

Boston Day and Evening Academy
Board of Trustees Retreat Minutes
Saturday, October 16, 2021

Attendance: Jennie Hallisey, Alisa Hunter, Cris Rothfuss, Spencer Kimball, Spencer Blasdale, Maddrey Goode, Alison Hramiec, Perry Hull, Jumaane Kendrick, Lisa Laguerre

Others in Attendance: Leslie Hill-Singleton, Camella Scott, Jill Kantrowitz, Janet Platt, Asberry Lawton, Latashia Furtado

Clerk: Claire Gracia

Location: BDEA, Room 211

Call to Order

Rothfuss called the meeting to order at 8:38am.

Welcome from Board Chair, Review Agenda, Introduce Board Members

Rothfuss welcomed the board. Each present member introduced themselves and shared information about their roles outside of the Board. The Board explained the process of approving the minutes, agreeing that all Board members should review the minutes prior to meetings to save time. The Board offered two revisions that were made to the minutes. Goode made a motion to approve the September minutes and it was seconded by Kimball. The motion was unanimously approved.

Overview of BDEA

Hramiec provided a history of BDEA for returning and new Board members, emphasizing the importance of this year for the upcoming recharter in SY23. She explained how past DESE site visits will be used to prepare for our upcoming recharter. She also shared that the board will spend each board meeting reviewing disaggregated school data so the board can provide guidance and support, understanding the school's strengths and areas of growth. This year, BDEA's board will also need to finalize revisions to the school's mission statement which was revised as part of the strategic plan. Platt provided an overview of BDEA's academic model (PGP, SEL and competency based) and our success as a school. The Board then watched a [video](#) of our alumni to learn more about what BDEA means to them.

Vote on Two New Board Members for SY21-22

Furtado and Hallisey both spoke on behalf of the two candidates Norma Suarez and Salesia Hughes-Hibbert, and emphasized that they have been great assets, strong communicators and have experience that aligns with BDEA's mission.

Goode made a motion to vote on accepting the two candidates to the Board: Norma Suarez and Salesia Hughes-Hibbert. The motion was seconded by Rothfuss and the Board voted in favor of the addition of both candidates.

Data Dive

Scott shared BDEA data on DESE Criterion 2: Access and Equity. Hramiec provided an overview of the importance of ensuring all students have access to enrollment at BDEA with no exclusions for EL or IEP students. DESE measures our success on this criterion by comparing us to surrounding districts. DESE in the past site visit identified the retaining of all students as 'partially successful'.

Scott provided a current snapshot of our enrollment which is 402 students. We are projected to have 440 students this school year. Our admission manager is continuing to enroll students until we meet our target enrollment. Our enrollment by gender is 52% female and 42% male. BDEA has provided special education services to a growing population of students and we have seen a 10.7% increase from 2017 to 2021. We continue to have an increase in newly enrolled ELL students, specifically students level 1, 2 and 3. BDEA asks all teaching staff to be either dual certified in SpEd or ELL to support the increase in SpEd and ELL students. Board members asked for more information on the school we are being compared to.

New students complete MAPS ELA assessments at intake: 37% score at or above 9th grade, 35% score between 6th-8th grade levels, 38% at or below 5th grade. When analyzing the MAPS Math scores, a large percentage of students, 44% test at or below 5th grade. MAPS data informs the academic interventions the academic team makes with course offerings.

Board members asked for data regarding the change in reading levels over time at BDEA. Scott explained that it is difficult to motivate students to take MAPS assessments regularly but we can measure academic growth by analyzing their class progress on course benchmarks. Other data to review is retention rates, MCAS and graduation rates. Scott added that she will pull this data so the Board can analyze it at a future meeting.

Scott shared what percent of our students come to BDEA with transcript credit: 12% of incoming students enter "very close" to graduation, 23% enter "close", 35% enter "far" and 30% "very far".

Since 2017, BDEA retains approximately 93-96% of its student population, from summer to fall enrollment. In the fall of last year, a larger than normal percent of students did not return to BDEA. In 2019 and 2020, BDEA's stability rate fell below the expected first quartile for alternative schools. This presents an opportunity for new retention strategies to be implemented during the school year. How do we keep these kids engaged and staying

in school? The board asked to see how this data compares to other alternative schools.

SY22 Highlights

Several BDEA staff and students shared highlights from this year, including information about 3 of our programs: Blended Learning, Traction Academy and 2.0.

Hallisey shared information about the Blended Learning program. The program was designed for a group of students who were successful during remote learning and have issues (child care, work, anxiety, health) that prevent them from coming to school regularly. Students take courses online 3 days a week and twice a week come into school for additional academic support, enrichment and community building activities and community building

BDEA is using ESSER funding to staff this program. The Board discussed how to market this program externally to help with enrollment as well as how this program could positively impact our stability data discussed earlier.

Platt explained the Traction Academy, an initiative brought to administration by two teachers to help students who were struggling with their classes and retaking the same classes multiple times. Students in the Traction Academy formed a cohort with a focus on project-based learning and restorative justice practices. The first project was on food justice--the students collected stories and recipes from their families and worked alongside Future Chefs.

BDEA 2.0 Student Asberry Lawton presented information about the 2.0 program, sharing the goals of the career readiness class, internships, and the partnership with Hale.

Setting Our Goals

The Board discussed goals for SY21-22. To frame the conversation Hramiec provided a few documents to the board. First a reminder to the board of their responsibilities as board members in the area of governance and finance. The board reviewed a document that covers those responsibilities. Hramiec also reminded the board that they will need to continue to strategize on how to use our ESSER funding (over the next 4 years) as well as create a foundation fundraising board through Jill's office (Director of Advancement).

Hramiec shared BDEA's 3-5 year strategic priorities which was written in SY19: (we are currently in year 3 of this plan)

1. Adopt an anti-racist and racial justice lens in all of our work
2. Define data for learning
3. Strengthen student programming
4. Plan for organization stability and sustainability

5. Articulate our practice

The Board is specifically charged in the strategic plan of doing the following: plan for organizational stability and sustainability by creating an organization-wide operational guide that defines key processes and values, develop a funding and staffing model, and define key physical space needs and create a realization plan.

Last year's subcommittees had the following goals:

- Finance Subcommittee: create an investment strategy and parameters for the Foundation vs. School Board
- Facilities Subcommittee: identify and support consultants in collaboration with the Board of Trustees and Leadership team to develop an advocacy plan and search for a new facility
- Development Subcommittee: create a foundation Board, build individual and corporate giving programs

The board discussed further, strategic priority 1 - being an anti-racist institution. They expressed a need for the board to model this priority. The Board discussed how to hold the board accountable to this goal and how to honor these values beyond the school walls.

During the next board meeting the board will finalize goals and subcommittee's for SY22.

Vote on SY21 Financial Audit

The financial audit which reviewed BDEA's school and foundation finances, was conducted by independent auditors, and supported by BDEA's accounting team, Insource Services. It was presented to the Finance Committee in September. The audit did not have any findings, BDEA's internal process was reviewed, and the audit showed that assets grew by \$286,000, meeting charter school benchmarking ratios. The Finance Committee recommended that we consider investing and developing a long-term spending strategy for the investments. The audit was approved by the Finance Committee and they recommended that the Board of Trustees approves the audit as written.

Blasdale called the approval of the audit to a vote, it was seconded by Hallisey and the Board unanimously in favor of accepting the SY21 Financial Audit.

New Business Adjourn

Before adjourning the meeting, Hramiec reminded the Board to participate in our next graduation on December 9th. Goode moved to adjourn the meeting at 1:20pm. Blasdale seconded the motion and the Board voted unanimously to adjourn the meeting.

Respectfully submitted,

Claire Gracia