

New Speaker:

Monica R.:

Hi Kamaria.

Kamaria B.:

Hi everyone.

Tyra:

Hi.

Kamaria B.:

I'm just finishing responding to emails.

Michael D.:

Hey everyone. What's going on?

Kamaria B.:

Hi.

Monica R.:

How are you?

Michael D.:

I'm good how are you?

Monica R.:

I'm all right. Hi, Kesha. Welcome.

Kesha:

Hi, how are you?

Monica R.:

Good. How are you?

Kesha:

Good.

Anuj K.:

Aaron just said he'd be on in a minute. He was having some computer issues.

Michael D.:

[inaudible 00:06:46], did you say Aaron was joining?

Anuj K.:

Yeah, he was having some computer issues. He'll be on in a minute hopefully. He said two minutes, three minutes ago.

Michael D.:

Gotcha.

Aaron B.:

Good evening, everybody.

Monica R.:

Hi Aaron.

Aaron B.:

Hey Monica.

Ariana A.:

Hey Aaron.

Aaron B.:

All right. Sorry. I'm running behind. My computer restarted right as I was logging in. It looks like, Monica quick scan here, but it looks like we have quorum.

Monica R.:

Yes, I see eight.

Aaron B.:

Great. Give me one second here to get set up and then we'll jump right in.

Aaron B.:

Okay. Looks like ... who are we missing?

Michael D.:

Khari should be joining. She's having some technical difficulties.

Ariana A.:

We're missing Aluta, Khari, Shanta, and Sophia, it look like.

Aaron B.:

Okay. I know Sophia will be joining us about 7:30. Ellen, would you mind texting Shanta quickly. Just make sure everything's okay? And then we'll go ahead and get started otherwise. So welcome

everybody. Good evening. Had a chance to speak with a lot of you this week in preparation for this meeting. So I appreciate everyone's efforts to get us in a good place here. And I know we've run a little bit long the last couple of meetings. So that preparation will allow us to move a little more swiftly through what we have this evening, which I'll go through in one second. Obviously we'll take as much time as we need to address the issues that we need to address, but I just want to start out by thanking everybody for their efforts, leading up to this, to make sure that we were fully prepared.

Aaron B.:

So since we do have quorum, we'll go ahead and call the meeting to order here. And I will quickly review the agenda. We have our standard agenda set up here. So we'll go through our opening items per usual. We'll turn to the education committee updates, get updates from both Kurt and Tyra around their respective schools, as well as our standing education committee report update. And then LHA will provide us any updates around the reentry plan that we need to discuss or otherwise have questions for.

Aaron B.:

I think there was an email that went out a little bit earlier today regarding grading policies. So we'll talk about a little bit of the background. This is the recent thing that popped up that I think makes sense for us to take a look at here this evening. Hopefully for straightforward, but we'll look at that there. So just want to highlight that for folks just for timing reasons. And then ended up being a little bit more last minute.

Aaron B.:

After that we'll move into LHA's updates. So we'll go through the enrollment update, the vote on the lottery preference as a followup from the last board meeting, and then any network updates from LHA. We have our customary space for public comments followed by school operations, going through the finances, getting any updates from the auditor that we need, as well as the facilities updates.

Aaron B.:

And then another vote on the revised school calendar. If we recall when we passed the school calendar, and for those of you who were able to join I think last Monday to approve the start of the school year, thank you for making yourselves available so that we can start the school year off effectively. I've heard some great things this week about how that's kicked off. So I appreciate everybody doing that. As we said, we'll probably have to approve revise school calendars throughout the year, as circumstances change for COVID. So a quick vote on that at the end of the operations section.

Aaron B.:

Governance is going to be ... this, I think will be largely our new standard practice for going through governance. So, approving minutes per usual and then touching base on our strategic initiatives, as well as our board projects. This month, we do have a follow up vote on the education consultant that we'll get to as well. And then we do have a few items to discuss in the executive session this evening, both personnel items, and then also corporate items as well. That is the full agenda for tonight. Did I miss anything? Are there any revisions or additions that come to mind for anybody?

Kamaria B.:

Just quickly, we were going to figure out the mentors for the new board members.

Aaron B.:

Yes. Thank you, Kamaria. We'll do that under the nominating update as well. So thank you for the reminder.

Kamaria B.:

Okay.

Aaron B.:

Great. Okay. So I'll turn it over to Jessica for our customary ... we always start our board meetings by having an individual share out what our mission and vision means to that individual so that we're constantly grounded there. And it's always interesting to hear people's personal reflections on that. So Jessica, I'll turn it over to you.

Jessica B.:

Yeah. So tonight Kamaria actually has volunteered to share with us her thoughts. So actually, we'll be turning it over to Kamaria.

Kamaria B.:

Thank you, Jessica. I'll start by reading the mission and vision. So our mission is we prepare our students for college through a rigorous arts infused program. Vision is all students will be taught by a highly effective teacher in a nurturing environment and will achieve at high levels. Each student will develop the knowledge and skills and values necessary for responsible citizenship and lifelong learning. The impact of our collective efforts will fundamentally change public education.

Kamaria B.:

So this mission and vision actually could not come at a better time, I think. This is what we all need to be better citizens. And I appreciate that the school is dedicated to developing the full individual rather than just the educational piece. Students spend most of their day in the classroom or in afterschool, but definitely away from the home. And so when a school just focuses solely on ABCs and one, two, threes, we're leaving out a whole part that helps develop character. And so I'm glad that this school recognizes that it's arts infused and it can grow to be well-developed, well rounded individuals.

Aaron B.:

Great. Thank you so much Kamaria for sharing. Oop, there we go. Excellent. Okay. So we'll go ahead and start off moving into the education committee. Do you want to acknowledge ... I know this has been a tough few weeks for our school and for our family here, and I appreciate what everyone has done during this time. As I said, I think to a lot of you individually, all you can really ask for in moments of grief are the people can come together as a family and grieve together. And so I want to thank everybody for the individual and collective roles they played in that and ensuring that everyone had what they need to get through this time. So thank you to everyone for that. And with that, we'll go ahead and start with education committee. So Kurt, Tyra we'll defer to you on exactly how you want to run for your updates.

Kurt:

Sure. I think we'll each independently give a pretty brief one and then we can jump into ... I know we both have some resumes to talk through. And then we can jump into the ed committee work. Does that work for everybody?

Aaron B.:

Yeah. Great, great.

Kurt:

So, I'll get started. Again, as I shared with both the ed committee and then the governance committee last week, our focus over the past few weeks has been getting our Professional Development Institute up and running. So we had teachers joining us on August, I believe it was 14th, whatever that Monday was, for two weeks of online PD, which is something we've never done before. Always has been in person. And like Kamaria said, we've been spending a lot of our time on really that relationship building, building up our team, knowing that we have a largely consistent team where we're still above 85% when it comes to retention of staff. So we're very much have been focused on building the relationships and emphasizing the importance of starting off this school year with relationships with our students.

Kurt:

So we spent a decent amount of our time planning this first week of scholar orientation. Our goal has been that this first week is a selling point for the entire year, especially if we go full year on remote learning. How we start off the year is going to be really impactful to kids. So if we start off and students are not seeing it as a valuable use of their time, they're not learning, they're not building relationships, is boring. That sets the tone for the entire year, especially if we go remote.

Kurt:

So we've prioritized really making this a strong orientation week. And that really goes back to the research where, like TNTP, Achievement Network, even McKinsey have done a lot of studies showing like social, emotional learning and relationship building is even more important in the time of COVID. And the time of all the mini crises that the nation is facing, even this week. So we've really been going all in on that.

Kurt:

And so this week, our teachers have done some really amazing things. We have Bitmoji classrooms for every one of our classes, which is really fun. Kids have really bought into it. We've been making teachers and our culture team, especially been making videos for scholars, really trying to give them that experience, even though they've been online, but in school. And really trying to make it fun for kids. And then we've been having students coming in this week. This week is our in-person orientation week. And next week is with the CPA. They've been coming in for half days.

Kurt:

And so far ... that's why I'm tired. The 5:30 alarm has snuck up with me for the first time in five months. And the blisters on the feet, have not been used to those dress shoes. Five months will get ya. So please pardon my energy tonight. But we're really happy that we have about 80% of our students are showing up in person, even though over half are going to be fully remote, even if we do a hybrid model. So we've had that.

Kurt:

And this week, we have 300 kids in person, we'll have a hundred more with our seventh and eighth graders tomorrow. And we've been able to account for all, but a handful of students. And honestly, that's not all too different than the start of the year in a normal school year, in that there are students who move and don't un-enroll. And then Melissa and Keith and Justine have to hunt them down, the families down and all of that.

Kurt:

So as irregular as the start of the school year is, there are a lot of elements that are very regular. I think some of the challenges that we're battling is we do have students who are currently still in the Dominican Republic and in Puerto Rico. But our teachers were innovative where we even with our in person ... like I was thinking of our second grade team, they had the Zoom on in the corner of the classroom. So the kids who are there in the classroom from the Dominican Republic, which was really cool to be able to see that. So it's been a good week after a few ups and downs to say the least. And I think we're starting off the year strong when it comes to that.

Kurt:

I think anticipating the question around staffing, our teachers are persevering. I think we're in a pretty good place. There's a lots of anxiety, I'm sure. You see the news what's going on with the UFT. And I think there's just a lot of anxiety around. So we've been doing our best to really inform as much as we can and keep the communication lines open. But as soon as they see the kids, the teachers have been really positive.

Kurt:

So I have a couple of resumes to share. One is one of the ... I know Tyra had to go through this very awkward explanation last year. So I'll try to do the same. So we have a teacher, the resume I really want you to pay attention to is [Aminatza Jate 00:21:29]. She is our new eighth grade English teacher, which had very big shoes to fill with our eighth grade teacher leaving. That was a planned departure for her to go back to school she student taught in upstate New York. And we'd been holding off throughout the summer to find the right person.

Kurt:

We found two wonderful candidates. Aminatza is the one that we are excited, she's joined us last week. And is really jumping on. Where things get complicated, we also have Jennifer Weston in there. We hired her and then she resigned for the role. So unfortunately it has to go through this process as well, because she was hired for a temporary time. And we're able to replace her instantly with Aminatza, who is also a top finalist there being the short timeline. So we do have to put both resumes up there. They're for the same person, but one of them is a hire and then resignation a few days later. So awkward situation there, but we've gotten through that. All right. And that's it for me.

Anuj K.:

One day, Kurt, one day we're not going to have to vote on that.

Aaron B.:

Great. Thank you, Kurt for the updates. Any questions for Kurt specifically around the school or resumes put forward before we turn to Tyra?

Michael D.:

For the candidate that resigned, did they give you any reason why?

Kurt:

Yes, let me ... she had worked in the Bronx and had looked at Lehman and had plenty of experience earlier in her career in the Bronx. She has a few young children and lives in Long Island and anticipated that the school would be a fully remote school, despite us being very clear in the interview process. And upon finding out that that was not going to be the case, chose to not continue.

Michael D.:

Thanks.

Aaron B.:

Okay.

Tyra:

My turn?

Aaron B.:

Yeah, thanks Kurt. Tyra, go ahead.

Tyra:

Good evening, everyone. So like Kurt said, it's been a whirlwind of the last two weeks just trying to get school up and running. Kurt did his orientation this week. So because of social distance and we could not do it in the same week. So the high school had to just become really creative on what to do this week while we wait to orient our students next week. So this week we did culture building activities. So our new director of school culture designed a week of culture building activities, social, emotional learning activities. And so we broke the kids up into their grade level with a group of teachers who have been having to participate in really, I think thought provoking and exciting conversation about a variety of things. So we jump onto Zooms to see what they're doing.

Tyra:

I know yesterday they were having conversations about race, skin tone, attractiveness. Is it a real thing? Is beauty really in the eye of the beholder? Or do people really get jobs based on whether people deemed to be attractive or not. And so the kids were jumping and they had a lot to say. I know they've been doing things on Black Lives Matter. And there have also been conversations with the 12th graders just looking at colleges and seeing what colleges are requiring in lieu of COVID. Lots of schools right now are saying the kids don't have to have SAT scores. So some of my students who want to go to like Hunter found out that there's no SAT score, super excited, screaming in the Zoom. I guess she doesn't want her SAT score to count. But yeah. Students just really getting to know the college process.

Tyra:

So we gave the teachers a framework, but then allowed them then to change it based on what the kids that they needed. So some of it was structure. A lot of it was also just ... this is what the kids wants was to give them a little bit more of that. So the week has gone really well in terms of the social, emotional learning and their culture.

Tyra:

This upcoming week is when we'll have orientation. So designing that is even a process because while we'll have ninth grade in the building in small groups, broken up into half in the morning, and then half come in an afternoon session. We have to make sure that the 10th and 11th and 12th graders also have work to do so. Teachers are going to engage the students in week long projects that they can do without the teacher. And then give the students feedback on those as we meet with the students in person.

Tyra:

So we'll meet with freshmen on Monday in small groups, then sophomores Tuesday, like that. So lots going on around that. And then, so the week of the 8th, which Labor Day is the 7th, the week of the 8th is we're fully ready to move into instruction. The high school is excited because this year it's been something that we've wanted to do for a while, but this year we actually put it forth. The teachers are creating their own syllabus. The students will each be given a syllabus by each of their teachers that will be followed. And then when we have our master schedule completely decided, teachers will also have office hours. And so we really want to engage, as a college prep academy, we really want our students to have these kinds of experiences. What does a syllabus look like? What does it contain? What does it mean?

Tyra:

In terms of next week's orientation, we're going to have groups. So the STEM teachers will be together with groups of students, and then we'll rotate. The culture team will meet with them, the admin team, myself and Mr. Brown, who is the assistant principal, will meet with them as well. And then interventionists will meet with them. And so they'll go round about in the three hours that they're with us, along with picking up swag and some of the other things that they need in terms of materials and supplies. So lots going on, all good stuff.

Tyra:

Obviously in lieu of what happened with Winston, it's just been a hard pull for the high school team. So we're doing a lot of work around taking care of each other, just checking in and making sure that everyone's okay. And also checking in with the family. And just because Kamaria mentioned it earlier about the things that the kids do. One of the things I think that's a highlight of both our schools is that we are family. And I just want to say the whole board, that everyone made themselves available to us when we were at our lowest point. Everyone from [inaudible 00:29:21], [Corrine 00:29:21], from the early seven o'clock in the morning call that I called her boo-hooing in her ear, which is six o'clock her time. And then, Ariana was there with us when Telemundo was outside and the kids were doing a whole vigil and the parents came, and Melissa and Kesha. And it just was a real outpouring of support from everyone.

Tyra:

And so on behalf of the CPA and Kurt, I have to say, as my copilot in running the school, he was right there. If you know anything about Kurt, these kinds of things make him super uncomfortable, but you



would have never known even in the COVID world, he actually hugged me and was there for me, making sure that I was okay the entire time. So lots of love and support that was poured out. So I just want to thank everybody for that. And then also thank the board for the email that was sent out to the staff. The staff really appreciated it as well.

Tyra:

So back to the business of school, resumes. So we were down to our last two hires, two that I didn't think would be the hardest to hire. I actually would have thought that they would have been easier, but they weren't. And they were Spanish ... special ed we know is always tough, but Spanish, just for some reason posed a real issue for us this year. We had a couple of candidates, but one of the candidates, he was like a over a hundred thousand dollar Spanish teacher. So we really couldn't afford him with what he was coming to the table with.

Tyra:

But we didn't wind up having a brand new teacher. And it's exciting I think, as a principal, also a little nerve wracking. But when you give somebody a chance who interviews really well, seems to be really excited. He was a recommendation from a teacher in our school. He speaks fluent Spanish. And I have to say over the last couple of weeks that he's been with us, his name is Nick Chevallier. Over the last several weeks that he's been with us, he is taken on ... he asks a lot of questions, but he also is not afraid to dive right in. And so when I went in and saw him interacting with the students already, even though he doesn't know them, and he doesn't know how to teach. I feel really good about what he's going to bring to the table.

Tyra:

And then I have Angelica Andino. She's our special ed hire. She has five years of experience at Wings Academy in the Bronx. So she is an experienced special education teacher. She's going to be the second [inaudible 00:32:02] that we have.

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Tyra:

- education teacher. She's the second SPED teacher that we have on the high school team, a very needed addition to the team, a very welcomed addition to the team. So she's been meeting with some of her colleagues so that she can familiarize herself just with what special education looks like at MET, and so we are fully staffed. We've continued to be fully staffed. We haven't had any surprises on the high school level when it comes to the staff. So that's really good because it feels like we're going to be able to really have a solid year. It always feels good when you can start out pretty strong.

Tyra:

We have other resumes that are K-12 resumes, that the team ... her name, Melissa, folks that we have brought on in either brand new positions altogether to the school or replacement positions as other people moved into positions, and the first person is Kesha Perez. She's on the call. So congratulations, Kesha. Kesha stepped in as the manager of business operations. And so she will take on the job that Melissa used to do on the school level while Melissa takes on some of the more compliance and higher level positions as our director of operations, and so Kesha interviewed really, really well, has background

leading teams, and has been working very closely with Melissa for the past two years, and so it made sense for her to step into this role. So we're really excited about her coming on board.

Tyra:

And then we have the resume of Nikolai Cunningham, who is starting on Monday with us. He is stepping into a new position that we have at the school, which is our manager of academic operations. So this is the person who is going to take handle the dashboard, help us with all of testing, because we have so many levels of testing, from our benchmark testing that we start out doing, and then our IAAs, and obviously our true state exams that for the high school happens in January, June and August, for the lower school happens in April and May. So this person will lead the charge, in terms of testing and all things academic operations. So anything that has to do with our tech and our programs that we're using, he will be in charge of. He has extensive experience as well, and so he's relocating from I think Minnesota and starting on Monday. So his onboarding will be done by Kurt, myself, and Melissa, and we're excited about him.

Tyra:

And then we have ... oh, Ms. Hara, that is our new DSSS. I think I talked to the exec committee about that position. DSSS stands for director of student support services. So this is the person who leads everything special education. We've been trying to hire in this position for over a year. It has been just a long haul in getting someone who has the experience and the expertise in special education, especially with New York special education. So SPED billing and IEPs and meetings and all those things that make you have to go crazy when it comes to SPED, as well as the fact that SPED is one of our lottery preferences, so just really making sure that we have someone who's directly in charge of that work, and her name is ... and I don't want to mispronounce her first name ...

Lizel:

Lizel.

Tyra:

Lizel, thank you, and what's super exciting ... sometimes you get a nice co-sign on someone. We felt really good about her. We interviewed her several times, so did our extended team, and it just so happens that back to [inaudible 00:04:11], Ariana knows her and has worked with her in her former position and co-signs her and said that she's definitely a gem, super smart, and is going to be a great addition to the team. So that's the for resumes. Kurt, you left me out that you didn't take any of those K-12 resumes, but -

Kurt:

You did an amazing job, thank you.

Tyra:

Thanks, sir. Thank you, sir. Any questions? Concerns?

Jessica B.:

I have a quick question about Nikolai Cunningham. His experience absolutely does look great, but I was curious specifically, seeing, like you said, he came from Minnesota, what his perspective was on coming to a different context, like the Bronx.

Tyra:

So he actually worked in New York before and lived in New York, and I think ... he talked about the fact that ... during his interview, which I think really hooked us too, is that there's a huge ... guys, tell me if I'm doing the right African country, either Ethiopian Somalian ... Somalian, is it Somalian population in Minnesota, which is something I just didn't know, and so he has worked extensively with ELLs, obviously not Spanish speaking like ours, but that population, and really was just so smart, and as we interviewed him, what I felt like was that we were going to get so much more out of him than just what his resume ... what we're looking for in this position.

Tyra:

He is going to be able to interpret data. He's designed for his school, but his family ... I think his extended family, he's from that area of the country. He's from Minnesota, but his family was looking to relocate. He has a small child and he just wanted to come back to New York, and so it was just the right time and the right timing, and so I think he is used to working with families that are underserved and knows that work very well. So we really liked that about him as well.

Anuj K.:

Yeah, and the thing that I really liked ... this is just a weird thing that I know, but St. Cloud is really well renowned for their education program, which is where he went to school, and I've worked with a few folks when I was teaching that went to St. Cloud and they were top notch. So hopefully ... the pedigrees there form at least what I know.

Tyra:

He seems like, he seems just really knowledgeable. So, yeah.

Jessica B.:

Okay. Thank you, that's great to hear.

Aaron B.:

Are there questions for Kurt or Tyra on the high level update for the school before we move to vote on the resumes? Okay. So hearing none, what I would do is propose actually that we first vote to approve all the resumes to the K-8 and the CPA together in one vote. Is there a second for that?

Tim B.:

I second.

Aaron B.:

Great. So roll call. I approve, or I vote yes, Anuj?

Anuj K.:

Yep.

Aaron B.:

Tim?

Tim B.:

Yep.

Aaron B.:

Kamaria?

Kamaria B.:

Yes.

Aaron B.:

Jessica?

Jessica B.:

I.

Aaron B.:

Aluta?

Aluta K.:

I.

Aaron B.:

Constance?

Constance B.:

Yes.

Aaron B.:

Michael?

Michael D.:

Yes.

Aaron B.:

Ellen?

Ellen C.:

Yes.

Aaron B.:  
Shanta? Shanta?

Shanta P.:  
Agree.

Aaron B.:  
Great, and Khari?

Khari S.:  
Yes.

Aaron B.:  
Great. Any opposition? Any abstention? Excellent. So proposal to vote to approve all the resumes included in the packet, second? [crosstalk 00:40:42] And approvals, I approve? Anuj?

Anuj K.:  
Yes.

Aaron B.:  
Tim?

Tim B.:  
Yes.

Aaron B.:  
Kamaria?

Kamaria B.:  
Yes.

Aaron B.:  
Jessica?

Jessica B.:  
Yes.

Aaron B.:  
Aluta?

Aluta K.:  
Yep.

Aaron B.:  
Constance?

Constance B.:  
Yes.

Aaron B.:  
Michael?

Michael D.:  
Yes.

Aaron B.:  
Ellen?

Ellen C.:  
Yes.

Aaron B.:  
Shanta?

Shanta P.:  
Yes.

Aaron B.:  
And Khari?

Khari S.:  
Yes.

Aaron B.:  
All right. Any opposition? And any abstention? Excellent. All right. Thank you both Kurt and Tyra and Kesha. I hope I said your name correctly, and welcome. It's great to have you on and thanks for joining us.

Kesha:  
Thank you so much.

Aaron B.:  
All right. So I will turn it over to Ellen for the education committee update, and I wanted to say for all committee chairs too, just so everybody can hear this, now that we have grown to a bit larger board size, would encourage committee chairs to think about, even if there was nothing of note that happened in the committee during the month, which would probably be unusual, but I would really encourage

folks to make sure they give a bullet or two update just on where they are with their committee, even if it's just reminding people where we were last month, just so that we are establishing a continuous sort of flow of information for everybody. So just want everyone to hear that. As I've mentioned previously in the past couple months, we'll start to think more now that we're larger about communication structures and things like that. So again, committee chairs, even if there's not too much to report out on, just would encourage you to note the big picture things that are on your mind. 30, 60 seconds max, pretty quick, if nothing else. So thank you, and Ellen, go ahead.

Ellen C.:

Thanks Aaron. So I think that the principals did a pretty good job covering a lot of the topics that I wanted to talk about. So for next month, I think we'll bring on Lizel to have her talk to us about her plans for the special population as well as ... oh, yes, we need to vote on the summer school grading policy. So that's one thing that we need to do, and then once we have that established, we can keep track of the ones who did not get the credits.

Aaron B.:

Okay, great, and we'll get to the vote here in a couple agenda items. Anything else the board should have on its radar over the next month out of the education committee, Ellen?

Ellen C.:

Nothing else except for those.

Aaron B.:

Okay.

Anuj K.:

[inaudible 00:11:48]?

Aaron B.:

Yeah, go ahead, and any questions as well can follow Anuj.

Anuj K.:

I think one thing that I would recommend the board do is get familiar with that dashboard. Everybody should have that link, because there shouldn't be anything new in it right now, obviously with school just starting. There might be some summer school stuff going on there, but the more familiar we can get with it now, the easier it'll be to understand as we kind of get going. We know that things are going to be a little bit different. To try and digest it all in a couple of months when we get data is probably going to be more arduous than we need it to be, so highly recommend getting familiar with that right now.

Aaron B.:

Yeah. Thanks Anuj. That's a good point, and Monica, Melissa, if we can get a good print out of it in as just a standing item into the board packet, I think that would be smart as well. Obviously we need to protect confidential information where possible, but hopefully that's an easy PDF. So we can handle that offline, but a really good point, Anuj. Thank you. Okay. Sounds like we're wrapped on education committee. Thank you, Ellen, for the update. So let's move to the reentry plan, Corrin.

Corrin:

Good afternoon, everybody. Good evening, sorry. I don't have any updates for the reentry plan. The only update that I have is around the summer school grading policy. So as you know, the CPA had summer school this past summer for the first time as a response to COVID. The grading policy that you guys saw a couple months ago for COVID allowed for CPA scholars to receive an incomplete, and so we received guidance in late July around how to reconcile those grades, and so I worked with Sarah to create this policy that was emailed out in the packet today, and so we are asking that you guys vote on it. Do you want me to go over the policy, Aaron?

Aaron B.:

It might be good to touch on anything high level you wish to touch on, but I think just to tie this all together for the board, going back to March, I think when we embarked on COVID, what we set out to do is keep with I think following DOE to the extent we could, and then recognize places where there wasn't specific guidance and acknowledge that we need to build our own roadmap in those places so that we at least have a plan in place and we're doing what's best for our students, what's best for our community. And so the grading policy is something that I believe it would normally reflect in a personnel handbook. Obviously circumstances this year were a little bit different than we would have expected, and so this is a good opportunity for us to, I think, formalize and codify what we have learned going through that process this year. So I know that this is a little bit more recent addition, it just timing wise worked really well that we were having a board meeting this week. So I hope folks had a chance to digest what was sent around or can take a quick look now. So Corrin, if there's anything you want to highlight, that's great. Otherwise, I think we can open it up for any questions and work from there.

Corrin:

Would it help to share my screen?

Aaron B.:

Sure, yeah.

Corrin:

Okay, I can ... oh, can someone give me sharing? I'm not sure who the host is. Thank you. Okay. Okay. So the policy, it has three sections. So the first section has to do with credit recovery for semester one. Semester one was face to face. So the school did traditional summer school using an online platform for credit recovery, and that grade is going to be recorded as it has been in the past, according to the DOE policy, which is recorded in ALMA under summer school and it's coded as a summer school course. So that's nothing new. This is something that the school has currently been doing, but there was no policy because it reflected DOE policy. The second part is the summer school course completed to improve the incompletes. So the biggest thing for this is just to know that the kids received an incomplete in June for their final grade, and they had summer school to make it up. So this is saying that they're going to take an average of the final June grade with the summer school grade to receive the reconciled grade.

Corrin:

And that information came from guidance from the New York department of education, the state, as well as the DOE. So you'll see kind of the language from those two handbooks there. The other thing to note is that the DOE has also issued guidance around kids who did not pass the summer school course.



They will be allowed to go until January, 2021 in order to complete the missing assignments and receive the passing grade. So it's going to remain an incomplete on their transcript until January, 2021. I'll pause. Any questions about that COVID policy for summer school? Okay. The last part just has to do with the region's waivers. This was all copied from the region's guidance from the state. So this was nothing that was created from Lighthouse. This is just the guidance, but just making sure that the policy is there so that it reflects what the region currently says. I did add a line to kind of say that, of course, all of this is subject to change as we receive new guidance from the state and the DOE. Were there any questions?

Khari S.:

I have a question. Were we mandated to stay within the state guidelines or whatever recommending body sort of had recommendations? Were we bound to stick to those recommendations, or did we have room to consider other avenues?

Corrin:

In terms of the regions waivers, we are, because this is how they're going to issue those waivers. In terms of the incomplete on the report card, I do know that the charter center did say on one of the calls that charters do have autonomy to make their own COVID related grading policy, but just the practice of metropolitan has been to follow what the DOE does and follow the guidance, which I'm going to be honest, it's been very complicated in terms of how things are coming out, and so having that guidance is great. So yes, we had autonomy to go and do something else, but the recommendation has always been to follow what the authorizer is recommending.

Khari S.:

I mean, just as a statement, I'm not ever a fan of anything the DOE does and I wouldn't follow them anywhere, but I certainly understand that in this particular case that they had competent recommendations and I can see following that, but I would strongly urge us to really consider something for the future. I mean, I don't see any more pandemics coming down the line, but I think we should strongly think about the autonomy that we do have and really up our game beyond what the DOE offers. That's just a thought for later on in life for what we do.

Corrin:

Are there any other questions about this policy? I'll stop my share.

Jessica B.:

Actually, as I'm thinking about it right now, this is a shift from, I guess, or maybe just a development from previous policies. Does this seem like it's going to be ... to the extent that we can even tell, is this kind of where they're going to land at least on this year? Or is there a possibility of any additional changes?

Corrin:

Can you clarify a little bit more about what you're asking? I'm sorry.

Jessica B.:

I guess first am I correct in saying this is a bit of an evolution from what they originally had as their grading and incomplete policies?

Corrin:

So the original guidance that came out in, I think it was around April, was that kids who were struggling, especially with high school course credits, they would be issued an incomplete. So that guidance was there when they started to release information around grading in COVID. The new information was how that grade is going to be issued, because in the past, when you go to summer school, it's ideally for credit recovery, and so you complete that entire course with all the standards in summer school, and you get that summer school grade, and then you have your grade, your end of semester grade. So this is different because it was an incomplete, and so kids didn't necessarily make up the entire two quarters or the entire semester, they focused on a lot of the assignments that they missed. And so that's where this guidance came from, because the question was how do you issue the summer grade? And so that's where this came from. In terms of evolving, I do think there'll be additional guidance around kids who are continuing to have an incomplete from now until January. I don't know how that's going to evolve, but I know right now the guidance is saying that the incomplete will stay on the transcript, and then when January comes, they'll convert that to a grade, similar to what they're doing here for summer.

Jessica B.:

Got it. Thank you. That's very helpful.

Kamaria B.:

I do have to say, I agree with Khari, that we should take advantage of our autonomy, and there are some flaws with this particular policy and we could have ... I don't know if it's already been implemented, but we don't have to follow what the DOE says, and as a parent myself, we're always fighting. We want better for our kids and we actually have that opportunity. So just to keep that -

Corrin:

Just a note too, this is not just a DOE, this is also the state. So it was a combination of both guidance. It wasn't just the DOE policy. It was a combination of what the state is saying too. The DOE policy is actually a little bit linear than what the state is saying. The DOE is saying if they pass summer school, they pass the course out together. So it's a combination of the two, which I quoted on there, but I just want to give you guys that background, and then in terms of the regions, we have to follow the guidance in order for the kids to get the waiver. So there is no autonomy around that.

Kamaria B.:

Right. I do understand that the regions, the aspect pertaining to the regions, however, as a student who was thrown into virtual learning in the middle of the school year, there are better ways to account for their grades rather than a weighted average of chaos and then summer school grades. We could have done something better.

Anuj K.:

I think that's a really good point. I think for situations like this, when things come up, if folks on the board want to kind of work with that, feel free to go ahead and jump into ed committee. You don't have to join the committee to come into the meeting, just because I think in order to most quickly facilitate that, that would be the easiest process, because I agree that the DOE isn't always going to the best answers, but they kind of set the guide rules and we have to figure out what's best for our students after that. So I'm 100% on board with what you're saying, but I think we need to work on making sure that we

have a process to get there, because it's difficult to do it on these calls. So let's try to figure out a process, and maybe it's something that we work on, for not just this piece right here, but just on a move forward basis. Can we build a process that makes it easier to bring these situations to light so we're not debating them on these calls, we're actually voting on them because the debate has already happened in the background. So just some food for thought.

Corrin:

And I think if there is some disagreement with this policy, we can press pause, and I don't know if we want to put it back through ed committee, but I can take it back and adjust if there is additional feedback.

Ellen C.:

Can we let the rest of the board have a chance to read through it and say have us get you all the feedback by next Tuesday?

Corrin:

Okay, that's fine.

Ellen C.:

Yeah?

Aaron B.:

My question was just how that would line up timing wise. I hear everyone's points here and I think we would all be generally aligned on pushing to raise the bar for students. In terms of where we are just timing wise in the year, I don't know if there's a specific time that we would need to vote on, or if there's another way we would want to handle that. So I guess Corrin, that's a question for you, just in terms of if we're going to go that route, are we going to need to do another board meeting between now and September? Or how would we need to handle that? Because otherwise I think we might want to ... and I'm just thinking out loud here, find a way to at least approve what's here or approve the ed committee having some sort of authority over approving a final sign off, something to that effect, so that way that is addressed in a timely fashion for folks. Again, timing's not always ideal on some of this, especially in 2020, and so I wanted to get it in front of the board. Like I said up front, I know there wasn't as much runway on this, but I wanted to get it in front of the board in a timely fashion so that we could kind of hash out exactly how we want to handle it.

Corrin:

That's fine. I think waiting until Tuesday, I think that's fine, but I would be cautious to wait until the next board meeting, because we want to reconcile the grades on their transcripts, and I don't want to wait until the next board meeting to raise any red flags so we can notify parents. I want to say the guidance said within 30 days, so we'll be pushing if we go past next week.

Anuj K.:

So is this something that we can give a small group on the ed committee? If this is what the board wants, could we give the ed community the oversight to approve this? Once everybody has taken a look, and then whoever wants to come together to make a decision, we'll make the decision then that the

board would approve to have that committee make the decision. Is that right? I don't know that exact wording of that, but -

Shanta P.:

Right, and it was along the same lines. My thought was for those that had questions around this, do you have suggestions that we can all think about as we're reading through? Because as someone with no experience in how a grading policy should look, I am not going to know what type of feedback or how to contribute to feedback if I don't understand or know what a new or revised grading system would look like.

Kamaria B.:

I can speak to that directly. I don't know if you want to go through it now, just one thing, averaging the grade, for example. We can decide whether to average the grades or just take the higher of the two grades. Like I said, the kids were thrown into chaos, to then consider that I think is a bit unfair.

Michael D.:

Do you guys have any opinions on this? What's your recommendation?

Tyra:

Michael, who are you asking? Who are you asking?

Michael D.:

You and Kurt.

Tyra:

Okay, great. It really is more about the high school, so I'll take this on. So what happened, how we even got to this point was it was even worse of an average by the interpretation of my assistant principal, just trying to figure out the DOE's guidance with it, because he thought it should be the average of third quarter, fourth quarter, and then summer school, and what we found when we looked at their grades were a lot of my kids had attended summer school, worked really hard, got a great score in summer school, but doing that average of quarter three, quarter four, and summer school had our kids failing, and so that's when I went to Corrin, because as the principal, it's a lot of hands off with the grades and don't try to convince teachers to go back and look, but a lot of our kids, it had to be a substantial number of them, wound up with a 64 and passing is a 65. Parents have the right to appeal, and I didn't even agree with the grade. So I went to Corrin and I said to Corrin, "Listen, these kids worked hard in summer school, in COVID summer school. They had to deal with ..." as you were saying, Kamaria ... "Being thrust into the COVID world. Now they worked really hard in summer school and they're going to fail again? So now what are we saying to them?"

Tyra:

So Corinne spent some time with Sarah, they talked about it and tried to come up with something that just even made more sense for our kids. That's how ... because the wording said that ... tell me the wording again, Corrin, because it wasn't the average, it was factor in summer school and what happened before. So what we thought made the most sense was to take the grade that they got at the end of June, take the summer school grade with it, and what happens is that kids who were going to fail

with a 62, 63, they had gotten so close, were pushed over. Kids who just didn't show up at all, they stayed with the incomplete while we would continue to work with them until January, giving them more support, hopefully in a hybrid situation, most of them picked hybrid, but even if it is still fully remote, giving them more time to pass the class, but the caveat and the issue is our summer school, with the exception of English nine ... so we have summer school for English 10, living environment, US history, world history, and algebra one. Those were summer school classes in person with a teacher. Those are all -

PART 2 OF 7 ENDS [01:04:04]

Tyra:

Those were summer school classes in person with the teacher. Those are all Regent's classes. If the students passed in summer school, they would get the Regents exemption. If they don't pass in summer school, they have to take that Regents over. We're not sure if they're going to have to take it in January or next June, but if they don't pass, that's where they are.

Tyra:

So all of this stuff was coming up. I reached out to Corrine. Corinne came up with something that felt like it was more fair to the kids, but I clearly get where you're coming from Kamaria because that was my first concern, that the kids were thrust into this. And I know it was also the concern of Corrine and Sarah. So we were all on the same page when I looked at how the grades came out and we were just trying to work really feverously. Because August Regents, which they could get exemption from you can't move... Tell me if I'm right Corinne. You can't move into the rest of the school year waiting for January, and then say, now you're exempt from August regions. It kind of has to happen right now.

Tyra:

And so if they fail the class, they're automatically not exempt from August Regents, and we have to see what the state puts out. So just to give the whole board a little bit of background as to how we came up with this, what we came up with was better for children. I understand that we don't have to follow the DOE's guidance at all when it comes to this. We can kind of come up with our own stuff, but we are also a DOE authorized charter. I don't know if it poses a challenge with us being far left from them or not. Obviously, we just want to do what's right for kids. So that's how it all came about.

Corrin:

Yeah. And I agree. I agree with the conversation. Like this quarter, three quarter, four, definitely kids, they didn't ask for this. They didn't ask to be in remote learning and a lot of kids struggled. But just making sure that it's something that's fair as we think about the waivers, because the waiver is tied to this. And so just making sure the policy is fair because it's tied to the waiver at the end of the day. And so definitely open for feedback if you guys want to push it to next Tuesday. But Kamaria, that's exactly what we've been talking about as we've been developing this policy. Like what's something that's fair that can go on the record.

Anuj K.:

Cool. So can we do this? If we can assign the ed committee and whomever else wants to be a part of that conversation to kind of get feedback back. And Ellen, can we maybe have like an impromptu ed

committee call either late Monday or early Tuesday, so that we can get all thoughts in, because I don't think this is something that we want to drag our feet on if our students exemptions or not are kind of...

Ellen C.:

Yeah. Yep. I am in total agreement. Right now, let me just see whether people are available in the afternoon, say at one o'clock Monday.

Anuj K.:

I like that. [inaudible 00:03:34].

Ellen C.:

Monday the 31st.

Shanta P.:

And can we do a Doodle?

Michael D.:

Ellen, I'm not available. I have a meeting I can't move.

Anuj K.:

Actually. Yeah. Ellen, do you want to just send out a Doodle? And can we get everybody that wants to participate in this say that they will fill out the Doodle by, I don't know, tomorrow by noon? That should be [crosstalk 01:07:57].

Ellen C.:

Yeah.

Anuj K.:

Thanks Ellen.

Ellen C.:

Yep, sure.

Aaron B.:

I appreciate everyone making themselves available here. I want to be clear about what would then happen next just to get the sequence on this right. And I'm looking at the governance chair right now on the screen to make sure she signs off on this. We would effectively vote, I think right now to delegate the authority to approve the grading policy for this specific year. This is something that we can revisit as we always do as part of our annual handbook discussions or otherwise as needed.

Aaron B.:

But for this specific year, we would vote to delegate that authority to the education committee. What that means is education committee would need to hold a vote in a public setting in order to approve and sign off on this. So as part of this meeting that you're thinking about for Monday, we just need to

make sure that we follow open meeting law in terms of having form of the ed committee, ensuring the recording and transcript and minutes are in place, which is something that we can work with operations on to do. I think it's fairly straight forward. And I would presume the vote itself would be fairly simple. But just do bear in mind that in order to actually approve something like this, there's got to be a vote in a public setting.

Corrin:

Okay. I...

Michael D.:

Are you proposing that for a vote, Aaron?

Aaron B.:

Yeah. So that would be the vote. Now, just to put this on the table, to see if people aren't comfortable with that, we could in theory, reconvene the board as well, the full board, if people aren't comfortable delegating the authority. So I guess let's start there. Is anybody not comfortable delegating the authority for the final vote on this to the ed committee? That doesn't mean that Ellen can't include input from the full board on it. It just means the vote on it would come out of the ed committee. And we could ratify that vote at the September board meeting. Yes. September board meeting.

Aaron B.:

Okay. So given that, ed committee, are you comfortable... Corrine, is there a drop dead date on this that you would recommend?

Corrin:

So I haven't seen an actual date.

Aaron B.:

I think Ellen, correct me if I'm wrong, but the next ed committee's formal meeting is September 16th. If that's too long... That's too long?

Corrin:

Yeah. I would say at least by September 8th so that we can have the data in the system before DOE starts back. That would be my recommendation because it's some vague language around due dates. But I don't see an actual due date. I haven't seen a document that said it had to be in the system by this date.

Aaron B.:

Got it, got it. So ed committee would need to find... I would say next week, so we're not pushing up against the eighth year. So I think the question here really is, I don't know if we can establish... As much as I don't want to schedule something with everything like this, just given the route that we need to go with this, it might make sense. I don't know if ed committee can say, you know, next Wednesday at 6:00 PM is when we're going to vote. We'll collect all the feedback by, I think Monday or Tuesday. And then ensure Corrine and Tyra and Kurt have time to incorporate anything as needed.

Aaron B.:

I'm throwing dates and times out there, but I would feel a lot more comfortable coming out of this given I think that the need to actually put something in place and my personal desire to support our senior leadership here. I would feel more comfortable voting to go this way if we can set a time that that vote is going to happen with the ad committee, right now.

Ellen C.:

Tuesday or Wednesday of next week, I will send out a Doodle for that call, and remind everyone to read through it first. And then have your questions ready while we talk about and vote on it.

Aaron B.:

Sorry, Ellen, exactly how you want to lead up to that is okay. I would feel a lot more comfortable approving it this way if we could actually set when the vote is going to happen. I don't mean to [crosstalk 01:12:29] but I mean, I said Wednesday at six. I don't know. It's up to the ed committee. I'm not a part of the committee.

Anuj K.:

Yeah. I mean, because with ed committee there's... Wednesday at six. If we need work around that. Let's set Wednesday at six. But Ellen, will you still send out the Doodle so we can have a discussion prior?

Ellen C.:

The what? I'm sorry.

Anuj K.:

Will you still send out the Doodle so we can have the discussion prior to that?

Ellen C.:

Yeah, yep.

Anuj K.:

And then if there's always something else to kind of discuss, right? So if we say that we'll have them in and confirmed and over to Corinne by Wednesday at six, if it happens to be earlier, if we need to move that, great. But by Wednesday at six, 6:08, this will be in Corinne's hands and approved.

Jessica B.:

Also, to be clear, for the vote itself, you literally just need quorum of the ed committee in order to go forward with that, the way that we're discussing structuring it. And the discussion and/or input from other board members can come in at any point prior to that.

Anuj K.:

Well, I think that's what we do, right? So that's why that first call is get everybody's input. Let's get everybody agreed on what we want to do, so then once that's in place, all the ed committee has to do is say aye a couple of times.



Kamaria B.:

Just as a follow-up, if you're not on the ed committee, but you want to vote, are we allowed to vote?

Aaron B.:

We can authorize any group of people, right? So it doesn't have to be the ed committee. So the recommended vote here could just be a list of names that would be the ed committee. And I'm guessing Kamaria wants to be involved because she's asking the question. Right, Jessica?

Jessica B.:

That sounds right to me. I think putting together a list right now would make sense, because we do have to formally delegate it right now. But if we put together a list of everybody who's interested, it doesn't mean you can't offer input if you're not on that list, but you wouldn't have a formal vote. I think it's just the thing.

Aaron B.:

So, simple answer, we can authorize the ed committee and Kamaria to vote on it, basically. The people on the ed committee and Kamaria.

Anuj K.:

Anybody else want to? Just want to make sure.

Khari S.:

As does Khari.

Anuj K.:

Thanks Khari. So ed committee plus Khari and Kamaria.

Kamaria B.:

I think Khari is on ed committee, no?

Aaron B.:

No, If my memory is correct, which is...

Shanta P.:

No, the ed committee is Anuj, Ellen, Jesse, Michael Sophia, and Constance.

Kamaria B.:

Got it.

Aaron B.:

Okay. So I appreciate everyone's attention to this. I'll propose then that recognizing the urgency of this, and it sounds like the import generally to the board here to provide a little bit more input, propose that we formerly delegate the responsibility for the vote of the approval of the CPA summer school grading

policy as is in the board packet to the education committee, the folks on the education committee that Shanta just listed as well as Kamaria and Khari.

Michael D.:

Second.

Aaron B.:

All right. I approve. Anuj?

Anuj K.:

Favor.

Aaron B.:

Tim?

Tim B.:

Yes.

Aaron B.:

Kamaria?

Kamaria B.:

Aye.

Aaron B.:

Jessica?

Jessica B.:

Aye.

Aaron B.:

Michael?

Michael D.:

Aye.

Aaron B.:

Ellen.

Ellen C.:

In favor.

Aaron B.:

Constance?

Constance B.:

Yes.

Aaron B.:

Aluta? Aluta? Okay. We'll come back to that. Shanta?

Shanta P.:

Aye.

Aaron B.:

And Khari.

Khari S.:

Yes.

Aaron B.:

All right. Aluta, do we have you? Okay. Let's do oppositions. Abstentions. Okay. I think regardless, if my tally is correct here, that gives us the majority of the board with quorum. So that would pass.

Anuj K.:

Hey, real quick, before we move on. Tyra, your opinion on this is this you are good with The grading policy as presented, right? I just want to make sure. Tyra?

Tyra:

I'm sorry. Say it again, Anuj.

Anuj K.:

No, no worries. Just before we move forward, I just want to know, you're okay with the grading policy as it was presented. I just want to make sure I have that.

Tyra:

Yes. Yes. I think it is more fair to kids than what we were doing before. And I think it also takes into consideration... When we looked at it from before and after, a lot of the kids moved into a place where they would wind up being okay and passing. The kids that wound up not passing, are honestly, the kids that just didn't show up at all. And so they weren't going to pass no matter what, because they just didn't show up because I guess whatever was affecting them in COVID was still affecting them in the summer. And we just have to figure out a way to reach them in the fall so that they could possibly get that credit til January.

Tyra:

And so we like the fact that the DOE gave us a longer runway because I think the DOE was also trying to account for the fact that the kids just needed more time. And so they gave them all the way to January

2021 to be able to get those credits. Unfortunately, they still will have to take the Regents over, but they could regain... Well, not over, but take the regions if they've never taken it before, or take it over if they took it before and didn't pass it. But they will be able to... It will stay in I until January 2021, as long as they're making up the work.

Tyra:

And so we like that stretch and that runway, but also feeling like we know what COVID did to the kids, right? But this seems like if it ever came back and anybody questioned us on the what's, the how's and the when's, we would be able to say, hey, we took into consideration the fact that they didn't do so well third and fourth market period. But they did really well in summer. And combine those, and we came up with a grade that put them in a position where they passed with at least a 65.

Anuj K.:

I was grounded in what you thought before we had [inaudible 01:19:57].

Tyra:

Yes. Yes. It definitely made me feel a whole lot better than when I looked at how my kids had done before it. And it just put us in the mind of... We never had to have a summer school policy before. Because we never had summer school at the high school. We would always send them out. And the summer school was done by other folks. They would just come back to us with a grade. This was off first summer school ever. And then obviously it's our first COVID summer school. So we needed something to make sure, you know...

Anuj K.:

Absolutely. Okay. Thank you. I appreciate that.

Aaron B.:

Let me unmute myself. I think this is a good group of people, just will remind us all to ensure that we work together, and board members ensure that we meet meeting obligations in order to best support senior leadership to the fact that we can. This is a great group of people. If there's anything I can do to help facilitate this, please don't hesitate to let me know. But otherwise, Ellen, why don't you let me know how this progresses and anything you need.

Ellen C.:

Yep, I certainly will.

Aaron B.:

Anything else Corinne, before we close out this piece and move into the LHA updates?

Corrin:

No, I don't have anything else.

Aaron B.:

Okay. Thank you. Next, LHA updates. So looking at an enrollment update from, I think Melissa, you're taking this?

Melissa:

Good evening everyone. Yes. So what you'll see in the pocket is our enrollment. So we've lost a lot more kids in different grades than-

Ariana A.:

Melissa, you're really low.

Tyra:

Melissa, we can't hear you.

Melissa:

Is this better?

Ariana A.:

Not really.

Melissa:

How about now?

Ariana A.:

Yeah, perfect.

Melissa:

Okay. Sorry about that.

Melissa:

So what I was saying was that I am reporting today a lot more changes. Usually we were just reporting ninth grade and kindergarten enrollment, but now at this point we have had a lot of movement in different grades, which is... This is all typical. None of this is a surprise. We go through this all the time, but I just wanted to note the changes. So you can see, we have changes in first grade, second grade, third grade, fourth grade, fifth grade and sixth grade, aside from kindergarten and ninth grade. And all of these spots have already been filled. So this is just showing you the changes, but letting you know that we're surpassing the charter amendment goal of 52 per grade. But just so you're aware that there's changes that have been happening. But all as well.

Aaron B.:

And Melissa, the importance of the charter amendment goal, can you just give a headline on that for folks who might be hearing that for the first time?

Melissa:

Sure. So what is in our charter is that every single grade should have 52 scholars in each grade. So with us having 52... We have one grade, it's 12th grade, that has 50 kids, but overall the high school is at full for their enrollment. But just because you just can't find a 12th grader. There's just no way you're going to get a 12th grader. Usually if you're in a high school, you stay in that high school. So it's just very hard to find one. But overall the high school is where they need to be for enrollment.

Melissa:

But the goal is 52. But we're able to go over a bit and bill over our charter. So that happened last school year. And this will be the second year where we're able to do that. And we also do that so that we have less movement and we're not scrambling to acquire scholars. And December, January, February, if we start out the year really strong, when we have those few scholars that trickle off, we just let them trickle off. And then we're still at our goal overall.

Aaron B.:

We do have a slight allotment to go over. Is that for the DOE or for the [inaudible 01:24:40]?

Melissa:

Yes.

Aaron B.:

Yeah. Okay. So for the reasons Melissa just outlined, that's been kind of our precedent in terms of how we enroll as we kick off the school year and work through the school year. Any questions for Melissa on the enrollment numbers? Okay.

Aaron B.:

Well, I'm glad to hear that we're backfilling quickly. I sort of anticipated a little bit more, I think, volatility in the numbers this year with COVID. So it makes sense. And if anything starts to become an issue or a concern, please do let us know, as always.

Melissa:

Thank you.

Aaron B.:

Great. So we'll move now to the 20 to 21 lottery preference. To remind everyone, this was something that was put in front of us at the last board meeting. We asked board members at that board meeting should read through it and provide any feedback that they had to Corinne so that we could vote on an approval of that headed into this year. And so I will turn it over to Corinne for that piece.

Corrin:

No changes were made. So this is the same document that was put together for just the recommendations around how the lottery process should take place. I don't know if anybody has any questions.

Shanta P.:

No. I read through. It's a great document. It's clear.

Aaron B.:

Great. Thanks Shanta. I'm not seeing anyone else speak up, so I think we'll go ahead and propose that we adopt the policy included in the packet for this month as the 20 to 21 lottery preference policy from the board's perspective.

Tim B.:

Second that.

Aaron B.:

Great. Tim, I guess that's approval from you?

Tim B.:

Correct.

Aaron B.:

Great. Anuj?

Anuj K.:

In favor.

Aaron B.:

Kamaria?

Kamaria B.:

In favor.

Aaron B.:

Jessica? Jessica?

Jessica B.:

Aye.

Aaron B.:

Great. Okay. You were muted. Let's see here. Constance?

Constance B.:

In favor.

Aaron B.:

Michael?

Michael D.:

In favor.

Aaron B.:

Ellen?

Ellen C.:

In favor.

Aaron B.:

Aluta? Aluta? Okay. Shanta?

Shanta P.:

Favor.

Aaron B.:

And Khari.

Khari S.:

In favor.

Aaron B.:

Any opposition? Any abstention? And Monica for the minutes, I'm in favor as well. So that passes. Okay, great. And the next item is the LHA network update from Corinne.

Jessica B.:

You're still muted Corinne.

Corrin:

Sorry. It's been a long day. Just one thing that I realized that we didn't do, I know that Ariana was on our exec call this past, I think last week, but I don't know if Ariana had the opportunity to meet the entire board. But she is our new vice president of academic operations, and so she is filling in, she is doing Courtney's role. And so she will be taken over board relations for next month. So I think that's our biggest update. And in terms of the 30, 60, 90 day document, you will see that that's also been updated and that was included in the packet for this month.

Aaron B.:

Thank you. And Ariana, welcome to, I guess your first board meeting with us. Would you like to introduce yourself to the board?

Ariana A.:

Sure. My name is Ariana. Thank you guys for having me. I joined with Lighthouse about three or four weeks ago. Everything seems like a blur, 2020. We don't know what date it is. We don't know anything



anymore. So I joined recently. The team is great. Everyone is great. I've been working really closely with Mett over the past couple of weeks, and Corinne to just make sure that the school is in a great place for everyone, for students and staff, opening during these very, very strange times. And I'm looking forward to working with you all over the next few months.

Ariana A.:

Also Aaron, just to note, I take the minutes now and Monica does not anymore. So just FYI.

Aaron B.:

Got it. Good to know. So Jessica, I'm sure you've heard that.

Jessica B.:

I did. That's excellent. And while we're on the subject, I think Aluta's votes, he can be recorded as absent for now unless we establish contact.

Ariana A.:

Fantastic.

Aaron B.:

Okay, great, great. Any questions before we move to our next section, which is public comments? Hearing none. So welcome Ariana. Thank you. Hearing none-

Jessica B.:

I have a comment which is, very nice to meet you, looking forward to working with you.

Ariana A.:

Thanks Jessica.

Aaron B.:

And I'm pleased to see that Kurt just had a guest join him just in time for public comments. So I'm hoping that he or she will be speaking up.

Kurt:

The thunder is disturbing her quite a bit.

Aaron B.:

Well, she came just in time for public comments. So we'll move into public comments at this time. I don't see any members of the public on my Zoom, but are any members of the public with us this evening?

Aaron B.:

Okay, so hearing none, we will wrap the public comment section and move into school operations. Mary Beth, welcome. Let's talk about the July financials.

Mary Beth:

Great, good evening, everyone. I'm just going to go over the financial report, looking at where we are in the month of July. Very, very strong balance sheet as we continue to have month over month, year over year. We have 8.4 million in current assets with over 10 and a half million in total assets, and very few liabilities. Current liabilities of only 1.7 and total of 2.8. So very strong net assets, 7.7 million.

Mary Beth:

With those strong balance sheet figures, we have a current ratio of 4.86. Our debt to asset ratio, very small, 0.27. Cash on hand, which includes the investment accounts of 7.8 million. And in the month of July, the expenses per day are very small. And that is because the largest expense that we have for the school is salaries, and mainly the teaching salaries. And so during the month of July, that has all been accrued from the prior school year. And so that really drops our expenses per day down to about half of what it normally is. And so that's why we see our day's cash on hand really skyrocket 462. That's just an anomaly of the way that the financials work for the month of July.

Mary Beth:

Looking at the debt service coverage ratio, that's looking really strong at 5.65. Again, that has to do with the summertime pay for the teachers.

Mary Beth:

Looking at the same activities, the budgeted enrollment was 676, but we're billing at 680. So we're getting a few more dollars in for revenues. But as you can see, year to date revenue in the month of July, we recognize 1.1 million. And with total expenses of 525, that gives us that really inflated surplus for the month of July, of 582,000. Any questions on any of those high level review?

Mary Beth:

Going into, if you were to look at the income statement, you'll notice there is some variation in some lines, and those happen to do with some billing fluctuations we had. For example, our insurance, the property and casualty insurance normally gets billed in July and they actually billed it a little bit later in August, so we're going to see them some higher expenses, and that's falls in the occupancy line. But that's one reason why that line is lower this month than what was budgeted. But our one month budget is pretty much an estimate. And so that's why we have some fluctuations there from one month to the next. Any questions on the financials at all?

Mary Beth:

School looks very, very strong and I haven't seen anything out of the ordinary that would cause concern. Okay.

Aaron B.:

Shanta, anything from the finance committee to add to that?

Shanta P.:

No, we heard the same last week during the finance committee call, and there were no outstanding questions or any comments that need to be bought. So we're good with the financials for the month.

Aaron B.:

Great. Sorry, Mary Beth. I think I cut you off.

Mary Beth:

That's not a problem. Do you want to vote on that now?, or do you want me to go into speaking about the audit?

Aaron B.:

I think we can go ahead and vote now, get that out of the way. So proposal to vote to approve the July financials.

Tim B.:

I second that.

Aaron B.:

Great. I'm in favor, Tim?

Tim B.:

Favor.

Aaron B.:

Kamaria?

Kamaria B.:

In favor.

Aaron B.:

Jessica?

PART 3 OF 7 ENDS [01:36:04]

Aaron B.:

Kamaria?

Kamaria B.:

In favor.

Aaron B.:

Jessica?

Jessica B.:

Aye.

Aaron B.:

Anuj?

Anuj K.:

Favor.

Aaron B.:

Michael?

Michael D.:

Favor.

Aaron B.:

Ellen?

Ellen C.:

In favor.

Aaron B.:

Aluta?

Aluta K.:

In favor.

Aaron B.:

Shanta?

Shanta P.:

Favor.

Aaron B.:

And Khari?

Khari S.:

Favor.

Aaron B.:

Any opposition? Any abstention? Okay. So that passes unanimously. All right. Thank you, Mary Beth. So we can move on to the audit now.

Mary Beth:

Okay. Just an update on the audit. The audit has begun. We have been working with the auditors. Last week was the field work, is how they put it, where we sent them all the financial information and a lot of

the information from the school on student listings and things like that. So the auditors, they took a high-level review, asked a few questions. We followed up with some explanations. Now we're just waiting until they do some more work and send us more questions, but everything seems to be running really smoothly. This has been a great audit firm to work with, very professional, and I think we're going to find that everything will be running on time, and we should have the audit for the board... I believe it's in the October board meeting for the board to review it and vote to approve it so that it can be submitted by November 1st. Any questions?

Mary Beth:

Well, that is all that I have.

Aaron B.:

Great. Good to hear that this has been a very positive and timely relationship so far. So thank you, Mary Beth.

Mary Beth:

Thank you.

Aaron B.:

Monica, facilities?

Monica R.:

Hello, everybody. I was really hoping for an eventful August. We had a really good July. Just giving you some updates on the rooftop project. We are now playing the waiting game with the Department of Buildings. We cannot schedule our final inspection for the certificate of occupancy without them doing the final sign-off on all the documents. They have what they need. We're just waiting for them to approve, sign off and schedule that final walkthrough. So once I have that date, I will let everybody know. That will just bring us one step closer to finally wrapping this project up. Then once we receive the certificate of occupancy, we have to do a certificate of completion to the bondholder, and that would just seal the deal with the project.

Monica R.:

An update from last month regarding the door locking mechanisms. We did pass that inspection, so that is finally done, tied with a bow. That's a big victor for us. And we did pass the FDNY inspection last month as well.

Monica R.:

We've been spotting some leaks in the building, one within the gym, and we've identified where it's coming from. It came from the outside curtain panel, and the contractors will be in next week to just repair it all and fix that. The other leaks were on the fifth floor, ironically the one part of the roof that we did not touch. It's the old part of the roof. So the contractors will be onsite hopefully early next week. They will look at it for us, and then we'll see what the next steps are. But it's the one area of the roof where all of the HVAC units are sitting on, and it's also the one area that we didn't do any work on. So go figure, right? As soon as we have an update, I will pass that along.

Aaron B.:

Okay, great. Thanks, Monica. First of all, congratulations on two other big milestones. I know it's challenging right now to get, I think, final approvals and sign-offs in a timely manner. So we'll just look to have those as soon as we possibly can. Not much else to do there.

Aaron B.:

With regards to the leaks, obviously we're going to want to address anything that I think we can address right now. We don't want this to be a recurring issue. So if there is something that pops up that we need any proposal on through the facilities committee, let's do that and hopefully take it from there. But hopefully, we can get this resolved in a relatively inexpensive/thorough way.

Monica R.:

I hope so too. There isn't much left of the old roof, so I'm hoping it's not a costly ordeal. But I don't want to jinx us, so I will let you know as soon as I get an update.

Aaron B.:

And just anybody feel free to speak if they disagree with this, but I think, obviously, we want to get this taken care of so it's not a recurring issue. My hope is that the board is certainly open to hearing any proposals that would be needed, but again, hopefully, that's minimal. But just want to tee that up so that we can get this resolved right away during the summer months and we're not dealing with it in the winter if we don't have to be.

Monica R.:

And the goal would be to get it resolved before the students actually come back in person so we can have everything-

Speaker 1:

Monica, do you know where it's leaking onto the fifth floor?

Monica R.:

Melissa, correct me if I'm wrong, but it's the office and the art room [crosstalk 01:42:26]. Yes.

Speaker 1:

What office? My office?

Monica R.:

No. No, not your office. It's when you come off the elevator, that office to the left.

Speaker 1:

Oh, okay. Yes, yes, yes. Okay.

Curt:

Monica, Do we have a timeline on the occupancy? We had been selling kids over the summer that they'd be able to visit the roof, and then they were surprised this week when we told them they couldn't

go up there, and I had to be the bearer of that bad news. So I was just curious what I can tell the children.

Monica R.:

I wish I could give you a date, but they could peep through the windows. You can open the door and let them see it. We just want to make sure there's no one occupying the space, right? As soon as I get something, [Curt 01:43:19], I will let you know. So we technically cannot occupy it, but we can open the doors and let them walk by it.

Curt:

Thank you.

Monica R.:

You're welcome.

Aaron B.:

Okay.

Shanta P.:

I have a question. I'm sorry. The roof, the part that's leaking on the gym, is there a guarantee or warranty or something with the contractor where they come back and fix this, I guess, pro bono-

Monica R.:

Yes.

Shanta P.:

... free of charge? Okay. Just wanted to know.

Monica R.:

We're technically in construction. So until we receive the certificate of occupancy, they are responsible for everything, but they also give us a one-year warranty at a minimum after the work is done. Right? So in a way, it's good that we're waiting. We have all this waiting time, and then we have an additional year once we receive the certificate of occupancy.

Shanta P.:

Right. Thank you.

Monica R.:

You're welcome. Any other questions?

Aaron B.:

Okay.

Monica R.:

Cool.

Aaron B.:

Thank you, Monica. That brings us to the revised school calendar. Melissa?

Melissa:

Can everyone hear me?

Aaron B.:

Yes.

Melissa:

Okay. Thank you. I just wanted to make sure. Okay. So the new calendar, it is very, very, very similar. I'm just going to share my screen. It's very similar to the one that we presented previously that was approved. We just wanted to ensure that we designated the remote learning and when hybrid starts. Everything else is the same; however, I did take out the testing dates. I left the bucket there, and then it'll say TBD just because we're not sure if those are happening. But there are no significant changes here.

Aaron B.:

Okay, great. And just to note for the full board as well that, as I mentioned at the impromptu meeting that we held I believe last Monday, about 10 days ago, the recommendations for how to start the school year was passed by a quorum of the board. So that is how we're kicking off the year, and I think that's partially what's reflected here as well.

Aaron B.:

Okay. So if there aren't any questions for Melissa, because this is an item we need to vote on as mentioned, so I would propose that we approve the school calendar as proposed in the August board meeting packet.

Jessica B.:

Second.

Aaron B.:

Great. And Jessica, approve?

Jessica B.:

I don't have to do a second vote if I second, just so you know.

Aaron B.:

Right. Tim?

Tim B.:

Approve.



Aaron B.:  
Kamaria?

Kamaria B.:  
In favor.

Aaron B.:  
Anuj?

Anuj K.:  
In favor.

Aaron B.:  
Michael?

Michael D.:  
Favor.

Aaron B.:  
Ellen? Ellen? Aluta?

Ellen C.:  
In favor, Aaron. Sorry about that.

Aaron B.:  
Got it. Okay. Thanks, Ellen. Aluta?

Aluta K.:  
In favor.

Aaron B.:  
Shanta?

Shanta P.:  
Favor.

Aaron B.:  
And Khari?

Khari S.:  
Favor.

Aaron B.:

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Did I miss anybody? My tiles shuffled in the middle of that. Okay. So opposition? Abstention? And that measure passes. Thank you, Melissa.

Shanta P.:

Just want you to know that I think we lost Constance.

Aaron B.:

Yes, thank you. She had to step away. Board governance. Jessica?

Jessica B.:

All right. So first order always is the minutes. I assume everybody looked at them, and I would move to approve the minutes from the July board meeting as they are posted... Aaron, understanding that you made those two little detailed corrections prior.

Tim B.:

I second.

Jessica B.:

Oh, now I should do roll. Okay. Aaron?

Aaron B.:

Aye.

Jessica B.:

Ellen?

Ellen C.:

Aye.

Jessica B.:

Shanta?

Shanta P.:

Favor.

Jessica B.:

Kamaria?

Kamaria B.:

In favor.

Jessica B.:

Aluta?

Aluta K.:

In favor.

Jessica B.:

Michael?

Michael D.:

In favor.

Jessica B.:

Anuj?

Anuj K.:

In favor.

Jessica B.:

Did I miss any? I think that is everyone.

Khari S.:

Khari [crosstalk 01:48:57].

Jessica B.:

Oops, sorry. Oh, Khari. Yeah, sorry. You show up as numbers on my screen.

Khari S.:

That's right. In favor.

Jessica B.:

Thank you. All right. Opposition? Abstentions? All right. So that is passed. We have approved the minutes.

Jessica B.:

Secondly, we're going towards a board strategic initiatives conversation, which we've included the executive dashboard in the packet this month, which you all will have seen. It is somewhat updated. But just before I hand that over to Aaron to go into in a little more depth, I wanted to also just resurrect the actual board strategic plan really quickly on my screen, which is just [crosstalk 01:50:00] meant to be essentially that, obviously, we put this together in June, and we've been moving forward on it, but slowly as all of our other business has been quite demanding. But just to really come back to this in this moment and say, yes, I will be getting in touch with all the committees chairs in regard to all these strategic priorities.

Jessica B.:

Just to recap again for all of us, we came out of our June meeting with five strategic priorities. Even though these will be assigned to separate committees to really lead on, all of them are all of board endeavors to greater or lesser degrees. So we have focused in on organizational structure and cultivating relationships within the board and with other key school leaders. Obviously, we had a fundraising strategy discussion and a community relations discussion, and we created a whole committee around that. We also... Why is this not scrolling? Here we go. Then you see down here fourth and fifth, we're needing to create an effective governance structure to move forward on these goals and create metrics for ourselves and, finally, develop governance practices dedicated to making our organization an aspirational institution.

Jessica B.:

Again, that's a very whole of board thing, so I would invite everyone, especially committee chairs, but everyone to take a look at these again and think about ideas that you have for what that means for you on your committees and for you as an individual, or what you think that other committees might be able to do because those discussions will be happening this month about really putting rubber to the road and pen to paper and taking action on moving those forward in an actual meaningful way. So that's just to re-flag that for everybody.

Jessica B.:

And that's my spiel. How do I stop sharing? Pause share. Did that work?

Shanta P.:

No. There should be something on the [crosstalk 01:52:33]. There should be something on the top of the screen within the document.

Jessica B.:

Oh, I see it. Thank you. There we go. So now, Aaron, yeah, I'll hand that back over to you to take to the exec dashboard.

Aaron B.:

Yeah, great. I mentioned this at the last board meeting, that it was something we had built out in the first quarter of this year, right as we were heading into COVID actually, so I wanted to get this included here so folks could see what it was. This is what we will continue to include now going forward, which I'll continue to get updates from either the committee chairs, or if there is a special project that we end up taking on, whoever the board appoints to head that special project. I will ensure that their updates are folded in here on the board level strategic projects so that we're getting a dashboard of board progress on our strategic initiatives as well each month.

Aaron B.:

I had mentioned this last month, provided some initial updates here this month, and like with the [inaudible 01:53:46] dashboard wanted this to now be a standing item in the packet so folks can see it and so we can continue to track to where we need to go. That's going to come up again here once we talk about the education consultant one more time. So that's all this is. If there are any pressing questions, I'm happy to answer them now. Otherwise, we can handle that, I think, offline.

Aaron B.:

Okay. Hearing no pressing questions then, moving to the conversation on the education consultant. So just so everyone knows, I'm looking at I think it's PDF page 55 of the board packet. You'll recall at the July board meeting, we reviewed the RFPs for this. The board approved proceeding to negotiate an agreement up to the \$72,000 with [Pasek 01:54:48] Consulting. We'd actually, I believe, authorized the governance committee to go ahead and oversee that with the goal of getting that project off the ground.

Aaron B.:

As we were exploring that over the past couple of months, the timeline just took a little bit longer to actually get the agreement banged out. What is in front of you today is actually the final proposal. So we thought instead of just having the governance committee vote on it, we'd just include it in the board packet for a full board vote for approval. Generally speaking, I think I've connected, and the governance committee will weigh in if they disagree with this, but we've all connected on this, and I think everyone's generally in favor of it.

Aaron B.:

There's a couple of minor outstanding issues around some language about what insurance would be required of the consultant. The consultant doesn't carry D&O insurance. I think we see that as a relatively minor issue. D&O insurance is really about senior leadership of the school and about the directors and officers of the board, which the consultant is obviously neither of those things. And then there's some language about just ensuring the consultant follows all of our policies and procedures to ensure that anyone coming into contact with students or children or families has run appropriate background checks, things of that nature.

Aaron B.:

So those are the sections that you probably saw highlighted. I think we have language worked out that should be okay, but the gist of those two sections, I think we're fine foregoing the D&O insurance because really there isn't an impact there. And then with the background checks, so long as there is language ensuring that basically all applicable laws and procedures are followed by the consultant, we're fine with that. So that's really what that is.

Aaron B.:

The consultant laid out in I think it's actually the last page of the board packet the timeline and high-level deliverables of what would be given to the board. Then the last piece of this, and this is the follow-up to what Jessica was just talking about with the strategic plan, and I've had a chance to talk with several of you about this. Anuj and I had a chance to speak with Mr. Pasek a couple of weeks ago now just to introduce ourselves and start to build a relationship there between him and the board since if we were to go ahead with this agreement, he would be working with us over the next 18 months to handle the transition and also handle our next charter renewal. I felt, and I think Anuj felt the same, that it was a really productive conversation, pretty candid about how he works, what he does, what he doesn't do, and what he would need from us.

Aaron B.:

The main ask that he had for us is that typically when he takes on engagements like this, his firm sits down with the board and senior leadership early on to lay out and really get an understanding of the vision for the school. Anuj and I let him know that we had just gone through this at our annual retreat back in June, so we had spent a lot of time talking about who we want to be, how we want to be who we want to be, and why all that matters to us. So I think there's a lot to build off of.

Aaron B.:

But still, it was his thought that it made sense to come together with the board if possible as early as possible. The date that we identified that seems to work best with September and with the sequence of the calendar for September is Saturday, September 19th. So I was just hoping to get a pulse check from board members here on that date to be able to come together. That would be the Saturday. It would be, say, three or so hours in the afternoon, probably 12:00 to 3:00, 1:00 to 4:00, where we would spend time with the consultant facilitating us. I'll send over the strategic plans so we're not starting from nowhere. But the goal would be so that he comes away from that with a really clear picture of who we want to be. And I think for Anuj and I, that was just common sense as the right place to start with this. So that's all that. The hope is that we can, I think, approve the signing of the agreement here. Then also, like I said, I want to get a pulse check on the September 19th as well.

Aaron B.:

So before we do those things-

Anuj K.:

[inaudible 01:59:11].

Aaron B.:

Yeah, I was just going to say, Anuj, if you've got anything you wanted to add to that and then just open it up to any questions before we can move to vote here, hopefully.

Anuj K.:

Yeah, I think with the understanding that September 19th is not that far away, he said it did not have to be the whole board. So if you have something that makes it so this is difficult to attend, do not feel like you have to completely turn your life around to be able to meet with this. He said he would like to meet a representative portion of the board. So as many of us that can be there, great, but we don't want to impede things that you may already have on your calendar. So I just wanted to throw that out there.

Aaron B.:

Yeah. Thanks, Anuj. I think we would at least want to get to quorum because we would be handling official board business in that capacity, but certainly acknowledge that everyone has other obligations as well. So let's pause on that real quick though. Questions about where the agreement ended up? Again, it's in line with everything in July, but just timing-wise, it worked out to put this in front of everybody here. So happy to answer any questions that anyone would have at this time.

Aaron B.:

(silence)

Aaron B.:

Okay. I don't hear any there. So let me just pulse check this quickly since I've had a chance to speak with a few of you. And if you want to just talk to me offline, just tell me that, but Kamaria, does the 19th work for you?

Kamaria B.:

Yes, that works for me.

Aaron B.:

Thank you. Jessica?

Aaron B.:

(silence)

Aaron B.:

I'll come back to you.

Jessica B.:

Sorry. Quick question. I'm assuming this would be remote. Correct?

Aaron B.:

Oh, yes. Yes.

Jessica B.:

Yeah, yeah. The 19th should be fine.

Aaron B.:

Barring a miraculous vaccine, yes.

Anuj K.:

That can be distributed in the next three weeks.

Aaron B.:

I said miraculous. Anuj, you're, I think, still good with the 19th. Michael?

Michael D.:

Yes.

Aaron B.:

Tim?

Tim B.:

No.

Aaron B.:

Okay. Tyra? Curt? Melissa? There you are. Ellen?

Ellen C.:

Yep.

Aaron B.:

Great. Aluta?

Aluta K.:

Yep.

Aaron B.:

Shanta?

Shanta P.:

Yes.

Aaron B.:

Khari?

Khari S.:

Yes.

Aaron B.:

Okay, great. And I spoke with Constance earlier today. I think it works for her as well. So, Tim, if it works for you, we'll try and go ahead with that date, and you and I can connect offline on anything that you want to share.

Tim B.:

Cool.

Aaron B.:

Great. Okay. So that out of the way then, can we move to vote on approving the contract that's here, I think subject to the governance committee finalizing these two outstanding provisions? Is there a second for that?

Jessica B.:

So to be clear, we're delegating the governance committee to do the finalization on these two clauses and move forward?

Aaron B.:



Well, I think it's just presuming that the language gets agreed to around the consultant needing to follow all applicable laws and school procedures with regards to the visitors and being in the school.

Anuj K.:

So can we not just approve it pending the governance committee approving the two changes, the approval based on two [inaudible 02:03:24]?

Jessica B.:

Thank you, Anuj. Yes, that's what I was searching for.

Aaron B.:

Yes, we are all saying the same thing.

Anuj K.:

I seconded. I don't have to say it again.

Aaron B.:

Great. Jessica?

Jessica B.:

Aye.

Aaron B.:

I'm in favor. Tim?

Tim B.:

Favor.

Aaron B.:

Michael?

Michael D.:

In favor.

Aaron B.:

Ellen?

Ellen C.:

In favor.

Aaron B.:

Aluta?

Aluta K.:

In favor.

Aaron B.:

Shanta?

Shanta P.:

Favor.

Aaron B.:

Khari?

Shanta P.:

In favor.

Aaron B.:

Great. So I think, Melissa-

Kamaria B.:

In favor.

Aaron B.:

Sorry, Kamaria.

Kamaria B.:

Okay.

Aaron B.:

Thank you. I got ahead of myself. And actually any opposition? Any abstention? Excellent. And Kamaria is never going to let me forget that I did that. So that's good for me.

Ariana A.:

And could you tell me what this vote was for again? [I'm new 02:04:29]. You confused me a little bit.

Aaron B.:

Yeah. It's to approve the contract here pending the two revisions that we just spoke about.

Jessica B.:

Pending the approval of the governance committee of the two revisions we spoke about.

Aaron B.:

All set? Okay, great.

Anuj K.:

That's what I said, Ariana. Come on.

Aaron B.:

Okay. Then, Melissa, we can come back to offline on the agreement itself, but do you want to work with him to finalize the 19th? I think we can maybe shoot for a start of noon. Let's call it noon to 3:00. I think he said a few hours. Let me know if that's off base, but it'd be great to get invites on folks' calendars sooner rather than later. And then you can send over the strategic plan, and anything else he needs, just let me know.

Aaron B.:

Okay. Good. Okay. So that brings us to the end of, I think, everything, except for exec session. So we'll go ahead and prepare to do our usual transition into exec session, which I think Ellen has just sent around. So what we're going to do is, there's a few items we need to run through in exec session. The first item, I think, in terms of sequencing here it makes sense to do, [Corrine 02:06:10], is the principal evaluations? That's what we're going to do?

Aaron B.:

Okay. So I guess what we'll do is we'll start by having the board, Corrine, Ariana, anyone from LHA, I don't know who all is joining that, and then Curt or Tyra, whoever wants to go first, we'll have you join and then drop. We'll have the other person join and then drop, and then we will have LHA drop and have both Curt, Tyra and Melissa join after that when we move on to the corporate discussion. Everyone followed that, right?

Speaker 2:

Yes. And Aaron, for LHA, I'm the only person that needs to be there because it's a personnel matter.

Aaron B.:

Okay, great. So then for minutes purposes, it will be for a personnel matter and the invited. So it will obviously be the board and then the invited guests would be Corrine, Curt and Tyra.

Monica R.:

And Aaron, I just switched over hosting rights to you for this meeting.

Aaron B.:

That is thrilling. Thank you. Thanks, Monica. So Curt, Tyra, Melissa, I'll text you or email you to just keep you updated on timing. Curt or Tyra, I don't know if you have a preference on who wants to go first, or we can go alphabetical order. Up to you.

Tyra:

Go ahead, Curt.

Curt:

Sounds good.

Aaron B.:

Okay. So the exec session Zoom is in the chat. Text Ellen if you have any issues accessing that. It is 8:35. Let's try and get migrated over there by 8:40, give folks a...

PART 4 OF 7 ENDS [02:08:04]

Aaron B.:

... five, let's try and get migrated over there by 8:40, give folks a chance to use the bathroom really quickly. And so we'll try and start in at 8:40.

Anuj K.:

Hey, Aaron, real quick before we go, I think one thing that I meant to say way earlier. We talk about growth within our school, and I think it's great to see Kisha come up and grow in her career within Lighthouse. I think that's exactly the reason why we have plans in place because as Melissa grew, Kisha got to grow as well. So I just think that's something that needs to be celebrated. So, Kisha, welcome. The job's going to get a little bit tougher, but we know you can do it.

Kisha:

Thank you. [crosstalk 02:08:41] Thank you so much.

Anuj K.:

That's what we need to continue to promote at Met. We need to make sure that we are growing our own. And I think this is the perfect example of that. So I just wanted to make sure I got that there.

Kisha:

Thank you so much. I'm really excited for this opportunity.

Anuj K.:

Now you're going to get a whole lot more questions from us. Aaron, you're on mute.

Aaron B.:

I was really good about that, now I've made that mistake three times in one night. Well said, Anuj. And I think [inaudible 00:01:17], I was having a conversation with somebody earlier. I get a chance to hear about a lot of different schools handling of COVID and working their way through the challenges this year's presented. And I've said this repeatedly, and I don't mean to sound like a broken record, but this really took everybody here coming together to put together the reentry plan, to get everyone back in a capacity with a plan to be answering questions. And everyone has risen to the occasion here, and everyone deserves to be celebrated for that.

Aaron B.:

And I think what that says to me, isn't just, "I appreciate everyone doing their job," which I really do, but also that absent a lot of formal guidance, or absent a lot of the guidance we usually had, we came together as a community to do the right thing for our students and to make a lot of tough decisions one day at a time. And so I appreciate this group's dedication to getting to the best decision each week, and

we'll continue to do that in the future ahead. But do want to thank everyone on the senior leadership team that's on this call for getting us into the school year, in I think an overall very successful way.

Aaron B.:

I had a chance to hear from Curt the other day about how he got kindergartners to wear a face mask by calling them, I think, face blankets was the term. And that is a story that I've been telling I think nonstop since Tuesday. It's just very cool. So I know everyone has stories like that, but just wanted everyone to hear that bit of an anecdote.

Aaron B.:

And, otherwise, for those of you who are going your own separate way this evening, thank you so much for your time this evening. If you need anything, of course, feel free to contact me offline. And everybody else, I promised you five minutes. So it's 8:38. So let's say 8:43. We'll move over to the other Zoom session. And board members, don't forget, we'll have to come back to this Zoom session at the end to formally close the meeting. Thank you, everybody.

PART 5 OF 7 ENDS [02:40:04]

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PART 6 OF 7 ENDS [03:44:00]

Jessica B.:

You're muted, Aaron.

Aaron B.:

Fourth time. Everyone should be able to unmute themselves based on my settings. Let me know if that's a problem in the chat box.

Aaron B.:

Got it.

Ellen C.:

Can you hear me?

Aaron B.:

Always.

Ellen C.:

Loud and clear, no, I'm just kidding.

Aaron B.:

I know I can count on you.

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Jessica B.:

Okay. So the vote to exit executive session has to happen in public forum.

Aaron B.:

Correct. Alan, take it away.

Anuj K.:

I'll take it away. I move to get out of public session.

Tim B.:

Second.

Speaker 3:

Second.

Aaron B.:

Out of exec session.

Anuj K.:

What did I say?

Shanta P.:

[inaudible 04:05:40].

Anuj K.:

I move to get out of executive session.

Ellen C.:

Second.

Kamaria B.:

Aye.

Aaron B.:

All those in favor?

Tim B.:

Aye, everyone.

Aaron B.:

Any objections? Any abstentions? Excellent. Jessica, the language sounds fine.

Jessica B.:

Sorry, just taking down all of our votes. Okay, so...

Aaron B.:

You went on mute again.

Kamaria B.:

[inaudible 00:22:15].

Jessica B.:

Sorry, okay, so now I am moving to... Let me open up to where I wrote this. Okay, to authorize the governance committee to... Wait, sorry.

Jessica B.:

So to authorize the governance committee to continue with corporate personnel negotiations along the parameters discussed in executive session and at the same time to ratify the governance committees actions in that regard up to this point.

Anuj K.:

I second.

Jessica B.:

Kamaria.

Kamaria B.:

Aye.

Jessica B.:

Ellen.

Ellen C.:

Aye.

Jessica B.:

Aaron.

Aaron B.:

Aye.

Jessica B.:

I think I heard Michael say, "Aye," Tim?

Tim B.:

Aye.

Jessica B.:  
Shanta?

Shanta P.:  
Aye.

Jessica B.:  
Aluta.

Aluta K.:  
Aye.

Jessica B.:  
[inaudible 04:07:19].

Speaker 4:  
Aye.

Jessica B.:  
Cool. And that was Anuj seconding, right? We're going to go with that.

Aaron B.:  
Yes.

Jessica B.:  
Anuj seconded. All right. And now a final vote. I move to authorize the governance or, sorry... To, dang it, okay. I wrote this all wonky. Oh no, it just got moved. I move to authorize the governance committee to continue to work towards resolution of the personnel complaint and at the same time to ratify the progress up to this point in that regard.

Anuj K.:  
I second.

Jessica B.:  
Thank you. Kamaria?

Kamaria B.:  
In favor.

Jessica B.:  
Ellen?

Ellen C.:



Favor.

Jessica B.:

Aaron.

Aaron B.:

Aye.

Jessica B.:

Shanta?

Shanta P.:

Aye.

Jessica B.:

Michael?

Michael D.:

Aye.

Jessica B.:

Tim?

Tim B.:

Aye.

Jessica B.:

Aluta.

Aluta K.:

Aye.

Jessica B.:

And Khari. Khari?

Khari S.:

Aye.

Jessica B.:

Yay. All right. Okay. I think that's everything and we can adjourn, Aaron.

Aaron B.:

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Okay, great. Thanks everybody for your time this evening. I won't keep you. I'm sure you've heard my speeches a thousand times over, unless anybody has anything to say in closing, please, please keep the 19th locked, if you can make it really, really appreciate everyone making themselves they're being flexible with their calendars so far. I think that's going to be a really productive conversation, Anuj and I both felt that we had a really good start, I think, with [inaudible 04:09:06] relationship. So otherwise thank you so much and have a great unit, a motion to adjourn the meeting.

Speaker 5:

[inaudible 04:09:13].

Speaker 6:

Night.

Aaron B.:

Night.

Speaker 7:

Bye, guys.

PART 7 OF 7 ENDS [04:09:22]