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1 The purpose of the SDRT, as discussed
2 and I believe fully understood by the schools from
3 the point of the Charter School Review Committee, was
4 to be able to provide for those grade levels
5 year-to-year comparisons of reading grade level
6 equivalencies.

7 The other test, the Wisconsin
8 Knowledge and Concept Exam, is a test that were
9 available for fourth grade on up. We didn't -- when
10 we first began and talked about what kind of measures
11 were we going to use -- were going to be used, the
12 Charter School Review Committee decided, with some
13 input from us, that the Stanford Diagnostic Reading
14 Test would be helpful.

15 So it was very important in order to
16 measure the -- the child's grade level equivalency
17 growth from first to second grade and then from
18 second to fourth grade, covering two years' growth to
19 have those -- that grade level equivalency score
20 yielded by the Stanford Diagnostic Reading Test.

21 We couldn't do that this year. As
22 you'll notice in our reports, we don't report on
23 cohorts that are fewer than ten. And there were
24 fewer than ten fourth graders this year. However,
25 this additional information that the Stanford

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1 Diagnostic Reading Test provides to the school, to
2 the classroom level, to the teacher who's working on
3 reading, is vital to that teacher's ability to make
4 plans for that child and bring that child up if they
5 are below grade level expectations or to give that
6 child more advanced work if they have, in fact,
7 covered more than one year in one year's time in
8 grade level growth.

9 So the importance of the
10 administration of the SDRT at this point in the
11 development of this kind of work is quite clear and I
12 believe has been thoroughly discussed with the
13 school, as it is with all of the Charter Schools.

14 The second group of data that we
15 needed that was clearly stated in the Student
16 Learning Memo was the data related to the
17 administration of the Direct Instruction Reading
18 Placement Test which Khamit decided that they would
19 use as their local measure of reading -- growth in
20 reading achievement for their students.

21 As we all know, standardized tests
22 sometimes don't always give the whole picture of
23 student achievement. And, therefore, each one of the
24 City of Milwaukee Charter Schools has, as required by
25 you all, the Charter School Review Committee, the

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1 obligation to develop local measures of academic
2 achievement in reading and math, in addition to the
3 standardized tests.

4 So the local measures are very, very
5 important to the whole picture of the academic
6 progress made by kids in the school. Especially
7 important in Khamit's situation -- or the local
8 measures are especially important in Khamit's
9 situation because they do have small numbers of
10 students who take the standardized tests, the WKCE,
11 and the students who did take the standard -- the
12 Stanford Diagnostic Reading Test.

13 And because we cannot validly -- or we
14 cannot report with and keep confidential kids'
15 information cohorts of less than ten, that puts an
16 even greater onus on the data that are collected in
17 the local measures. So it's very important that
18 schools give us data that is valid.

19 MR. DAUN: Just a clarification if I may?
20 The term local measures, that's a school-determined
21 measure; is that correct?

22 MS. GRAMLING: Correct.

23 MR. DAUN: It's not a City of Milwaukee or
24 a Charter School. It's what the school itself
25 determines they're going to measure progress?

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1 MS. GRAMLING: Correct. The Charter
2 School -- the contract actually states that a school
3 can -- words to the effect of -- that the school will
4 develop and maintain local measures in reading and
5 math. And it's up to each school to develop that.

6 And in Khamit's case, as in some
7 others, we help them to be able to put it into, as I
8 mentioned earlier, identifiable, quantifiable,
9 reportable terms. So that it is something that --
10 that really is descriptive of an academic outcome.

11 This year the report that we submitted
12 to you all, the Charter School Review Committee, was
13 based on data that we thought represented the
14 administration of the Direct Instruction Placement
15 Test in the fall and again at the end of the school
16 year in reading at Khamit.

17 And as we've heard, that has not
18 turned out to be the case. And, therefore, we are
19 really unable to report any valid outcomes on the
20 local measures as described in the memo for reading.
21 So I think that it's about what I wanted to say.

22 Is there anything else that -- any
23 questions that you have or anything?

24 DR. FULLER: Ms. Janice, do you have
25 anything to add?

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1 MS. ERETH: No. I think she's covered it
2 all.

3 DR. FULLER: Any questions from the
4 Committee? Khamit? Sorry. Any questions?

5 (No response)

6 DR. FULLER: Okay. Thank you.

7 (Off-the-record discussion had.)

8 SUE GRAMLING, called as a witness herein,
9 having been subsequently duly sworn on oath, was
10 examined and testified as previously transcribed.

11 DR. FULLER: Khamit, you all now have an
12 opportunity to give us any testimony that you would
13 like to the Committee.

14 YAKINI SHABAKA, called as a witness herein,
15 having been first duly sworn on oath, was examined
16 and testified as follows:

17 MS. SHABAKA: My name is Yakini Shabaka.

18 DR. FULLER: I'm sorry. You can swear him
19 in.

20 JERRY TARRER, called as a witness herein,
21 having been first duly sworn on oath, was examined
22 and testified as follows:

23 TESTIMONY

24 DR. FULLER: Okay. Ms. Shabaka, go ahead.

25 MS. SHABAKA: My name is Yakini Shabaka.

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1 And I would just like to bring a message from the
2 board of directors. And they say that we would like
3 to thank the Charter School Review Committee for
4 giving us a platform to respond to the concerns
5 raised by your Committee, that Khamit Institute is a
6 school started by a group of parents in 1996.

7 Since this time it has maintained its
8 grassroots focus but has grown tremendously through
9 the dedication and commitment of a few.

10 Khamit Institute has had significant
11 success over the years and has made a difference in
12 the lives of dozens of children and families in the
13 Milwaukee area.

14 We truly respect the contractual
15 arrangement of our Charter and the Charter School
16 Review Committee. And we appreciate the opportunity
17 to present to you how our contractual -- contractual
18 violations emerged. We'll also present our lessons
19 learned and how those lessons have translated into a
20 plan of action.

21 And Mr. Tarrer will do that.

22 MR. TARRER: Right. And I'll start with
23 the first concern that Khamit failed to administer
24 the required fourth grade Stanford Diagnostic Reading
25 Test for both academic years 2000 and 2001 and

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1 2002-2003. It is true that the fourth grade test was
2 not administered for both of those years. The
3 2000-2001 school year was the first year we were
4 required to administer the SDRT exam to the fourth
5 graders. And at that time, as Ms. Shabaka has
6 stated, she did not note the time had changed to
7 issue the exam.

8 In late August of 2002 -- and I just
9 want to give some background information. In late
10 August of 2002, Khamit's Board of Directors decided
11 that Ms. Shabaka, who at the time was Khamit's
12 strongest direct instruction teacher, should return
13 to the classroom and my person, Mr. Tarrer, was
14 promoted from business manager to executive director
15 at the time. This decision was made on very short
16 notice after the staff was unable to find a competent
17 DI teacher for the seventh and eighth grade class.

18 The short notice did not allow the
19 board of directors sufficient time to develop a
20 succession plan. And, furthermore, budgetary
21 constraints prevented Khamit from hiring a new
22 business manager to fill the vacant position. And as
23 a result, my person assumed the dual role of its
24 executive director and business manager, as has been
25 stated.

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1 Ms. Shabaka continued to function as
2 the instructional leader but without clearly defined
3 roles and responsibilities that a good succession
4 plan would have provided. And as stated before, it
5 was a lack of succession planning that contributed to
6 confusion in some areas of compliance.

7 Over the years, we believe that, you
8 know, prior to this time that we had a fairly good
9 pattern of meeting our contractual compliance issues.
10 In 2002-2003 when the new administrator -- the
11 executive director issued the spring test, I issued
12 the SDR test to the first and second graders only and
13 not to the first, second and fourth graders as was
14 called for within our -- with our agreement with the
15 city. So that's not in dispute.

16 Khamit Institute's Board of Directors
17 and Management now realizes that the failure to issue
18 the SDRT test is a direct result of A.) The absence
19 of a clearly documented checklist for compliance
20 issues, lack of clear procedures for noting and
21 addressing changes in compliance and a lack of
22 clearly defined procedures for ensuring that all
23 areas of compliance are carried out.

24 We talked about the issues. We also
25 wanted to make sure that we offered some sort of

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1 solution to what was happening. And in each case, as
2 we go down the list, there's a short-term and a
3 long-term solutions.

4 And the short term is to engage
5 someone who can function as an organizational
6 management consultant to analyze all of our contracts
7 and compliance matters and work with Khamit Institute
8 Management to create a comprehensive checklist of all
9 compliance issues.

10 And then this, furthermore, Khamit
11 will submit monthly reports to the Charter School
12 Review Committee regarding compliance issues.

13 A long-term solution, in accordance
14 with the strategic plan that was developed over a
15 year ago, Khamit Institute's Board of Directors and
16 Management agrees that it must in the long term
17 maintain certain key functions, key management
18 functions to ensure an effective organizational
19 structure and efficient management of the school.

20 Some of these functions include
21 institutional oversight, organizational direction and
22 congruency, public relations, implementation of a
23 strategic plan, instructional leadership, fiscal
24 management, compliance oversight, facility
25 development and fund development.

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1 And we also agree that these functions
2 should be spread out over several positions that
3 would include an executive director, academic
4 director and business manager.

5 The second point was that Khamit
6 failed to administer the Direct Instruction Placement
7 Test at the end of the 2002-2003 academic year. And
8 the Charter School Review Committee's concern is
9 valid. The Direct Instruction Placement Tests were
10 not issued at the end of 2002-2003 school year. But
11 I'd like to review some of the circumstances that led
12 up to this event.

13 During the -- during the summer of
14 2002, Ms. Shabaka, who at the time was still
15 functioning as academic director, saw the need to
16 have more ongoing training for the staff at Khamit
17 who was using the direct instruction method. And she
18 engaged a direct instruction coach at the time. The
19 coach's job was to provide ongoing training of the
20 teaching staff as well as to monitor and ensure the
21 adequate academic progress of the student body within
22 the direct instruction framework.

23 It was originally planned that
24 Ms. Shabaka would work side-by-side with the coach to
25 ensure that the coach's responsibilities were

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1 properly carried out. However, when Ms. Shabaka
2 returned to the classroom, her ability to work
3 closely with the coach was limited. And
4 communication between Ms. Shabaka, the coach, and my
5 person was not as clearly defined as needed.

6 Subsequently, at the end of the school
7 year, the evaluation of student progress
8 inadvertently was left in the hands of the DI coach.
9 Yet the coach was not informed of the role that the
10 DI Placement Test played in our overall evaluation of
11 student progress. As a result, the coach's method
12 she was more familiar with to place students within
13 the DI program and not the DI Placement Test (sic).

14 This mistake was not noticed by my
15 person, the executive director, or Ms. Shabaka until
16 later in the summer when the Charter School Review
17 Committee questioned the lack of progress made by
18 Khamit students in the DI program.

19 Again, this can be directly attributed
20 to a lack of clearly defined roles and
21 responsibilities that directly resulted from the
22 absence of a succession plan. Had it been clear
23 between Mr. Tarrer, my person, and Ms. Shabaka who
24 was responsible for -- who was responsible for
25 monitoring the actions of the DI coach, this issue

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1 would have been avoided.

2 Furthermore, had we had a compliance
3 checklist that included the issuance of DI Placement
4 Test, it would have been clear to the administrator
5 to ensure that the test was given.

6 And, again, we offer two -- a
7 short-term and a long-term solution which is a common
8 theme. And you'll see that once throughout this,
9 that -- and as I read before, the short-term solution
10 is to engage a consultant who can help us analyze all
11 our contractual agreements and compliance matters and
12 work with Management to create a comprehensive
13 checklist of all the compliance issues. And that
14 these -- that it would be a report submitted to the
15 Charter School Review Committee on a monthly basis.

16 And then the long-term solution is to
17 make sure all of those previously mentioned functions
18 are met by three positions that we think need to be
19 created, an executive director, academic director and
20 business manager.

21 The third concern that Khamit failed
22 to timely pay oversight fees to the City in
23 accordance with Section 330-27 of the Milwaukee Code
24 of Ordinances, as stated in the November 6th, 2003,
25 report from M.L. Tharps & Associates, Khamit

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1 Institute encountered serious cash flow issues at the
2 end of the 2002-2003 fiscal year.

3 As also stated in the M.L. Tharps
4 report, these cash flow issues resulted from poor
5 fiscal management that resulted when Mr. Tarrer
6 assumed the dual role of executive director and
7 business manager. Details can be found in that
8 November 6th report.

9 As a result of the cash flow
10 difficulties, several checks written in the month of
11 June did not clear due to insufficient funds,
12 including the check for the oversight fee. When made
13 aware of this situation, I did attempt to secure the
14 funds. I must apologize I was not as forthright as I
15 could have been, as Mr. Soika pointed out, as I
16 attempted to get the funds to meet our obligation.
17 The funds did not materialize ultimately until
18 September of this past year, some time after the
19 original due date as was already noted.

20 The short-term solution has been to
21 closely follow the recommendations provided by M.L.
22 Tharps in the November 6th, 2003 report.

23 The recommendations included review of
24 the current budget -- current year budget with our --
25 the consultant that we use -- the, I'm sorry, the

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1 accountant, the accounting firm that we use to make
2 sure that the budget include all unpaid obligations
3 from prior school year and resulted in positive cash
4 flow adequate to cover expenses through July and
5 August of next year, 2004. This recommendation has
6 been implemented.

7 The other recommendation was that the
8 current accountant should take over the total
9 accounting functions of the school. And we are
10 currently working with our accountant, EWH Small
11 Business Accounting firm, in making that transition.

12 Monthly financial statements,
13 including budgeted to actual reports, detail of all
14 receivables and payables and reconciliations for cash
15 accounts be prepared and submitted to the Charter
16 School Review Committee's management oversight
17 consultant. This request has been complied with.
18 And M.L. Tharps is currently receiving monthly
19 financial reports from Khamit Institute.

20 The goal of these measures is to
21 immediately improve the financial status of the
22 school. These measures have been successful in
23 improving the school's financial status. And as
24 attested to by M.L. Tharps & Associates in their
25 October 15 letter to the Charter School Review

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1 Committee, and I quote, "The school should be
2 financially viable throughout this current school
3 year."

4 And for the long term, it is believed
5 that by Khamit's Board and Management that Khamit
6 should continue to outsource some of its financial
7 needs such as payroll and financial reporting.
8 However, they believe that Khamit should look to
9 hired a well-trained business manager for the fall of
10 2004. This business manager would oversee the
11 financial functions of the school and work with the
12 accounting firm and the Board of Directors to ensure
13 the financial viability of the school.

14 This business manager would also
15 assume the role of compliance manager and monitor all
16 compliance issues related to the school.

17 The last concern is that Khamit failed
18 to properly notify the Charter School Review
19 Committee of its anticipated relocation of its school
20 and failed to receive approval from the Charter
21 School Review Committee prior to relocation.

22 While Khamit did secure an occupancy
23 permit from the City of Milwaukee, we unintentionally
24 did not request from the Charter School Review
25 Committee prior to moving our second site. Since the

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1 2000-2001 school year, Khamit has maintained two
2 sites. Originally the second site was at 3901 West
3 Capitol, the Kujichagulia Lutheran Center.

4 THE REPORTER: The what?

5 MR. TARRER: The Kujichagulia Lutheran
6 Center, and I don't know how to spell it.

7 DR. FULLER: We'll get a spelling.

8 THE REPORTER: I'll get it later.

9 (Off-the-record discussion had.)

10 MR. TARRER: At the end of the 2001-2002
11 school year, Khamit was informed by its landlord that
12 the space Khamit had been renting was needed by the
13 landlord to expand its own program. So basically
14 they said we needed the space, you guys got to go.
15 So we were, you know, we were -- didn't have a space.

16 And we started investigating a modular
17 space to put -- we have -- there's a piece of land
18 right next to the building on 4714 West Fond du Lac.
19 So we started investigating the purchase of a modular
20 space to go right there. And we worked closely with
21 one modular building company that had ensured us that
22 we could get that modular building. But it turned
23 out that after waiting for months, that the City
24 blocked it because of some zoning issues, something
25 to do with -- I'm not sure all the details. But

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1 something to do with the fact that they wanted to
2 maintain consistency in which -- in the way the
3 buildings looked on Fond du Lac Avenue. So we were
4 prevented from finding that space. We were prevented
5 from putting that modular building up.

6 So it turns out we were trying to --
7 we were looking around trying to find a place. And
8 we ultimately did find a spot at the Parklawn YMCA
9 which you're aware of.

10 DR. FULLER: Excuse me one second. I was
11 unclear when you said you found out that you would
12 have to move?

13 MR. TARRER: Well, the end of the 2002
14 school year. So probably June, July, somewhere
15 around there.

16 DR. FULLER: At the end of the 2000 --

17 MR. TARRER: '1-2002 school year.

18 DR. FULLER: Sorry. I didn't mean to
19 interrupt you.

20 MR. TARRER: No. I'm trying to pick up
21 with where I left off.

22 MS. SHABAKA: Mid-December.

23 MR. TARRER: Yeah. Mid-December 2002 we
24 found a suitable second site at the Parklawn YMCA.
25 And at that time I secured an occupancy permit for

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1 the City.

2 And at the Parklawn we currently have
3 three very nice classrooms. And the students and the
4 teachers and parents are very happy with the
5 facility. The short term -- we talk about solution.

6 The short-term solution, again, is the
7 development of the compliance checklist that would
8 include all compliance obligations for the City, the
9 Wisconsin Department of Public Instruction and the
10 Federal Government, et cetera.

11 The short-term solution also includes
12 the engagement of this consultant that I mentioned
13 for the second half of the 2003-2004 school year.

14 The long-term solution is to hire a
15 qualified business manager who can also serve as the
16 compliance manager or officer. And that's -- that's
17 all four points. Do you want to add the conclusion?

18 MS. SHABAKA: Yes. Just that the Board of
19 Directors and the Management of Khamit Institute
20 sincerely apologize for our contractual violations.
21 We never intended to disregard the terms of our
22 contract. We believe we have discovered our
23 weaknesses. And through our lessons learned, we now
24 know we must address those weaknesses with sound
25 management principles and implementation of our

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1 strategic plan.

2 And we consider it a privilege to be a
3 City of Milwaukee Charter School. And we
4 respectfully request your consideration and allow us
5 to maintain our Charter as a City of Milwaukee
6 Charter School while we continue to build on our
7 strengths and address our weaknesses.

8 DR. FULLER: Any Committee members have any
9 questions?

10 MR. DAUN: I had a question if it's
11 appropriate. You had mentioned on the first point
12 that you had administered tests for I believe the
13 first and second graders but not the fourth graders
14 in 2002 and 2003?

15 MR. TARRER: Right.

16 MR. DAUN: What happened in 2000 and 2001
17 when this test wasn't administered? What was the
18 reason that this occurred the first time? This was
19 three years earlier.

20 MS. SHABAKA: That was when I was the
21 academic director. And that was the first year that
22 that test was required. And it was just that the --
23 the paperwork got overlooked where the memorandum
24 came to let us know to administer that test.

25 MR. DAUN: With regard to the nonpayment of

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1 oversight fees, your explanation dealt with the cash
2 flow problems that occurred in 2002 and 2003. But
3 that wasn't the only time that this problem occurred
4 where checks were bounced and payments were not made.
5 The previous year it also happened. But I didn't
6 hear you talk about that.

7 MR. TARRER: Again, it's an issue of not
8 having proper management in terms of fiscal
9 management. And I believe that's why M.L. Tharps
10 recommended that we outsource the fiscal management
11 functions, the accounting functions.

12 MR. DAUN: Were you having those same cash
13 flow problems or was this just you didn't know you
14 had -- you didn't have enough money in the bank or
15 what was the source of the problem?

16 MR. TARRER: The previous year?

17 MR. DAUN: Yes.

18 MR. TARRER: You know --

19 MS. SHABAKA: It was the same cash flows
20 problems. This year --

21 MR. TARRER: I mean it wasn't as severe --

22 MS. SHABAKA: Excuse me.

23 MR. TARRER: Go ahead.

24 MS. SHABAKA: This year is the first year
25 that we've operated with a positive cash flow since

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1 we've been open. Our budget this year is the first
2 time that we've had a net income at the end of the
3 school year. There's always been a cash flow problem
4 over the summer months when there's no income coming
5 in from DPI.

6 But the Board of Directors insisted
7 that we couldn't operate another year depending on
8 fundraising. In the past it's been dependent on
9 fundraising to make up the deficit in the budget.
10 And though the Board attempted to raise the funds,
11 they didn't always meet their goals. And so this
12 year for the first time they said, no, either we have
13 a positive net income or we won't operate. And so
14 that's kind of the evolution of that.

15 DR. FULLER: I just have follow-up
16 questions on the funding. I was just interested as
17 to why, you know, given this September 21st letter
18 I think it was where we were clearly trying to say,
19 look, if you got a problem, you know, let us know so
20 we'll know, you know, what -- I mean how to work with
21 you. Why -- why didn't you choose to do that?

22 MR. TARRER: Which letter was this?

23 DR. FULLER: This was the one where --

24 MR. SOIKA: May 23rd.

25 MR. TARRER: '01.

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1 DR. FULLER: No. It was -- it was the
2 May 23.

3 MR. SOIKA: Page 120.

4 MS. DIEZ: May 23, 2001.

5 DR. FULLER: Right. This was the letter
6 where they're, you know, trying to make sure that all
7 of the schools know that we understand that you have
8 problems from time to time. But if you have a
9 problem, you know, you know, come talk to us or let
10 us know, you know, what it is so we can figure out
11 how to work -- I'm just curious as to why you chose
12 not to do that?

13 MR. TARRER: Personally, I mean I never saw
14 this because at the time Ms. Shabaka was the academic
15 director. So I guess I -- and she and I weren't
16 communicating the way we should have been.

17 DR. FULLER: I guess I would ask just in
18 general, I mean let's assume there wasn't no letter
19 and you knew that the check had bounced and you had
20 gotten these calls. And I'm just trying to
21 understand why there ended up being this trail of
22 calls and not just come in and say I, you know, we
23 don't -- we don't have the money. We don't know
24 whatever.

25 MR. TARRER: You know, I can only speak for

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1 my person. And it was just embarrassment. That's
2 what it boiled down to.

3 DR. FULLER: Okay. Any more questions from
4 any other Committee members?

5 MS. BEARDEN-STEWARD: Yes. I have a
6 question. You talked about your short-term solution
7 in both -- in testing in regards to direct
8 instruction and in regards to funds. One of the
9 short-term solutions would be to engage a consultant.
10 And then your long-term solutions would be to -- the
11 three positions of executive director, academic
12 director and business manager.

13 And you just stated that this year
14 that you would be operating -- you would be operating
15 fiscally sound by the end of the year. What impact
16 is engaging a consultant and adding these three
17 directors going to have on your fiscal outlook for
18 the coming year? Given that your student population
19 is looking to increase considerably, how are you
20 going to address bringing on consultants and three
21 more -- two to three more positions and still be
22 fiscally sound.

23 MR. TARRER: Well, the consultant would
24 just be for the second half of this year.

25 MS. BEARDEN-STEWARD: Okay.

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1 MR. TARRER: And there is some funds
2 available that we budgeted for organizational
3 development.

4 MS. BEARDEN-STEWARD: Okay.

5 MR. TARRER: That's -- that could be used
6 to engage a consultant. For -- the other positions
7 are for next year. And it's going to be an issue of
8 getting the enrollment up. You know, we ended the
9 year with little over 60 kids last year. But we are
10 now over 100 kids. So we believe that with the
11 proper effort, we can get our enrollment up to
12 sustain us. We've run some performance -- of course
13 these numbers would definitely have to be run by the
14 accounting firm in consultation with M.L. Tharps to
15 make sure that they look sound and that they're
16 viable.

17 But we believe that if the work is put
18 in and seeing that we were able to make a significant
19 jump in enrollment over the summer, that we can make
20 this happen.

21 MS. BEARDEN-STEWARD: Okay. Thank you.

22 DR. FULLER: Any other questions?

23 MR. INGRAM: I have a couple questions. My
24 first question is, Jerry, how long had you been the
25 business manager for Khamit?

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1 MR. TARRER: Since '98.

2 MR. INGRAM: Okay. Prior to this year,
3 '98, '99, 2000 and even up to 2001, based on this
4 letter on page 120, it started off with Dr. Fuller
5 saying I am pleased that all four Charter Schools
6 sponsored by the City of Milwaukee have received
7 generally good marks from the educational management
8 oversight consultant and M.L. Tharps Associates who
9 worked for the Charter Schools Review Committee.
10 Congratulations on your educational and management
11 performance thus far. You didn't have these problems
12 in '98 and '99, 2000 and 2001.

13 MR. TARRER: No. Because I watched the
14 stuff like a hawk.

15 MR. INGRAM: So given that you watched it
16 like a hawk, given the fact that you became the
17 executive director, how come you didn't put in place
18 the financial mechanism to make sure that what you
19 were doing as a hawk were going to stay in place when
20 you took over?

21 MR. TARRER: And, again, it's just there
22 was just too much. I mean it -- just overwhelmed by
23 the sheer volume of the work. And really, you know,
24 you -- you need someone who can -- that's what they
25 do. They -- that's what they do is they watch the

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1 money to make sure that everything is done. And I
2 tried to do that and the other functions, wear all
3 the other hats.

4 And if you take your eye off for just
5 a short period of time, you know, things can really
6 go down the tubes, especially when this is such a
7 tight financial situation.

8 MR. INGRAM: My second question is knowing
9 that you were coming to this hearing tonight and
10 prior to our meetings at prior Charter School Review
11 Board Committee meetings we talked about the
12 possibility of bringing quarterly statements or
13 monthly statements, knowing that you were coming to
14 this meeting, why not prepare a financial statement
15 to submit to the Committee to show us where you stand
16 right now financially?

17 MR. TARRER: Oh, I mean, well, I mean we
18 give those to M.L. Tharps & Associates. And I don't
19 see Mr. Sarah (phonetic) here.

20 DR. FULLER: He's here.

21 MR. TARRER: Is he? Okay. So he has our
22 most recent statement.

23 MR. INGRAM: And my last question is the
24 time that you spent searching for a place to relocate
25 because you were being kicked out, you spent a lot of

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1 time and energy looking for a new place. During that
2 time frame you could have spoken to the Committee and
3 maybe gotten some assistance from the Committee.

4 My question to you is why not -- why
5 didn't you take the time to let the Committee know
6 you were being kicked out such that maybe we could
7 have assisted in some fashion or some form to help
8 you locate a place or maybe negotiated with the
9 landlord to say, hey, instead of kicking them out
10 right away, can you wait until they find a suitable
11 place for them to go.

12 MR. TARRER: Just didn't know -- wasn't
13 aware that type of assistance could be gotten. But
14 I'm glad you're mentioning it now.

15 DR. FULLER: That's Kevin's thinking.

16 (Laughter)

17 MR. INGRAM: You never know unless you try.

18 DR. FULLER: Does anybody else have any
19 other questions?

20 MS. CRAWFORD: Dr. Fuller, I would like to
21 just clarify one of the matters. When did Khamit
22 relocate from the Capitol Drive location to the
23 Parklawn location?

24 MR. TARRER: In January.

25 MS. SHABAKA: No.

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1 MS. CRAWFORD: So you moved in January
2 of --

3 MR. TARRER: Oh, what are you saying?

4 MS. SHABAKA: We left the Capitol Drive
5 location in June.

6 MR. TARRER: Right, in June.

7 MS. SHABAKA: We went to the -- we expanded
8 to the Parklawn location in January.

9 MR. TARRER: In January, right.

10 MS. SHABAKA: So there was a six-month
11 interim period where we were only at Fond du Lac.
12 Fond du Lac is our main site.

13 DR. FULLER: Is the main site.

14 MS. SHABAKA: The other sites were
15 extensions which is a point I was raising before.
16 And the documents don't note that. They note that we
17 moved the school. We actually -- we didn't move the
18 school. We expanded to include additional classrooms
19 at the end -- at the second site.

20 MS. CRAWFORD: Do the Committee members
21 understand the sequence?

22 DR. FULLER: Yeah. I understand both the
23 sequence and also the distinction that Ms. Shabaka is
24 making. And my response to that is that was the same
25 situation that we had when they moved to

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1 Kujichagulia, that we, you know, had to come to the
2 Committee --

3 MS. DIEZ: To move classrooms.

4 DR. FULLER: -- to move it -- to move to
5 another site, whether it's expansion or total
6 movement of the entire school. Any other questions?

7 MS. SHABAKA: Actually, at the time that we
8 wrote that letter we were expanding our enrollment
9 because our original contract --

10 DR. FULLER: Yeah, it was a request.
11 Right.

12 MS. SHABAKA: -- was only for 80 students.
13 And we requested to expand our enrollment at the time
14 that we moved to the additional sites. So it was a
15 slightly different situation.

16 DR. FULLER: Right. It was a request. You
17 were saying that you were increasing enrollment, and
18 you also wanted to take that increased enrollment to
19 the Capitol Drive site.

20 MS. SHABAKA: Right.

21 DR. FULLER: And we had to approve two
22 things. One is for you to increase the enrollment
23 and, second, for you to move to the Capitol Drive
24 site.

25 MS. SHABAKA: Right. Um-hmm.

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1 DR. FULLER: Any other questions? The --
2 you know, the Committee would now entertain anybody
3 who can speak only to any of these issues?

4 MS. DIEZ: Do you want --

5 DR. FULLER: Only to any of these four
6 issues, anyone?

7 (No response.)

8 DR. FULLER: Okay. Do you all want to
9 leave that written document?

10 MS. DIEZ: Dr. Fuller, I move that we go
11 now into closed session.

12 DR. FULLER: Can I have a second?

13 MS. BEARDEN-STEWARD: Second.

14 DR. FULLER: We have to take a roll call
15 vote on this. LaRhonda?

16 MS. BEARDEN-STEWARD: Aye.

17 DR. FULLER: Kevin?

18 MR. INGRAM: Aye.

19 DR. FULLER: Mary?

20 MS. DIEZ: Aye.

21 DR. FULLER: Mike?

22 MR. DAUN: Aye.

23 DR. FULLER: Aye. The City of Milwaukee
24 Charter School Review Committee will now convene in
25 closed session under the exemption in Section

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1 19.85(1)(a) of the Wisconsin Statutes. Section
2 19.85(1)(a) of the Wisconsin Statutes provides that a
3 governmental body may hold a closed session for the
4 purpose of deliberating concerning a case which was
5 the subject of any judicial or quasi-judicial trial
6 or hearing before that governmental body.

7 The nature of the business to be
8 considered at that closed session is deliberation on
9 the question of whether the City of Milwaukee Charter
10 School Review Committee will recommend to the Common
11 Council of the City of Milwaukee that the Charter
12 School contract between the City of Milwaukee and
13 Khamit Institute be terminated and the Charter
14 revoked.

15 After the closed session we will then
16 reconvene in open session and may at that point in
17 time take action on this item. So what all of that
18 meant is that we're going across the hall for like a
19 closed session. People can wait here. We will
20 reconvene in open session. And we may or may not
21 take action when we reconvene in open session.

22 (The Committee adjourned to a closed
23 session meeting)

24 (Short recess.)

25 (Exhibit No. 2 marked for

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1 identification.)

2 MS. DIEZ: Mr. Chairman, I move that we
3 reconvene in open session.

4 DR. FULLER: Is there a second?

5 MS. BEARDEN-STEWARD: Second.

6 DR. FULLER: Roll call. LaRhonda?

7 MS. BEARDEN-STEWARD: Aye.

8 DR. FULLER: Mary?

9 MS. DIEZ: Aye.

10 DR. FULLER: Mike?

11 MR. DAUN: Aye.

12 DR. FULLER: Aye. The first thing we want
13 to do, having come back into open session, is to
14 acknowledge the receipt of the written document from
15 Khámit and to accept that and place that in evidence.
16 So could I have a motion to receive that document and
17 place it into evidence?

18 MS. DIEZ: I move.

19 DR. FULLER: Is there a second?

20 MS. BEARDEN-STEWARD: Second.

21 DR. FULLER: Roll call. LaRhonda?

22 MS. BEARDEN-STEWARD: Aye.

23 DR. FULLER: Kevin?

24 MR. INGRAM: Aye.

25 DR. FULLER: Mary?

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MS. DIEZ: Aye.

DR. FULLER: Mike?

MR. DAUN: Aye.

DR. FULLER: Aye. Now that we're in open session, are there any motions on this matter?

MR. DAUN: I would make a motion, Mr. Chairman. I would move that the Charter School Review Committee recommend to the Common Council in the City of Milwaukee that the Charter School contract between the City of Milwaukee and Khamit Institute be terminated and the Charter revoked on the last day of school during the regular 2003-2004 school year.

DR. FULLER: Is there a second to that motion?

MR. DIEZ: Second.

DR. FULLER: Any discussion? Roll call. LaRhonda?

MS. BEARDEN-STEWARD: Aye.

DR. FULLER: Kevin?

MR. INGRAM: Aye.

DR. FULLER: Mary?

MS. DIEZ: Aye.

DR. FULLER: Mike?

MR. DAUN: Aye.

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DR. FULLER: Aye. I want to make it clear that the written findings regarding the Committee's recommendation to the Common Council will be mailed to Khamit Institute within 7 business days after receipt of the transcript on this matter. So that we will give all of this to you within 7 days. Is there any other business coming before the Committee? Can I have a motion for adjournment?

MR. DIEZ: So moved.

DR. FULLER: Can I have a second?

MS. BEARDEN-STEWARD: Second.

DR. FULLER: Any objection? Meeting is adjourned.

(The meeting concluded at 8:15 p.m.)

(Exhibit Nos. 1-2 retained by the court reporter for transcript attachment.)

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36:2</p> <p>blocked 55:24</p>
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