-1554

Waverly Elementary/Middle - 51
Brenda Abrams, Principal
3400 Ellerslie Ave., Baltimore 21218
410-396-6394

Westport Academy - 225
Barbara Johnson, Principal
2401 Nevada St., Baltimore 21230
410-396-3396

Westside Elementary - 24
Havanah Kenlaw, Principal
2235 N. Fulton Ave., Baltimore 21217
410-396-0628

Windsor Hills Elementary - 87
Carmen Holmes, Principal
4001 Alto Rd., Baltimore 21216
410-396-0595

General Wolfe Elementary - 23
Christopher Gaither, Principal
245 S. Wolfe St., Baltimore 21231
410-396-9140

Woodhome Elementary/Middle - 205
Christine Skowrunski, Principal
7300 Moyer Ave., Baltimore 21234
410-396-6398

Dr. Carter G. Woodson Pre K-8 - 160
Patrick Harris, Principal
2501 Seabury Rd., Baltimore 21225
410-396-1366

Yorkwood Elementary - 219
Deborah Sharpe, Principal
5931 Yorkwood Rd., Baltimore 21239
410-396-6364

Middle Schools

Calverton Middle - 75
Marjorie Miles, Principal
1100 Whitmore Ave., Baltimore 21216
410-396-0581

Canton Middle - 230
Tammie Nielsen, Principal
801 S. Highland Ave., Baltimore 21224
410-396-9172

Chinquapin Middle - 46
John Wilson, Principal
900 Woodbourne Ave., Baltimore 21212
410-396-6424

ConneXions Community Academy - 325
Rowell Rodney, Principal
2801 N. Dukeland Ave., Baltimore 21216
443-984-1418

Diggs-Johnson Middle - 162
Camille Smith, Principal
1300 Herkimer St., Baltimore 21223
410-396-1572

Paul Laurence Dunbar Middle - 133
Crystal Ashe, Principal
500 N. Caroline St., Baltimore 21205
410-396-9296

Fallstaff Middle - 241
Faith Hibbert, Principal
3801 Fallstaff Rd., Baltimore 21215
410-396-0682

Benjamin Franklin Middle - 239
Paul Lufrio, Principal
1201 Cambria St., Baltimore 21225
410-396-1373

Garrison Middle - 42
Isiah Hemphill, Principal
3910 Barrington Rd., Baltimore 21207
410-396-0735

Hamilton Middle - 41
5609 Sefton Ave., Baltimore 21214
410-396-6370

Harford Heights Middle - 263
Diane Brown, Principal
1919 North Broadway., Baltimore 21213
410-396-9343

Harlem Park Middle - 78
Teresa Lance, Principal
1500 Harlem Ave., Baltimore 21217
410-396-0612

KIPP Ujima Village Academy - 324
Shayna Hammond, Principal
4701 Greenspring Ave., Baltimore 21209
410-545-3669

William H. Lemmel Middle - 79
Quianna Cooke, Principal
2801 N. Dukeland St., Baltimore 21216
410-396-0664

Lombard Middle - 57
Valerie Hooper, Principal
1601 E. Lombard St., Baltimore 21231
410-396-9261

Thurgood Marshall Middle - 170
Tony Edwards, Principal
5001 Sinclair Ln., Baltimore 21206
410-396-9103

George W. F. McMechen Middle/High -177
Gwendolyn McClain Brooks, Principal
4411 Garrison Blvd., Baltimore 21215
410-396-0980

Northeast Middle - 49
Wanda Young, Principal
5001 Moravia Rd., Baltimore 21206
410-396-9215

Laurence G. Paquin Middle/High - 457
Rosetta Stith, Principal
2200 Sinclair Ln., Baltimore 21213
410-396-9399

Dr. Roland N. Patterson Middle - 82
Ester Oliver, Principal
4701 Greenspring Ave., Baltimore 21209
410-396-0670

Pimlico Middle - 222
Donyall Dickey, Principal
3500 W. Northern Pkwy., Baltimore 21215
410-396-0806

Robert Poole Middle - 56
Danielle Lee, Principal
1300 W. 36th St., Baltimore 21211
410-396-6456

Southeast Middle - 255
Barbara Sparrow, Principal
6820 Fait Ave., Baltimore 21224
410-396-9291

Stadium School - 15
Ronald Shelley, Principal
1300 Gorsuch Ave., Baltimore 21218
443-984-2682

Booker T. Washington Middle - 130
Derek Daniel, Principal
1301 McCulloh St., Baltimore 21217
410-396-7734

West Baltimore Middle - 80
Faye McLean, Principal
201 N. Bend Rd., Baltimore 21229
410-396-0700

West Baltimore Potomac Community - 80
Cassandra Millette, Principal
201 N. Bend Rd., Baltimore 21229
410-396-0700

Winston Middle - 209
Eldon Thomas, Principal
1101 Winston Ave., Baltimore 21212
410-396-6356

High Schools/ Special programs

Academy for College and Career Exploration - 427
Ivor Mitchell, Principal
1300 West 36th St., Baltimore 21211
410-396-7607

Acceleration Academy at Gwynn Oak - 500
Al Thompson, Principal
5000 Gwynn Oak Ave., Baltimore 21207

Alternative Learning Center - 488
Patricia Shaw, Principal
1601 East Pratt St., Baltimore 21231
410-396-1720

Augusta Fells Savage Institute of Visual Arts - 430
Angelique Simpson Marcus, Principal
200 Font Hill Ave., Baltimore 21223
443-984-2833

William S. Baer School - 301
Patrick Crouse, Principal
2001 N. Warwick Ave., Baltimore 21216
410-396-0833

Baltimore City College - 480
Timothy Dawson, Principal
3220 The Alameda, Baltimore 21218
410-396-6557

Baltimore Freedom Academy - 423
Tisha Edwards, Principal
101 S.Caroline St., Baltimore 21231
443-984-2737

Baltimore Polytechnic Institute - 403
Barney Wilson, Principal
1400 Cold Spring Ln., Baltimore 21209
410-396-7026

Baltimore School for the Arts - 415
Leslie Shepard, Principal
712 Cathedral St., Baltimore 21201
410-396-1185

Dr. Samuel L. Banks High School - 420
Anthony Harold, Principal
5000 Truesdale Ave./5001 Sinclair Ln., Baltimore 21206
443-984-1541

Career Academy - 281
Callie Green, Principal
101 West 24th St., Baltimore 21218
410-396-7454

BALTIMORE CITY DIRECTORY PUBLIC SCHOOLS

Carver Vocational-Technical High - 454

Michael Frederick, Principal
2201 Presstman St., Baltimore 21216
410-396-0553

Central Career Academy at Briscoe - 451

Patricia Lowe Gould, Principal
900 Druid Hill Ave., Baltimore 21201
410-396-0771

Claremont School - 307

John Butt, Principal
5301 Erdman Ave., Baltimore 21205
410-545-3380

Coppin Academy - 432

William Howard, Principal
2500 W. North Ave., Baltimore 21216
410-951-2602

Digital Harbor High School - 416

Brian Eyer, Principal
1100 Covington St., Baltimore 21230
443-984-1256

Frederick Douglass High - 450

Darline Lyles, Principal
2301 Gwynns Falls Pkwy., Baltimore 21217
410-396-7821

W.E.B. Dubois Senior High - 418

Delores Berry, Principal
2201 Pinewood Ave., Baltimore 21214
410-396-6435

Paul Laurence Dunbar High - 414

Roger Shaw, Principal
1400 Orleans St., Baltimore 21231
410-396-9478

Eager Street Academy - 370

James Scofield, Principal
401 East Eager St., Baltimore 21202
410-209-4091

Edmondson-Westside High - 400

Delphine Lee, Principal
501 Athol Ave., Baltimore 21229
410-396-0685

Entrepreneurial Academy - 435

Rose Hamm, Principal
2000 Edgewood St., Baltimore 21216
443-984-3330

Forest Park Senior High - 406

Loretta Breese, Principal
3701 Eldorado Ave., Baltimore 21207
410-396-0753

Harbor City Learning Center - 413

Magdalen Reyment, Principal
2555 Harford Rd., Baltimore 21218
410-396-1513

Harbor City Learning Center - 413

Peggy Jackson-Jobe, Principal
1001 West Saratoga St., Baltimore 21223
410-396-0938

Heritage High - 425

Karen Lawrence, Principal
2801 St. Lo Drive., Baltimore 21213
410-396-6637

Homeland Academy - 434

Selma Curry, Principal
2000 Edgewood St., Baltimore 21216
443-984-3327

Independence School - 420

Helen Atkinson, Principal
1250 W. 36th St., Baltimore 21211
410-467-1090

Doris M. Johnson - 426

Tricia Rock, Principal
2801 Saint Lo Drive, Baltimore 21213
410-396-6643

Learning Co-Op - 284

Judy Friedman, Principal
1234 W. 36th St., Baltimore 21211
410-662-8049

Reginald F. Lewis High - 419

Jean Ragin, Principal
6401 Pioneer Drive., Baltimore 21214
410-545-1746

Maryland Academy of Technology & Math - 331

Rebekkah Ghoush, Principal
4701 Greenspring Ave., Baltimore 21209
410-262-6072

Maritime Academy - 431

Marco Clark, Principal
790 W. North Avenue, Baltimore 21217
410-396-0242

Thurgood Marshall High - 424

Russell Williams, Principal
5000 Truesdale Ave., Baltimore 21206
410-396-5938

Mergenthaler Vocational-Technical High - 410

Irby Miller, Principal
3500 Hillen Rd., Baltimore 21218
410-396-6496

National Academy Foundation High School - 421

Ronnel Carey, Principal
1100 Covington St., Baltimore 21230
443-984-1593

New Era Academy - 422

John Davis, Principal
2700 Seamon Ave., Baltimore 21225
443-984-2415

Northwestern High - 401

Tajah Gross, Principal
6900 Park Heights Ave., Baltimore 21215
410-396-0646

Patterson High - 405

Laura D'Anna, Principal
100 Kane St., Baltimore 21224
410-396-9276

Renaissance Academy - 433

Karl Perry, Principal
1301 McCulloh St., Baltimore 21223
443-984-3164

Southside Academy - 181

Denise Gordon, Principal
2700 Seamon Ave., Baltimore 21225
410-545-3528

Southwestern High - 412

Cecilia McDaniel, Principal
200 Font Hill Ave., Baltimore 21223
410-396-1422

Talent Development - 428

Jeffrey Robinson, Principal
1500 Harlem Ave., Baltimore 21217
443-984-2744

Vivien T. Thomas Medical Arts Academy - 429

Starletta Jackson, Principal
100 N. Calhoun St., Baltimore 21223
443-984-2831

Upton School - 401

6900 Park Heights Ave., Baltimore 21215
410-396-0775

Walbrook Liberal Arts - 436

Lamarge Wyatt, Principal
2000 Edgewood St., Baltimore 21216
410-396-0723

Western Senior High - 407

Eleanor Matthews, Principal
4600 Falls Rd., Baltimore 21209
410-396-7040

Francis M. Woods Alternative High - 178

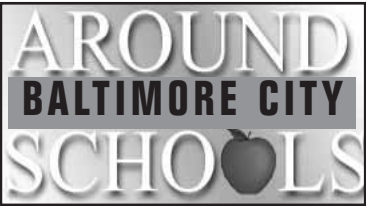
Angela Seaton, Principal
1001 W. Saratoga St., Baltimore 21223
410-396-1290

Woodbourne Center - 372

Sandra Howard Simmons, Principal
90 Druid Hill Ave., Baltimore 21206
443-904-9059

Youth Opportunity - 283

Kerry Owings
1510 Lafayette Ave, Baltimore 21217
410-545-6953



Elementary Schools

Fallstaff

Since opening in 2004 as a newly assigned elementary school, Fallstaff has received various grants that have assisted in allowing its student population to experience a realm of activities. Funded by CHAI Baltimore, the Abell Foundation and the American Chess Association, some popular extra curricular activities include dance, Girls on the Run, chess, basketball, Academic Tutorial and Exchange City — a mock society program. In addition to extracurricular activities, Fallstaff family has reached out to assist others in need of help and support. The school participated in the St. Jude Children’s Research Hospital Math-a-thon. Students collected money to help other children with various illnesses.

Thomas Jefferson Elementary School

Thomas Jefferson Elementary School

is proud to announce its acceptance as a candidate school for the Primary Years Program of the International Baccalaureate Organization (IBO). This program aims to develop students that are life long learners and compassionate citizens. The mission statement of the IBO states their intent is to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through inter-cultural understanding and respect. The curriculum consists of five essential elements: concepts, skills, attitudes, action, and knowledge

KIPP Ujima Village Academy

KIPP Baltimore opened its first school just four years ago. Today, it serves approximately 300 students in grades 5-8. In 2006, 79 percent of its first group of eighth-graders earned admission to public college-preparatory high schools with entrance criteria, and together they earned offers of more than \$1 million in scholarships to private college-preparatory high schools.

Middle School

Booker T. Washington Middle

Booker T. Washington Middle is in the process of having an Arts Integration Program entitled (MATI), which will consist of the teachers

incorporating arts into their lessons along with curriculum standards. The school is working with the Eubie Blake Museum, The Museum of Ceramic Art and Baltimore Partners.

Ed Reed of the Baltimore Ravens donated 600 bookbags and school supplies to students this year. The school is excited about the partnership established with Reed, consisting of the top class earning points to attend a Ravens football game and tailgate party sponsored by Reed and UPS.

High Schools

Baltimore Polytechnic Institute

The Baltimore Polytechnic Institute is soaring high. In an effort to create the next generation of world leaders, Poly has begun the work needed to create a flight-simulation room. The vision is that every Poly student will learn to fly a plane and appreciate the dynamics of the technology and science of flight. If any individuals or organizations would like to sponsor or partner with Poly on this exciting endeavor, please call Principal Dr. Barney Wilson at (410) 396-7026 or send an e-mail to bwilson01@bcps.k12.md.us.

Baltimore School for the Arts

This year, Baltimore School for the Arts (BSA), in conjunction with Free Fall Baltimore, offered Artreach Family Day. The event provided families with

children ages 5-12 an opportunity to enjoy free hands-on arts workshops with BSA faculty and informal demonstrations by high school students. Artreach Family Day is an ideal introduction to arts education as well as a way for families to learn more about TWIGS, BSA's free after-school and Saturday arts training program.

TWIGS provides classes in dance, visual arts, theatre, stage production, and music to city students in grades 2-8.

Reginald F. Lewis High School

On Oct. 19, Reginald F. Lewis High School of Business and Law participated in a presentation called Get Smart About Credit Day. The presenters of this event were the Communications and Consumer Education Managers of the Maryland Bankers Association.

Northwestern High School

Northwestern High School is on the move. Programs are in place specifically designed to enrich the academic environment of our students.

The CISCO Academy is a networking academy where students are taught and trained in electronic networking. FUTURES is an after-school program geared towards youth ages 14-19 and addresses the academic needs of our most challenging population. Partners in Progress (PIP) is a community-based organization focused on supporting the academic, social, health, and environmental needs of the students.

PR/Communications Academy and our law program helps students prepare for a future in these industries.

W.E.B. Dubois Environmental Science High School

The science department has embarked on providing challenging, rigorous and exciting engineering and scientific experiences for students. The school is currently participating in a math, engineering, science and achievement (MESA) program, a Johns Hopkins Applied Physics Lab-sponsored program, and the FIRST Robotics program, co-sponsored by NASA.

As a result, the school is applying for funding from local and federal grants and corporate sponsors to allow it the continuous opportunity to compete in the Chesapeake Regional for a chance to place in the national robotics competition.

Heritage High

Ninth-grade orientation at Heritage High School was really "cool," especially since it ended with an ice cream social with music provided by Jason Gray, musical director of Pazo Restaurant. Besides fixing their own ice cream dishes, they had the opportunity to meet their teachers, have their IDs taken, tour the building, get their schedules, and receive pertinent information regarding success in school. The Ninth Grade Academy Principal, Arnetta Rudisill, comes new to Heritage from the New Leaders for New Schools Program.

GRASS ROOTS



At left, BCPSS interim CEO Dr. Charlene C. Boston speaks at a press conference celebrating the opening of the new stadium at Polytechnic, with Mayor Martin O'Malley and high school football players. Above, the Ravens mascot joins a little girl in a celebratory dance.

Ravens, community upgrade Polytechnic campus

FIELD: from Page 24

NFL, the City schools, the police and generous civic leaders,” said Ravens president Dick Cass. “The student-athletes will benefit the most. They will have a safe field on which to compete. They will have a great opportunity to play night football in front of friends and relatives. When you talk to our players about their memories from high school, almost all of them talk about playing under the lights and what it meant to them.”

Ravens linebacker Ray Lewis and safety Ed Reed joined Baltimore Mayor Martin

O'Malley, Baltimore City Police Commissioner Leonard Hamm and interim CEO Dr. Charlene Boston in celebrating the opening of the new stadium. Representatives from the Baltimore-area donors who financially supported the renovation were also in attendance.

As part of the celebration, high school football players from each team were on hand, in addition to cheerleaders, mascots and bands.

Wade said the new facility will allow him to schedule back-to-back games and utilize the stadium on Friday nights, Saturday afternoon and Saturday nights.

“That’s especially important this year with the way the fields have taken a beating from the drought,” said Wade.

The new surface is the latest in the new generation of artificial surfaces that are safer and more comfortable for the players.

Wade said the new facility is expected to draw more spectators and “that’s great for the players, too.”

Wade said that when he was growing up in Baltimore, Kirk Field was where every player aspired to play. Although a great facility, it didn’t have lights.

“For our players, this is a dream come

true,” said Wade.

The renovation and lighting of Lumsden-Scott Stadium were made possible by donations from the following:

Allegis Group Foundation; Baltimore Ravens; Stephen & Renee Bisciotti Foundation; the Charlesmead Foundation; the Drescher Foundation, Inc.

Also: France-Merrick Foundation; the Reginald F. Lewis Foundation, Inc.; M&T Bank; Arthur B. & Patricia B. Modell; NFL Youth Football Fund; the Rouse Company Foundation; and the Whiting-Turner Contracting Company.

Baltimore middle schools ready to take the field

BY RICH FAHEY

For the first time this year, middle schools and K-8 schools in the BCPSS will be participating in citywide leagues in basketball and track and field.

In the past, some middle schools had their own programs, with their own sponsors. These programs will be funded by the BCPSS, said Jessica Ivey, a curriculum specialist for the school system, who has been setting up the program since funding

came through this summer.

She said 20 schools have already signed up to participate in the basketball program, and she expects as many as 30 to do so before the deadline. The schools are being divided up into divisions for competitive purposes.

“We’ll be mirroring the high school programs, even so far as operating under the same guidelines as the Maryland Public Secondary Schools Athletic Association,” said Ivey.

That means boys and girls will have to take physical exams, obtain parental permission and qualify academically. Ivey said sixth-, seventh- and eighth-graders would be eligible to participate.

Coaches for the athletic programs will come from staff already in the schools.

She said the programs would concentrate more on instruction and fundamentals than competition.

With track and field, she said she expected the concentration to be mostly on track

events at the middle school level.

For Ivey, the biggest challenge has been to take care of the logistics -- uniforms, equipment, transportation, game officials, etc.

“We’ve been putting it in motion this summer after the funding came through,” she said.

The middle school athletic season runs Oct. 31 through Nov. 29.

For more information, call 410-396-8610.



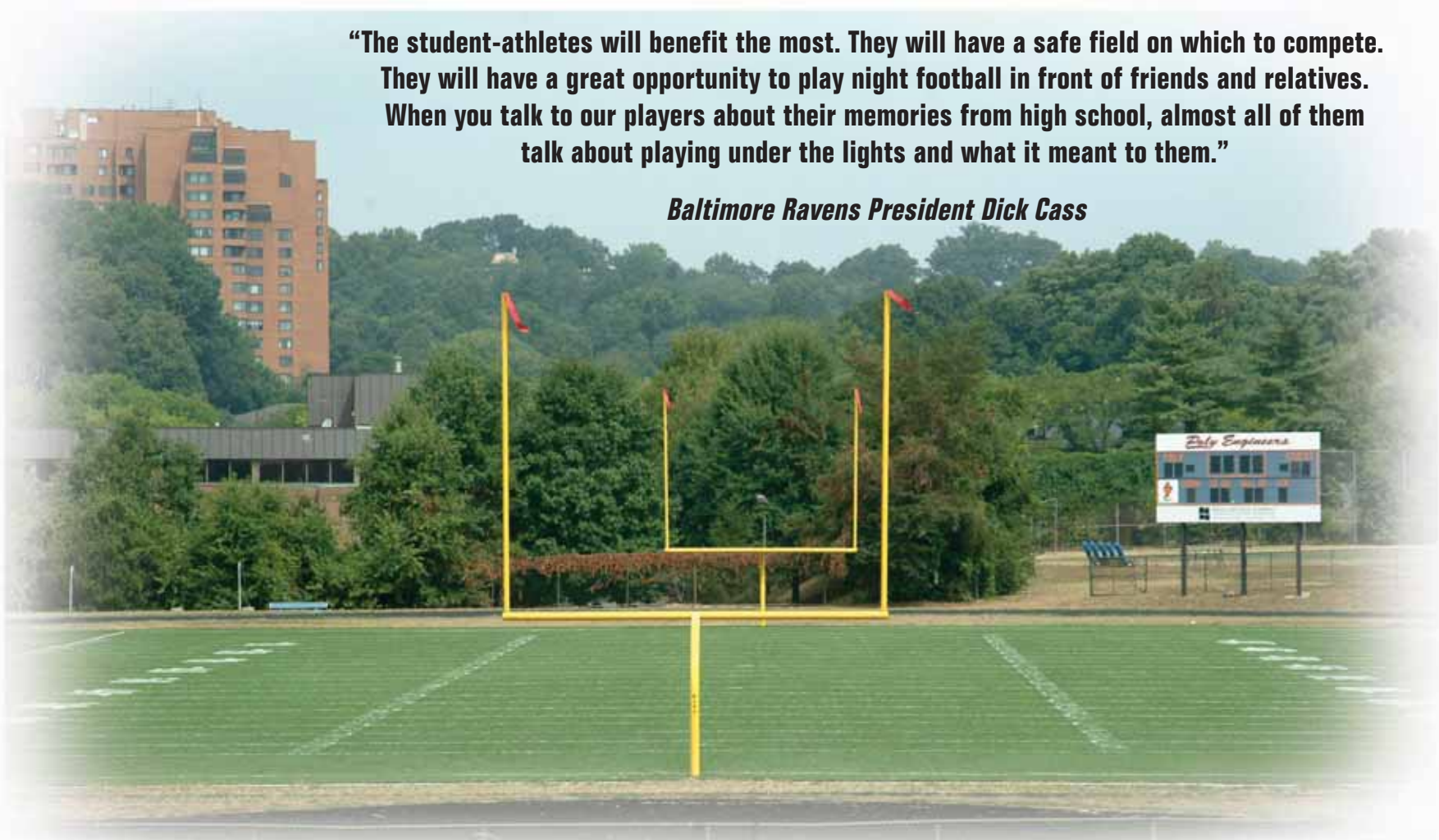
Baltimore
middle
schools
are ready
for action

PAGE 23



“The student-athletes will benefit the most. They will have a safe field on which to compete. They will have a great opportunity to play night football in front of friends and relatives. When you talk to our players about their memories from high school, almost all of them talk about playing under the lights and what it meant to them.”

Baltimore Ravens President Dick Cass



GRASS ROOTS

Ravens and community pitch in to upgrade football field

BY RICH FAHEY

If you build it, they will play. A lot.
Baltimore’s new football “Field of Dreams” is located at Baltimore Polytechnic Institute and Western High School.
Lumdsen-Scott Stadium now boasts new Sportexe field turf (the same as M&T Bank Stadium), new lighting, and renovated public restrooms, locker rooms, bleachers and press box. The Baltimore Ravens, the NFL and Baltimore-area donors contributed the \$1.26 million it cost to make the improvements.
The renovated home and away locker rooms will be named after the two Ravens cornerstone players, Ray Lewis and Jonathan Ogden.

Robert Wade, director of athletics for the Baltimore City Public School System, said student-athletes were like “kids at a candy store” when they had a chance to try out the turf for the first time at the dedication ceremonies in late August.
“This is the same field the pros and the best college teams play on,” said Wade. “The players all felt they could run faster and cut better.”
The new lighting will also allow the excitement of “Friday night lights” to be provided to all 18 city high schools; all will play at least two games in the facility, and at least one will be a night game.
“This has been a tremendous collaboration among the Ravens, the

See FIELD Page 23