APPROVED

Adelante Schools

Minutes

Adelante Schools Board Meeting

Date and Time
Friday March 17, 2023 at 8:30 AM

Location
Emma Donnan Elementary and Middle School
Scholar Center, Floor 2
1202 E Troy Ave., Indianapolis, IN 46203

Goals:

1. Approve organizational foundational tools and policies to govern our school and operate effectively.
2. Deepen our understanding of Adelante's Emma Donnan operational state and provide any necessary support and guidance.

Directors Present
A. Smith, B. Burcope (remote), K. Kainrath, M. Staten (remote), M. Whitley, N. Frech, R. Scott, S. Simpson (remote)

Directors Absent
K. Branson-Hutchison

Directors who arrived after the meeting opened
M. Whitley

Guests Present

E. Rangel, J. Habayeb

I. Opening Items

A. Call the Meeting to Order

K. Kainrath called a meeting of the board of directors of Adelante Schools to order on Friday Mar 17, 2023 at 8:30 AM.

B. Record Attendance

C. Public Comment

- Opened for public comment, 3 minutes to share, board will not respond to comment.
- No public comment.

D. Approve Minutes

R. Scott made a motion to approve the minutes from Adelante Schools Board Meeting on 02-17-23.
N. Frech seconded the motion.
The board **VOTED** to approve the motion.

Roll Call	
M. Staten	Aye
B. Burcope	Aye
K. Branson-Hutchison	Absent
A. Smith	Aye
R. Scott	Aye
K. Kainrath	Aye
N. Frech	Aye
M. Whitley	Abstain
S. Simpson	Aye

M. Whitley arrived at 8:33 AM.

II. Executive Director Update

A. Executive Director Update

- Reviewed year average attendance compared to previous two school years. Average is approx 87% which is a yoy increase of about 4%
- Attendance data disaggregated by race. Average att
- KK: What trends are we seeing?

    - ER: historically, white studnets are at a lower rate compared toher racial groups and bucks national trends. Have engaged community to inquire how to think about this.
- Reviewed suspension data which includes entire school of classroom or busses. Reviewed number of incidents per grade level.
- Reviewed suspension data by location with classroom as predominant place. Playground incidents are significantly lower than last year.
- Reviewed suspension data by race. Gap of number of incidents for African American students compared to removal of white anad latinx students.
- Interventions of bringing in community members to discuss conflict resolution and leadership.
- Continue to ask question of why do we continue to see this gap?
- Last year these incidences or numer of offenses were in the 400s had a 47-48% reduction of offenses throughout the year. Giving kids somethign to say yes to, providing after school activiites, more partners coming in. Community supports them adn we work night and day to make sure they belong at school and have a safe place.
- Compared total number of suspensions and number of incidents. Shows how closely following handbook. Overall this year is 159 suspensions and 160 incidents as compared to 448 incidents last year and 423 suspensions.
- Graph of a percent of incidences by race and ethnicity.
- MS: Gender break down?
    - ER: aligns to break down of gender in school percentage wise. Middle schools is where most occur. Will include that in the quarterly update.

III. Finance & Operations

A. Consent Vote: Approval of December and January Transactions

A. Smith made a motion to Approval of February transactions.
R. Scott seconded the motion.
The board **VOTED** unanimously to approve the motion.

IV. Committee Updates

A. Academic Excellence

- ER: Looking at data from SY21-22 looking back at state assessments.
- ER: OEI core questions: is the educational program a success? rated from does not meet standards to meets standards.
- ER: A lot of not rated, full packet gives context on why not rated. Most often it is becuase the state is not rating those or we are too young of an organization.
- MW: High point, school is demonstrating improvement the longer they are enrolled.

- MW: attendance rate, does not meet standard at 94% and mayor's office does not have a single school meeting 94% at this time. Remnants of Covid-culture and attendance as flexible.
- ER: constantly asking ourselves what barriers exist that are preventing children from being at school. Good number of families that are exceeding that 94%. Constantly in cycle of addressing barriers.
- AS: My own children's school sent an email to address this becuase we are not meeting 94%.
- MW: particularly concerning, providing an equitable education to all students. We do not meat standard. Gen ed and SPED student gap is 17.1% and SPED students are at 0% of SPED students were proficient on the state assessment. Concerning from the standpoint of serving communities.
- MW: ELL and Non-ELL students have a 13.9% gap with only 2.7% of ELL students proficient on the state assessment.
- ER: statewide the gap between SPED and non-sped is 40%. 24% between gen ed and SPED for the highest performing school in IPS. This is not a surprise. We knew about this gap last year. There were students who felt the impact of the pandemic far more than other students.
- RS: What % of students have an IEP? Compared to other schools? Experience of pre-k in our students?
    - MW: What do you mean about pre-k?
    - RS: Was showing up at k your first experience of school?
    - ER: k is optional in Indiana. 20% of IEP students at school. Contextually depends on whether that was high or not. First year had 13% now 20%. Anecdotally many new scholars are coming from other schools with IEPs. We serve everyone. What we are doing and for next year particulars we are thinking about how we need to staff better and who we select to staff our SPED and how we train our gen ed teachers because everyone needs to think about best practices.
- MW: self contained?
    - ER: thinking about staffing, and how to staff differently. Shortage across the state and very particular about who we have teaching our students.
- MW: Certified vs non-certified staff?
    - 3 certified 2 non certified. ideally would have all 6 certified given the growth here.
- MW: How flexible to be in that space to understand staffing and enrollment? How does that change over the year?
    - ER: This happened with kindergarten, ended up with 38 kindergarteners and were fortunate that an instructional aide graduated in December, became certified, and was able to split the kindergarten classroom.
    - ER: to be truthful we cannot handle the fluctuations in enrollment which is why the district is switching to the zone model. Keep consistent transportation.
- KK: want to understand actions?

- ER: Action items, every time we look at data we are particularly looking at students in SPED realm. Can't say the data we have for iread 3 but is significantly higher this year for SPED students from last year. Teachers saying what am I doing to support scholars right now. Dr. Anita Archer reading and standardized best research practices and transferred to gen ed becuase it's best for all kids. Seeing significant gains. We bought a van. Rooney is making phone calls every morning(was on phone at 7:00 making sure a student had gotten up) have individualized attendance plans.
- MW: Go back. Appreciate the quick response, action steps. Let's talk about non-ELL and ELL. What contributed and how are we going to close this?
    - ER: Large group of newcomers. Vida rank student on a 6 point scale. 6 highly proficient and likely to be at grade level to level 1 who are newcomers and early in speaking English. Name of Adelante schools we welcome all students. Third grade, two scholars came last week and were in their second weeks in the US and legally had to sit and take the iread test.
    - ER: We aren't making excuses. Similar things for sped and ELL, teachers pulling small groups constantly, leading professional development for teachers and embedding ELL and sped best practices into gen ed classrooms.
- MW: How many teachers do you want to be focused on ELL?
    - ER: right now there is a ratio for that. Easier for language development standards. 30 students to 1 teacher. we are at 60 students with 1 teachers. Right at that. State legislature is talking about increasing funding for SPED and ELL students. If increased high enough will staff higher.
    - MW: Do you want to increase despite what the legislature does?
    - ER: the amount of time they can devote to levels 1, 2, and 3s. Not having to provide services to the levels 5 and 6. So the time is appropriately allocated.
- MW: Would you attribute that gap to getting students at inopportune times?
    - ER: one factor, not all. Being remote for a year, remote and then closing down classrooms last year. Pandemic impacts research based impacted students with exceptionalities. Nuanced.
- RS: Folks who come under asylum conditions. Two months interacting realized she is not literate in Spanish. Parents of ELL students may not be equipped to support. Thinking of so many things. Impact that trauma has on learning and attendance. Universal trauma of the pandemic. Trauma informed approaches.
    - ER: we have a social worker, running program called City Connects through Boston College. Every child individualized plan to ask what are the barriers? Access to community resources. Great opportunity to have our social worker present one month and share our approach. Our school is 98% qualified for free lunch, comes with challenges access to housing or food.
- RS: Trauma responses exaggerated whether an adult or child. More likely to check out, not show up, fight, flight responses. They don't go away.

KK: Josh Griggs will be presenting today on wellbeing of education and national trends on many of these issues.
Josh Griggs joins.

KK: academic calendar is on the agenda to vote or approve.
ER: Same as IPS with the exception of having school the Tuesday after Halloween. Disruptive to families to have a random Tuesday off.
M. Whitley made a motion to Approve the school calendar for the 2023-2024 school year.
N. Frech seconded the motion.

- Goal is to have this done by January. IPS did not get it out until end of January. Families had feedback on things like taking off Halloween on Tuesday. Adelante more nimble as a single site school.
- NF: Noticed that there appeared to be some days of iread testing?
    - ER: you're thinking about the practice tests which are not on the calendar.

The board **VOTED** unanimously to approve the motion.

B. Finance & Development

C. Governance

- NF: strategic planning retreat. Barb sent out an excel sheet to review availability. Have yet to hear from Rachel, Kristy, Matt, Mary, Eddie. Want to get that scheduled.
- Reviewed bylaws, board term limits of two 2 year terms. Do we want to review that, extend that, or change that in any fashion. Two challenges: getting board member spaces filled with members that are quality. Chairman position with Kristy how will we transition to the next board chair as well.
- KK: last meeting we brought it up for conversation and asked governance committee to come up with a recommendation.
- BB: Shift to 2 3 year terms. What does the board think?
- KK: Where does recommendation come from? Data from education board partners, standard across charter schools from education.
- KK: If a lot of board members are coming off at the same time can stagger a few board members. Have to be off for 1 year before being voted back on. Any specific input the governance committee is looking for?
- BB: wanted to give input from the board. Is that appropriate to move forward to change the bylaws
- MS: Like the 3 and 3. Gives you more time to get up to speed first year is so new.
- MW: 3 and 3 is ideal, particularly given this board and covid and the founding of the school. Selfishly regarding personal issues with military commitment.
- KK: long time to be a board chair. Almost at end of year 4. Ask governance committee to look at a vice chair from a succession perspective. Start some of the

work that Kristy does. It's not draining, it is a time commitment. Do it in partnership for a while in preparation for the vice chair to maybe
- MW: Great and very common.
- AS: Is there a cliff for Kristy? And we need a chart to think through vice-chair and for the governance committee to come with a more clear proposal.
- RS: Suggest governance committee to focus on diversity in succession planning. Shared experience at Coburn place to think through on ramp into exec committee.
- KK: Governance committee to come back with clear recommendation next meeting.
- BB: wanted to present John Williams as a candidate. John was principal of Carmel high school for 17 years, retired for 5 years. Extensive work through the mind trust. Had conversation on his commitment to public education. He is very impressed by the vision of Adelante and the work we are doing. He has strong character and is aligned to the values.
- ER: Carmel is a very different culture. Seen a lot and knows state public education system well. Discussing things on how the public school board runs, how to equitably fund schools. Recognizes the inequity between where he worked and the work we are doing here. Wants to be a value add and discuss systems and barriers for children at Emma Donnan. Excited by mission, vision, and shared interest.
- MS: How did you meet?
- ER: worked with University of Indianapolis school of education and introduced through U Indy.
- MS: Legislative background?
- ER: Yes.
- KK: Experience of running complex schools.
- BB: Community support too and growth of Carmel high school during his tenure.

R. Scott made a motion to Approve John Williams as a board member.
M. Whitley seconded the motion.
The board **VOTED** unanimously to approve the motion.

V. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 10:05 AM.

Respectfully Submitted,
K. Kainrath

We unite in solidarity with our families and community to create a joyous neighborhood school, preparing all scholars to graduate from college and lead lives of leadership and service to Indianapolis