



NEWS FROM THE CITY NEIGHBORS FOUNDATION

FEBRUARY 2021

*An update on the work of City Neighbors Foundation, our City Neighbors schools,
and our work to impact public education everywhere*

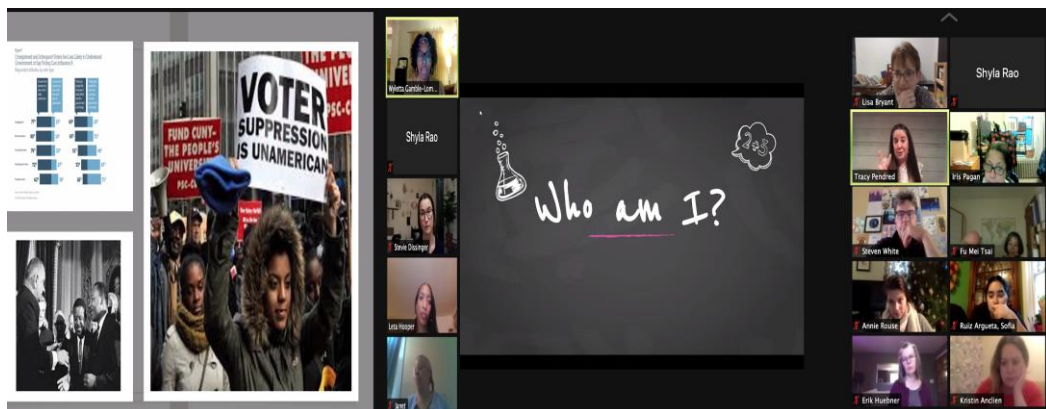
The 10th Annual Progressive Education Summit



More than 450 people attended our 10th Annual Progressive Education Summit - making this virtual Summit one of our largest gatherings in Summit history. Our three-day, virtual event pushed us all to reimagine classrooms and schools and challenged us to take this charge into our work, our schools, and the times ahead.

Thank you to everyone who helped make our event so successful, with special heartfelt gratitude to Dr. Lisa Delpit, Dr. Crystal Laura, Dr. Jal Mehta, Dr. Kaleb Rashad, Dr. Simone Gibson, Vanessa Lopez, and all of our Workshop Presenters.

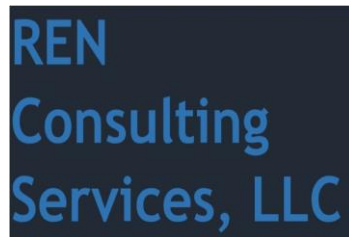
Check out our [summary video from this year's event](#).



Save the Date!

**Mark your calendars now for the 11th Annual Progressive Ed Summit:
January 22, 2022**

We gratefully acknowledge the sponsors of our 10th Annual Progressive Education Summit:



DIY PD at City Neighbors



On February 18, City Neighbors Foundation hosted its third DIY PD at City Neighbors of the year. DIY PD is a simple concept and a free professional development opportunity.

DIY PD at City Neighbors is an emergent professional development opportunity, driven by the community of practitioners in attendance. At our DIY PD Sessions, we gather and connect - and have four short breakout sessions to choose from, with participants either sharing a great strategy, a great question, or a problem of practice. All of this is rooted in our child-centered, democratic ideals of education.

We are excited to announce that both of our first two DIY PDs this year have been over enrolled and, to date, over 140 educators have become part of the DIY PD community.

In this new and consistently challenging landscape for teaching and learning, come together, build community, share practice, get a new idea, share a problem of practice, or just keep innovating, broadening, and thinking. Please consider joining us at our final DIY PD of the year on April 22 by [registering here](#).

City Neighbors 2030: The Path Forward



Our first City Neighbors school was founded in 2005. In our nearly two decades, we have grown to include three schools and our City Neighbors Foundation. By operating three thriving schools and providing opportunities within the educational community--like our Progressive Education Summit--City Neighbors continues to take a stand for child-centered, authentic, community-driven schools.

Each of our logos differ in design but all include a path, a tree, and the Baltimore skyline. Most people first notice the tree at the center, or the Baltimore skyline in the background. But, at the core of the logo is the pathway representing the continual journey to grow, evolve, and strengthen--as an organization, as learners, as educators.

To help us envision that path forward, City Neighbors is launching *City Neighbors 2030*, an organizational planning process to help us chart our next decade. Over the next year, we will be working as a community, with the support of partner consultants, to consider how to become an even stronger, more sustainable organization, how to ensure that our robust equity work is centered in our design and work, and how to be an even more effective voice for child-centered, democratic schools here in Baltimore and beyond.

Look out for ways to help us envision our path forward--toward the tree, the skyline, and beyond.

Know Anyone Who Would Make an Amazing City Neighbors Educator?

Teachers! Imagine the best school you can. Deep in-depth project studies. The Arts as an integral piece to all learning. The vision of children as creative, capable, powerful, and worthy of the deepest respect. A workshop model where students actively learn and teachers facilitate. A place where teachers co-create practice, policy and direction of the school. A community with parents as valuable and active partners in the work. An approach where standardized testing does not drive instruction. Looking for educators in:

- Upper Elementary
- Music
- Math
- Special Education

Interested in joining City Neighbors for the 2021-2022 school year?

Check out [our website](#) and email your cover letter and resume to hiring@cityneighborsfoundation.org.

City Neighbors Communities of Practice



City Neighbors Foundation is excited to launch a new effort to build communities of practitioners striving toward a truly child-centered, democratic ideal of education.

City Neighbors Foundation will launch two communities of practice:

- Innovative, Powerful Teaching
- Anti-Racist, Culturally-Relevant Pedagogy

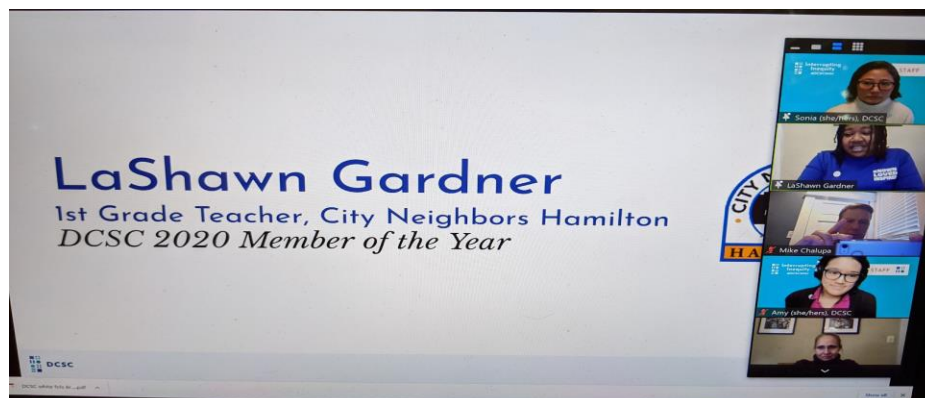
Communities of Practice will be facilitated by a City Neighbors educator, but the content, focus, and sharing will be guided by the participants. Our current communities are full and we look forward to launching our first sessions in March!

Communities of Practice will launch in March 2021 and will meet and will culminate at the 11th Annual Progressive Education Summit in January 2022.

Participation in the Community of Practice is free, sponsored by City Neighbors Foundation.

Passing on the Diverse Charter School Coalition's Member of the Year

LaShawn Gardner, City Neighbors Hamilton's 1st grade teacher, addressed a national audience at the Diverse Charter Schools Coalition Convening, passing the Member of the Year award from City Neighbors to Prospect Schools and Yu Ming Public Charter School.



City Neighbors Teacher's Curriculum Highlighted at the Pulitzer Center

Check out City Neighbors Charter School Middle School teacher, Cortnie Belser's curriculum, *Vote and Voice: A Pandemic Photojournalism Series*, at the Pulitzer Center! [Find it here.](#)

Vote and Voice: A Pandemic Photojournalism Series

- London, 8th Grade: Passive Propaganda Placement or Suppression in the 21st Century
- Jalayah, 6th Grade: "Future Voter"
- Travis, 7th Grade: "The Strangest Election" Covid-19's Impact on Voting
- Osei, 7th Grade: "The Day for Voting, 2020 Edition"
- Joelyn, 8th Grade: "Democrats vs The World" Misinformation and Media in Voting
- D'nya, 8th Grade: "The Cycle of Contracting Viewers" Misinformation and Media in Voting
- Amoeya, 8th Grade: "Life Goes On"
- Maria, 6th Grade: "Kids Have Their Own Voice" Youth Voices in Voting
- Nick, 8th Grade: Let Youth VOTE! Youth Voices in Voting
- Avery, 8th Grade: How did Covid affect voting?
- Sage, 7th Grade: "Necessity is the Mother of Invention"
- Mikyia, 7th Grade: The Journey of When Life Changed



City Neighbors High School Students at Center of New Podcast

Writer Sarah Lohnes followed and documented CNHS through their "Who Deserves a Monument?" project, and produced an eight episode podcast!

Episode Two, "A Sweet Opportunity" centers around work of City Neighbors High School students.

[Listen here.](#)

WHO DESERVES A MONUMENT?
EPISODE 2 • MON, FEB 1
APPLE ☆ SPOTIFY ☆ GOOGLE

- WADE** (STUDENT): "He helped build the African American community in Baltimore by sharing his news, pressing for civil rights and reporting on abuses."
- TYSHAWN** (STUDENT): "It inspires me to try my best because he didn't have anything at first and he grew up with harsh times. He impacted the Black culture."
- ROMAN** (STUDENT): "It just showed me what I could do. Like, all the stuff he went through being an African American at that time... just shows me you can be anything if you put your mind to it!"
- NOEL** (STUDENT): "I think that if people did know about her, they'd have more confidence in being in politics or being the first in politics."
- MALIK** (STUDENT): "In the state of Maryland, we had a law that talked about if a free slave was caught and sent to jail, then she could be sold into slavery. She wanted to get rid of that law."
- LaKEIRA** (STUDENT): "I chose the black platform for African American women. The word 'women' on the book, you can't really see it because women are overlooked."

WHO DESERVES A MONUMENT?
EPISODE 2 • MON, FEB 1
APPLE ☆ SPOTIFY ☆ GOOGLE

MR. TOOPS (TEACHER): "You have an opportunity now, citizens of Baltimore City, to make monuments that would send the message that you believe is important. Well, who is that person?"

A Little Joy in Pandemic Times

City Neighbors High School students partake in our first ever Snowman Challenge. We need to do something to replace the joy of a snow day!



City Neighbors Hamilton moves its annual Valentine's Day celebration, "Rockin' with your Sweetheart" to the socially-distant drive-up "Rollin' with your Sweetheart." A DJ, Valentine's messages, goodie bags, make-your-own CNH lawn sign, and more!



When a new cereal/snack company from Venezuela, called *Toops*, heard about our very own rockin' 9th grade US History teacher, Mr. Toops, they donated 560 bags for all CNHS students and staff to be distributed at our next materials pick-up. Toops for everyone!



City Neighbors teacher, Tracy Pendred, told 6th grade students that she'd put a sticker on her face for every camera that went on and stayed on for the entire class. 17 faces and lots of microphones! Whatever it takes. Whatever it takes.

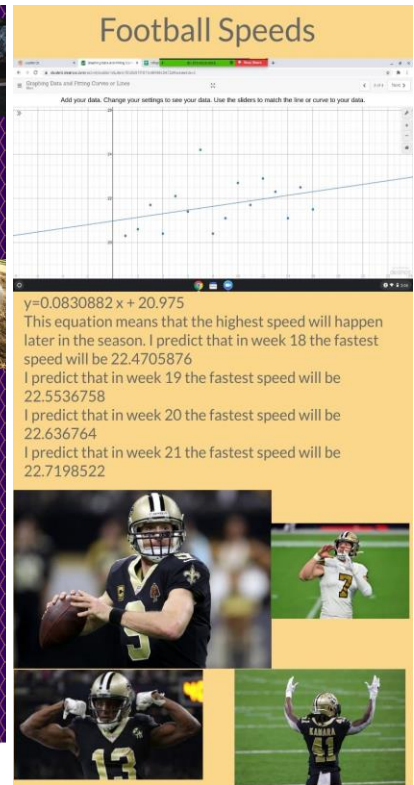
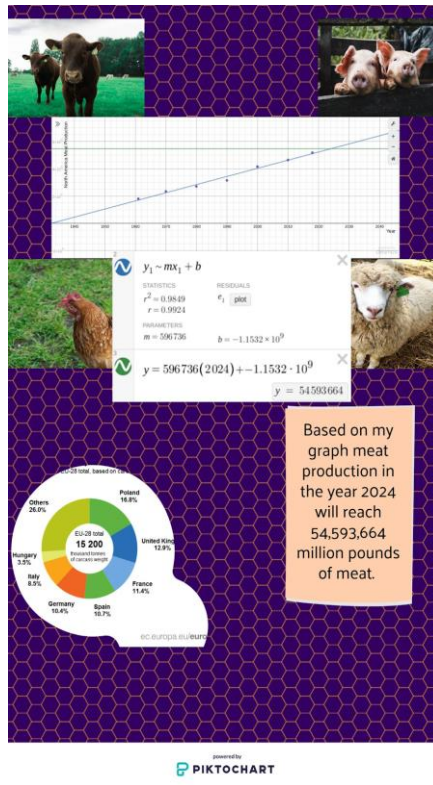
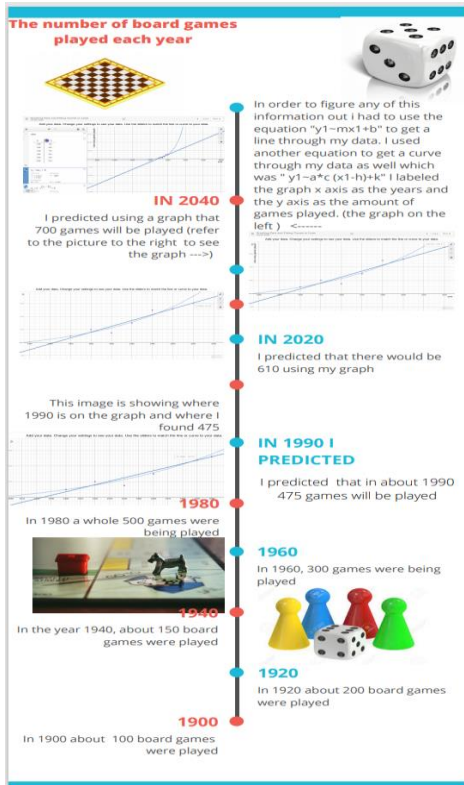


Let's Dance! City Neighbors High School PE class created their own [video choreography](#), their own [Tik Tok duets](#), and [pass-the-move videos](#).



STEM at City Neighbors – Virtual Style

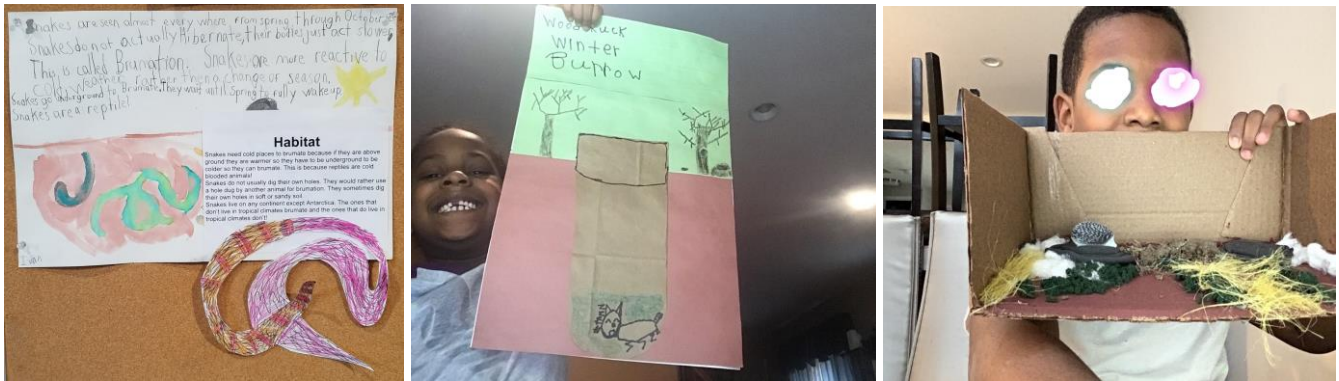
Ninth graders at City Neighbors High School produced infographics. They chose their topic, analyzed the data, created a line or curve of best fit, and made a prediction about the future based on their data and their mathematical model.



Second graders at City Neighbors Hamilton became interested in bees from reading a book about beekeepers. They learned about bee bodies and made bee sculptures out of found materials.



Second graders, with Ms. Jackson, at City Neighbors Charter School gathered information using audiobooks and textbooks from Epic and Razkids, learned note-taking and how to compose informative writing, then used watercolors, collage, and found materials to build their animal habitats during hibernation.



Check out City Neighbors High School student portfolios of all their 1st quarter technology projects, completed with Justin Eames, our Fab Lab Coordinator:

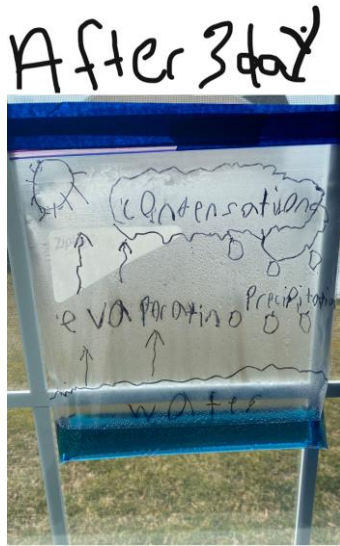
<https://spark.adobe.com/page/DSzWlR9yU7WJ/>; <https://spark.adobe.com/page/oKBxRrySMr8Hh/>.



Middle School students, with Ms. Rouse, chose an organ to research and created a wanted poster that describes the location, related organs, function, and characteristics of the organ. Here are a few examples of the "Organ Wanted" posters from each grade.



Third graders, with Ms. Doyle, are studying the science behind natural phenomena and the folktales people around the world invented to explain them. Check out these home experiments as part of virtual Science class: a thunderstorm simulation lab, a moon phase model, and a water cycle in a bag experiment.



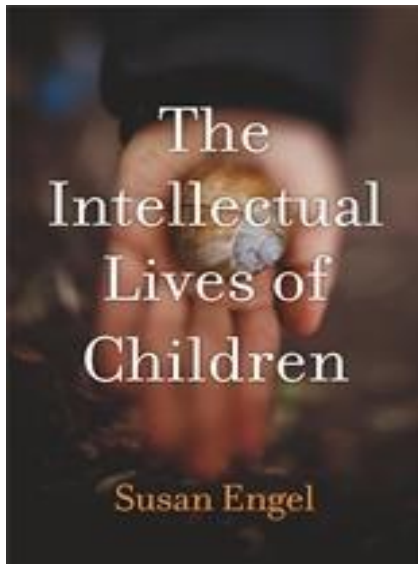
City Neighbors Kindergarten students, with Ms. Almon, finished their project on houses and began a study on neighborhoods and maps.



Fourth and fifth graders culminated their Maryland native plants study with these postcards. These cards were distributed to local Baltimore businesses so that people can connect with one another!



City Neighbors Highlighted in a New Book



City Neighbors was recently highlighted in a new book from educator, author, and previous Progressive Education Summit Keynote Speaker, Susan Engel: [The Intellectual Lives of Children](#).

City Neighbors appeared in the chapter, *The Idea Workshop*, "Encourage children to build ideas with other people".

"City Neighbors School is a network of public schools...once I walked into the elementary and high school buildings, a different world enveloped me. Adults and teachers were talking, walking, and hanging out. The sense of multi-aged learning was palpable. In almost every classroom I visited, from the Kindergarten to the third grade, and in the high school, there were visible signs that groups of people were pursuing very interesting questions - questions that obviously felt pressing to children and were not easily answerable.

In a third-grade classroom, the students were keeping two lists: one of things that were alive, and the other of things that were not. On a separate large sheet of paper, they were identifying the methods by which they decided what was alive and what was not. Even in the short time of my visit, I overheard several small groups of students discussing what constitutes "being alive". The older children at the school took such contemplation one step further.

In an eighth grade class, the students were trying, both individually and as a group, to come to some agreement on a question: Is conflict good? They spent more than three months exploring various answers, and fleshing out the reasons for their answers. Finding facts to inform and support the answers was an essential part of their work. They argued with one another. Some changed their minds.

Finally, in a ninth-grade class, students and teachers were spending a term on another question: Is life in America getting better? It's easy to imagine how a diverse group of teenagers might really sink their teeth into such a question. It's equally easy to imagine how a teacher could use such a provocative and relevant question as a springboard for stretching the students' intellectual muscles."

Learn More about City Neighbors Foundation

