Brooklyn Laboratory Charter Schools
Board of Trustees
Draft Board Meeting Minutes
December 15, 2021

Location and Participants
Due to the COVID-19 Pandemic, this Board Meeting is being held via Zoom.

- **In-person Board Participants:** Mickey Revenaugh
- **Remote Board Participants include:** Nadine Augusta, Adrien Siegfried, Sujata Rajpurohit, Gary Wood, Tokumbo Shobowale
- **Other In-person Participants include:** Eric Tucker, Sheryl Gomez
- **Other Remote Participants include:** Jonathan Flynn, Kristin Levine, Sarah Pactor, Chris Habetler, Kelly King

Agenda and Timing
Meeting called to order.

The meeting was called to order at 6:02 pm by Mickey Revenaugh in the presence of a quorum.

- December Board Meeting Agenda
  - Development and Nominating Committee
  - Finance Committee
  - Academic Committee
  - Additional Updates

Development and Nominating Committee

- **Board Adoption of the November 2021 Board Meeting Minutes:** The minutes from the board meeting of November 10th were circulated to and approved unanimously by the board.
  - Nadine moved to adopt the minutes from the November 2021 Meeting. Adrien seconded. The motion was otherwise approved unanimously.
- Nadine presented prospective board member candidates.

**Resolution Concerning the Addition of Jonathan McIntosh as a Member of the Board of Trustees**

**Motion to Add Jonathan McIntosh to Board of Trustees:** The Brooklyn Laboratory Charter School Board of Trustees, having conducted a thorough criminal history record check via fingerprinting which is deemed acceptable by NYSED, and having discovered no State or federal criminal history, or having provided information regarding such history to NYSED, if found, and having verified that any academic and/or professional credential or qualification presented by the proposed member is genuine, and having reviewed the application in its entirety, has voted to select Jonathan McIntosh as a member to its Board of Trustees, with a term expiring on January 31, 2024, pending approval by NYSED. The resolution approving Jonathan McIntosh is adopted upon NYSED's approval.

- **Resolution:** Sujata moved to approve the above motion, Adrien seconded the motion. The motion was approved unanimously.

**Resolution Concerning the Addition of Eldridge Gilbert as a Member of the Board of Trustees**

**Motion to Add Eldridge Gilbert to Board of Trustees:** The Brooklyn Laboratory Charter School Board of Trustees, having conducted a thorough criminal history record check via fingerprinting which is deemed acceptable by NYSED, and having discovered no State or federal criminal history, or having provided
information regarding such history to NYSED, if found, and having verified that any academic and/or professional credential or qualification presented by the proposed member is genuine, and having reviewed the application in its entirety, has voted to select Eldridge Gilbert as a member to its Board of Trustees, with a term expiring on January 31, 2024, pending approval by NYSED. The resolution approving Eldridge Gilbert is adopted upon NYSED's approval.

Resolution: Gary moved to approve the above motion, Mickey seconded the motion. The motion was approved unanimously.

BOARD OF TRUSTEES OF
BROOKLYN LABORATORY CHARTER SCHOOLS

RESOLUTIONS
Charter Revision Requests

BROOKLYN LABORATORY CHARTER SCHOOL
EDMUND W. GORDON BROOKLYN LABORATORY CHARTER SCHOOL

WHEREAS, in the Fall of 2021, the New York State Education Department Charter School Office (NYSED CSO) liaison for Brooklyn Laboratory Charter Schools (BLCSs) notified the BLCSs Executive Director and Board Chair that adjustments to various aspects of the charters of Brooklyn Laboratory Charter School (BLCS) and Edmund W. Gordon Brooklyn Laboratory Charter School (EWGBLCS) made over the years since each School’s founding and previously submitted to NYSED CSO must now be submitted to NYSED CSO and/or the School’s charter entity, the Board of Regents of the University of the State of New York (Board of Regents), as material or non-material charter revision requests, but has not clarified which requests are material, non-material, or neither at this time; and

WHEREAS, in addition to the charter revisions sought by NYSED CSO, the BLCSs Board of Trustees wishes to submit several additional revision requests for the charters of each School to ensure that the charters of each School are up-to-date and compliant with the requirements of NYSED CSO and the Board of Regents; and

WHEREAS, the BLCSs Board of Trustees appreciates its obligation to seek NYSED CSO and/or Board of Regents approval for all charter revisions, as a part of the Board’s oversight and management efforts to comply with applicable laws, regulations, and the provisions of each School’s charter; and

WHEREAS, the BLCSs Board of Trustees has duly considered each revision request, taking into account community stakeholder voice and feedback, and response to community need and experience, and believes that the revision requests are in the best interests of each School, their scholars and families, and the community; and

WHEREAS, the BLCSs Board of Trustees therefore proposes to submit the following revision requests for the charter of BLCS, in substantially the forms presented to the BLCSs Board of Trustees and attached as exhibits hereto, to NYSED CSO and/or the Board of Regents:

1. Organizational Chart – Exhibit A
2. Key Design Elements – Exhibit B
3. Charter Pages – Exhibit C
4. Scholar and Family Handbook – Exhibit D
5. Admissions and Enrollment Policy – Exhibit E
6. Enrollment Decrease – Exhibit F

; and

WHEREAS, the BLCs Board of Trustees therefore proposes to submit the following revision requests for the charter of EWGBLCS, in substantially the forms presented to the BLCs Board of Trustees and attached as exhibits hereto, to NYSED CSO and/or the Board of Regents:

1. Organizational Chart – Exhibit G
2. Key Design Elements – Exhibit H
3. Charter Pages – Exhibit I
4. Scholar and Family Handbook – Exhibit J
5. Admissions and Enrollment Policy – Exhibit K
6. Complaint Policy – Exhibit L
7. Discipline Policy and Code of Conduct – Exhibit M
8. Enrollment Decrease – Exhibit N
9. Fourth Amended and Restated Bylaws – Exhibit O

NOW, THEREFORE, BE IT RESOLVED, that all the revision requests described above, having been reviewed by the BLCs Board of Trustees, are hereby adopted and approved; and

BE IT FURTHER RESOLVED, that the BLCs Board of Trustees hereby approves the submission of all the revision requests described above to NYSED CSO on behalf of the Board of Regents, and/or to the Board of Regents; and

BE IT FURTHER RESOLVED, that the BLCs Board of Trustees does hereby authorize and direct the Executive Director of BLCs, in the name and on behalf of BLCs, BLCS and EWGBLCS, to do all such things and take all such acts and to expend such fees for and on behalf of BLCs, BLCS and EWGBLCS as may be necessary or advisable in order to give effect to and, generally, carry out the intent of these Resolutions including, without limitation, to execute and deliver the revision requests to NYSED CSO on behalf of the Board of Regents, in substantially the form presented to the BLCs Board of Trustees, along with any other documents in connection with the revision requests as may be required by NYSED CSO, with such changes or amendments thereto as the Executive Director deems necessary or appropriate, with such approval to be conclusively evidenced by the execution and delivery thereof by the Executive Director; and

BE IT FURTHER RESOLVED, that all actions of any kind heretofore or hereafter taken by any trustee or officer of BLCs, the Executive Director of BLCs, member of BLCs leadership, or any appointed or authorized person or persons authorized to act on behalf of BLCs, BLCS, and/or EWGBLCS in connection with the matters contemplated by the foregoing resolutions be, and each of them hereby is, confirmed, ratified, approved and authorized in all respects.

Tokumbo moved to approve the above motion, Sujata seconded the motion. The motion was approved unanimously.

- Eric provided background on why the school is submitting each of the revisions, per good hygiene and the updated October 2021 NYSED guidance. He further provided updates on the process of counsel review and Board committee oversight on each of the revisions.
- The Academic Committee session included a particular focus on the Key Design Elements and charter page revisions. The Academic Committee discussion emphasized the importance of:
○ Mission and Vision. It’s critical that school stakeholders share a common and consistent understanding of the school’s mission and key design elements outlined in the charter.
○ Revision of the KDE’s to reflect current understanding, including those related to nomenclature and consistency.

- Mickey provided examples of the types of revisions the school is requesting, and of the Board’s engagement and conversations with counsel and with the Authorizer.

**NYSED Edmund W. Gordon Brooklyn Laboratory Charter School (EWGBLCS) Mid-Term Site Visit**

**Report Action Plan**

- Eric and Mickey provided context on the request from NYSED to complete an action plan for each benchmark for EWGBLCS, charting a pathway towards meeting the 2015 Charter School Performance Framework standards. This action plan will serve as a tool for the school and New York State Education Department Charter School Office (NYSED CSO) to understand the actions that each school will take towards these aims or in the maintenance of effective practices. The School is preparing the action plan in order to assist the NYSED CSO in providing supports to the school. Mid-term SV report feedback is designed to empower the school to work towards or maintain a “meets” rating for all Performance Framework Benchmark ratings and, if applicable, develop a specific plan towards meeting those benchmarks not yet being met. The action plan does not duplicate efforts but is intended to develop a road map for the school which incorporates current strategies such as the school’s annual plan, the Board’s annual calendar, the school’s academic programs and keeps the authorizer informed of such activities. The action plan is slated to be submitted by 12/31/21.

- On December 8, 2021, NYSED requested that EWGBLCS submit an action plan consistent with the template they provided for each benchmark by December 31, 2021. Moving forward, the school’s leadership team will review the status of the benchmarks on a bi-monthly basis to ensure that traction is being made across each benchmark and strategy. Management will share the status of these initiatives during Board committee sessions and Board meetings to provide for oversight and review. The submitted action plan will be converted into a dashboard to facilitate such management and oversight.

This resolution authorizes the Chairperson of the Board of Trustees (Mickey) to coordinate with staff members to submit the Action Plan template once completed and reviewed, by no later 12/31/2021.

Adrien moved to approve the above motion, Nadine seconded the motion. The motion was approved unanimously.

**Finance Committee**

Sheryl and Adrien reviewed the Finance Committee Charge:

- The Finance Committee oversees the school’s budget and asset management. This committee approves short- and long-term financial goals for the charter school, recommends and monitors a budget aligned with the school’s strategic priorities, ensures compliance with strong policies, and raises financial concerns and solutions to safeguard the school’s resources.
The Finance Committee includes the school leader, Chief Financial Officer (CFO), and at least three board members—one of whom serves as the committee chair. The committee meets at least once between board meetings and submits committee minutes to the full board to communicate progress.

Sheryl (CFO) gave an update on the Finance Committee Goals, clarifying that we are off track due to landlord collaboration:

<table>
<thead>
<tr>
<th>Finance Committee Goals</th>
<th>December 2021</th>
<th>Progress Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1: By November 30, 2021, the Board will create and approve a strategic, multi-year plan that is aligned to the Material Charter Revision request to be submitted December, 2021.</td>
<td>Material Revision request</td>
<td>Not Yet On Track; trending in the right direction.</td>
</tr>
<tr>
<td>Goal 2: By May 31, 2022 the Finance Committee will implement a 10-year sustainable financial model aligned to the Material Revision request to align facilities obligations with Enrollment Table obligations.</td>
<td>Material Revision request</td>
<td>On Track</td>
</tr>
<tr>
<td>Goal 3: By July 30th, 2021, the board will approve a balanced and fiscally sound budget (with Annual Plan, pandemic response, and program alignment considerations) for SY 21-22.</td>
<td>Review the budget vs. actual report to determine if any material revisions to the budget are necessary.</td>
<td>Complete</td>
</tr>
<tr>
<td>Goal 4: By October 30th, 2021, the board will have a process to review, revise and confirm lease renegotiation and debt refinancing priorities.</td>
<td></td>
<td>Off Track</td>
</tr>
</tbody>
</table>

Chapel Sublease and Consent Letter negotiation: On behalf of the Finance Committee (and the Real Estate Subcommittee of the Finance Committee), Sheryl provided an update on the Chapel Sublease and Consent Letter negotiation.
- The Redline agreement has been reviewed by Pat and Gary from the Board.
- The School's is entirely agreeable to both parties, apart from a negotiation RE: the renewal date.
- LL Consent Letter negotiation has begun, and is being overseen by the Finance Committee.

Culture Amp Staff Survey: Sheryl provided an update on the Culture Amp Staff Survey
- The second staff engagement survey for SY21-22 closed on Friday, December 10, 2021. The survey closed out strongly with 75% participation and 86% commenters.
- Picking up on the HR update provided to the Finance Committee, Sheryl provided an update regarding the next steps and timelines. The next steps include:
  - Circulate participant follow-up comms.
  - Analyze raw data, emerging themes, concerns, priorities.
  - Deliver initial key findings: highlights and trends for LAB senior leadership team, Board, and staff
• **Enrollment, Recruitment and Retention:** Jonathan provided an update on Benchmark 9:

  Enrollment, Recruitment and Retention

• **General Update:**
  - Invoiced Enrollment
  - Homebound Instruction/Individualized Study Enrollment
  - Budgeted Enrollment
  - Approved Charter Enrollment: BLCS & EWGBLCS
  - Deficit from budgeted enrollment
  - Scholar Withdrawal

Since Previous Board Meeting:

- Additional Families have accepted a seat at Brooklyn LAB
- Additional Families were offered a seat at Brooklyn LAB
- Additional Leads have been generated from ads and outreach

**LAB Community Health Fair:** Kelly King provided an update on the LAB Community Health Fair, 12/10/2021

On December 10th from 12-5pm scholars, families, and staff attended LAB’s Health Fair

Offerings included:

- COVID-19 Vaccines
- Flu Vaccines
- Nutritious Food Samples
- Financial Literacy Sessions
- Fitness Activities

**Public Affairs Campaign to the Board of Regents:** Kelly provided an update on Public Affairs Campaign to the Board of Regents.

Brooklyn LAB is working to develop a weekly messaging campaign to the wider school community. Key messages and themes include:

- Academic Data
- Graduation Data
- Individual Scholar Stories
- Family Stories
- Staff Spotlights
- Team Spotlights
- Overviews of LAB’s equitable reopening process
- Commitment to serving special populations (ELL, SPED, etc.)

**Finance Committee reviewed its December 2021 Oversight:** The Finance Committee reviewed its December 2021 oversight tasks, which include:

- Review of upcoming Board Committee and full Board meetings for 2022
- Review of Finance Committee Goals - for December 2021
- Oversight of Benchmark 9: Enrollment, Recruitment and Retention
- Substantive review of proposed Resolutions for Material and Non-Material Revisions by Charter
- Review of EWG BLCS Mid-Term SV Report Action Plan
- Review of proposed agreements for Chapel Sublease and Consent Letter Negotiation
- Review of Staff Survey.

The Finance Committee Reviewed the School's Performance on Benchmark 4, Financial Condition:
including Working Capital, Debt to Asset, Cash Position, and Total Margin. The Finance Committee provided oversight of how:

- The Finance Committee and management team track metrics for reserves, equity, and net income.
- The Board reviews the school year budget planning, including the addition of contingency lines for COVID-related expenses.
- Monthly budget and cash flow management: The management team will track metrics for Debt to Asset Ratio, Debt Service Coverage Ratio and Days of Cash on Hand.
- Monthly oversight by the Board of Trustees and Finance Committee: These groups engage in active oversight of the school's financial condition by routinely receiving and discussing financial reports including: budget implementation status reports, interim income statements and balance sheets, and analyses of actual cash flow to cash flow projections.
- For SY22, the school monitors debt ratios, cash flow and equity to gauge fiscal trends, stability and viability.
- Survey/town hall students, caregivers, and the community on how they would like to be engaged in future decision-making.
- Create a plan for SY 22-23 on how to engage students, caregivers, and the community.
- Annual periodic review of the Financial Practices Manual to ensure that controls are in place and functioning properly.
- Monthly financial review of the accounting system and grants management by CSBM consultant.
- The School engages PKF O’Connor Davies to audit the School's statement of financial position and the related statements of activities, functional expenses, and cash flows on a yearly basis.

The Finance Committee Reviewed Performance on Benchmark 5, Financial Management:
specifically how the school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices. The following conclusions from the annual professional audit were reviewed:

- Strong Accounting System. The school has an accurate and functional accounting system that includes monthly budgets.
- Mission-driven budget management. The school sets budget objectives and regularly analyzes its budget in relation to those objectives.
- Allocation of budget surpluses. The school is working to allocate budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
- Strong Fiscal Policies. The school has and follows a written set of fiscal policies.
- State and Federal Financial Reporting. The school worked to comply with state and federal financial reporting requirements.
• Maintaining internal controls and procedures. The school has and is working to maintain appropriate internal controls and procedures.

• Generally accepted accounting principles. The school follows generally accepted accounting principles.

The Finance Committee reviewed that the Benchmark 9 indicators were not met for EWGBLCS, according to NYSED CSO.

Feedback includes that
a) EWGBLCS is making regular and significant annual progress toward meeting the targets.
b) EWGBLCS has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations.
c) EWGBLCS has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.

The Finance Committee reviewed the following components of performance:

• Indicator a: EWGBLCS is making annual progress towards meeting its subgroup targets but has experienced a relative decline in overall enrollment since the 2019-2020 school year.

• Indicator b: The school has implemented extensive recruitment strategies and program services to attract and retain SWDs, ELLs, and students who are eligible for free and reduced priced lunch.

• Indicator c: The school's self-evaluation documentation states that its recruitment and family engagement teams have implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.

The Finance Committee made the following commitments:

Enrollment Strategy and Approach. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.

Scholar Recruitment. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch.

Scholar Retention. The school has implemented a systematic process for supporting students / families to improve within-year and year-to-year retention of scholars.

Academic Committee
Core Updates:
• Review of SY 21-22 Goals
• Spring 2021 State Test Data
January Priorities

1. NWEA Growth Map Assessment Data
2. January Regents and On Track to Graduate
3. Academic Committee Mid Year Progress Dashboard Review

Sujata Reviewed the Academic Committee’s Charge:

The Academic Committee for each school operated by the Education Corporation (BLCS and EWGBLCS) works to ensure that each school is meeting its accountability goals related to student achievement, helps ensure the academic quality and credibility of each school as an academic institution, and supports the Executive Director in the maintenance, promotion, and improvement of the academic standards set forth in each school's charter.

- The primary responsibilities of the Academic Committees include advising the Board on each school's core activities of teaching and learning; recommending to the Board the adoption of academic policies consistent with each school's vision, mission, and strategic plan; adopting procedures to benefit Board-approved academic policies; building and enhancing the quality of each school's academic programs at all levels; advising the Board on the academic aspects of the strategic direction of each school; and working with the Executive Director to monitor and advance the quality of all academic activities.

Bb provided an update on Academic Committee goals 1-3

<table>
<thead>
<tr>
<th>Academic Committee Goals</th>
<th>December 2021</th>
<th>Process Progress</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1:</strong> By June 30, 2022, the board will contribute to the development of and approve the use of an academic dashboard for monitoring student outcomes to be reviewed at all board meetings.</td>
<td>Monthly reporting on outcomes, strategy adjustments</td>
<td>To Improve</td>
<td>To Improve</td>
</tr>
<tr>
<td><strong>Goal 2:</strong> The academic committee will provide ongoing training and data review sessions for the full Board and each new board member on our student achievement goals, metrics, and education landscape to ensure they have the knowledge they need to understand school data and make effective board-level decisions.</td>
<td>Monthly, the academic committee will:</td>
<td>On track</td>
<td>On track</td>
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<tr>
<td></td>
<td>● Review academic goals and strategies</td>
<td></td>
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<td></td>
<td>● Review relevant data</td>
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<tr>
<td></td>
<td>● Prepare communication and discussion to the board regarding academic strategies and data</td>
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<tr>
<td><strong>Goal 3:</strong> Provide robust oversight to ensure Accelerated Learning campus-level goals are met, and that scholars make accelerated growth as readers, preparing them to tackle college and life, as aligned to the Performance Framework.</td>
<td>Review progress toward campus accelerated learning goals, strategize on supports or adjustments</td>
<td>On track</td>
<td>To Improve</td>
</tr>
</tbody>
</table>

9
Goal 4: Track progress and provide oversight of campus level progress on the Scholar Culture of Learning and Thriving Arc of the Year, such that Scholars are safe, known, and engage productively in their learning and with their school community, creating the setting conditions for personal growth and positive to connection to the school.

Goal 5: Track progress and provide oversight of campus level progress on the Staff Culture of Shared Purpose Arc of the Year, such that Staff are safe, known, and engage productively in their development to create a positive, powerful, nimble and aligned staff culture.

Review progress toward campus culture of learning and thriving goals, strategize on supports or adjustments

Review progress toward campus staff culture goals, strategize on supports or adjustments

On track | To Improve
---|---

Bb Ntsakey provided a summary of 2021 Spring test data

<table>
<thead>
<tr>
<th>Overall</th>
<th>ELA</th>
<th>State Spring 2019</th>
<th>District Spring 2021</th>
<th>Math</th>
<th>State Spring 2019</th>
<th>District Spring 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLCS</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Spring 2021</td>
<td>6</td>
<td>+10%</td>
<td>-18%</td>
<td>6</td>
<td>-33%</td>
<td>-26%</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>-20%</td>
<td>-37%</td>
<td>7</td>
<td>-30%</td>
<td>-22%</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>+12%</td>
<td>-01%</td>
<td>8</td>
<td>-8%</td>
<td>+04%</td>
</tr>
<tr>
<td>EWG</td>
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<td></td>
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</tr>
<tr>
<td>Spring 2021</td>
<td>6</td>
<td>+03%</td>
<td>-25%</td>
<td>6</td>
<td>-47%</td>
<td>-40%</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>+08%</td>
<td>-09%</td>
<td>7</td>
<td>-07%</td>
<td>+01%</td>
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<td></td>
<td>8</td>
<td>+07%</td>
<td>-04%</td>
<td>8</td>
<td>+07%</td>
<td>+19%</td>
</tr>
</tbody>
</table>

- Sujata provided context on how numbers were affected by the pandemic
- Bb advised that breakdowns by subgroup are available in the slides appendix

During the December Academic Committee oversight sessions, the Academic Committee reviewed MS performance for grades 6, 7, and 8 compared to NY State. This included:

- EWG ‘21 vs NY State ‘19 - ELA: All students
- EWG ‘21 vs NY State ‘19 - Math: All students
- EWG ‘21 vs NY State ‘19 - ELA: Students with Disabilities
- EWG ‘21 vs NY State ‘19 - Math: Students with Disabilities
- EWG ‘21 vs NY State ‘19 - ELA: Economically Disadvantaged
- EWG ‘21 vs NY State ‘19 - Math: Economically Disadvantaged
- EWG ‘21 vs NY State ‘19 - ELA: English Language Learners
- EWG ‘21 vs NY State ‘19 - Math: English Language Learners
During the December Academic Committee oversight sessions, the Academic Committee reviewed MS performance for grades 6, 7, and 8 compared to our best sense of Community School District 13 numbers. This included:

- EWG ’21 vs CSD 13 ’21 - ELA: All students
- EWG ’21 vs CSD 13 ’21 - Math: All students
- EWG ’21 vs CSD 13 ’21 - ELA: Students with Disabilities
- EWG ’21 vs CSD 13 ’21 - Math: Students with Disabilities
- EWG ’21 vs CSD 13 ’21 - ELA: Economically Disadvantaged
- EWG ’21 vs CSD 13 ’21 - Math: Economically Disadvantaged
- EWG ’21 vs CSD 13 ’21 - ELA: English Language Learners
- EWG ’21 vs CSD 13 ’21 - Math: English Language Learners

- BLCS ’21 vs CSD 13 ’21 - ELA: All students
- BLCS ’21 vs CSD 13 ’21 - Math: All students
- BLCS ’21 vs CSD 13 ’21 - ELA: Students with Disabilities
- BLCS ’21 vs CSD 13 ’21 - Math: Students with Disabilities
- BLCS ’21 vs CSD 13 ’21 - ELA: Economically Disadvantaged
- BLCS ’21 vs CSD 13 ’21 - Math: Economically Disadvantaged
- BLCS ’21 vs CSD 13 ’21 - ELA: English Language Learners
- BLCS ’21 vs CSD 13 ’21 - Math: English Language Learners

The Academic Committee dug into the data, and reviewed critical action steps, including a focus on:

- Quality Curriculum
- Effective Instruction
- Assessment and Program Evaluation
- Supports for Diverse Learners
- Effective, Focused Instructional Leadership

The Academic Committee reviewed where the school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency. And where (with subgroups and different comparisons) there were performance gaps and required improvements.

The Academic Committee pressure tested management plans related to specific systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The Academic Committee asked questions related to the implementation
of certain research-based practices and rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards for all students. Intellectual Preparation protocol and quality improvements were discussed with the Academic Committee as a high leverage approach to addressing the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

The Academic Committee checked on progress related to the Arc of the Year, including the systems in place to support students’ social and emotional health and to provide for a safe and respectful learning environment. The Academic Committee reviewed family and student satisfaction with the school’s academics and the overall leadership and management of the school.

The Academic Committee emphasized the importance of the mission and key design elements for improving performance and informing course corrections. The Academic Committee conveyed the importance of the school’s faithfulness to its mission and implementation of the key design elements included in its charter. The proposed revisions to the Charter’s Key Design Elements, including family responses during the recent town halls, were discussed.

**Bb Ntsakey presented the initiative for the January Regents preparation and completion process.**

- The Academic Committee reviewed and provided extensive oversight of the Schools' (BLCS and EWGBLCS) plan to ensure students pass upcoming January Regents Examinations.
- Regents Examination Exemptions assessment requirements students must meet to earn a diploma. The schools have a significant number of students who are planning to take one or more Regents Examinations during the January 2022 examination period at the conclusion of a course of study or make-up program shall be exempt from the requirements pertaining to passing a corresponding Regents Examination to be issued a diploma. This includes students who are:
  - Prepared to take a required Regents Examination to graduate at the end of the first semester.
  - Completing a make-up program to earn a course credit.
  - Enrollment in a course that culminates with a January 2022 Regents Examination.

**Goals for the January Regents.**

1. Provide students with the opportunity to practice sets of problems from previous Regents opportunity to learn tips and tricks for success.
2. Sit mock exams, and develop personal targeted preparation plans for each scholar.
3. Ensure maximum productivity of Regents aligned courses -- supporting scholars to complete exams successfully.
4. Establish course based / exam based test preparation data and re-teach cycles in Regents aligned courses.
5. Provide case management for juniors and seniors who have upcoming regents.
6. Respond to family and scholar feedback and input regarding the Regents Examination process.

**Overview:**

- We will focus intensively on academic preparation and mastery at the high school level to ensure that all students meet or exceed standards for regents.
During the weeks leading up to the Regents Exam, there will be directed lessons provided to and a series of practice sessions for students who require Regents for graduation.

This initiative is coordinated across CSO, HS Leadership, Shared Services (Bb and Chris) and School Director (Damion).

Key Levers:
- Core Instructional Focus on Released Items.
- Small group tutoring in courses culminating in a Regents Examinations.

Other Updates

Eric provided an update on the Omicron variant and school safety. We need to keep doing the things we are already doing - mask wearing, hand washing, etc.

Eric and Chris provided context on how our school community has been affected by recent COVID deaths and health complications.

- **Schools Confront a Wave of Student Misbehavior, Driven by Months of Remote Learning:** Via WSJ.

- **Hidden Pain: Children Who Lost a Parent or Caregiver to COVID-19 and What the Nation Can Do to Help Them:** New COVID Collaborative report / press release
  - "There are 167,000 children under 18 who have lost a parent or other in-home caregiver, with the greatest impact on communities of color and children 13 and younger who are the most dependent."
Black and Hispanic children experienced more than twice the rate of loss of White children.

Youth in every state experienced loss, but California, Florida, Georgia, New York, and Texas accounted for half of total caregiver loss.

The gap between students in majority-Black schools and students in majority-White schools is now three months wider than it was before the pandemic.

Eric shared that collaborators with the Schools will be NYC’s next school chancellor and his top deputy

- **David Banks will be NYC’s next schools chancellor**
  - Mr. Banks, who founded the Eagle Academy, a network of public schools for boys, is the first commissioner named to Mayor-elect Eric Adams’s administration.
  - **Dan Weisberg will be his top deputy**

10 Evidence-based Recommendations for Where to Go From Here: Published in *BMC* which includes revisiting school closures:

- "Schools have not been shown to be major drivers of SARS-CoV-2 transmission, when studied in a variety of settings employing a range of mitigation strategies and intensity."
- "However, their prolonged closure have had disastrous academic, psychosocial, and other harmful consequences on children, including access to essential services, especially in lower-income populations"
- "Contact tracing studies worldwide have found children are less likely to infect adults or other children, and that most SARS-CoV-2 infections among children are mild and are contracted at home or in the community, not at school."
- "The emergence of variants does not warrant closing or delaying the reopening of schools unless
compelling evidence unexpectedly indicates that a new mutation affects children in some substantially new way."

Eric provided context on school staffing struggles.

Kelly King shared about the staff celebration, winter awards, and gingerbread house competition -- each completed to boost staff morale and investment during a challenging season.

The open Board Meeting was adjourned at **7:06pm**. The Board moved to Executive Session.