

Kurt Davidson:

... We have a lively bunch tonight.

Anuj:

Very lively ...

Speaker 1:

All right ...

Speaker 5:

I [inaudible 00:02:57].

Kamaria Brisseau:

Good evening, everyone.

Kurt Davidson:

Hello.

Melissa:

Good evening.

Tyra:

Hi.

Melissa:

[inaudible 00:03:15]-

Tyra:

I'm Monica. Hi Kamaria, how are you?

Kamaria Brisseau:

Hi, I'm well, and you?

Jessica:

Good.

Kamaria Brisseau:

Good-

Tyra:

I know these are the friends ...

Speaker 6:

[inaudible 00:03:36] ...

Melissa:

Now can you hear me? ... Okay. Thank you ...

Aaron:

All right. Good evening everybody ...

Speaker 4:

Good evening.

Aaron:

Okay. Just doing a quick scan here. I think ... **M**onica, Jessica, could you tell me if we have quorum so we can officially open the meeting? ...

Speaker 3:

It's [crosstalk 00:06:24]-

Jessica:

Okay.

Male:

[inaudible 00:06:30].

Monica:

Yeah. I just want to take a quick ... I just want to make sure that we have Erin, Anuj, Constance, Ellen, Kamaria, [Shantae 00:06:43] , and Tim. Am I missing anybody?

Jessica:

Jessica is here as well.

Monica:

Oh, okay.

Sophia:

And Sophia, I don't know if you [crosstalk 00:06:55]-

Monica:

And so ... Perfect. Yeah. So, and we do have quorum.

Aaron:

Okay. Excellent. Thanks Monica. Okay, so we'll go ahead and get started. Good evening everybody. Before we jump in to the meeting, I'm going to go ahead and call the meeting to order first and then go

ahead and go over the agenda quickly. Again, just go around, I will touch on all the main headings and if we're missing anything, please do let me know. This is a usual structure for the board meeting, so we'll start with the education committee and principal updates. We'll move from there into the LHA updates. There's a couple of things we need to look at and vote on that are recently released requirements from the district in order to-

Male:

[crosstalk 00:00:07:46]-

Aaron:

Full year. And then we'll move into public comments, school operations, we'll go through the financial report, the quarterly investment report, we will discuss [STEM 00:08:00] policy, updates to the spend policy. And then move to vote on that as well as the discussion on the budget amendment so we get ready for the upcoming year.

Aaron:

A few facilities tied out, and then in under the governance's main pieces are the approval of the minutes and also a quick vote that we need to do on an update to our foil policy, as well as the discussion on the consultant. Quick nominating committee discussion followed by exact session, and that will be it. Is there anything missing from the agenda that people feel should be incorporated or other changes that anyone feels should be made? ... Okay, great. So hearing none, we'll move ahead with our usual opening of grounding in the mission and the vision. So Jessica, who is kicking off with whoever's going to be taking that?

Jessica:

Since we had a few connectivity issues last month, I think [Aluda 00:09:06] Will be trying to share this month ...

Aluta:

Hello. Hello everyone ...

Aaron:

Hi Aluda-

Aluta:

Can everybody hear me?

Kamaria Brisseau:

Yeah, over here-

Female:

Hi Aluda-

Kamaria Brisseau:

Everyone's on mute-

Female:

[crosstalk 00:09:24].

Aluta:

Oh, sorry. So to speak on the mission for Lighthouse Academy?

Aaron:

What the school mission and vision means to you.

Aluta:

What the school mission and vision means to me is providing opportunity for kids that look like me to have a better opportunity to gain education without the systematic barriers that have historically been in place.

Aaron:

Thank you. Thank you. So for those of us who are joining us, who maybe haven't joined in a bit, we always start by hearing from someone who joins us regularly about what our mission and vision means to them so we can get to know each other a little bit better as we do this work together. So thank you Aluda for sharing your personal reflection. With that, we'll go ahead and move right into our education updates.

Aaron:

[inaudible 00:10:33] Tyra has worked very hard over the past month with Ellen to get ... and Melissa, as well as a few staff members who I think are joining us as well to get the education dashboard up and running so that we are prepared to track the metrics that we've identified as most critical as we progress through 2020 in the new circumstances we find ourselves in. We're certainly getting daily updates from the district and things are going to change a lot. And so just to refresh everybody, and we had said at the outset of COVID, we're going to start our own metrics since we're not going to have state testing guidance to go off of, so that we ... that we are at least know that we're tracking [inaudible 00:11:15] progress.

Aaron:

So now that ... to get us all on the same page with that, I think [inaudible 00:11:22] Tyra, I know we talked about doing this a little bit differently, even if you wanted to incorporate some of the reopening discussions here. So we've got about 30 minutes, I'll defer to you on how you wanted to go ahead with this, but if it makes sense to help think around it [inaudible 00:11:37] we could go that way.

Kurt Davidson:

Yeah, that sounds good. I know both Tyra and I have very limited things to report on this month, outside of the major, big picture items that we're all going to be spending a lot of time on, for example, the reopening plan along with the consultant matters there. So the only things that we have to report on ... Oh, you did ask for the COVID data specifically, and we also shared out links to the dashboard yesterday for everyone to see. I know Ellen will be covering that in just a moment. But I believe the only thing I

wanted to discuss outside of the reopening plan were resumes that we do have for consideration. It's been a very active hiring month for both Tyra and myself. So I guess maybe the best way is to start off with the reopening and then we can go from there. Does that work for everybody?

Male:

Yeah.

Kurt Davidson:

Cool. All right. So I guess I'll introduce our friends. Ms. Williams and I have been working really hard with ... our team has been working really hard to do ... we set a subcommittee of our school leadership team with Melissa, as you know, and then [inaudible 00:12:54] John Sherman, my assistant principal, and then Anthony Brown, the assistant principal of CPA, and then Ms. Goldsmith, Jannae Goldsmith, the administrative assistant of the CPA as well, have been working really hard on building out a comprehensive reopening plan for our school.

Kurt Davidson:

There's a lot of stipulations to the state that were provided just in the past week, so we wanted to make sure that everything was covered there. But at this point I just want to first off thank all of them for all their hard work on this, it's been a lot. And as you all have seen in the news on a day to day basis, things with the city state and federal government are evolving on a constant basis. So thank you so much for the work.

Kurt Davidson:

And I think the one major caveat we'll [inaudible 00:13:38] Tyra's, it's evolving as well, and under the state is very intentionally wishing that we have a link that is continuing to be updated. So this is not the not going to be the final plan because it can't be the final plan as the state has shared. So it's intended to be a very comprehensive plan, but as that includes all elements, but there will be evolutions to ... iterations to the plan as well. So I'll go ahead and turn it over to the team unless Ms. Williams, is there anything else to add there or are we set? ...

Aaron:

And just for reference folks, I think this is in page 29 and the PDF packet, it's the entry [inaudible 00:00:14:29].

Melissa:

I can also share my screen and share the presentation if that's helpful.

Aaron:

Yeah, that would be great. Thanks, Melissa ...

Melissa:

Right. Okay. So I'll start. We basically did a high level summary of what is in the packet., However, the full plan that we planned to present at this point ... and as we know it is ... can be ever changing, at this point, it is in full in the packet for your reference. But we started this ... the way we framed this out is

the big buckets that are requested as per the state. So that is how we kind of coupled all of this information together.

Melissa:

In regards to health and safety, this portion is really built out in that ... What screening looks like? So when scholars come into the building, how they come into the building, what happens, the first thing that happens is that we would hope from home the parents take temperatures. This helps us because then they don't even have to come out, venture to the school if we know that their temperature is above 100.4, they would call the school, let us know. And then we then begin tracking that scholar from that point. So in order to ensure that the safety of all scholars and staff, we wouldn't need a medical release, and we follow up with that parent if the parents didn't follow back up with us, which is why the tracker is important.

Melissa:

Upon entry to ... into the building, if you have a normal temperature, you'd be able to come into the building. If we at the point of entry, figure out that you have a 100.4 fever or above, what would happen is we would take you into the isolation room. The isolation room is a room that's designated with PPE, gowns, sanitizer, goggles, things of that nature, to ensure that we are able to contain any particles or anything that you may have if you do have COVID or potentially the flu, or what have you. We would do that in the case of the child coming to the school on their own or the child coming to school on the yellow bus. If the parent is present when the temperature is taken, we would ask that the parent takes the child at that time immediately to the doctor, and they wouldn't step foot in the building.

Melissa:

Additionally, we will have staggered arrivals and dismissals, which will help with ensuring that there's not a mob of kids coming in and out, it's very metered. And I also have here ... let me skip, I'll go back and forth. So here, this is a technology that we purchased that will be in the lobby. This technology is going to allow us to have scholars, just walk in and keep going. So we're keeping ... all those that are safe to come in, we're keeping the flow going, and we don't have 20 people that are waiting for us to take a temperature at the front. They will go through this system, and as long as the system determines that you have a normal temperature, you'll be able to just keep going, keep walking in. If the temperature looks a little funky, there's an alarm, we would then take a forehead temperature. That forehead temperature will be a second check to ensure that we're within range and we're safe. And if it's determined that it's not, then you go to the isolation room or one of the other options that I previously stated.

Melissa:

In the scholar handbook, we updated the ... a form, a protocol, a new protocol that's called the Six Scholar Protocol. This protocol is going to be very important. It outlines different symptoms that are potentially hazardous to other scholars and staff members in the building. So if your scholar has one of these symptoms, you are going to need a medical release, and we're going to be able ... we're going to have to approve the return. Just having the medical release doesn't approve the return, the school has to approve the return. And sometimes it's because doctor's notes are very weirdly worded, they're not clear, the parent doesn't understand and brings the scholar beforehand. We need to make sure that we see it, we document it, we have it on file, and we fully understand what it's stating so we can make sure that as a school we're doing the right thing for [inaudible 00:19:20] scholars.

Melissa:

Then in regard to closure, at this point, what is in the plan is that we will do a quarantine for all scholars. This is something that I think can potentially change whether they give us further direction. Before school closed, what we were doing was, schools that had someone that had COVID, they will close for 24 hours, deep clean the school, and then bring the kids back. We know that that's probably not the best way, so right now, the way we planned it is with the most extreme measures, which is closing the school and having everyone quarantine, because we're unclear of what direction will happen with, are we tracking that scholar throughout the building? Is it a A/B schedule? And the A schedule kids we determine are ones that need to quarantine, but we'll still allow B kids' schedules to come into the building? We don't know what that looks like, so for right now, we just put a placeholder that says, "The school was shut down for 14 days and everyone will quarantine if there's a confirmed case."

Melissa:

Another thing that we've been doing, and we've been working with the board on this as well, so the board is aware of the Chromebooks. So we do have a full Chromebook set of school Chromebooks, and we're allowing the children to continue to keep their Chromebooks at home that already have them and have using them. That allows us to make this switch. So it allows us to be nimble and that if we need to ... if today is a great day and we're in the school and tomorrow all of a sudden we need to close, instruction can continue right away the next day because everybody has what they need. So that's what's great about that option and what we've been doing with the board on that.

Melissa:

The next thing that I think is really going to be helpful and not really something that we've done a lot, usually we utilize other people's videos. So one really good thing that we're going to do now is the operations and culture team are going to create How To videos. These videos are going to be from our school staff, and honestly, very liked school staff, probably the most popular people in the building. I'd love to say it was me, but it's not. So the ops team and the culture team are going to make these videos, which are really specific How To videos on how to put your mask on. Why is it important to put your mask on? How do you wash your hands? How do you use hand sanitizer? Things like this. So we're hoping that the scholars really connect with these videos because they're not videos of random people that they don't know, they are people that are in the building that work with them every day that they really like. So those are going to be ... we're going to start working on those next week.

Melissa:

In regards to Stop and Clean, this is going to be a cultural shift. So every day from at 10 o'clock, 12 o'clock and two o'clock, we're going to have Stop and Cleans. Stop and Clean's going to happen where it's announced over the loudspeaker and everyone, including staff members, leaders, the main office, everyone will Stop and Clean their area. There will be disinfected ... buckets of disinfecting wipes around the building, and they'll be able to utilize this to clean their area wherever they are.

Melissa:

Additionally, we have electrostatic technology, that's this machine here. So this machine is a 360 vapor machine sprayer that ensures that things are disinfected. So this is going to happen at 10 o'clock and two o'clock every single day, and this is going to happen in the common areas, so the bathrooms, the hallways, the elevators, the stairwells, the main office. We're going to be doing this at 10 o'clock and

two o'clock. Then afterschool, once everybody leaves, there's going to be a deep clean every single day, of the classrooms as well with this machine.

Melissa:

The next thing is that actually ... this is starting next week as well. So we're going to have hallways split into two, so they're directional. So you must walk on your right hand side. There's going to be arrows, dots that show you six feet apart, arrows that show you which direction, stop signs that show you ... that reminds you to continue to social distance. And then those are going to be ... we're going to put a layer of wax on top of those to make sure that all the work that we've done in the school and how shiny and nice it looks maintains itself. We've installed hand sanitizing stations around the hallways and in the lobby so that ... this is not something that we've had previously accessible throughout the building, so now we do have this.

Melissa:

Additionally, whenever possible, we're going to have teachers transition, not scholars, and this is really going to help with traffic in the hallways. However, for the high school, that's not going to be possible as different classes will travel together, so it's best that they do transition. But that is where our whole monitors, our safety hall monitors come in, and those safety home monitors are really going to monitor how many people are in the bathroom, how we transition and how dismissal looks to ensure that all of the guidelines are being followed.

Melissa:

Obviously we're going to have smaller class sizes, we're going to keep the windows open in the stairwells and in the classrooms to ensure ventilation whenever possible, so whenever the weather allows for this. I'm also in talks with our AC maintenance system. That system, there's lots of new filters and things that are coming out to ensure that there is a higher level of filtration. So I'm in talks with the company now to see what that looks like and get quotes on that and see what it is that we'd be able to get to make sure that we can filter the air quicker so it's safer.

Melissa:

There's also most likely going to be lunch inside the classroom. There seems like most of everyone's plans have this in mind, which is also a piece of not having kids walk around and transition and gather in large spaces, so we're probably going to have them have the food come to them in their classroom. We're also going to significantly limit visitors. So if you are the mailman and you're just dropping off Mail, you'll be able to do that outside. Someone will come and grab that, disinfect it and bring it in the building. We don't need you to come in the building for that. And then the same thing with UPS and such.

Melissa:

Parent visitors will also be a significantly limited, so we may do a FaceTime call with you outside or something of that nature to make sure that we are not allowing parents into the building. This is a big shift for us, and we will make sure that we communicate this appropriately because we are a very inviting school and even love to just stand and talk with the parents, just to kind of hang out and catch with them and see how they're doing, so we'll make sure that as much as possible, we keep how that feels the same as much as we can. But we can't have them in the building because, just like anyone else, they could potentially be a threat to the safety of the scholars and staff.

Melissa:

Lastly, here are the water fountains. So every ... we've purchased our reasonable waters, water bottles for every single scholar and we're going to be utilizing those to refill water when kids need water, because the traditional, just drink some water from the water fountain is very unsafe, so we're going to be closing that portion of each water fountain and then allowing them to utilize the water fountain to fill up their water bottles. And then we do have extra, obviously, if a scholar doesn't bring theirs.

Melissa:

As far as nutrition and transportation are concerned, these are things that we utilize from the city, and I'm sure the study will have a very robust plan as to how scholars will eat and how scholars will travel if these two things are ... if travel is necessary. And they do already have a school foods plan right now as to ... for our scholars to be able to pick up food if they need it. So we're going to follow whatever it is that they say in those two aspects. What we are going to recommend as a school is, if you live close, eight blocks away, 10 blocks away, instead of taking the bus stop to class, walk, if it's safe for you to do so. So we're going to recommend things like that. And then also we are talking about potentially allowing scholars to ride their bikes as well as staff members, to ride their bikes to school, if that's a safer option for them, and walking is out of the question.

Melissa:

Lastly, I utilize this section to really talk about all the additional staff members that we have. So we have a few in the lower school, we have a few in the high school and making sure that parents feel like they're being supported, especially with all of these new people. I think we're in a really good position in this aspect because we have a lot of schools that we have all seen I'm sure that are reducing their staff members, they're reducing the sizes because ... the size of their staff as a whole because we have a little bit reduced funding and such. We were able to add positions and be very strategic there, so making sure that team thought that the families really feel supported.

Melissa:

And then as far as attendance is concerned, making sure that they understand that their scholars have to come to school, even if that is remote on the computer, and how important attendance is. And then another piece of our money and how we acquire money and how much money we acquire has to do with demographics. So it's also noted in this section that parents must fill out their Annual School Foods form, which tells the city how much in need our families are, and that's part of how they allocate money to the school. So letting them know that those are still things that they need to fill out. And that is ... operationally, that is the summary.

Adonia Shiman:

Okay. Thank you, Melissa. So the next portion is about the school culture and attendance and social emotional learning. So again, what Melissa said, it's based on the buckets that they told us that we needed to include in this plan. For our school culture, we worked ... I think the work that we've done this year has supersede the years in the past because this year we really made an honest effort to blend the culture teams together. So a lot of the work that they did was K-12 rather than in isolation, K-8 and 9 and 12. What we had was our culture team meet together so they can discuss just certain things that were going to continue to stay the same as far as the culture of the school. So if you read through it, it's just like our RPBIS, and just making sure that the social emotional learning piece is at the forefront of what we do.

Adonia Shiman:

During this present remote time, we had this program that Melissa was able to find called Meets Snappy, which was a reward program because we started thinking, how can we still provide scholars with the same incentives that they would have gotten if they were in a school? So this program allowed us to have every week, a spinning wheel, where we were able to select different scholars. They were able to choose different things from a bucket ... a list of things [inaudible 00:31:18] that they wanted and they received that in the mail straight to their homes. So that excitement piece was there for them. Can you go to the next slide, Melissa.

Adonia Shiman:

So as far as the attendance, we created a tiered program for attendance. We noticed that what worked for us during this recent on remote learning, we didn't want to change too much of that. The parents already became familiar with it so we decided to just move forward with it. So the steps that we took during the initial remote learning was that if a scholar was missing from about three of their classes, then at first the teachers would make contact and then they would send that in a red flag list that would go to the culture team. The culture team members-

PART 1 OF 6 ENDS [00:32:04]

Adonia Shiman:

... the flag list that would go to the culture team. The culture team members would reach out to the parents. They would divide the different grades up amongst themselves and they would reach out to the parents to just give them a brief of the expectations. Prior to anything when we started remote learning and what we would do continuing is create an expectation list where the kids know that there's a norm and there's expected standards that they have while they're in remote sessions or when they're in the school.

Adonia Shiman:

Outside of that, once we've seen like there are no contact being made between the parents and the culture team then it goes off to the administrative staff. Myself or Mr. Davidson will reach out to the parents. If we're hybrid then we do have an in-person conversation with them. If not, it would be a virtual conversation with a follow-up letter to send to their homes.

Adonia Shiman:

As far as social emotional wellbeing we understand that in our planning the culture of the school is at the forefront because we understand that during these times there's a lot of things that are going on in the children's households. And because they don't have us in the building to be able to lean on, that's a difficult bit for them to hold onto. When we left off we had sessions, small sessions with scholars and just the talking and the conversations that happened in those sessions were really powerful so we wanted to hone in on that.

Adonia Shiman:

We're going to bring in a SOAR program, which is a program that pulls in the counseling team, the two counselors that we have downstairs and the counselors from the high school so that they can work with the teachers and the scholars to create a system where kids are feeling they can have people to talk to.

And that it's more like a sheer space where they can have these restorative circles happen and other conversations of things that are resting heavily on them.

Adonia Shiman:

We also, during PDI time have RAMAPO doing work with us. RAMAPO is a company that we've used in the past where they come in for professional development. They work with our teachers, excuse me, and our staff on identifying trauma with installers and understanding how to go about addressing those issues. You can go onto the next slide, Melissa. For the learning and teaching piece for the instructional plan we were able to come to a common place when it came to the PA-12 model, where we would either do hybrid and when we go on to the next slide, you'll see the different options for hybrid or we would do remote.

Adonia Shiman:

With the lower school that was really simple for our hybrid plan. What we could agree on is an A/B schedule and we base that on a lot of research that we've seen within New York and other states of the plans that they were going with. And then we said in the interim if we must go remote at the very beginning, we created a plan for fully remote and then we also want to create a plan where parents can opt into the fully remote system. This based on keeping afloat with the DOE and what their recommendations were. And the DOE has been sending out letters and surveys to parents where they get the option to choose either having a blended learning or hybrid model in school where their child has a few days in and a few days out, or they can opt into the fully remote and it's based on semesters and they can decide to bring them in at a later time.

Adonia Shiman:

Melissa, you can go to the next slide. Thank you. For the K-12, certain things that we wanted to keep in place is that there will be no break in an instruction. I think we did a really good job when we were in the remote learning space this time to make sure that the kids were still getting rich, rigorous instruction happening in all subject areas. We're going to hold true to that. We were going to do a Monday, Wednesday, Tuesday, Thursday schedule and we will keep in mind scholars who have siblings. Within our scheduling we wanted to make sure that any scholars with siblings wouldn't have to come off on different days. We already know that this schedule is going to be very difficult for parents so we want to eliminate as much of the difficulties as we can.

Adonia Shiman:

The class sizes would consist of no more than 12 scholars. We want to do full measurements within the classroom just to make sure that we're able to meet those numbers. And as far as SPED and ELL, a lot has been going on with just the services provided to SPED and ELL scholars in this remote world. When we did remote recently, Mr. Davidson focused within the lower school on the SPED team and I focused solely on the ELL team and the other grades. A lot of the work that we've been doing is just prepping them on how to staff whole lessons, how to create small groups within their Zoom sessions to break out groups with their scholars so that they can work with the teachers but then also work with their scholars.

Adonia Shiman:

A lot of the work that we're going to continue to do with the SPED and ELL team is just finding creative ways to take what the teachers are giving them but then staff hold it down so that the information is

accessible to their scholars. We're continuing to work on not only that SPED and ELL teams in isolation, but something that we're thinking about is creating these individualized learning plans for all our scholars. And I think with the smaller classroom that allows us the flexibility to really do that, the teachers can cater their lessons to one specific group rather than worrying about catering their lessons with one teacher in a classroom of 27 and how to maneuver that and those different levels for longer time.

Adonia Shiman:

Next one, Melissa. Again, we're continuum with this SPED and ELL and the interventions that they have in place with K-2, it's just opposite days with the associate teachers, whereas three-eight there were different options. Because K-2 currently has four teachers in K and 1 in their classrooms, they're able to have the option where two teachers are teaching the live sessions if we're in hybrid, and one teacher is actually live on the computer with the kids who are remote.

Adonia Shiman:

With 3-8, and because we only have one teacher in the classroom at a time, the option A would be the live streaming which we were able to meet with the tech company that really decide what would be the best approach for live streaming. We talked through the Swivel and the iPads so that the teacher can live stream and the kids miss no instruction. And it's more so of every day, they're learning, they're moving on within the curriculum and there are no breaks in that time.

Adonia Shiman:

The other option is for teachers to create a prerecorded lesson where they have a corresponding assignment that they have to do with that lesson. That would be option B for the 3-8 scholars. They will be reassessed on a monthly basis because we just want to make sure that we're checking in and making sure that we're really catering to their needs, especially because we have these smaller groups and we can do so much more with these smaller groups. And upon reentry to the school they will remain in their homerooms. Instead of like Moses spoke about earlier, instead of having their movement, we're going to create here every classroom, if we go hybrid, every classroom will be multi-subject classrooms. Instead of having them go from ELL to math, to science or social studies, all teachers will move and scholars will stay in their classrooms.

Adonia Shiman:

You can go to the next slide, Melissa. This is just a little breakdown of the special education and ELL program and just the things that we continually do that I spoke about in the previous slide. Melissa, next one. This is a few of the schedules. These are a few of the schedules that we worked on together as a team. K-12, this is one. The first one is one schedule of hybrid where kids who are group A would come on Monday and Wednesday, kids who are group B would come on Tuesdays and Thursdays. Friday would be fully remote where we're doing extra work with SPED, ELL and accelerated learners, as well as providing the teachers with PB and having office hours during that time.

Adonia Shiman:

Normally if we were in school Fridays where the half days where we focused on PP for half of the day, and they had instruction for half of the day. It wouldn't be broken up into the same way where they would have the instruction with those scholars a half of the day and the other half we would still be doing remote PB with the teachers.

Adonia Shiman:

The other option for K-12 would be everyone's remote. Based on the state recommendation, if they say that they would like us all to go remote, then we also have that option embedded in, I think this year we are pushing to move forward with the program PowerSchool in Schoology. We feel like that's the one blended program that we can use that's a comprehensive platform for all our K-12, not only the scholars but also the parents as well. Next slide, Melissa. The third and fourth option are solely for the high school so Mr. Brown, you can talk a little to that.

Anthony Brown:

Thank you, Ms. Shiman. One of the things that we wanted to make sure that we do in the high school is mirror the K-8 as much as possible. We would definitely make an effort to utilize those hybrid models that is being utilized in the lower school. These are some alternate models that we use because the schedule, and as you know in high school it can be slightly different than you would find in K-8. We had to develop several additional models in order to respond to the needs of the high school.

Anthony Brown:

One of the models is alternating week plan. You would have A group and a B group. We have nine and 10th graders, they would be A group. They would be in school during one week, Fridays, of course, as Ms. Shiman has defined, it would be for our SPEDs and ELLs, and for additional support for our scholars as well. The B group would be fully remote during that particular time. And as indicated earlier, it would be a live stream pre recorded.

Anthony Brown:

And any of the online software that we have is fully autonomous, which means that within that particular online educational platform, there's studies, there's readings, there's scaffolds for scholars, so they can learn everything that they need within that particular educational platform in conjunction with the live streaming and or prerecorded lessons that are provided by the instructors. And another option that we have is a nine and 10 are on campus and 11 and 12 are fully remote. Looking at other plans across the country, it was indicated that our ninth and 10th graders may need additional support from the instructors, which means that they will work better with live streaming or on campus.

Anthony Brown:

Our 11th and 12th graders at a particular time are slightly more independent, which means that they could go remote and continue to learn at a same pace and level that our ninth and 10th graders work. These are some alternate plans that we use to put in place. And the other aspect of these plans as Ms. Shiman indicated is that we're going to make sure that we provide our SPEDs and ELLs the support they need throughout this entire time. At the high school we've always had interventions throughout that are actually infused within the schedules of our SPED and ELL students.

Anthony Brown:

Our interventions are reading interventions such as reading class. This year we're going to have Alex as our math intervention, we have actual social studies and science studies as well through an online platform that we are using this summer called Apex. So we're trying to use the full gamut of online educational platforms in order to meet the needs of our scholars, not only while they're on campus but also when they're remote as well. Thank you.

Aaron:

Well, but before we open for any board questions here, I first just want to echo what's already been said. But the amount of work that I know went into this over the past week because I saw a lot of very thoughtful questions come in and what was, Kurt and Tyra we're very practical about the way they want about this and working with Careen and Monica to get everything set up. I need to highlight here just how much of a lift this was to get this done in the past week. And sincerely thank all of them for being so thorough in thinking through the various scenarios that we're ultimately going to encounter.

Aaron:

I think, and Melissa, or Kurt, or Tyra, tell me if I get this quite wrong, but the district required... it came out late last week, the district required this be submitted by July 31st. I don't believe we need to actively vote on anything or approve anything at this time but they're going to tell me if I'm wrong. Otherwise, the purpose of running through this is, this is the first pass that we're going to obviously see of everything that's gone into prepping for the upcoming school year and start to allow people to get their opportunity, to get their heads around that. And then recognizing that we had to plan for a lot of different scenarios and they thought through a lot of that and we'll obviously adjust as we head towards the school year and clarity, whatever that looks like continues to get to us from the DOE and from the state government.

Melissa:

Right, Aaron. What happened was that the state has recommended that all charter schools share the plan with our boards so that you know what we're going to have in front of parents. They are not even approving the plan itself, they're just requiring us to make sure that it's uploaded on our website and we're going to provide them with the link so that they have access to our plan. They told us think of it more as no news is good news. You should be more concerned if they reach out to you because they do not plan to offer an official approval of the plan.

Melissa:

They understand that it's a living document and it's probably going to go a lot of revisions as the weeks roll on. And so they asked us to just make sure that the link that we have, we keep the same link so that as we make those revisions they are seeing, they can just click on and see where we are with what we have. Our job was to just present it to you as a board.

Melissa:

If you had any burning questions or something you wanted more clarity on, because from what I understand the CEO of the school, which they call superintendent, whatever of our school, has to sign the attestations that this is our plan. This is what we're doing, this is how we're going to roll this out, along with obviously what the Department of Health, and that was all of what Melissa was presenting on the recommendations and the expectations of the Department of Health, along with our authorizer, NYSED.

Melissa:

So I just want to really give a huge shout out to our team. They have been working countless hours to put this together. I mean, it could have been the kind of thing where you go and you borrow some other state's plan and stick it in there, but this was really tailor-made for our school for that K-12. I want to

thank Melissa, Ms. Colson, Mr. Brown, Mrs. Shiman, and for all of their real hard work. I know that in the very beginning, Ms. Maguire Careen was also working really closely with the team. And then what they said to her was, "You know what? Careen, let us take it, look at it, and then bring you back in." So then Careen stepped back in afterwards and we all are really proud of the work that the team did. Questions, concerns.

Kamaria:

A question. Well, first I commend everyone who was involved. This is a lot that was done in such a short period of time. Thank you for doing this. So my question is, prior to quarantine and coronavirus there was an issue with space in the school building and there was also a concern about having 12th graders in the same school building as kindergartners. To me I see this as a possible opportunity to correct that concern or to address the concern by splitting possibly the groups As and Bs.

Kamaria:

I'm wondering if... we'll one, how are you guys going to determine who goes into group A and group B? Based on the PowerPoint it looks like you plan on having all grades... some of all grades in group A, some of all grades in group B. And I'm wondering if it might be better to maybe have ninth grade as group A and 10th grader as group B and then alternate that way. I'm just curious to know how this was determined.

Kurt Davidson:

We have a survey that is getting... rather that has been translating and I believe it's due to be sent out either tonight or first thing in the morning to families. And part of that is a survey where families are going to be indicating... similar to the one that was send up to DOE families indicating whether they would in the event the state allows us to go hybrid study because, again, that's still a question. And in the event they allow us to go hybrid, would they be committing to an all... are going to offer fully remote for them or the hybrid learning? Would they be willing to do the hybrid?

Kurt Davidson:

We have a challenge in the school and that it's a great opportunity, but also a challenge that we have so many siblings and our priority is ensuring that family unit stick together. Part of that survey is families indicating whether there are other families. While they may not be the same from the same household, oftentimes our families commute together or they travel together. And one of the challenging things right now, and Melissa touched on it is, for the younger grades it is likely that there will not be yellow bus service offered this year just due to the logistical... the major logistical issues would be to get busing going in a city the size of New York, which, which does pose a challenge where families are wanting to either have to transport their students or have some form of carpools there.

Kurt Davidson:

For us I think it's not impossible but from my perspective it would be hard to do grade by grade on A and B days because of the sibling component in that our families really rely heavily on their older siblings. And it's a great blessing that we have so many family units in the school but also logistically it'd be great if we could just say everyone last name this through this, it's going to be but we know the special requests are going to be coming out. That's why we're trying to get ahead of that through getting family surveys there. Does that answer your question, Kamaria?

Kamaria:

Yeah. No, it's perfect. It sounds like it will to be determined based on figuring out the needs of each child, which is probably the best way anyway, to make sure that the families can get their kids to school. Yeah, I guess to be followed up on once it's figured out.

Adonia Shiman:

And then also during the closing of the school year we had teachers look at their classrooms, the teachers who were leaving those kids for this year, we had them divide their class into half. So they were able to think about just personalities that would work well together, especially when we're dealing with different personalities as far as kids. And then when we think about a normal class size of 27 and how one teaches in a class working with four different levels, and rather than catering it to a way where the teachers can work intentionally and really differentiate a little bit better with only two different levels within their classroom. They did a lot of using the assessment data and thinking through the idea of siblings, and then also thinking like the personalities. And they divided in, let's say for a first grade in this 101A, 101B, 102A, 102B, yeah.

Kamaria:

Yeah, well, I don't know if it's best to split the students based on personality. I've heard of many studies where if you take the "problem child" and put them in a classroom full of good children, then that problem child will switch and evolve and change and come across to the other side for lack of a better term. I don't know if splitting based on personality types would be the best option. Again, it's not for me to say but just something to think about. Are you considering it?

Adonia Shiman:

[inaudible 00:54:00] ... letting it where it's one class with all one behavior and the other class with the other but just sometimes there's two scholars in a class that you know might not really work well together, so being able to divide those groups in a suitable way.

Melissa:

And for the high school, Kamaria, I mean, I think it's important that we remember that we have eighth graders who are coming in that have some of their regions already accounted for. There are rising ninth graders, we have 12th graders who are still missing some credits and so technically they might be considered as a 10th grader. It is very hard to separate them by grade. When I think of the hybrid model, I think of just half the kids, nine, 12, coming in so that it also for scheduling purposes just makes sense.

Melissa:

The teachers who were there, the teachers are able to follow the same schedule every day because they're really seeing all of their kids. They're just seeing some live stream if we're in a hybrid model, they're seeing some live streams into the classroom while the others are physically in front of them. If you are the algebra one teacher, you're seeing all your kids, it's just that some of them are looking at you through a screen on the week that they're there, or the days that they're there while the other ones are in person and then they flip-flop, right? Everybody is getting the same thing.

Melissa:

Our seniors are in the best position possible because they have so few classes to take that they are not going to be in the building very often, they actually don't have to be in the building. That is something that I wanted to... the sad part is that it's their senior year so they probably would like to be in the building so that they have some of those connections that you want the seniors have.

Melissa:

And then they also are going to be preparing for college, right? So the whole college application process happens in the fall as we all remember from when we were seniors in high school. We'll probably see them a lot in the fall, whether we are a hybrid or if we're fully remote and they'll drop off less in second semester because they really don't have many credits left to do. To be continued, stay tuned. There's definitely going to be more come.

Kamaria:

Sounds good so far. It sounds like we're going in the right direction. Thank you for that clarification.

Melissa:

Sure.

Aaron:

Do we have other questions at this time for principals or the staff that has joined them here that have been working 24/7 I know the past week. Before we would then loop back here and I think work on the resumes that we would need to approve?

Melissa:

No, but you do have Ms. Whitehead to talk about the dashboard, Aaron. I don't know when you want to do that as well.

Aaron:

Yes. Thanks, Tyra. Let's, actually we can jump back up now. Let's knock the resumes out, I think that should be quick and then we can talk about the education committee and the dashboard.

Melissa:

Okay.

Aaron:

On the resumes, I know there's a lot here which I believe is typical. I think Kurt and Tyra, the only question that if you have any retention or concerns or this is just natural staffing at this time of year? Otherwise what I would propose for the board is that we first move to approve and vote on these as one and then actually vote on them collectively.

Kurt Davidson:

Sure. Just quickly answering your question. Two of them are NYU interns. So part of the NYU partnership that you all are well aware of that we've been partnering with. Two are paraprofessionals. We're able to, for one of our teachers who was moving on to a different school, she and a kindergarten

paraprofessional were able to promote a paraprofessional who got her degree to that teaching role which is great, always great to promote within. And then that's a replacement there. And then the other one is a paraprofessional supporting specifically our fourth grade, which was a new position that was added this year that we've been working with Careen. Through this Careen and I both have worked with our third grade families quite a bit as there's a higher need there with the students there. That's the feeling there. And then the last position is a TFA role, filling a special education vacancy that we have as well. Those are my five.

Melissa:

And then my two, one is the math teacher. He will be teaching algebra one and algebra two. He has four years of teaching experience and taught three... so he's taught math physics and computer science in the past, but he'll be teaching algebra one and algebra two. And then my other teacher is the tech teacher. I know we all have been waiting for someone to support us with our tech lab and have a tech teacher. So we hired Mr. Michael Gomez, who has taught in high school. He is a native of the Bronx, taught in a St. Raymond for Boys in the Bronx, and has also taught tech as an adjunct professor.

Melissa:

Just that everyone can be really clear out for the high school, we have no one in the high school that has told us that they're leaving. We've remained constant when it comes to retention of our teachers. And we currently just have two vacancies left. One is special education, and I think we interviewed a really promising candidate today. And then a Spanish, and we also interviewed a very promising candidate in Spanish today. I am hopeful that by next month we are fully staffed and ready to go.

Aaron:

Great. No further questions for me on that. Does anyone from the board have questions before I would move that we vote? Okay. Proposal to a vote collectively on each of the resumes that is included in the board packet for the July 28, 20 meeting. Can I get a second for that?

Tim Bryan:

This Tim, I second.

Aaron:

Thanks, Tim. Approvals. Now that we're bigger, I'm going to run through everybody again. I appreciate everyone's patience as I see you on my screen. Jessica?

Jessica Boulet:

Aye.

Aaron:

Kamaria?

Kamaria:

In favor.

Aaron:

Shanta?

Shanta Pressley:

Aye.

Aaron:

Anuj?

Anuj:

Favor.

Aaron:

Constance?

Constance Barnes:

In favor.

Aaron:

Ellen?

Ellen Chen:

In favor.

Aaron:

Tim?

Tim Bryan:

Sorry, mute button. Double favor.

Aaron:

Great. Sophia?

Sophia:

Yes, I'm in favor.

Aaron:

And Aluta.

Aluta Khanyile:

For Aluta?

Aaron:

Yes, sir.

Aluta Khanyile:

In favor.

Aaron:

Thank you. Okay. Then proposal to approve all of the resumes included in the July, 2020 packet. Can I get a second?

Shanta Pressley:

I second.

Aaron:

Okay. And one more time through, oh, and I approved there as well. I'm here as well. And then I'll be on this and going through again. Jessica?

Jessica Boulet:

Aye.

Aaron:

Kamaria?

Kamaria:

In favor.

Aaron:

Anuj?

Anuj:

Favor.

Aaron:

Constance.

Constance Barnes:

Favor.

Aaron:

Shanta?

Shanta Pressley:

Favor.

Aaron:

Ellen?

Ellen Chen:

In favor.

Aaron:

Tim?

Tim Bryan:

In favor.

Aaron:

Sophia?

Sophia:

In favor.

Aaron:

Aluta.

Aluta Khanyile:

In favor.

Aaron:

Any opposition? Any abstention? Excellent, thank you. All right, Tyra and Ms. Whitehead, I believe for the education dashboard.

Ms. Whitehead:

Yes. Thank you. I'm going to share my screen so you guys can see it. I know that Kurt emailed it out to you guys as well, but just in case. The LCS dashboard looks very similar to what it has been. Just a few improvements to meet the needs through talking with Ellen, Kurt and Tyra. We want it to really just be able to be used in the charter renewal. And so thinking about the type of graphs and data that we had to provide in the last renewal. Right. The last renewal, I wanted to make sure the graphs on here met up with that.

Ms. Whitehead:

The only big difference on... two differences on the LCS one is that now all these dropdowns actually work. I just rebuilt it where it was similar but we can actually change the go-through and see the different data for the different terms. For mCLASS and IAs, same thing. Kindergarten first and second didn't really have a portion so we added that in but it was done quickly. This has been revamped where you can visually see it through the graphs but also the numbers. And also it-

PART 2 OF 6 ENDS [01:04:04]

Ms. Whitehead:

Visually see it through the graphs, but also the numbers. And also it will switch by term as well. And same thing for As. The other change was I know these were in there before the cohorts, but the dropdown wasn't working so that I put in where it works. And then I also included a subgroup comparison for the free and reduced lunch plan. Students with disabilities RLs and all of that, because that's data that we used in the last charter renewal, and we'll need to use again. And then lastly, we've put in COVID data just to show the attendance during the spring semester and then also during summer shine.

Ms. Whitehead:

For CPA, again, CPA is a lot different. I rebuilt this one, so it would look more like the LCS dashboard, but also would give the data that we need and work. So what it is, is it's broken down into humanities and STEM, but since STEM has so many tests, that's broken down even further into math and science. So you can see the data points on the region exams based off of the year. Obviously 2018 was the first year that we had regions. If we go past that, there's nothing, cause we haven't done it, but you can see the different sub breakdown for the percentages. And these breakdowns were based off of the actual state report. So when you look at the state report that is provided publicly, what they have is they have the group that scored below 65%, which is not passing. And then we've got 65 and above, which is technically proficient, 80% and above and then CR.

Ms. Whitehead:

CR represents college and career readiness. And I know our charter goal is to look at the 75%. So just real quick to show you that. Although 65% is the largest and then 80% is a little bit smaller, the college and career readiness goal for English is 75%. So this column would actually address that for English. As for the math exams, college and career readiness is actually 80%. So there's really no way to find that 75% that goes with the charter goal because that's not how the state gives it to us. To address that though and show the progress monitoring with that, all of that IA data is in here and is based off of that 75% or above so that we can track that throughout the year as well, and make sure that we are on track to meet that goal.

Ms. Whitehead:

The other thing that has been put in here is just the trends over time. So similar to the LCS dashboard, where we've got the trends over time for third through eighth grade, and we're tracking that cohort. We're doing that similarly here, except with tracking that exam. Due to the fact that not every ninth grader is taking the algebra exam because as Tyler said, some of them will take it in eighth grade, some will take living environment in eighth grade, so those you can't track the cohort and that's not how the state does it either, so we want to make sure it's in conjunction with that. So it's set up now and obviously once we get more data points, as the high school grows, you'll see a better representation of this. But just as an example, math has two years, algebra has two years of data, so you can see the growth from the first year we gave the algebra Regents exam to the second year. And then similarly to LCS, we also put the COVID data in here as well.

Speaker 7:

Questions concerns about the dashboard? Thank you, Ms. Whitehead.

Ms. Whitehead:

You're welcome.

Speaker 7:

Ellen? Ellen keeps us on point with our dashboard.

Ellen Chen:

Great job Megan and [inaudible 01:08:30]. Thank you so much for sharing and explaining what the dashboard is, what it contains. Obviously this is a work in progress and as all of you may know that next year we'll have our first graduating class, so all this data will really count towards our renewable goals next time around. So obviously this is a work in progress and please let me Tyra, Kerr, Ms Whitehead know, if there is other type of data that you would like to see and we'll see if it will be appropriate to incorporate into this dashboard.

Aaron:

Looks like it came together--

Ellen Chen:

Thank you Megan, I know that it's a huge change from our previous dashboard, so thank you so much for putting in the time and effort to do this.

Ms. Whitehead:

You're welcome.

Aaron:

This really came together nicely, I think. I haven't had a chance to deep dive since Kurt sent this over, but this is exactly what I think the board needs in order to be able to track academic progress, then to go back to what I said when we were going into COVID, that we're going to come out of this. And I'm fully confident in that knowing all the people that are here and that are present with us and all the people who aren't, who I know work on all this stuff daily, we're going to come out of this hopefully certainly proud of the actions that we took. And hopefully as a model for other schools that other schools can be looking at us to draw on what we did. So I know how much work goes into this, but it really does set a high bar for us as a board to be able to govern effectively what's happening for students.

Aaron:

So look forward to working with this. I have two just minor technical questions. One, I want to make sure in the links that it's locked, so that the only person who can change it is Ms. Whitehead, so that's great. And then secondly, if board members, if, as you're looking at it, you do have questions, whether it's a technical issue or a substantive issue, Ms. Whitehead or principals, where should board members direct those, any sorts of questions like that?

Kurt:

I would like to protect Ms. Whitehead a little bit. So feel free... To us.

Tyra:

So to us? Yes. I think if it's around the LCS dashboard, because if it's occurring, if it's around the high school, you can definitely send to me.

Aaron:

And certainly include Ellen as education committee chair on anything like that. But so wonderful. Thank you. Thank you very much. Any other initial questions, otherwise encourage folks to familiarize themselves with this. This will be the kind of main academic governance piece that we use going forward. So it will be good to get up to speed with what all is available and how it's all working together.

Ellen Chen:

To add to that, I will highly encourage all the board members to familiarize yourself with the charter renewal goals as well. If you need a copy, please reach out.

Shanta:

Ellen, would you send it to everyone, please. Just so it's at easy reach.

Ellen Chen:

Yep. Will do.

Aaron:

Excellent. Okay. I believe that wraps up the education committee and the reopening plan. Do principals LHA or staff have anything that they want to add or say in closing before we move away from this?

Speaker 7:

No, thank you everybody.

Speaker 8:

No, thank you to the entire team, Ms. Whitehead, Ms. Sherman, Ms. Goldsmith, Mr. Brown, all of you, and Ms. Austin, of course. Thank you for all of your hard work from this.

Aaron:

Yes. I think the efforts especially, well, not especially this past week, but I know how much went into this past week. I've spoken with other board members from different schools in different districts over the past week on everything that they were working on. And I know how much it is. And hopefully only one version of the multiple versions we thought of comes to play. That's the best situation in which case not everyone will see all the work that you've done. So just know that it doesn't go unnoticed. Thank you so much. And thank you for giving up an hour of your evening to allow the board to get a sense of all the work that you've done, and you're welcome to stay. Otherwise, feel free to, after those of you who can move away to go ahead and enjoy your evening. Thank you.

Speaker 9:

Thank you. Have a great night.

Speaker 7:

Thank you. Have a good night.

Aaron:

Okay. We'll move now into the remainder. I think of the LHA updates. Oh, still I'm looking at section three is starting at the top of page two of the agenda now. So it looks like Melissa, I'll move to you for the enrollment update.

Melissa:

Is it helpful for me to share my screen again? It's just a quick update.

Aaron:

Yep. That'd be great.

Melissa:

Okay. So in regards to the July update the goal again, it's the same goal, so the goal for kindergarten is to get 54 scholars. We currently have 53 completely registered and we have one pending registration, which just means we need a couple important of documents that we are having a little bit of a hard time acquiring from the parent, but they are enrolled in the school. So we have our complete set of kindergartners there. In regards to second grade, I already last month reported that we had one pending scholar. The scholar is still pending. We haven't been able to get the withdrawal form, which is what we need. However, I have instructed my team to go ahead and fill that seat. That scholar has moved to Connecticut and they are enrolling in a school there, so instead of just holding off and trying to acquire a second grader at the start of school, I just asked them to go ahead and do that.

Melissa:

And then we would just continue to follow up and get that withdrawal. In regards to ninth grade, we have four confirmed withdrawals, a hundred percent complete. Two of those are fully registered and two are also registered, but again, missing a couple of items, which are all normal things. And then we have two that we still have not received a withdrawal from, but they have indicated to us that they are no longer interested in coming into the school and they are being pulled by other schools at this point. That's the same thing that reported last month, as it's hard to get these withdrawal forms when parents are in limbo. So I also have instructed my team to go ahead and fill those two seats as well as we continue to wait. If we get any other withdrawals this is where my tracking and what I tell the team to do is very necessary.

Melissa:

Because if we let's say have two more withdrawals coming in, I would then hold off on those just in case there's some flexibility there and someone changes their mind or what have you, so we don't have too many scholars. But I also don't want to wait so long where we're trying to find four or five, six and seven scholars at the same time. So there's a little bit of a balance there and it always works out. But just so you understand how that works and my process there. And then in regards to SpEd and ELL, so in regards to ELL I'm sure there'll be more guidance because after the home language surveys, we do have to test the scholars. So I'm sure that there'll be some kind of guidance coming soon from the city, depending on if we're hybrid or fully remote, as to how we will test the scholars for ELL.

Melissa:

And then in regards to SpEd, we have two kindergarten siblings that are siblings of other scholars in the school, and six new ones to the school that'll have IEP sorts book eight, and then that incoming second

grade scholar that we are replacing with a scholar that unfortunately has moved away. It also has an IEP. That's the enrollment update.

Aaron:

Any questions for Melissa? Okay. Hearing none. I think Corrine, we'll go to you for I believe the lottery preference update for folks playing the home version, which is all of us that is page 63 of the board packet. So jumping directly ahead now to after the reentry plan that we went through earlier. So page 63, Corinne?

Karin:

Hello everybody. So I know before Courtney transitioned, she created the scholar enrollment procedures, and that was based on the lottery preference that was put into place before she transitioned out for the SpEd and ELLs. And so met with the principals and Melissa to go through this document to see if they had any changes. And so there were minimum changes from the team. So the document is complete and ready for your review. And so it is the scholar enrollment procedures that include sections about the lottery application, scholar and recruitment re enrollment, the lottery itself, registration, and all of that. So please take a look at that document. And then do you want me to jump into the LHA update?

Aaron:

I think with the lottery Corrine, remind me on timing here. I think, do we need to ratify this now? Or can we take the month to review it and ratify it in August? I forget when this kicks back in.

Karin:

I think it was on the calendar to do for August, but to give it to you guys for this month.

Aaron:

That's what I thought as well. So trustee members, what we'll do, this is just a smart governance piece. It's just having a policy in place as Corinne alluded to. So this is what Courtney had developed. So please take the opportunity over the next month to review it, share any questions with Corrine, and who else should folks include? How do you want to work that?

Karin:

You can do me and Monica for right now.

Aaron:

Okay. And then we'll ensure any red line changes are in the August packet and we'll move to ratify that then.

Karin:

Okay, awesome.

Aaron:

Great. And then yes, the LHA network update is next.

Karin:

Okay. And so in the packet, you'll also see the service agreement monthly update. And so that's the 30, 60, 90 day plan, so that is been updated and it's in the packet for you to see the priorities from LHA for the next 30, 60, 90 days. Just one thing I did want to highlight for you. I did reach out to principals and I am going to start the end of the year evaluations and so I will have that for you guys for executive session for August's board meeting.

Aaron:

Okay, great. And Monica, we could have that reflected on the August agenda already, too. Great.

Karin:

And that is it from me.

Aaron:

Great. Any questions for Corrine? Okay. Hearing none. We will move to public comments. I do not see anyone. I do not see any members of the public that are with us, but are any members of the public with us that would like to share anything at this time? Okay. Hearing none. We'll transition into school operations. So first up is the June financial report with Mary Beth.

Mary Beth Rousseau:

Good evening, everyone. I'm just going to go through the financial report, the summary. Looking at the balance sheet, the statement of financial position, very strong ending to the school year. Current ratio was very high. At 6.35. We had 207 days cash on hand. And that was, we had just over \$7 million of cash. Expenses per day were a little over \$34,000. So that exceeds the debt covenants that we have. And then looking at the debt service coverage ratio, again, very strong finish to the year. So our debt service coverage ratio's 2.04, where we only need 1.1. So fiscally that the school is very strong looking at the second page summary of the statement of activities, here we're showing a year to date net surplus on a budgetary basis, that's not including the investments, was \$643,000 as a surplus. I looked at what that surplus is actually made up of. We had a budgeted surplus of 287,000, and then we had a contingency of 132,000. And so that together makes up a little over \$400,000 of that surplus. So that was all part of the budget.

Mary Beth Rousseau:

And then there were some other lines where not all the budgeted lines were expensed. So that's why the school ended up with a surplus. Now we are just in the first month after the fiscal year end so that doesn't mean that we will still be working on gathering any late coming invoices and working on accruals. This already does include all the normal summertime summer pay for teachers, all those accruals, but there could be some other invoices coming in. So I do expect this number to fluctuate a little bit, but I don't expect it to fluctuate that much. So the school is very in a safe place to be ending the year on a surplus. Does anybody have any questions? That's all I have for the financials.

Aaron:

Okay. Shanta I'll kick to you for the finance committee's recommendation.

Shanta:

Yeah. So do we want to get the investment report first from Brent?

Aaron:

Up to you? We just have to vote on the financials. So it's up to you which one you do first.

Shanta:

Yeah. So Brent, can we get the investment report first please?

Brent Elliot:

Yes, ma'am good afternoon, everyone. For quarter two of 2020, we originally invested \$5 million on back in May of 2019. Our ending balance as of June 30th, we were at 5.25, which is a 5% increase. There is a little graph there for you to review as well, provided by JPM. Our asset allocation, 23% cash, 26% short term investments and 52% long term investments. We are in compliance with our board approved policy and there were no material changes during the second quarter. Any questions?

Shanta:

Thank you, Brent. If there are no questions from the board as the finance committee, we do recommend the acceptance of the financials for June. We have been through them with the finance team of LHA and we didn't see anything that needed additional questions. So at this time I would like to motion that we accept the June financials.

Aaron:

Second.

Shanta:

Ready for a question? All in favor. I'll go member by member Jesse.

Jessica:

Aye.

Shanta:

Camera?

Kamaria:

In favor.

Shanta:

Anuj? Anuj?

Ms. Whitehead:

I think he's frozen. I'll come back. Constance?

Constance:

In favor.

Shanta:

Ellen.

Anuj Khatiwada:

In favor.

Ellen Chen:

In favor.

Shanta:

Tim?

Tim:

In favor.

Shanta:

Aaron?

Aaron:

In favor.

Shanta:

Sofia?

Sophia:

In favor.

Shanta:

Aluta?

Aluta Khanyile:

In favor.

Shanta:

Anuj?

Anuj Khatiwada:

In favor.

Shanta:

Thank you. So that's majority of all, thank you all for your time and attention for the financials. Now, I believe I'm next for the spin policy. Aaron, may I continue?

Aaron:

Go for it.

Shanta:

Thanks. So last month we presented the first draft of the spend policy that a subset of the financial committee were working on. We presented it to Melissa and Tyra and Kurt, as well as to the auditors and Susan, as well as the legal council received great feedback. And the edits are included in the packet this week, oh excuse me this month. So I hope everyone got a chance to look at it. If not, please do so. Pay close to the red line items, some of the things thanks to Melissa I was able to get a clearer understanding of how the vending and budget and payments work. Thanks to Susan, some of the things we need to add, and the auditors provided great feedback as well. So this month I'm asking for the board's vote for us to go ahead and adopt this policy and put it into practice.

Aaron:

And just one thing to note too, is I think we got some great feedback from the auditor. There are going to be some open items or in areas that would need to be developed out further, which will... The finance committee and school leadership will continue to work with the auditors and council, since we're bringing in a new auditor this year to flesh that out. So there will be more that gets built into this, but as discussed at the June board meeting, we wanted to at least put a foundation in place that we could work on at the July meeting again. So thank you just to Shawntay and to everyone on the finance team for all the work they've done on this house, but that's where we are and that's the boat that Shawntay is talking about.

Shanta:

Yes. Thank you Aaron for that added piece. So if there are no questions I would like to move that we accept the spend policy into adoption.

Aaron:

Second.

Shanta:

Thank you. I'm ready for the vote. Jessica?

Jessica:

Aye.

Shanta:

Kamaria?

Kamaria:

In favor.

Shanta:

Aaron?

Aaron:

In favor.

Shanta:

Constance?

Constance:

In Favor.

Shanta:

Ellen?

Ellen Chen:

In favor.

Shanta:

Tim?

Tim:

In favor.

Shanta:

Sofia?

Jessica:

In favor.

Shanta:

Aluta?

Aluta Khanyile:

In favor.

Shanta:

Great. Thank you all for a unanimous vote. So we will put this into place and keep moving from here and developing.

Aaron:

Just quickly, Shawntay, I think Anuj is going to need to dial in. He's having wifi problems. So when he comes back in, we can wrap that up.

Shanta:

Okay. Thank you. I just saw him come in. Anuj, we are voting on adopting the spend policy.

Aaron:

So, Anuj the question is if you would vote to approve the red line spend policy in the board packet reflects the feedback that Shawntay and the finance team were able to get from the auditors and Susan over this past month. I think that was okay.

Anuj Khatiwada:

In favor.

Aaron:

Okay.

Shanta:

Thanks Anuj. So thank you all. We will get this going and Aaron, I turn it back over to you.

Aaron:

Okay, great. And as if anything that I think that we're passing here, if we can make sure Melissa, Monica, that it gets uploaded into the appropriate folders on board, on track, that would be great. And we can get clean PDFs so we'll just coordinate anyone who that applies to just coordinate and make sure that it's there for posterity.

Shanta:

Yes, will do.

Aaron:

Okay. Great. I think that is... Shanta, Is that a wrap on everything for you?

Shanta:

I believe we still need to do the budget amendment.

Aaron:

Yes. That'll move to Melissa, I think. So, great. So we're on the same page. Melissa, am I going to you to discuss the budget amendment?

Melissa:

Sure. I'm prepared to discuss it. So in the packet, there's just a narrative that kind of summarizes the need for a few things. So the big buckets are operational positions, legal fees, technology and professional services. So in regards to the operations positions, we are requesting that we are able to hire two new managers of operations. So the first one being for academics and the second one for business and with benefits and their salary, we're requesting \$205,000 for that expense. Then in regards to legal services in that last year, we came a little bit above our legal fees that were budgeted in the

budget and going forward, looking ahead and thinking that we may potentially need an increased level of legal counsel.

Melissa:

We are requesting that we add \$50,000 to the already \$25,000 that are allotted in that line. In regards to technology, we are asking for a few things here to ensure that we have a robust plan for remote instruction. The first plan, the first piece of it is \$15,000 that will be allocated to setting up the in house Chromebook system, which we pretty much utilized in the past to hand out the initial Chromebooks in March. So we don't have it set up in the school anymore because we utilize those for the home Chromebooks. So now we're looking to build that back up and that's going to be \$15,000. And then we would like to purchase swivels and iPads in order to ensure we have enough equipment for live streaming, just scholars for remote learning.

Melissa:

Altogether, we're asking for \$85,000 in the technology line. Lastly, in regards to professional fees, we are requesting \$75,000 in order to hire a consultant. And that presentation is also included here with a recommendation.

Shanta:

Great, thank you, Melissa. So, for clarity to the board, our goal in this amendment is to use the surplus for the current year to get the two positions as well as the devices needed to make sure that the school is set up and ready to go for the fall session. So at this time asking for a vote for the budget amendment so we can move forward and have the process begin for hiring as well as purchasing of equipment. Any questions around the amendment and the ask?

Aaron:

And Shantay if I could just real quick, Jessica, and then the questions, just to refresh numbers for those who aren't on finance committee and didn't look at them that closely this month, right now, as Mary Beth discussed, we're projecting a surplus that's over 600,000 in reserves for the year, so that all needs to be tied out, but conservatively, there should be enough in the surplus coming out of this year for us to draw from there as a first resort, so that we're able to... We're looking at five weeks between this board meeting and the next board meeting so we wanted school leadership to be set up to do a significant amount of prep work through the month of August. And so even though that number is not finalized yet, that's the reason for moving forward. So I think that the total here is closer to 3.25 or 3.50 offhand. So there should be more than enough there. That's it.

Karin:

Okay. I just have one question regarding professional services. Can someone remind me what the educational consultant is for.

PART 3 OF 6 ENDS [01:36:04]

Kamaria:

What the educational consultant is for.

Aaron:

I think we're going to flesh that out a little bit later, actually as well. And so in one option would be is that we can actually come back to vote on the budget amendment later as well. If people would be more comfortable with that, I think that's fine.

Shanta:

Okay. We can do that. So we can flash through the depositions.

Aaron:

Jessica had something too.

Jessica:

Yeah. And I'll ask that now, just because I think it makes sense now. So looking at the other requests for positions and physical items, it kind of makes sense how those numbers come to. It makes sense to me broadly thinking that we'll need increased legal counsel services this coming year, but I'm wondering for the exact number for increased legal services, how that was arrived at. I know it's got to be an estimate, but I'm also kind of curious in relation to how much we were over this past year as well. Just, could you talk a little bit about how you guys thought about that exact number?

Melissa:

So that is an estimate, I think right now they're still invoices coming in, in regards to services that were provided even just from the last month that I've seen. So it's nothing that I'd be able to calculate. I wonder if Marybeth, I see my Marybeth's on, I don't know if she could give us a quick total of what she projects us to be over. But there were even just last week I was approving some invoices from them for this past school year.

Melissa:

So I just did a rough estimate and knowing what I thought we were going to be at. So I was thinking about, I want to say 40 for last year. And we were also projected at 25, the same amount that we allotted this year for this current school year. So I just doubled what I felt we had and were over and I doubled that. There's no other way I calculated that.

Jessica:

So it was kind of meant to be conservative that hopefully we will not go over it?

Melissa:

Hopefully.

Jessica:

That's great. Thank you.

Shanta:

Thanks Jessi. Any other questions around the amendment, the budget amendment? And as Aaron said, we will conduct the vote at the end once full explanations are given. Thanks everyone, Aaron.

Aaron:

Thank You. Okay, Monica, that brings us to you on the facilities who practically made my weekend last weekend with the facilities update. So looking forward to it.

Jessica:

I am glad I was able to make you happy Aaron. So a lot of good news happened on the facilities for front this month. I'll start off with the rooftop gymnasium. Construction is complete. Yeah, that was a big one. So we did a walkthrough true and there was a couple of just punch list items that are left, but the actual construction is done. I have to thank Melissa for just being the physical presence and always just being my eyes on site.

Jessica:

We had the fire inspection last month that we didn't pass. And so we made all the corrections that were needed. The fire inspection happened yesterday and we passed the fire inspections. So that's another good news. So now we're just down to the paperwork. So we are working really hard on getting all our paperwork in, all of the inspection signed off, we're going for our certificate of occupancy. So I will continue to update everybody on that. Now it's just a matter of paperwork to be able to physically be in the space. So all good news on news to the rooftop.

Jessica:

Regarding insurance. Again, since we're wrapping up on the construction at the moment we don't have to renew. Again, if anything changes I will let you know. Door locking mechanisms. I brought this up, I think November Aaron, when we were talking about door locking mechanisms.

Aaron:

That sounds right.

Jessica:

So the Department of Buildings stated that all elevators installed after 2009 need to have this door locking mechanism that basically prevents the elevator doors to be open when there's no elevator in the shaft. Right? So no one can fall into the elevator shaft. These were supposed to be installed by January first, Department of Building was completely backlogged on permits, on actual materials. It was just a big mess and they kept tabling it and tabling it. And then we had COVID.

Jessica:

But finally this month they were installed and the inspection is scheduled for Monday. So that's finally another big thing that we can take off. Hopefully take off our hit list. Another item that just kept haunting us was the generator sign-off. During this process of obtaining our certificate of occupancy, we realized that the generator there was installed when the building was constructed, was never actually signed off and completed. So we have been chasing after a whole bunch of people, engineers. It was just a lot of chasing over the past.

Jessica:

We finally got all the tests that we needed to do, everyone approved it. And now it's just a matter of signing. We actually have the engineer signing off on that paperwork. We checked off that box. And those were the big items for facilities. Any questions? Silence is a good thing. I'm actually very happy.

Jessica:

The next item is the rooftop ceremony. Honestly, we just haven't had much progress on this particular item. There's just a lot of things going on at the school level. So it just wasn't a priority this month. But once we have our certificate occupancy, once we know what the landscape is for the fall, we'll definitely start focusing on the ceremony, but it's just been tabled for now.

Aaron:

I think I probably safely can speak for a lot of people. When I say we would welcome the ribbon cutting ceremony, because it means we actually have clarity around whether or not we might all ever see each other in person again. So totally understand on that. We'll keep that here as a placeholder, just so we don't lose sight of it, but certainly makes sense that it's not a priority. We don't know enough right now.

Aaron:

This is a low priority request that I'm sure the board would love to see photos of the completed construction whenever there is a possibility to pass those along. This is a big win in the midst everything that the world is facing this year. So looking forward to seeing those and seeing it in person someday.

Jessica:

I am too. Not being able to travel. It's just like, this is not the time I want to see it myself. So yes. I'll definitely share some pictures.

Aaron:

Yes. Yeah. So thank you, Monica and Melissa as well for your presence in the school and everything. This is four years of work coming to fruition here. So let us know if there's any big changes here, otherwise, it sounds like we're in great shape. Any questions from any anybody else before we move away from these. Great. Okay. Thanks so much monica. Word governance, Jessica.

Jessica:

So first item is to approve the minutes from last month. I assume everybody looked at them. They should be up. So I formally motion to approve the minutes from last month, unless there are questions.

Tim:

I second that. It's Tim.

Jessica:

Thanks, Tim. All right, so everybody in favor, I will go through. Shantay?

Shanta:

Favor.

Jessica:

Aaron?

Aaron:

Favor.

Jessica:

Allen?

Ellen:

Favor.

Jessica:

Kameraia?

Kamaria:

I favor.

Jessica:

Anush?

Anuj:

In favor.

Jessica:

Sophia?

Sophia:

In favor.

Jessica:

Aluta?

Aluta:

In favor.

Jessica:

All right. Did I miss anybody? I think that's everybody. I thought we had more people. Why don't I see anyone else?

Shanta:

Constant. I think we lost her and then Tim has the vote.

Jessica:

Tim seconded.

Aaron:

Yeah. So Constance did have to drop. She texted me. She's hoping to rejoin here in a little bit. So however that needs to be recorded. We can just [inaudible 01:45:54] that.

Jessica:

As long as we have enough votes, it can just be as an absence.

Aaron:

Yes. Are we missing one more though? I'm just counting pains at this point.

Jessica:

Kahari I don't know if he was [crosstalk 01:46:14].

Aaron:

Kahari [inaudible 01:46:08] couldn't join. I just want to make sure we still have full official forum.

Ellen:

And Michael is not here either.

Aaron:

Yeah. Michael, unfortunately had to travel for work.

Ellen:

Wow, he's traveling for work already?

Aaron:

Yeah.

Shanta:

We still have more than majority.

Aaron:

So I count nine, which is correct. Which is the number we should have because it's 10 less Constance Aluta. Cont not Aluta. I just looked Alutas' name. Less Constance, Michael and Kahari.

Jessica:

Matt. All right. That's good. And then the next item is the Board Strategic Initiatives review. Essentially the next step for this, I believe will be just setting specific goals on a committee, committee basis and metrics. And then once that's done on a committee level, sharing that back with the whole board to make sure that everybody feels good about how we're taking concrete steps and measuring our

progress towards meeting the strategic priorities and goals that we set last month. So I will be reaching out to committee chairs this month to kind of move that forward. And just so everybody knows that process will be ongoing in the next month or so.

Aaron:

So committee chairs and full board, we obviously, not we obviously, to refresh, we made effective I think board governance structure is one of the strategic priorities. I know Jessica is moving into spearheading that as we look ahead and that's everything else that we're taking on. And so we'll figure out collectively with committee chairs and then ultimately with the board, what exactly that means and what we need it look like.

Aaron:

But as we said, coming out of the June board meeting, we're going to keep all of this here as a placeholder, because amidst planning for COVID and everything like that critical role of the board right now is to keep sight on the bigger picture of strategic direction and knowing how much is on the day to day plates of the executive team. So we'll continue to work towards that. And so if I were a committee chair, I would be thinking about what your priorities are for the upcoming year. So in whatever fashion, Jessica sort through how she wants to work with this, you're prepared to have kind of that conversation or at least have initial thoughts. Not to steal your thunder, Jessica.

Jessica:

No, thank you, Aaron. That was great. But you just reminded me also that I should say, in addition to committee chairs, whom I will be sending an email with what Aaron just said, but just as a kind of ping in your inbox. In general, anybody who's a member of a committee, everybody should be looking back to the strategic plan, the strategic goals. And if you have ideas about how that should look to get in touch with your committee chair as well would be a great first step as the committee chairs will be thinking about this and they can take that into account.

Jessica:

And if there are any questions about that and how that should work, obviously, please feel free to reach out to me. And then moving forward, unless anybody has anything else they want to say on the topic. Aaron, did that cover the met LCS values portion that you wanted to cover?

Aaron:

Yes. And a couple of housekeeping items for Monica and Melissa. I think we can strike the values conversation now. Now that, that's in the strategic plan and then as a placeholder and just as a standing thing that we should include in this document is the strategic plan. The finalized version that I sent over, I think the other day.

Aaron:

And then also Jessica has a tracker that we rolled out. I think it was the February meeting because I think it was right as we went into COVID that we were trying to launch this. Tracking any sort of board level projects that are ongoing. So we'll get that refresh, but we should make those two things placeholders. Now that we've developed that we can just keep them in the board packet permanently. And that's it.

Jessica:

Okay. Awesome. Then in that case, we can move forward to the Freedom of Information Law policy, FOIL. Monica, did you have introductory that you wanted to say about this?

Jessica:

Yes. So the Freedom of Information law for anybody who's not familiar, it's part of New York state transparency, right? It's also part of the Open Meeting laws. So we're in the process of completing the annual report. And one of the questions was please upload your FOIL policy. And we realized that we haven't really updated in quite some time.

Jessica:

So today what I have presented. And if we're looking let me pull up the packet. It's page 91 of the packet, I did a comparison of the old policy and the changes that should be made. Mostly it's all people. It's had a lot of outdated personnel. So the suggestions I have recommended is just to update the people.

Jessica:

So the recommendation would one person on site, the recommendation was from Melissa being the director of operations on site. And Jessica, since you are the board secretary, she's the two options. And then if the request is ever denied, an appeal can be sent to a certain person. And then I had recommended Aaron as the board chair to be the recipient of the appeal. And then those were the changes that were made.

Aaron:

And those changes are summarized on page 110 in the PDF packet.

Jessica:

And I'll just say, in addition, I'm not an expert on FOIL law, but just looking through it, if anybody was looking through the policy and saying, "What are these copy charges 25 cents?" And a lot of those details are just in keeping with the legal framework that we have to comply with. Did anybody feel like they had questions about it or wanted more time to review it? Okay. In that case, do we have to formally, should I move to approve this [inaudible 00:17:07]?

Aaron:

Yeah. We have to vote to approve it. Yeah.

Jessica:

Yes. I see. Vote. Sorry. Yes. So I move to approve the FOIL policy update.

Aaron:

Second.

Jessica:

Now for those in favor, I will go through. Shantay?

Shanta:

Favor.

Jessica:

Ellen?

Ellen:

Sorry [inaudible 01:53:34] mute. Favor.

Jessica:

Kameraia?

Kamaria:

In favor.

Jessica:

Anush? Oh no Anush is frozen. Okay. We'll come back to you Anush. Tim.

Tim:

Favor.

Jessica:

Sophia?

Sophia:

In favor.

Jessica:

Aluta?

Anuj:

Hey, sorry. I'm back. Can you hear me?

Jessica:

Yeah, we can hear you Anush.

Anuj:

Okay. Favor. I just have to turn my WiFi off. Sorry I guys.

Jessica:

Perfect. Okay. And I think you gave a Aluta a minute hopefully to unmute. Are you still with us Aluta?

Aluta:

That was for me?

Jessica:

Yes.

Aluta:

[inaudible 01:54:14]. Sorry.

Jessica:

Perfect. All right. Thank you. I think that's everybody. So moving on to the next agenda item. I think Melissa, with the school consultant.

Kamaria:

Sorry, wait, before you start, the school consultant is different from the [inaudible 01:54:36] consultant? I'm assuming.

Aaron:

No. They're wanting the same.

Kamaria:

Oh, okay. So then I miss in my previous question.

Melissa:

So I'm prepared to present on this, but I don't know how much to say, I think this my question. So I don't know how to present this the right way.

Aaron:

Yeah. I think that to me the recommendation is straight forward here. So I don't know, Melissa if you don't have anything you want to add at the moment, we can vote on this as part of the whole budget vote after executive session. So it's up to you. If there's anything you feel that would be helpful, but I think that your recommendation was straightforward.

Melissa:

Understood. No, then I don't have anything else. And I'm available for further discussion in executive session. If you guys would like.

Ellen:

Before we vote on those, are we able to ask questions right now?

Aaron:

Let's hold off until executive session.

Ellen:

Okay.

Aaron:

Okay. All right. So that gets us up to the nominating committee and I think, I believe Kamerea has a nomination put forward for that.

Kamaria:

I do. Thank you, Aaron. Constance is not here and the vote is for her, but as I understand, she's accepted her nomination, so I will put it to a vote. So we would like to add Constance to the governance committee. So do I have anyone to second?

Shanta:

Second.

Kamaria:

Shantay you second?

Shanta:

Yes.

Kamaria:

So for the roll call, I'll just go down the line. Jessica?

Jessica:

I [inaudible 01:56:40].

Kamaria:

Aaron?

Aaron:

Approve.

Kamaria:

Ellen?

Ellen:

In favor.

Kamaria:

Anush?

Anuj:

In favor.

Kamaria:

Tim?

Anuj:

In favor.

Kamaria:

Sophia?

Sophia:

In favor.

Kamaria:

And Aluta?

Aluta:

In favor.

Kamaria:

I do have another comment I want to make about the orientation. Actually. You know what? I'll save it for exec session. It doesn't need to be in the regular board meeting. So that's all I have Aaron.

Jessica:

Camera, is there a specific exception related to the other update you have for Open Meeting Law?

Kamaria:

No, it's not. It's specific to the new board members to just set a date for the orientation. It was originally scheduled for yesterday. There were a lot of difficulties. It's not a secret if I need to reveal it now I can.

Aaron:

It's just scheduling stuff, Jessica. It doesn't have to be exec session. We just need to sort it.

Jessica:

Okay. Then we can't talk about it in the exec session.

Aaron:

Great.

Jessica:

So it can be now [crosstalk 00:21:59].

Kamaria:

I'll just make a quick comment and then I'll send an email to follow up and set to settle on a specific date and time. So yesterday was supposed to be the new board member orientation. There were different difficulties that happen, so we're going to reschedule. So I just want to make sure that all of the new board members have access to their met LAJ email because that's where the invite is being sent.

Kamaria:

I also want encourage the board members to put these one off meetings on your calendar so that you get an alert. So I'm thinking next week, Wednesday, same time at six o'clock. So I'll send out an email confirming and I'll send the packet again and we'll try again for next week, Wednesday. That's all.

Shanta:

Camarea there may be a conflict or a few for Constance maybe.

Aaron:

We'll handle scheduling through email. No problem. But I do want to highlight just because I have to say this to everybody in every meeting. What Camarea is talking about in terms of responsiveness for board members. I know how involved everyone is. This is a very dedicated group, so no one take this as a criticism, but as we all know, now with 12 of us, it's a lot of moving pieces.

Aaron:

And so really need a trustee members to ensure that are attentive to their email and at least getting replies, or at least indicating within 24 to 48 hours of receipt at anything, when they'll be able to get back on something. Every trustee member is a volunteer. And so, we all want to be respectful of everybody's time in terms of ensuring that we're doing our best to communicate with each other.

Aaron:

No one is perfect. Myself, definitely included in that. So I do understand things come up, but we do have the fiduciary responsibility and we have our bylaws to attend to with regards to ensuring we have forum at meetings and things like that. So kindly I ask everyone that continue for the most part, the great work that folks have been doing and being attentive to request from not just other trustee members, but also will senior leadership because I promise you if they, if they need it, they're asking for a good reason.

Aaron:

So that is my monthly plug for that. And I will continue to make it and thank everyone for how involved and attentive people have been through everything else going on. So thank you.

Kamaria:

Thank you, Aaron.

Aaron:

All right. I believe that is the bulk of the meeting. So what we'll do now is make our usual transition into exec session. So I'll just walk through this for everybody who's here. What we'll do is we'll transition to exec session. I think we're going to invite a Kurt Tyra and Melissa to join us there. Jessica will make the formal motion with the specific reason for Open Meeting Law.

Aaron:

And then when we come out of exact session, we'll be taking a vote on the budget amendment that was discussed earlier. That will include the different items such as the consultant. Any questions about that, or is anything missing from that or anything? Anyone wants to flag for me at this time, before we get ready to work through the logistics of that?

Aaron:

Okay, great. So we will pivot into that. I think everyone did an overall, a really good job of being very prepared for this. There was a lot of moving parts for this that could have really dragged out, but thankfully everyone has, I think really use the appropriate governance structures, committee structures, et cetera. So I want to thank all the chairs who spearheaded stuff. I especially want to thank a school leadership team principals, Melissa, Lighthouse, and the staff that was with us earlier. And what was an enormous lift this past month to get ready for the upcoming school year.

Aaron:

So just hats off to everybody for being prepared. And I think this was very productive. So thank you to everybody. And with that, if there are no other closing comments, all I will kick it to Jessica to make the formal motion for executive session.

Jessica:

Just to confirm Aaron. The exec session should be for corporate personnel and potential legal matters. Is that true?

Aaron:

And personnel, I think.

Jessica:

Personnel and corporate personnel? Just all personnel? All right. Good. All right. So in that case, I will formally motion to move to executive session for the reasons of discussions about personnel matters and potential litigation.

Aaron:

No potential litigation.

Jessica:

Sorry, potential.

Aaron:

Just corporate personnel and personnel.

Jessica:

All right. Sounds good.

Tim:

I second that. It's Tim.

Jessica:

Thanks, Tim. Let's see, going through Shantay, are you in favor? All right. That's an aye. Aaron?

Aaron:

Aye.

Jessica:

Camera?

Kamaria:

In favor.

Jessica:

Anush?

Anuj:

Favor.

Jessica:

Ellen?

Ellen:

In favor. And also the Zoom for executive session is in your email or in the chat.

Jessica:

Thank you, Ellen. Tim?

Tim:

Favor.

Jessica:

Sophia?

Sophia:

In favor.

Jessica:

And Aluta?

Aluta:

In favor.

Jessica:

All right.

Aaron:

Monica, I don't know if I mentioned this to you. You might know it already. The way that Courtney did this is she kicked control of this to me, this Zoom session to me. Because we have to come back to this Zoom session after we do exec session in order to formally close the meeting. So we're in compliance with all the laws.

Monica:

I was just going to ask you that so far, so I will share, I will then give you.

Aaron:

So everybody else can move over to what's in Ellen's or what Ellen sent around and bye [inaudible 00:28:42], and Monica, we can sort this out.

Monica:

Okay, perfect. Okay. Aaron, you are now the host.

Aaron:

Okay, perfect. I have that. And Monica, I think Courtney might mention this. I had kept a standing kind of meeting with her to debrief board meetings on next steps. If that's helpful to you, we can do that. I'm pretty flexible kind of afternoon tomorrow, or we can pick it back up early next week. It's up to you. If you just want to email me.

Monica:

I was taking Friday and Monday off, if we can meet up Tuesday, if you're okay with that.

Aaron:

It's not urgent for me. It's just a chance to get on the same page going for [crosstalk 00:29:39].

Monica:

No, I appreciate. That helps. Because it'll help me put this agenda together. So just let me know when everything is done and then I'll just come back to this and finish up the minutes.

Aaron:

Great. And I'm pretty flexible next week right now. So we can find time, whenever you're ready just shoot me a note and we'll give a time and a calendar.

Monica:

Perfect. All right. Have a good one. Bye bye.

Aaron:

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Have a good evening.

Jessica:

You too. (Silence).

PART 4 OF 6 ENDS [02:08:04]

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PART 5 OF 6 ENDS [04:16:00]

Jessica:

... All right, Aaron, did you want to do the vote on the budget approval? Budget modification? And I'll do the other two.

Aaron:

Yeah, I can. If you are comfortable doing that.

Jessica:

I just wasn't sure how you wanted to word it.

Aaron:

No problem.

Jessica:

And then you want to do the vote to exit executive session as well?

Aaron:

Yes.

Jessica:

Cool...

Aaron:

I need [Chanté 04:39:23] and I need [Aluda 00:23:26]... Jessica, can you make sure you track the votes too? Because we'll have to give those back.

Jessica:

I already wrote it down.

Aaron:

Thank you. I just need Aluda... Hold up...

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Speaker 10:

I think Aluda is still in my previous Zoom, I'm going to-

Aaron:

Here we go. I think it's just taking... There's a little lag. Here we go.

Speaker 10:

Okay, cool.

Jessica:

All right.

Aaron:

Okay, I'm going to move... I'm going to move through this quickly. Since it's only board members, I don't need to roll call every single person. We're just going to do approvals, [EA's 04:40:41] and abstentions. So first motion to come out of executive session [crosstalk 00:04:40:46]. Do I have a second?

Anuj:

I second.

Aaron:

Okay. Great. All those in favor?

Tim Bryan:

I.

Aaron:

I.

Jessica:

I.

Anuj:

I.

Speaker 11:

I.

Speaker 12:

I.

Aaron:

Make sure you're unmuted.

Speaker 10:

I.

Aaron:

Opposition? Abstention? Great. Okay. So the first order of business would be the vote to approve the budget amendment as contained in the July 2020 board packet. Do I have a second?

Jessica:

Second.

Tim Bryan:

Second.

Aaron:

In favor?

Tim Bryan:

I.

Jessica:

I.

Speaker 10:

I.

Anuj:

I.

Speaker 11:

I.

Speaker 12:

I.

Aaron:

Opposition? Abstention?

Jessica:

All right. Now I will move to designate the governance committee to carry out the actions discussed in executive session with regards to the corporate personnel matter. A second?

Speaker 11:

Second.

Jessica:

Thanks Anuj. And all in favor?

Speaker 11:

I.

Speaker 10:

I.

Aaron:

I.

Tim Bryan:

I.

Anuj:

I.

Speaker 12:

I.

Jessica:

Wait, Aluta, was that opposed or in favor?

Speaker 12:

I was in favor.

Jessica:

All right. Anyone opposed? Abstentions? Great. All right. And I now move to do the same thing to delegate to the governance committee, the power to proceed in accordance to what we discussed in executive session with regard to the personnel matter.

Anuj:

Second.

Jessica:

Thank you, Anuj. And all in favor?

Speaker 11:

I.

Speaker 10:

I.

Aaron:

I.

Speaker 12:

I.

Tim Bryan:

I.

Jessica:

Abstained? And opposed? All right. Close us out Aaron.

Aaron:

Great. Thank you very much. I know that was a lot to work through. There's a lot of moving pieces here and I appreciate everyone's thoughtful, reflective commentary and engagement. It's imperative that we stay this on top of everything and everyone who's present and likewise has done an excellent job. So thank you all for your various sincere dedication. And I look forward to the progress that we will make in the coming month and motion to adjourn the meeting.

Jessica:

Second.

Anuj:

Second.

Speaker 11:

Second.

Speaker 10:

Second.

Jessica:

I don't think there's even anybody else left to third.

Tim Bryan:

Good night everybody.

Speaker 10:

Good night. [crosstalk 00:27:41].

Speaker 12:

Aaron, if you need help with making calls or anything, let me know.

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Aaron:

Will do, thank you.

Speaker 12:

No problem. Good night, everybody.

Aaron:

Good night.

Anuj:

Bye.

PART 6 OF 6 ENDS [04:43:42]