

BCP Charters Renewed

The Baltimore Curriculum Project is proud to announce that Hampstead Hill Academy has received a five-year charter renewal and City Springs Elementary/Middle School has received a three-year charter renewal. Hampstead Hill is the only charter school to receive a highly-effective rating in all

renewal categories. Collington Square School did not receive a renewal. We will miss working with Collington and wish the staff the best of luck in the new school year. BCP and our schools remain fiscally sound and we look forward to many years of continued service to Baltimore City's children.

Teacher Education in Crisis? (continued from page 3)

matter expertise and then they may be ready for a teacher training regimen grounded in reality.

- What should that “reality” contain? Behavior management practice; a clear analysis of poverty and what “disadvantage” really means in the outcomes of education; mentoring and coaching, on the job, with a two year probationary period during which teachers learn their art and craft; time to watch excellent teaching in a variety of schools. Add to this the need to understand what the clichés of “data-driven” and “differentiation” really mean. Then provide meaningful professional development, not the bogus, artificial kind we see so much of at present, embodied by disconnected “consultants” who are currently the chief “bag-men” of education. That development should be school-based, provided by practitioners and followed up at regular intervals with assessments to see if the professional training worked.

Add some work on expectations, so that new teachers not only expect what they find but also find expectations in their own hearts and minds that live up to what youngsters can do when challenged.

Clearly, there is much more to be done in the way of genuine education reform than can be achieved by teacher training alone. It would be wrong to set up teacher preparation as the scapegoat for the numerous ills of the current systems. Indeed, some have argued persuasively that there is no crisis in American education, there is a crisis in the rate of poverty that afflicts our communities (the current bankruptcy of Detroit is a case in point). However, our task ought to be to prepare new entrants to the profession in just as serious a way as we train airline pilots, surgeons, and lawyers. If we took that task seriously, we might also see a concomitant rise in the respect accorded to educators and their increased longevity in the profession.

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BALTIMORE CURRICULUM PROJECT'S

CLASS NOTES

SUMMER 2013
www.baltimorecp.org



READY TO TEACH: Preparing New Teachers for the Classroom



Are teacher colleges preparing teachers for the classroom? How effective are alternative teacher certification programs? How can K-12 schools and schools of education ensure that new teachers are prepared and supported as they transition into the classroom?

Explore these and other questions on September 26, 2013 from 4:30pm – 6:30 pm at Loyola University Maryland with a panel of national experts.

- **James J. Hennessy**, Dean, Graduate School of Education at Fordham University and former President of the Association of Jesuit Colleges & Universities
- **David M. Steiner**, Dean, Hunter College School of Education and former New York State Education Commissioner
- **Kate Walsh**, President, National Council on Teacher Quality and former Board Member, Maryland State Department of Education

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Teacher Education in Crisis?

By Jon McGill, BCP Director of Academic Affairs

On June 18th, 2013, the National Center for Teacher Quality released its report on the effectiveness of teacher education programs around the nation. The heart of the matter was captured in the phrase “industry of mediocrity”, embedded in the executive summary. For all that the report attempted to be even-handed and graceful, there was no disguising a borderline contempt for what passes as teacher preparation in this nation. Colleges and universities have long been able to distance themselves from what most of us on the ground have known for many years: our teacher education and preparation has been an Achilles Heel, undermining any efforts to improve the quality of education we provide to our youngsters. Indeed, things are getting worse.

By its own admission, the NCTQ report was based upon limited data: it mainly focused on the course catalogs and course descriptions available in more than 1100 teacher training locations around the country. Much of the reaction to the report has so far been of the “kill the messenger” type, with predictable defensiveness and dismissiveness from the halls of academe. Some have even suggested that NCTQ has ulterior motives directed at damaging teacher education

institutions so as to encourage alternative certification routes. However, teacher training has been on the firing line for as long as any of us can remember, for good reasons. This situation has long needed some attention: there is something rotten in the State and the NCTQ report could be a catalyst to help us find ways to find better teacher candidates, train them more effectively and thus really launch a education “reform” movement that is bigger and better than the bogus “reform” we have been getting for the last decade.

There is a long list of things wrong with our teacher education programs and not all of the flaws and faults are located in higher education. Here is the short list of some key issues and some suggestions as to a way forward:

- We are often asked to explain the “secrets” of successful education systems such as those in Finland, Canada (Ontario in particular, but not limited to that province), Singapore and South Korea. However, the success in those nations is not a secret at all; it is public knowledge. What they created was based on good research, recruitment of capable university graduates for teacher training colleges, good pay and high status, limits to state

Continued on page 3

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We would like to thank the following individuals, businesses and foundations for contributing to our annual campaign and special projects during 2012 and 2013.

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WOLFE STREET ACADEMY



A Love Affair.... With Wolfe Street Academy

By Stacey Bauer

Wolfe Street Academy is a community school that has enriched children's lives for as long as I can remember. In fact, my love story begins long before my children attended this school. During the 1990-91 school year, my parents made the decision to transfer my younger sister and me from Catholic school to public school. My mother believed we had received a great education at the previous school, but tuition costs had influenced the decision to move us to the public school. At this time, Wolfe Street Academy was known as General Wolfe Elementary School.

I started General Wolfe as a new fifth grade student. As a new student to enter the school, placement tests were needed to ensure that I was on the right track. My teacher, Ms. Wanda Pagan, made the discovery that I was a year behind the other fifth grade students. During the parent/teacher conference, Ms. Pagan requested time to get me back on track. I was placed in a reading class that had 9 other students. We all worked hard. However, Ms. Pagan showed me a passion for books. I was always a reader; however, I became enthralled with books. I learned to take my time with words and began to understand what I was reading. By the end of the school year, Ms. Pagan exceeded her goal. I was reading on a 7th grade level. General Wolfe paved the way for me to succeed in middle school; graduate with a 3.4GPA in high school and a 3.8 GPA from college. I will always be grateful.

This was the end of my education, but not the end of my story. General Wolfe received a new student in the 2004-05 school year. Elena Telles, my oldest daughter, turned 4 years old and started Pre-Kindergarten. Her teachers and I noticed Elena was distant and quiet. She didn't respond well and often hid under tables to be alone. After testing and numer-

ous appointments with doctors, Elena was diagnosed with Autism. General Wolfe transferred Elena to a new school that should have been more appropriate to fit her needs. I was unimpressed and insisted she be taught in a regular class.

In the fall of 2005, I transferred Elena back to General Wolfe (later renamed Wolfe Street Academy). I met the nicest people. I was assured that Elena would be welcomed and a program was developed for her needs. Over the next few years, the principal, Mr. Mark Gaither, went above what was required by her program. He and his teachers refused to allow Elena to fall into the autism world. She began speaking and laughing. Most importantly, she too developed a passion for reading. In 2011, Elena was in her last year at Wolfe Street. Her progress was noticed by all as she was on stage at the annual talent show, being the MC and leading the crowd in the Cha-Cha slide.

Elena continues to thrive in school, always on the honor roll. However, this year, in the 7th grade, Elena overcame her biggest hurdle. She no longer needs the special programs and is functioning well in a regular education program. Many will think that her new school should get the credit for her progress. However, my credit will always lie with Wolfe Street Academy, its teachers and most of all, its principal Mr. Mark Gaither.

I don't know if I will ever be able to express the gratitude I have for this school. My youngest daughter, Faith Bauer, is thriving in the school. This small community school knows how to enrich children's minds and encourage them to reach for excellence. Who knows? Maybe in 20 years I will be writing about how my grandchildren are thriving at Wolfe Street Academy.

The Goldsmith Family Foundation Supports WSA

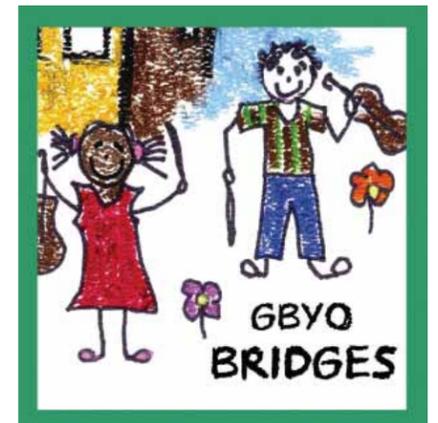
The Goldsmith Family Foundation has awarded Wolfe Street Academy a grant of \$3,000 to support the school's participation in the Greater Baltimore Youth Orchestra's (GBYO) Bridges Program

Currently in its 6th year, the GBYO's Bridges program provides high-quality string education to underserved youth in Baltimore City Public Schools.

In 1991, The Goldsmith Family Foundation launched its Elementary

School Grant Program. Annually, elementary and K-8 schools in the Baltimore City Public School System are eligible for a grant of \$3,000 for a variety of needs ranging from instructional materials and equipment to field trips and special programming that otherwise cannot be funded within the school's budget.

We would like to thank The Goldsmith Family Foundation and GBYO for providing this wonderful opportunity for our students.



Class Notes

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HAMPSTEAD HILL ACADEMY

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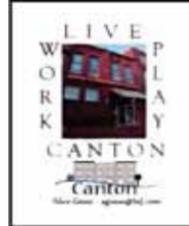
B3 Puts the Fun in Fundraiser

Article By Geri Swann, Hampstead Hill Academy Director of Community Outreach

The PTO's Third Annual B3 fundraiser was a huge success bringing in more than \$10,000 dollars in much needed funding for our school community.

More than 50 sponsors of the event, local restaurants and businesses, donated a variety of superb dishes and desserts as well as more than 50 silent auction items ranging from an evening at the Hunt Valley Marriott to fine, handcrafted jewelry to Starbucks gift baskets and spa treatments.

Special thanks to PTO President Cara Joyce, Vice-President Joanna Sullivan, Treasurer Susan Schuler, Secretary Cathy Wolkow and Member-at-Large Angela Scott for their hard work and dedication to making this event so successful.



Career Fair at HHA a Success

Article By Geri Swann, Director of Community Outreach, Hampstead Hill Academy

Thank you to everyone who made the 6th Annual Career Fair at HHA a success. Representatives from various businesses volunteered to speak to students in grades 5-8 about careers.



The guests included:

- **David Ross**, Computer Technician
- **Monika Rayner**, Eastern Animal Hospital
- **Melissa Johanson**, Engineer, Northrop Grumman
- **Joanna Sullivan**, Editor-in-Chief, Baltimore Business Journal
- **Valerie Pappas-Brown**, Sr. Research Specialist, Dept. of Cell Biology, Johns Hopkins University School of Medicine
- **Lauren White**, PT Clinical Specialist, Kennedy Krieger Institute's International Center for Spinal Cord Injury
- **Kaitlin MacDonald**, Occupational Therapist, Kennedy Krieger Institute
- **John Morrel**, Architect
- **Cole Shacochis Edwards**, Nurse
- **Natalie Arteen**, Corporate Events Coordinator and Community Relations, M & T Bank
- **Jo Shireman**, Assistant to Atwood Collins III, M&T

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- **Christine Redmiles** and **Julie Smith**, Dental Hygienists
- **Officer Rosa Ramirez**, Senior Liaison Officer, Southeastern District, Baltimore Police Department
- **Jennifer Bresett**, Forensic Serologist, Baltimore City Police Department
- **Brynn Matkoski**, Corporate Demand Planning Manager, Under Armour
- **Patrick Brooks**, Account Manager, Campbell's Soup
- **Angela Kozlowski**, Lawyer, Franklin & Prokopik, P
- **Cindy Wolf**, Restaurateur and executive chef, Charleston restaurant

The event would not have been possible without all of these volunteers.

Hampstead Hill Places 3rd in Pennies for Patients

Hampstead Hill Academy placed 3rd out of 360 Maryland schools that participated in The Leukemia & Lymphoma Society's service-learning program, Pennies for Patients. Hampstead Hill raised \$6,774 and Maryland schools raised more than \$385,000 to support blood cancer research and local patient services.

Thank You to Our Partners (continued from page 2)

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Teacher Education in Crisis? (continued from page 1)

testing and mandates and, finally, proven professional development.

- We do not really believe in what we traditionally tell ourselves about schools, teachers and education. That story contains idolization of the great teacher; the deification of education as the road to upward mobility; tales of our national devotion to equal opportunity. In fact, our national behaviors undermine all three parts of the national "story". We don't fund education effectively or with equity in mind; we don't really cherish the professionalism of teachers. In fact, we may inadvertently be suggesting, through "alternative routes to teaching", that teaching is something anyone can do with some minimal training. Additionally, while we want education to be a ladder to the top, recent national statistics tell us that the vast majority of those born in poverty will stay there and those born with silver spoons will get silver and golden forks and knives in their futures. In other words, social and economic status at birth becomes, for most, destiny.
- We train for schools that do not exist any more, if they ever did. The assumption is that teachers will walk into teacher-dominated classrooms, where teacher talk proliferates, where teachers set agendas dutifully followed by ardent and obedient children. Not much of this is true in most places, particularly not in urban centers where, after all, more than 75% of our students

are to be found. More and more, the experience of new teachers, confronted as they are by children with vexing social issues, with emotional conflicts, and with learning struggles, will lead them to ask what on earth their college professors were thinking when training them for teaching. Add to this complexity the dizzying array of state and local mandates, the newly -created "value added model" (major misnomer, by the way!) which will evaluate teachers in part by their students' scores, and then throw in poor resources, poor technology training and special education complexities, and it's easy to see why so many new teachers are either dismissed or flee of their own accord. They are badly prepared for what they will find in many of our schools. Of course, we don't want to stereotype urban schools, but the sheer reality of our poverty figures these days tells us that our national future is going to depend, to a large degree, on how we educate the "minorities" that are growing into majorities and the very poor, who are structurally defenseless and dependent on an education system that currently fails them.

- The idea, current in so many of our international competitors, that teachers should begin their teacher training with accomplishments (to degree level) in academic subjects is now foreign to the United States education system. This results in teachers who have zealotry in their toolkits, but little else. Zealotry should be time-stamped "best before December" because, by then, it will have demonstrably worn thin. Teachers need subject

A Favorite Senior Staff Member

Written by Katie Spriggs, 8th Grade Hampstead Hill Academy Student

“If you love what you do it’s not a job.” These are the words of HHA’s own 5th grade teacher Mrs. Lastner.

I had the opportunity to talk to Mrs. Lastner about her years teaching here at Hampstead Hill Academy. When talking to her I was struck by her love for her community, students, and wonderful staff as she described them.

When I asked her why she comes back year after year, she said it was because of her passion for teaching, and it is a great opportunity to work with and teach wonderful, creative, HHA students.

It was evident that Mrs. Lastner has dedication to her job. She stated herself that “she wants to guide her students to have belief and confidence in themselves, to respect each other, and to read a variety of literature.”

She absolutely loves it when her class has educators from a variety of countries who come and watch her reading class. They share similarities and differences in their programs and curriculum and marvel how their students are so much alike across countries and all of them yearn to learn.

Mrs. Lastner wants to make a difference in the growth of a child and wants to continue to make that positive impact.

She sees a promising future here at Hampstead Hill Academy full of helping students and working hard to leave her mark on the future.

Even her extracurricular activity of Student Council proves her involvement in our school. Student Council helps school spirit, helps



in hearing the opinion of students, and taking the responsibility of our community.

When asked how she wants to be remembered she said “I want to be remembered as a dedicated teacher who made a positive difference in her students, making them always want to learn more and as a helpful supporter of fellow teachers.”

So remember the next time you see one of our teachers, thank them for their dedication and love for teaching us.

Brazilian Secretaries of Education Visit BCP

On June 6th, a delegation of Secretaries of Education from five Brazilian States visited Hampstead Hill Academy to learn about the Baltimore Curriculum Project and to tour the school. The



Secretaries of Education from Brazil at Hampstead Hill Academy

visit focused on BCP’s initiatives to successfully develop education management; what it takes to enhance the learning process and raise student test scores; and the administrative procedures that BCP uses to help educational programs achieve success in Baltimore.

BCP President Laura Doherty and Hampstead Hill Principal Matt Hornbeck engaged the visitors in a discussion of charter school policy; the use of data to drive instruction; the role of BCP academic coaches; the impact of high-stakes testing on curriculum and instruction; the impact of poverty

on education; Restorative Practices, and other topics.

The Brazilian delegation was invited to the United States under the auspices of the Department of State’s International Visitor Leadership Program. Their program was arranged by Meridian International Center and sponsored by The World Trade Center Institute.

We would like to thank Janine Branch (Manager, Professional Exchanges & Program Development, World Trade Center Institute) for arranging this visit.

Book Bank Home Library Program

In June the Baltimore Reads Book Bank delivered 2,700 books to BCP schools to support summer reading! City Springs Elementary/Middle School received 1,580 books, Hampstead Hill Academy received 790 books, and Wolfe Street Academy received 330

books.

The free books are part of a new Book Bank program to help prevent summer learning loss. Monthly book deliveries will resume in the fall as part of another new program that helps build home libraries and encourages

reading at home.

We would like to thank Director of Book Bank Operations Mark Feiring and Book Bank Intern Emily Consalvi for supporting our students.

CITY SPRINGS ELEMENTARY/MIDDLE SCHOOL

City Springs Students Speak at AFP-MD Conference



City Springs Students Ronald Windgate and Breyana Wade

On May 13, 2013 City Springs Elementary/Middle School students Breyana Wade and Ronald Windgate delivered an outstanding speech about volunteerism to over 450 attendees at the Association of Fundraising Professionals (AFP) - Maryland’s 28th Annual Fundraising Day in Maryland Conference.

The audience of philanthropists, development professionals, and nonprofit and corporate leaders gave the students a standing ovation. Volunteer Fundraiser of the Year Barbara Bozzuto referred to the students’ speech during her remarks.

AFP-Maryland fosters the growth and development of a culturally diverse population of fundraising professionals, enhances philanthropy by encouraging giving and volunteering, and promotes ethics in fundraising and sound non-profit management throughout Maryland.

We would like to thank AFP-Maryland and Vince Connelly of Connelly & Assoc. Fundraising for giving our students this wonderful opportunity.

CareFirst Beautifies City Springs Elementary/Middle School

On Thursday, May 30th from 11 am to 2 pm, seven volunteers from CareFirst’s Team Blue participated in a gardening and beautification project at City Springs Elementary/Middle School as a “soft launch” for their partnership with the school.

The volunteers included Jade Mills, Jennifer Lew, Bharat Prajapati, Yvette Washington, Robert Lewis, Bonnie Downing, and Carolyn Dorsey. The day began with an address from Principal Rhonda Richetta. Community Resource Coordinator Simone Garrison provided supported for the project.

Volunteer activities included: Clearing out and planting existing planters in back parking lot; replanting and re-mulching 8 planters and one 4-tiered flower bed; picking up litter around the school grounds; mulching tree pits around the school perimeter (Caroline Street); and removing debris, turning soil, adding mulch.

We would like to thank CareFirst and BVU Maryland for making this project possible.



State Awards BCP \$55,000 Grant for Athletic Complex

The Maryland General Assembly has awarded the Baltimore Curriculum Project a State grant of \$55,000 to support the construction of the City Springs Community Athletic Complex.

We would like to thank Senator Bill Ferguson, Delegate Luke Clippinger, Delegate Peter A. Hammen, and Delegate Brian K. McHale for sponsoring the bond bill for this grant.