

2016 Board of Education Candidate Survey Responses for FCCS

1) What drove your decision to run for a position with the Board of Education?

Ken Kerr:

The public schools are the County's largest employer and the largest single tax expenditure. The schools need people with the knowledge and experience to make good decisions that provide the best outcome for the most people. My academic preparation and career experience provide the knowledge and skills needed to be an effective school board member.

Lois Jarman:

I have been a teacher in FCPS for the past seventeen years. Prior to that, I logged over a thousand volunteer hours in the school system. Over the course of my time with FCPS, I have noticed tremendous changes in our system that have adversely affected our students. I knew that the changes I wanted to effect to help my students could not occur while I was a classroom teacher. I have decided to retire early and run for school board to effect much needed change.

Shirley McDonald:

I decided to run for the Board of Education several years ago while still teaching while attending Board of Education meetings and realizing that there were times when an educators point of view were needed on the Board to help in some of the decisions being made for both students and staff. I also believe that there needs to be more community input and would like to investigate how best to have that happen.

Cindy Rose:

Ever increasing loss of parent participation while corporate outsiders gained more control. Loss of control in "learning" and "teaching". Education is personal. Decisions regarding education belong at the county level. Boards of Education have the power to bring almost every aspect of education back to the county/community level. I want to bring it back.

Joy Schaefer:

I first ran for the Board of Education and was elected in 2012. I have a deep commitment to public education as a benefit to every child children and to our community as a whole. I chose to serve on the Board because I believe that strong governance at the policy level will result in the optimal learning and teaching conditions in our classrooms and school buildings. I wanted to ensure that optimal learning environment for every single student in Frederick County Public Schools.

Mike Bunitsky: *Responded with general letter, see below.*

Zakir Bengali: *No response to survey.*

Jay Mason: *No response to survey.*

2) What are your top priorities should you become a member of the Frederick County Board of Education and how will you go about achieving them?

Ken Kerr:

I will address the amount of time spent testing students. As an expert on the assessment of student learning, I will be able to understand which examinations are necessary and which are redundant or do not provide data that are mission critical. There are also areas where a random sample of students can yield meaningful data and it is not necessary or advisable to test every student.

Lois Jarman:

I think it is essential that class size be reduced. Many classes in FCPS have more than thirty students. We do a disservice to our students and our teachers when there are that many students in a classroom.

Shirley McDonald:

Open dialogue with the community to build respect between all members of the community; reducing the time students spend testing, thus increasing the time spent learning; recruiting and retaining quality educators.

Cindy Rose:

Restoring County/Community control over education. Maryland laws and regulations along with the Maryland Constitution put the control over education on the local/county level. Creating and managing education at this level is difficult so our previous Boards have abdicated all this authority and responsibility to the Superintendent who does whatever MSDE/MSBE direct. I believe we currently have 3 members who want local, community control back. I believe if I am elected we will have the 4th necessary to bring education back to the community level. It WILL be hard. Creating a line item, per school budget. Let's see where the money is really going. Outside auditing of programs. Where is the money really going? Is it being spent on students, or staff? Loss prevention. I have a long list of items misplaced/stolen by/from FCPS. Dozens and dozens of expensive computers, musical instruments, hundreds of expensive items. They are just gone. Why? How? The replacement costs for these items alone would have paid for 9th grade sports.

Joy Schaefer:

- Fix our teacher salary scale to ensure competitiveness with surrounding counties, which will allow us to recruit and retain the best possible teachers. I would work to make sure these adjustments would also help us in creating a scale that functions as a tool to attain the goals of our strategic plan and provides us greater sustainability over time, allowing us more flexibility in our operating budget.
- Build on my work to create and support the current strategic plan to ensure that our Board consistently focuses on student achievement, the identification in gaps in and opportunities for students' varied and growing needs, and that our staff and resources are optimally positioned and qualified.
- Restore class size and/or develop a student to staffing model that allows us to best meet current student needs and positions our school system to ensure we are able to adapt and innovate to meet future challenges that may face them.

Mike Bunitsky: *Responded with general letter, see below.*

Zakir Bengali: *No response to survey.*

Jay Mason: *No response to survey.*

3) In order of priority, what should policymakers be most concerned about in schools?

Ken Kerr:

1. Class Size
2. Teacher Quality
3. Accountability/Strong Testing Program
4. Curriculum standards
5. Construction
6. School Choice (Magnet, Charter, Scholarships, etc)

Lois Jarman:

1. Class Size
2. Teacher Quality
3. Construction
4. Curriculum standards
5. Accountability/Strong Testing Program
6. School Choice (Magnet, Charter, Scholarships, etc)

Shirley McDonald:

1. Class Size
2. Teacher Quality
3. Accountability/Strong Testing Program
4. Curriculum standards
5. Construction
6. School Choice (Magnet, Charter, Scholarships, etc)

(Shirley McDonald cont'd) My priorities are based on what will affect the largest number of students first. Class size affects almost all classes and student achievement. Teacher quality and retention affects every student in the system. Accountability/Strong Testing we need accountability, but we need to reduce the amount of testing our students are facing in the classroom, Curriculum standards are a local concern of the system as well as a state concern. Our local curriculum testing is revised every summer by local educators. Construction of new schools and additions to schools continues to be an issue, I have been actively advocating for additional funding by speaking before the County Council in favor of increased Impact fees from developers for school construction and those fees were just approved on April 5. As well as the two developers stepping forward to help forward fund Sugarloaf and Butterfly Ridge Elementaries. School choice would then be by next priority in this list.

Cindy Rose:

1. Curriculum standards
2. Teacher Quality
3. School Choice (Magnet, Charter, Scholarships, etc)
4. Construction
5. Class Size

6. Accountability/Strong Testing Program

Joy Schaefer:

1. Teacher Quality
2. Curriculum standards
3. Class Size
4. Accountability/Strong Testing Program
5. School Choice (Magnet, Charter, Scholarships, etc.)
6. Construction

Mike Bunitsky: *Responded with general letter, see below.*

Zakir Bengali: *No response to survey.*

Jay Mason: *No response to survey.*

4) What is a charter school and how is a charter school different than a regular public school?

Ken Kerr:

A charter school is a public school that is established to be innovative with the understanding that those innovations, if effective, will be incorporated into the non-charter schools where appropriate.

Lois Jarman:

A charter school is funded with public dollars, but is based on a unique pedagogical plan that is not currently offered within the regular school system.

Shirley McDonald:

Although I attended the forum on Charter Schools on February 10 and visited the Carroll Creek Charter School and have followed the approval of all three Charters in Frederick County over the last several years, I am not an expert on Charter Law, nor do I feel qualified at this time to answer the majority of these questions. We currently have three charter schools in Frederick County that were approved to provide parents with an additional choice in curriculum to the traditional curriculum provided at their neighborhood schools. [End of Shirley McDonald's answers]

Cindy Rose:

Charter schools offer the opportunity to look at learning and content differently. They shouldn't be bound to the curriculum and pedagogy of the cookie cutter school house. They should have autonomy to hire, fire and teach what and how they want so long as the students are succeeding. Defining "success" would be set by the charter and approved or disapproved by the Board of Education.

Joy Schaefer:

Under the law, Maryland charter schools are public schools, providing K-12 education, authorized via a charter agreement to operate in accordance with Title IX of the Education Article. They are required to comply with all local state and federal law that govern public schools, unless they receive a waiver for a specific law or regulation.

Charter schools are different from traditional public charter schools in that parents choose to send them to a specific charter school, for a specific program, education, or governance approach. They provide alternate and innovative methods to educating our children that a traditional public school does not or may not be able to provide.

Mike Bunitsky: *Responded with general letter, see below.*

Zakir Bengali: *No response to survey.*

Jay Mason: *No response to survey.*

5) *What is the purpose of providing parents with choices in their child's education?*

Ken Kerr:

Parents' largest school choice is deciding where to live and raise their children. Once settled, families should be safe in believing they will not be redistricted from the home/school they invested in. If that unwritten agreement is violated, parents should have the choice of keeping their children in the school they originally selected through selecting a home.

Lois Jarman:

The purpose is to offer parents input in their child's education.

Shirley McDonald: *See response to Question 4.*

Cindy Rose:

Every child learns differently, we need to give parents and students the opportunity to create new visions of learning. I believe in teaching the child to the way "they" learn, not forcing them to follow a standard path that may be stifling or detrimental to learning. "What" a student learns is just as important as how.

Joy Schaefer:

Effective education requires family involvement and developing a true partnership with parents and families of students. The provision of choices allows parents to work with teachers, schools and staff to find the best fit for students that will result in student well-being and long-term success.

Mike Bunitsky: *Responded with general letter, see below.*

Zakir Bengali: *No response to survey.*

Jay Mason: *No response to survey.*

6) Are charter schools needed in our district? Why or why not?

Ken Kerr:

Charter schools are needed to keep public education innovative, responsive, and fresh. A large school system has day-to-day challenges that make innovation and experimentation impractical. Charter schools provide that laboratory for exploring new ways of improving teaching and learning. Successful methods developed and proven at the charter schools can then be implemented throughout the rest of the school system.

Lois Jarman:

The charter schools currently operating in FCPS have shown a distinct offering in educational opportunities for students within the county.

Shirley McDonald: *See response to Question 4.*

Cindy Rose:

Charter schools are needed everywhere! As I stated above, everyone learns differently. If a child does poorly in one school, he should have the ability to try something else. There should be choices on "what" a child is being taught.

Joy Schaefer:

Options for students and families are critical to ensuring we are reaching students effectively, which in turn positions them best for future success. Charter schools provide FCPS and our students with additional options that add to what I hope will be a growing portfolio of offerings that allow them a variety of choices and options as they move through their K-12 education.

Freedom of choice for families and individuals is an integral part of the American experience. Provide an example of how you have promoted parental choice for public school education.

During my Board service, I have worked collaboratively with FCPS charter schools - most recently, with Carroll Creek Montessori Public Charter School. I have also supported the request for waivers from some hiring requirements for our charter schools in order to provide greater flexibility as well as ensure that these schools have the staff they need with the skills, expertise and training they require.

Mike Bunitsky: *Responded with general letter, see below.*

Zakir Bengali: *No response to survey.*

Jay Mason: *No response to survey.*

7) Freedom of choice for families and individuals is an integral part of the American experience. Provide an example of how you have promoted parental choice for public school education.

Ken Kerr:

At Frederick Community College, I am part of a small group of innovators who developed the dual-enrollment program. This program gives families the choice of having their 12th grade students complete high school requirements by taking college classes offered through FCC right in the child's high school.

Lois Jarman:

I think that if communities work together to improve our schools, that families will be able keep their children in neighborhood schools.

Shirley McDonald: *See response to Question 4.*

Cindy Rose:

When my daughter's 3rd grade social studies lesson contained objectionable material I informed FCPS of my problems with it. I asked them to let other parents see the book and decide for themselves. When FCPS refused, I requested a hearing to have the book removed. If parents weren't going to be allowed to "know" what their children were being taught, I, and several other parents, wanted the book removed. Although we prevailed and the book is no longer the primary resource, the book remains part of resources in the classroom. Parents are still unaware. Soon after we won this matter, Dr. Alban removed the regulation which made our getting a hearing on this issue possible. As a member of the Board, I will work to restore that regulation.

I've sued FCPS over a parent's right to refuse assessments on behalf of their children. That fight is still continuing. Because of this advocacy, the Board of Education is currently crafting a parent refusal policy.

Parents are the number 1 authority in all matters of their children. We do not abdicate our rights when our children enter the classroom.

Joy Schaefer:

During my Board service, I have worked collaboratively with FCPS charter schools - most recently, with Carroll Creek Montessori Public Charter School. I have also supported the request for waivers from some hiring requirements for our charter schools in order to provide greater flexibility as well as ensure that these schools have the staff they need with the skills, expertise and training they require.

Mike Bunitsky: *Responded with general letter, see below.*

Zakir Bengali: *No response to survey.*

Jay Mason: *No response to survey.*

8) Maryland's charter school law is currently ranked as the worst law in the nation according to the National Alliance of Public Charter Schools and the Center for Education Reform. What is an example of a good charter school law? What are the most important characteristics of a good charter school law?

Ken Kerr:

It should be pointed out that the states ranked highest by the National Alliance of Public Charter Schools and the Center for Education Reform also have the highest default rates of charter schools. Maryland's charter school laws provide the necessary oversight to ensure charter schools are successful.

Lois Jarman:

Charter schools should be governed by the local school board. Charter schools, as well as regular public schools, need to fall under the governance of the elected board of education.

Shirley McDonald: *See response to Question 4.*

Cindy Rose:

I am not an expert on charter school law. It is admittedly not my strong suit. I would think a good charter school law would give the lions share of authority to the charter school and only oversight to the Board of Education. I believe in order for a charter school to function best it should have the power to hire and fire it's staff and be mostly autonomous. It should not have to hire it's teachers from a list of teachers available through the local school system. What you are looking for may not be in that pool of teachers. If a charter is responsible for appropriating facilities, supplies and equipment it should be able to run, unimpeded by the local school Board.

I believe the management of charter schools should be done by the charter parents. I do not believe in using public funds to pay for charter school management companies. I am not married to that opinion, as I said, charter isn't my strong suit. If there is a strong argument to be made for funding a management company, I'm always willing to listen.

Joy Schaefer:

As someone who is ultimately accountable for the education, preparedness and success for every student enrolled in the school system, I believe that the most important characteristics of a charter school law are that they provide:

- Chartering authority of the local school board;
- Accountability standards and oversight for student performance;
- Accountability and oversight for financial management;
- A balance that allows for flexibility for charter school operators, but that still allows for a high level of financial and student performance accountability.

Mike Bunitsky: *Responded with general letter, see below.*

Zakir Bengali: *No response to survey.*

Jay Mason: *No response to survey.*

9. Under current Maryland Law, the local school district (authorizer) signs a contract or a “charter” granting the operator (i.e. Frederick Classical Charter School, Inc., a non-profit) the ability to run the school with a unique philosophy of education. However, under the same law, the staff at a Maryland charter school are employees of the local school district, not the charter school itself. The vast majority of other charter states allow hiring teachers outside the local school district. As a result, Maryland charter operators do not have the authority to give implicit direction to ensure the vision of the school is achieved because the staff works for an employer other than the school itself. While Frederick County Board of Education does grant charters, it does not give operators the freedom to choose the tools to carry out that charter.

• Do you believe that the operator should serve as the direct employer of the staff?

Ken Kerr:

Yes, in consultation and cooperation with the charter school. The placement must be a good fit for both the teacher and the school. Indiscriminate placement of teachers uninterested in a charter-school placement benefits no one.

Lois Jarman:

I believe that the local school district should be the direct employer for the staff.

Shirley McDonald: *See response to Question 4.*

Cindy Rose:

Yes, the charter should be the direct employer as far as matters of hiring, discipline and firing. I'd have to research this more. Who holds liability insurance on the staff of the charter? If FCBoE is holding all the liability and costs of the staff of the charter, I can see where they would want to maintain some semblance of control. However, only the charter knows which staff will work best for their learning/teaching model.

Joy Schaefer:

No. Again, as a Board member, I am accountable for the success of every one of our school system's students, and ensuring quality staff is a key responsibility. I do think that with a strong collaborative process, we can provide the needed flexibility with the current employment structure.

Mike Bunitsky: *Responded with general letter, see below.*

Zakir Bengali: *No response.*

Jay Mason: *No response.*

• What role should the authorizer serve in holding the operator accountable to its contract?

Ken Kerr:

The charter specifies the measurable outcomes and expectation of the school. The authorizer is responsible for ensuring that the provisions of the charter are met and that the evidence of effectiveness is accurate and reliable.

Lois Jarman:

The BOE should maintain the same authority over charter schools as it does over the other schools within the public system.

Shirley McDonald: *See response to Question 4.*

Cindy Rose:

The role should be one of oversight. Once the charter is granted the BoE should have earned the faith in the charter to get up and run in a professional manner. It should serve as a quasi-judiciary body to handle conflicts between parents/teacher/administrators that have been unresolved by the charter. It should receive periodic reports on student achievement. What "achievement" means, I assume is set by the parents who formed the charter and that everyone who attends, is in agreement with the terms of charter.

Joy Schaefer:

I would expect our charter school operators to have the same responsibilities to uphold the contract, as do our administrators at each of our traditional or other schools.

Mike Bunitsky: *Responded with general letter, see below.*

Zakir Bengali: *No response to survey.*

Jay Mason: *No response to survey.*

10) In Frederick County, charters are granted for 4 years.

- ***What do you believe is a reasonable time frame for charters to be operated before we have an accurate picture of its efficacy?***

Ken Kerr:

Four years seems reasonable. Five years is probably better—at least for the initial charter. If there are compelling arguments as to why the interval should be shorter or longer, I am open to listening and reconsidering.

Lois Jarman:

I believe the current four years is adequate.

Shirley McDonald: *See response to Question 4.*

Cindy Rose:

That's hard since "efficacy" is a pretty subjective term. I'm OK with there being an initial 4 year term with an in depth review at the end. If the school is succeeding and the BoE agrees then perhaps the next term is 6 years. If it is still succeeding then the next term 8 years and so on until at some predetermined time the charter's operations can only be revoked with good and just cause. If a charter has been up and running successfully for 20 years I don't see the need to march in front of the school board every 4 years. Which helps to answer my question above about funding a charter management company.

Parents come and go so management could be unstable. With that in mind, I can conceive a good argument to fund a management company if the cost is reasonable. However, if management companies are going to come and go, there should be a mechanism in place to revoke funding for such a company.

Joy Schaefer:

Initially, a four-year charter is a good balance between allowing a newly formed entity to have the time to establish itself and provide evidence of effectiveness. As a charter school operates, I would be open to longer time frames in relation to the charter school's performance and success with students. Ultimately, my concern is that students are being effectively educated and prepared for their next step.

Mike Bunitzky: *Responded with general letter, see below.*

Zakir Bengali: *No response to survey.*

Jay Mason: *No response to survey.*

• ***What metrics will you consider most important to evaluate efficacy?***

Ken Kerr:

Retention—both student and teacher.
Stability of leadership
Equal access to all students
Diversity

Lois Jarman:

The same metrics used for other schools: attendance, grade point average, test scores.

Shirley McDonald: *See response to Question 4.*

Cindy Rose:

Student achievement as defined by the charter. Are the parents happy with the education their children are receiving? A Board of Education shouldn't get to define efficacy, otherwise you don't need a charter.

Joy Schaefer:

I am satisfied with the current performance measures that our Board uses to evaluate our charter schools annually.

Mike Bunitzky: *Responded with general letter, see below.*

Zakir Bengali: *No response to survey.*

Jay Mason: *No response to survey.*

11) Nationally, only a very small percentage of charter schools are unionized and the percentage of unionized charter schools continues to decline. In Maryland, 100% of charter schools are unionized because the law requires it. As a result, Maryland charter school operators have little ability to innovate in the area of operations like staff recruitment, hiring process and teacher qualifications. It also means that Maryland's charter schools have less ability to remain financially solvent since they have no input into salary negotiations but must pay the union-negotiated wages. Do you support or oppose changing Maryland's law to allow charter schools to be non-union? Why or why not?

Ken Kerr:

It should be optional. Unions that are imposed where they are not needed interfere with cooperation and collaboration. They also create additional overhead with clerical, administrative, and legal expenses.

Lois Jarman:

Yes, I support Maryland's current law. Charter schools should operate under the same guidelines and requirements as other public schools.

Shirley McDonald: *See response to Question 4.*

Cindy Rose:

I don't believe in forced unionization. Union's come with political agendas. If you support it, join it; if you don't then, don't. I support freedom of choice.

Joy Schaefer:

I do not believe that whether staff is union or non-union should play any part in the effectiveness of schools or instruction. The most important factor would be the presence of and commitment to a true collaborative spirit and intent among all parties involved. That would require a great deal of hard work to create a safe environment for all stakeholders to come together, have meaningful and candid discussions, with students and student learning as the only priority.

Mike Bunitsky: *Responded with general letter, see below.*

Zakir Bengali: *No response to survey.*

Jay Mason: *No response to survey.*

12) It is the view of the Frederick Classical Charter School, Inc. that charter schools in Frederick County are not funded adequately. It is a fact that the regular schools' operating budget spends \$12,800 per student while the charter schools in Frederick County only receive about \$8,800 per student. That is \$4,000 (30%) less per student. Moreover charter schools receive \$0 of the capital budget. Do you believe charter schools are fairly funded? If not, what would you do to ensure more equitable funding?

Ken Kerr:

Not all students cost the same to educate. Unless a charter school's mission is to serve a difficult-to-educate population, the students who attend charter schools tend to come from families that are more affluent, more ready for learning, and value education. These children tend to require fewer resources than at-risk populations. Charter schools should enhance traditional public schools—not detract from them. Allocating additional operating and capital resources to a charter school would reduce those resources available to traditional public school. Charter schools are optional and accept certain conditions as part of charter negotiations. Charter renewal periods provide opportunities to address operating funds.

Lois Jarman:

The formula for calculating the per student dollar amount for schools is complicated. There are items that are used system wide that are incorporated in the calculation. I think that until overall funding for FCPS increases, this model for calculating funding is acceptable.

Shirley McDonald: *See response to Question 4.*

Cindy Rose:

Charters are not fairly funded. I would support giving the FULL per pupil amount the public school gets.

Joy Schaefer:

FCPS provides commensurate funding to our charter schools in comparison to our traditional public schools. We should keep in mind that the per pupil allocation (PPA) of \$12,800 is more of an accounting mechanism, and does not necessarily reflect to the dollar what level of funding each student or each school, based on enrollment, receives. We have children who cost more annually to educate and students who cost less. While the funding formula for charter schools may be imperfect, is currently our best mechanism for determining funding.

In terms of the future, as the state completes the funding adequacy study, I am hopeful that their work will result in being able to determine the exact dollars of the PPA that follow students into the classroom. Their findings and recommendations may point to the need to reevaluate our funding formula.

Also, at the state (and the county) level, comprehensive evaluation is being done in terms of how we fund school buildings. Charter school facilities should definitely be part of that discussion and there is certainly the opportunity to work in partnership to ensure our students in our charter schools have adequate facilities to support their learning.

Mike Bunitsky: *Responded with general letter, see below.*

Zakir Bengali: *No response to survey.*

Jay Mason: *No response to survey.*

13) In conclusion, please explain what your role will be as part of a charter school authorizer and why that role is important to all citizens in our community and beyond.

Ken Kerr:

I favor charter schools that enhance, not duplicate, educational offerings. I strongly support charter schools that want to take on big challenges with bold initiatives that revolutionize teaching and learning. I would love to see a charter school dedicated to working with students on the autism spectrum because they have an idea they think will provide dramatic breakthroughs. I'd welcome a charter school that seeks to mainstream English Language Learners in three or fewer years. The public schools face big challenges they don't have the time or resources to address. I want innovative educational risk takers to take on those challenges and work out solutions in charter schools.

Lois Jarman:

My role would be to ensure that all public schools are operating and performing at their best to provide the best education for all of our students.

Shirley McDonald: *See response to Question 4.*

Cindy Rose:

I am pro school choice. I believe in offering every available method of learning our schools and community can support. There is no conversation I am unwilling to have to support offering a smorgasbord of learning to our children. If there is a reasonable argument to be made for a charter that is wanted, I'd be hard pressed to go against it. I do NOT believe charter schools take resources away from public schools, they enhance them.

Joy Schaefer:

My role as a Board member is to ensure the success of every student. I believe that collaboration with all stakeholders is key to that success. As a Board member, I would work to foster that collaboration with our charter schools, just as I would with our traditional and other schools and programs. As with all of our schools, my role is to ensure students are being served in reviewing student performance and the responsible and effective use of resources to ensure sustainability and financial health.

Mike Bunitsky: *Responded with general letter, see below.*

Zakir Bengali: *No response to survey.*

Jay Mason: *No response to survey.*

General Response from Mike Bunitsky:

I retired from my position as Curriculum Specialist for Secondary Social Studies on February 1, 2016. As an educator in the Maryland public school system for over forty years I have worked with and supervised a great many teachers. I have taught in both Prince George's and Frederick County Public Schools and worked there with a few thousand students. I am running for the board because it is the right thing to do at the end of my career in education. I believe I have a unique perspective and can represent a variety of constituencies.

My view of the Board of Education is that it is a body that makes decisions affecting all of the public schools. The many questions in your questionnaire are specific to one school evidently, the Frederick Classical Charter School. The Board of education makes fiscal, policy and regulatory decisions for all public schools, one of which is the Frederick Classical Charter School.

If all sixty-seven schools requested detailed explanations individually the candidates would have time for nothing else. I appreciate that in your email you let us know that 1500 parents and family members in "your community" are looking forward to the answers prior to the primary election. I believe it is inappropriate for individual schools to expect special treatment. The other candidates are free to agree or disagree but I would not answer a questionnaire from Governor Thomas Johnson High School or the Career Tech Center either. So I will offer my comments publicly to all 250,000 people in Frederick County using a variety of methods.

The entire community is involved in the primary election and they can access all of our information by going to our blogs, web sites, Facebook pages, the League of Women Voters site and the Frederick News Post. As a group we were together at a forum in Urbana which is on line at 1450 AM and many of us have individual interviews there. We will be all together again this evening, April 11, and again on Wednesday evening, April 13. There is opportunity to ask questions and listen to answers. The PTA Counsel sponsors the Wednesday evening event. They too are an advocacy group.

I believe the board is to provide policy and fiscal decision making to ensure that every child has access to an excellent education. Every child means every school also. The various charter schools are our public schools. I will follow the law and I believe it is a fair law. Each charter and each public school have measurements to which they must comply. The metrics may be different for each school but the decision-making will be based on the charter or contract or law that governs. That is one of the roles of a Board of Education.

I look forward to working with all of the schools in Frederick County as I have done for the last few decades.

Sincerely,

Michael G. Bunitsky