

**Brooke Governance Committee**  
**Meeting Minutes: August 12, 2020**  
**Virtual Zoom Meeting**

**Members in Attendance:** Merry Boak, Devita McConnell, Trevor Rozier-Byrd, LaTasha Sarpy, Jonathan Garland, Natasha Williams, Tom O' Rourke

**Brooke Staff in Attendance:** Hagar Berlin, Jon Clark, Kimberly Steadman, David Jordan, Mark Loring, Yvette Philip

**Meeting Minutes**

- Open Meeting Protocol
  - Calling meeting to order and record attendance
  - Inviting public comment from any community members present; no members are present
- Board Business
  - Vote to approve the Board Minutes from May 14, 2020
    - Motion by Tom
    - Seconded by Devita
    - All in favor - motion passes
  - Update from Board Chair (Merry B.) and Vice Chair (Devita M.) on Board Member Check-ins, Committees, and new member orientation
    - Merry and Devita are in the process of having conversations with individual members about aspirations and goals for board engagement. Will plan to distill these thoughts and share with Kimberly and Jon on how to support Brooke within Board meetings and beyond.
  - Updates from Hagar B.
    - Regularly scheduled committee meetings will resume in advance of the September Board Meeting; New board members to choose and be brought on to committees.
    - Board orientation will take the form of 3, 1-hour long remote sessions to take place in the early fall
- Refinance Opportunities
  - Discuss options to refinance Brooke debt
    - Taking advantage of historically low rates, in order to set some interest aside and pay off the highest interest debt first
    - After many months of deliberation, landed at refinancing up old and current debts in order to repay our building debt within 16 years, while reducing both annual payments and interest expenses
    - Will allow added flexibility to take on additional debt in the future for the Athletic fields project
  - Questions

- Lauren K. - is the ~ \$2.5MM cost figure for the Athletic fields new?
          - The number reflects an early estimate for the entire project, without a current design or breakout. We hope to have philanthropic and possibly CPA funds to help cover the project.
          - 18 months to draw down up to \$2.5MM
  - Vote to approve plan proposed by the board's finance committee (allowing for the Chair, Treasurer and Jon C. to sign off)
    - Tom motions
    - Jonathan seconds
    - All in favor, with exception of Lauren K. who opposes - she doesn't feel the board was given ample time to understand the details of the proposal.
- Update on Remote Learning Plan
  - Update on plans for remote learning
    - Sent the announcement last Friday to staff and families
    - Reactions thus far:
      - Staff reacted mostly positive - felt their concerns around the challenges of hybrid learning were heard and addressed
      - Parents and families also feel heard; some will struggle to balance supporting remote instruction with working full time.
    - Sending a more detailed plan out tomorrow based on what we have to send to the state.
      - State guidelines came out yesterday on community infection rates, and which districts should and shouldn't open up in person.
      - Areas w/ 8 or more positive cases per 100k should remain remote; areas with under 4 positive cases per 100k can move to in-person schooling
        - Chelsea, East Boston have a very high infection rate
        - We will continue to monitor, with specific attention to the positive cases in our biggest sending communities.
  - Questions from the Board
    - Tom - rationale on future changes to the plan over time?
      - We would survey staff and families again to understand community sentiments and input prior to proposing changes.
    - LaTasha - How will login requirements for students work?
      - K-2 will have live instruction in the mornings (not back to back); afternoons will be asynchronous; High School instruction will be synchronous (live) during the school day
    - How will students form communities virtually (8th grade and beyond?)
      - BHS clubs will proceed remotely - currently in the early stages of planning arts enrichment
      - Many parents shared a sentiment of wanting kids to get healthy peer interaction

- Discuss other local schools and districts' plans this fall - Jonathan G. shares his children's charter school has released news that the board voted to go 100% remote until mid-October and reevaluate then.
- Vote on our plans to begin the school year remotely; and vote on changing the length of the school year to 180 days for 2020-2021
  - Latasha - motion
  - Jonathan - second
  - All in favor - motion passed unanimously

**Brooke Governance Committee**  
**Meeting Minutes: September 10, 2020**  
**Virtual Zoom Meeting**

**Members in Attendance:** Merry Boak, Devita McConnell, Trevor Rozier-Byrd, LaTasha Sarpy, Jonathan Garland, Natasha Williams, Tom O' Rourke, Lauren Kushman

**Brooke Staff in Attendance:** Hagar Berlin, Jon Clark, Kimberly Steadman, David Jordan, Mark Loring, Yvette Philip, Raul Ripoll Vera

**Meeting Minutes**

- Open Meeting Protocol
  - Calling meeting to order and record attendance
  - Inviting public comment from any community members present; no members are present
- Board Business
  - Vote to approve the Board Minutes from August 12, 2020
    - Motion by Alex
    - Seconded by Devita
    - All in favor - motion passes
  - Updates from
    - Board Chair and Vice Chair
      - Merry B. and Devita M. have shared a memo with priorities for the board over a three-year arc, with feedback from every member, as well as Kimberly S., and Jon C
      - Hagar B. will work with Devita, Merry, Jon C., and Kimberly S. to develop a scope and sequence for the board based on these recommendations
      - Reflections/additional feedback
        - Natasha W. - should pandemic planning education-wise be extended as we may need to weather a two or three-year term? Talent, succession, etc.
        - LaTasha S. - supports the focus on building closer ties among the board
        - Jonathan - board should remain flexible; our litmus test for effectiveness is if the families and communities we serve are benefiting.
    - New member orientation
      - Orientation on charter school finance took place this week; next two sessions are on board logistics/compliance and school culture
      - LaTasha S. and Jonathan G. have elected to join the Development Committee

- Governance Committee goals
      - Aiming to recruit at least two new members
      - Conducting a full board assessment
      - Leading a full review of co-directors Jon C. and Kimberly S.
  
- Update on Remote Learning Plan
  - No longer serving high-needs students in person at East Boston due to high COVID transmission rates in those neighborhoods
  - Questions/thoughts from the Board
    - Merry B. - how have the first few days of remote learning been?
      - Jon C. shares we've had some technical difficulties, but overall strong attendance. Energy from the students has been great - even remotely, they want to learn and be connected with their community.
    - Devita M. - social media has been great
      - Hagar B. has a post coming soon that will share students' remote workspaces
    - Jonathan G. - will remote learning be the end of snow days?
      - Jon C. - our plan is for as many teachers as possible to teach from their classrooms, but it's flexible enough that teachers can also teach from home.
    - Lauren K.- how will teacher professional development grow and change in a remote environment?
    - Devita M. - is the academic calendar changing to make up for lost learning time?
      - Kimberly S. - no, holidays are state mandated and can't be changed.
    - Jon C. - Network assessments will happen remotely; these were not administered for the most part in the spring along with MCAS. Looking forward to having data as a point of comparison to pre-remote learning.
  
- Anti-Racism Work
  - Jon C. - There is both urgency and responsibility of accelerating this work
    - Board packet includes write-up on the efforts undertaken to date, Brooke's updated Culture of Achievement definition
    - Brooke's ongoing consultation with Aaliyah El-Amin to improve professional development with regard to issues of diversity, equity and inclusion
  - Questions from the Board
    - Merry B. - interest in hearing from Aaliyah at a future board meeting.
    - Alex F. - do we have insight/student perspectives on whether these priorities are communicated effectively?

- Lauren - we've seen social media accounts spring up about private, independent and other charters, with students, staff and alums sharing critical perspectives of their schools. Are we wary of one appearing for Brooke?
  - Trevor - do you expect to have more focused conversations with students in the future?
    - Jon C. - We want to ensure teachers are ready and able to process with students as the first point of contact.
    - Kimberly S. - different schools approached it differently, holding optional open meetings for students hosted by teachers, clubs and affinity groups specifically in the upper grades. Haven't seen a ton of engagement to date, which is further complicated by remote learning
  - Devita M. - will there be community meeting speakers as there have been in years past?
    - Not sure currently; Hagar B. will work with Brooke High Assistant Principal Joe Valentine-White to determine next steps
  - Trevor R. is willing to help pull together a student or teacher panel
  - Natasha - Anti-Racism is tough and courageous work; but spaces only work when there is high trust within the community
    - Listening - what is the role an anonymous survey can play - esp split by demographics, vs an interview
    - Jon C. - workplace satisfaction survey results show staff of color are less satisfied overall - maybe there are other questions that can yield another dimension of answers
- Financial Information (led by Yvette P.)
  - FY20 unaudited financials and update on current audit process
  - Update on changes to our FY21 expenses and revenue given the remote model
    - FY21 forecast and tuition
      - We receive tuition based on enrollment and our projections are based on last year
      - Scenarios of tuition growth include as high as 3% growth, as low as -3%
      - Our model is more conservative than DESE, and we planned for the year rather than month by month (which the state is doing because the final budget hasn't been approved)
      - Updated estimates may be coming from DESE at the end of the month
  - Updates to the refinancing memo
    - More information on how we reached our decision
    - Tom O. - swaps allowed for a balanced optimization of Brooke's interest rates and repayment plan

- Goal of creating consistent payments in order to focus on and invest in other areas of Brooke's budget
- Merry B. motions to adjourn the meeting

**Brooke Governance Committee**  
**Meeting Minutes: November 19th, 2020**  
**Virtual Zoom Meeting**

**Members in Attendance:** Merry Boak, Devita McConnell, LaTasha Sarpy, Jonathan Garland, Tom O' Rourke, Lauren Kushman, Trevor Rozier-Byrd, Natasha Williams,

**Brooke Staff in Attendance:** Hagar Berlin, Jon Clark, Kimberly Steadman, David Jordan, Mark Loring, Yvette Philip, Raul Ripoll Vera, Gabriella Sharpe, Carrie Sparkes, Digna Cintron, Marisa Taylor, Danielle Blair

**Others in Attendance:** Aaliyah-El Amin

**Meeting Minutes**

- Open Meeting Protocol
  - Calling meeting to order and record attendance
  - Inviting public comment from any community members present; none are present
- Board Governance
  - Vote to approve the Board Minutes from September 10, 2020
    - Motion from Devita M.
    - Seconded
    - All in favor
  - Updates on
    - Board Meeting structure for the year, as aligned with board priorities
      - Reshared the priorities memo from earlier this fall
      - Devita M., Merry B., Hagar B. and Jon C. collaborated to map priorities to individual board meetings through Deep-Dive topics
      - Board culture-building sessions will also become a staple of meetings, utilizing Aaliyah-El Amin's framework
    - Board Leadership of Deep Dive topics - Reminder from Devita M. for members to share their interests in future topics
    - Board nominations priorities - Hagar B. shared that Governance Committee is beginning the board recruitment process and is seeking recommendations
- Staff Panel on School Culture and Diversity Equity and Inclusion practices at Brooke
  - Trevor R. outlines the arc of the questions: What is going on for students re: their lived experience and the totality of current events? Then moving into Brooke's approach to anti-racism
    - Understanding staff/student morale - with COVID, police violence against black bodies especially this summer compounding, what is Brooke doing to meet students where they are at?



- Digna C. - scholars have a strong sense of self-determination, there is a yearning to be back at school as well as a sense of displacement. We make more time during morning meetings for students to have meaningful conversations with their homeroom teachers. Assignments (like poetry) served as outlets for students to be vulnerable and take action. Teachers had room to provide space for students and carve room for themselves.
- What is your sense of how students are coping? How have issues manifested for students so far?
  - Gabriella S. - kids are turning inward and focusing on themselves, lots of growth, motivation to improve. There are some who are overwhelmed and avoiding responsibilities, citing the question/fear, “When I leave Brooke, how is this going to help me?” Some students are coping through deeper involvement with clubs and advisories, to be part of change.
- How are we educating the whole student, given that Brooke is insular demographic wise (mostly Black and Latino) and our scholars will be entering less homogeneous spaces after graduation?
  - Gabriella S. - has heard from former seniors who now feel comfortable/more courageous engaging with issues because they have learned in part at Brooke how to do so.
  - Digna C. - students are encouraged to have strong bonds with teachers and adults; dialoguing constructively about their learning and education. Brooke can feel like a bubble sometimes and we do worry about students understanding their surroundings outside our schools.
  - Marisa T. - being online makes it more difficult to process with students. In East Boston, families are especially struggling with basic needs and COVID-19 illness. Sometimes it comes down to attendance and getting students in the door. Brooke is helpful with supporting remote learning, but families also have economic realities we can't totally solve for.
  - Carrie S. - there is no singular experience; some students report high engagement, others are struggling. Some days feel great, and others don't. It's an ongoing effort for everyone to stay afloat.
- Are their policies at Brooke you feel are racist (not equitable in nature)? Are their policies the Board should evaluate to ensure we are doing right by our community?
  - Danielle B. - Black boys and special education students are more impacted than anyone else with our school's behavior systems - we are always asking ourselves: are we doing the best we can with supporting these students?

- Marisa T. - we measure everything that is 'proper' socially through the lens of whiteness. I believe in discipline for my classroom, but I've learned over the years that the ideal I've internalized is based in whiteness.
  - Questions from other Board members
    - Natasha W. - these are unprecedented times; if you could have anything, what would being seen and supported look like?
      - Digna C. - having more time to sit and process with kids; It feels bad cutting conversations short. Structure is good for school, but hurts ability to be with students individually.
      - Carrie S. - it's really hard to feel successful, and Brooke teachers are really driven to achieve. What it typically means to be a successful teacher is out the window.
    - Jonathan G. - thankful for the conversation and transparency - we are broken right now as a society. We need some sense of healing. Can't see achievement when the world is crumbling around students. Racism is active, breathing, living and growing... How can Brooke as a community respond and lead in the moment and help healing?
      - Digna C. - feels like ground level socio-emotional support should be baseline. Everyone has been affected and respecting and carving space for that is important. Normalizing mental health for our scholars.
      - Marisa T. - Brooke has made its name on success... we have an opportunity to transcend that. Could we rethink our purpose as an institution when it comes to education? In terms of connecting education to their place and purpose in the world?
- Board Business
  - Update on Remote Learning - Jon C. shared memo, welcomed questions from the Board on specifics (in the interest of time)
    - Questions
      - Tom O. - has there been any unexpected bright spots?
      - Jon C. - the Nearpod platform could be used in-person as well
    - Kimberly S. - Strong AP results from last spring, 60% of highschoolers made the honor roll this past quarter
    - Merry - do we have a sense of how other districts are doing?
    - Jonathan G. - do we have a general sense of how students are handling remote learning?
      - Kimberly - majority of students are doing well on remote attendance, learning etc. but the data doesn't compare to in-person

- Update on the audit process - Tom O. and Raul R.V.
  - Approved on Oct 23rd and submitted by the Nov 1 deadline
  - One update since the close - switched from institutions on a few floors which increased cost savings
  - Lauren - enrollment projections - are we being reimbursed well vs expectations
    - Raul R.V. - we always budget conservatively for the year. As of today, reimbursements are better than what we budgeted for.
- Fundraising Update - led by Hagar B.
  - Brooke Mattapan Fields
  - Annual Appeal pivot to a second push of the Brooke Community Relief Fund for the holidays to provide direct aid to families
- Board Culture Building: Anti-racist Orientation
  - In full group discussion and smaller breakout sessions, Board members will share and explore their personal experiences with race and racism

**Brooke Governance Committee**  
**Meeting Minutes: February 10, 2021**  
**Virtual Zoom Meeting**

**Members in Attendance:** Merry Boak, Devita McConnell, LaTasha Sarpy, Jonathan Garland, Trevor Rozier-Byrd, Natasha Williams, Alex Finkestein

**Brooke Staff in Attendance:** Hagar Berlin, Jon Clark, Kimberly Steadman, David Jordan, Mark Loring, Yvette Philip, Sarah Holden, Janette Kerr

**Others in Attendance:** Aaliyah-El Amin, Arianne Guerra, Dailin Morfa, Kimahri Testamark, Michelle Estrada, Joseph Mendoza

**Meeting Minutes**

- Open Meeting Protocol
  - Calling meeting to order and record attendance
  - Inviting public comment from any community members present; none are present
  
- Board Governance
  - Vote to approve the Board Minutes from November 19, 2020
    - Motion to approve with addition of Marisa Taylor as an attendant under Brooke Staff - noted by LaTasha S.
    - Seconded by Merry B.
    - All in favor - motion passes unanimously
  - Vote to approve further action on the Student Opportunity Act
    - Background and update from Jon C.
      - Passed a year ago to add funding to K-12 education, under stipulation of defining things we will do with the additional funds
      - Funding will come in next year - going forward, we will receive another request to further flesh out our intentions for the funds
    - Motion to approve - Devita M.
    - Second - Jonathan G.
    - All in favor - motion passes unanimously
  
- Deep Dive: College Success (planned by Kimberly and Latasha)
  - Panel of BHS grads and current seniors
    - Introductions - Three graduates from the class of 2020 and two current seniors in the class of 2021
      - Arianne G. - current freshman at UMass Amherst
      - Dailin M. - first-year at Denison University - considering international commerce major
      - Kimahri T. - currently at Howard - considering business major

- Michelle E. - current senior
- Joseph M. - current senior
- Questions (board members may list additional questions in the chat for the end)
  - When did you first think of or encounter the idea of college?
    - Ariane G. - middle school and her mom in 8th grade
    - Dailin M. - at Brooke, one of her first field trips visited a college campus
    - Joseph M. - middle school field trip to UMass Lowell - inspired him to consider college
    - Michelle E. - field trips were also an inspiration
  - When did you start planning for college?
    - Dailin M. - wanted to be a lawyer since she was young. Thought about what law school to pick and how the schools would help her. Parents and Brooke supported her, Brooke especially to explore the profession and school options
    - Joseph M. - sophomore year - college counselor asked him about interests (medicine) and helped him get into a summer program to get exposed to college life, which helped build a college list
    - Kimahri T. - having family that went to college. Brooke is also big on having students go to college
    - Ariane G. - college was always an end goal at Brooke
  - What classes prepared/are preparing you for college and how?
    - Ariane G. - AP Bio her senior year gave a strong foundation for Intro to Biology
    - Joseph M. - APush and AP Lang helped prepare his writing for college
    - Dailin M. - World History w/ Ms. Monaco - her research paper assignment prepared us to do proper research and write for content, not just length
  - Outside of COVID - what do you wish you knew before you went to college?
    - Kimahri T. - colleges humble you quick; Brooke is a small melting pot vs. a much bigger and more diverse campus
    - Ariane G. - so used to being at the top of the class at Brooke, but realized everyone is amazing at college and sometimes you'll need to ask for help
    - Dailin M. - you realize you're not alone when you struggle, and it's important to ask for help. There are support systems on campus for this!

- What additional supports do you think would be helpful to the next graduating class?
  - Kimahri T.- time management; knowing how to lay out a schedule
  - Ariane G. - Brooke could work to help create a self managing attitude in students
  - Dailin M. - Brooke could help students plan their day around different events and activities
- What advice would you give to Brooke students and then to staff, and to board members?
  - Kimahri T.
    - Students: Right now, everyone tends to be introverted, take a risk and reach out to folks.
    - To Faculty - reach out to students!
  - Dailin M. - Students: get a planner! Schedule your days... have a friend keep you accountable.. Make a space at home if you can.. befriend folks in your college classes
  - Ariane G. - Students: Colleges offer a lot of help: go to office hours, email professors.. Talk to other students - staff- reach out more!
  - Joseph M. - Students: use a planner every day, space out your assignments, try not to procrastinate
  - Michelle E. - Staff: please reach out to students (who are also freaking out under the pressure of COVID). It does help!
- Update on college counseling and college support (Janette K. and Sarah H.)
  - Sarah introduces herself - Director of Post-secondary Support
  - Questions from the Board
    - ~400+ alums - is this total up to date? Sarah H.: Yes- includes BHS. Her work centers Brooke alumni 4-6 years away from degree completion and/or working toward graduation, around 30-40% who have graduated - counting every single student who graduated Brooke 8th grade.
    - Are there formalized ways we connect with students regularly after Brooke graduation? Yes - Sarah H. does relationship building individually with students after graduation. She's had 400+ zoom meetings this past semester and sent 6,000+ text messages; BHS 2020 especially had a lot of support in the transition
    - What are you perceiving as diff in terms of support for the high school grads? What remains the same?
      - BHS grads are much more responsive and self managing, especially with admin tasks

- We should compare end of HS gpas with first semester college gpas.
  - Asking for help is a problem across all years, but BHS grads are able to name that challenge faster using those words
- Janette K. (Brooke High Director of College Counseling) introduces herself
  - Brooke High Class of 2020 was incredibly strong
  - Currently 2021 seniors are getting amazing financial aid packages (despite EFCs above \$0); state schools are generous
  - Challenges - getting Brooke students to leave the nest - having independent motivation to own their work. Our scholars can be a bit sheltered.
  - Financial aid is confusing “for a reason” and represents a continued challenge working with students and families
- Questions from the Board
  - Are we doing well matching students to schools? If not, how do we do it better? Janette K. feels we are doing a great job matching students... NOT telling students where to go, but giving them the best range of options.. It’s about what they want and where they want to go
    - She relies heavily on US News and Pay Scale for ROI for low-income, first generation students
    - Centering not just college, but life after college (as little debt as possible!)
    - Applying by early action deadlines
  - When do you first interact with students? Janette K. prioritizes seniors in the fall and juniors in the spring; a bigger team would help us engage freshmen and sophomores earlier on in the college thinking process
  - What does success look like for Brooke students in 10 years? Janette K. - Moving from 30% to 65% of students completing their degree within four years
- Board Business
  - Update on remote learning - Jon C.
    - There will be a deep dive on this topic in a future meeting this year
    - Our priority is bringing in K-2 students (in person for families who want it), who have the most issues just learning. Grades 2-12 have less issues, but there still are struggling middle and high schoolers
    - Many teachers are holding strongly on waiting for a vaccination options prior to an in-person return
  - Update on Fundraising - Hagar B.

- We are doing well! Our second push for the Brooke Community Relief Fund was very successful and we are proud of how we have come together as a community to uplift struggling families, despite it being brief.
- Board Culture Building: Anti-racist Orientation
  - In full group discussion and smaller breakout sessions, Board members will share and explore their personal experiences with race and racism



**Brooke Board of Directors Meeting**  
**Meeting Minutes: March 25, 2021**  
**Virtual Zoom Meeting**

**Members in Attendance:** Merry Boak, Devita McConnell, LaTasha Sarpy, Jonathan Garland, Natasha Williams, Alex Finkestein, Tom O'Rourke

**Brooke Staff in Attendance:** Hagar Berlin, Jon Clark, Kimberly Steadman, David Jordan, Mark Loring, Yvette Philip

**Others in Attendance:** Aliyah El-Amin

**Meeting Minutes**

- Open Meeting Protocol
  - Calling meeting to order and record attendance
  - Inviting public comment from any community members present; none are present
- Board Updates/Discussion (Merry B.)
  - Vote to approve the Board Minutes from February 10, 2020
    - Devita M. motions
    - Jonathan G. seconds
    - All in favor- motion approved unanimously
  - Update on board assessment process
    - Lauren K. is leading on this process; she has revisited past assessments and feedback to guide improvements
    - This year's assessment will take place following the May board meeting
  - Update on Co-Director review process
    - We did not conduct an assessment last year due to COVID-19; we are restarting these efforts
    - To both be thorough and respect staff time, this will take longer than usual. The cycle will return to its typical timeframe next year
- Deep Dive: Talent (Natasha W. and Jon C.)
  - Objectives
    - For the board to gain insight on what staff and student data is telling us
    - To serve as a foundation to align on indicators of organizational health
    - Goal-setting: identifying priorities, key headlines, and how to improve upon our process
  - Ice Breaker: Think about a time when you were at your best professionally/academically. What was true about the workplace/school culture?
    - Devita M. - I'm given a lot of responsibility, but also given a lot of information

- Tom O. - there is a culture of excellence, but room to maneuver and fail without too much consequence
  - Merry B. - sense of empowerment/autonomy, human connection and friendship, where my curiosity is continually stimulated
  - Jonathan G. - stresses collaboration and sharing ideas, putting personal feelings aside and making the work as good as it can be
  - LaTasha S. - when my creativity is allowed to manifest, and we often celebrate what is going right; allows for collaboration, innovation and risk
  - Natasha W. - trust is a critical component of my academic and professional success
- Why do we care about the data?
  - Data can help us understand what we are doing right, whether we are creating the equitable and inclusive environment we aspire to
  - Observations from the data we shared:
    - Devita M. - curious about the questions vs just the scores
    - Aliyah E. - wondering about score differences between white and nonwhite respondents
    - LaTasha S. - does when students are given surveys (MCAS time, etc.) make a difference/skew the data?
    - Tom O. - important to identify what is resonating or is correlation vs. causation
- What data do we have on staff engagement at Brooke?
  - Leadership survey - administered twice per year
  - Workplace Satisfaction - sent out once near year-end
  - Student survey - done twice per year
  - How are we splitting out data
    - Identifies as non-white vs. identifies as White
    - Instructional vs non-Instructional
    - If we splice data more ways it starts to become less C anonymous because sample size becomes too small
    - LaTasha S. - does data differ between December and June results wise? Kimberly S. - scores are generally lower in June than they are in December.
- Survey Summary
  - Overall favorable, with some difference between student and leadership responses
  - There is a dip, with recovery after 2018
  - Relatively low variance between campuses (15% or less)
  - Explaining the dip and rise (internal assessment)
    - MCAS falling from our peak and rising again after 2018
    - Evaluating ourselves as an organization in the wake of ongoing racial injustice in our nation; Our initial approach did not meet the moment. More recently, we have latched on to Theresa Perry's

Culture of Achievement, using that model to make our culture even stronger

- The data tells an incomplete story as COVID affected our ability to track last year
- Merry B. - what does your internal assessment tell you about last year?  
Jon C. - that we would have seen another uptick.
- Network-wide workplace satisfaction data
  - The gap is closing between white and nonwhite staff- a lower % of white staff declared satisfaction, while a higher % of POC staff reported satisfaction
  - Our progress toward our goal is incomplete; we want to close the gap while raising satisfaction across the board.
  - LaTasha S. - what about responses and years of experience overlap? Jon C. - we don't slice the data this way at this point
- Wonderings and things we want to understand going forward?
  - Natasha W. - would love to see more qualitative information and overlap with tenure
  - Tom O. - ability to track these observations by cohort is exciting. To what extent are we able to operationalize this data?
    - Jon C. - has already heard great ideas tonight on how to get more from the survey opportunities
    - Kimberly S. - the leadership surveys are much more actionable, as we get these around mid-year. Student surveys are harder to operationalize. We get insights on certain teachers, but harder to act on it.
    - LaTasha S. - is there a space where respondents can express whether their concerns are heard from mid-year to end year?
      - It would be helpful to see the questions!
      - Do we have exit surveys information?
      - Could we have an external partner do climate surveys?
    - Aliyah E. - do we track retention by race and gender? Kimberly S.- Yes.
    - Devita M. - are we tracking retention of ATs of color? Jon C. - yes, this information is in our recruitment/retention report on the website, with the exception of specific exit data
    - Aliyah E. - are there questions on the student survey that address how students may feel about the school?
      - Kimberly S. - this used to be something done in the past - she is interested in bringing it back.
      - Brooke High and Eighth Grade Academy surveys - need updated trendlines, and their data doesn't go as far back as the K-7 schools. The survey structure is also different as we are administering to older students.

- Jonathan G. - the ability to be transparent and honest about not being 'there' yet, could be a good recruitment tool. Especially when we consider recruitment of teachers of color
  - Next steps: Jon C. and Natasha W. will consider this feedback in adjusting the June surveys before they go out, and aggregate June 2021 data for the September 2021 board meeting.
- Remote Learning and Re-Opening School
  - K-5 reopening plan beginning April 5th
  - Plans for grades 6-12
    - Middle school: reopening April 28th (50% have opted to return)
    - High School: reopening May 3rd (20% of students have opted to return)
  - Questions?
    - Devita M. - how will instruction happen for remote students? Kimberly S. - synchronous concurrent will only happen at BHS and/or with ELL students; elementary and middle school teachers will teach specific, separate remote and in-person cohorts.
    - Jonathan G. - what do you anticipate in terms of the transition? Socio-emotional, etc.? Kimberly S.- we will do case by case as things come up. We have school psychologists at each school who will try to be responsive especially with in-person students.
    - Natasha W. - I was struck by the trends of choices to be remote - older students are more in favor of remote? Kimberly S. - some of it is child care - some of it is travel hesitancy with families worried about students. Some of it is not wanting to disrupt a good remote routine and good grades with a sudden transition.
    - Devita M. - graduation? Kimberly S.- we just received guidance from the state on graduation the other day - we may just do an outdoor ceremony again.
    - Merry B. - first reaction was appreciation of detail and rigor. What about staff readiness to come back? Many seemed fairly hesitant in February. Has staff sentiment moved forward since the state directive?
      - Kimberly S. - staff sentiment is, 90+% are coming back
      - Jon C. - once the momentum was there, teachers got with it; Once it wasn't a Brooke-level decision. Staff would rather prepare than have just 2 weeks notice. Regardless of whether they agreed with the directive or not. Some teachers are still nervous!
    - Devita M. - do we require teacher vaccinations? Kimberly S. - No; we are not tracking it (as it is personal health information), but Mark is helping folks get appointments if they have issues. Testing though, is mandatory for staff who are not fully vaccinated.

- Natasha W. - what is the cost to Brooke for pooled testing? Jon C. - It is covered by the state through April 18th - we suspect it will be covered further.
- Board Business
  - Fundraising (Hagar B.)
    - Biggest focus for the remainder of the year: closing on any remaining gifts and continued fundraising for the Brooke Mattapan field project . Brooke just secured \$100k in CPA funding for the fields following the city’s final vote.
    - Next capital project: Brooke High School athletic fields. Committee formed and in the process of determining early budget
  - Financials (Yvette P.)
    - New market tax credit unwind for the development of Brooke Mattapan and East Boston (future board vote)
    - Understanding vendors and spending - supporting more black and brown businesses. Yvette P. and Raul V. worked to survey all our current vendors to better understand how to spend our money within the local community
- Board Culture Building: Board Vision Setting (Merry B. and Jon C.)
  - Discussion of article on board governance models.
    - What resonated with you?
      - Devita M. - when to have executive session; especially liked the “trust and verify” approach.
      - LaTasha S. - a fan of the shared governance model
      - Natasha W. - partnership is leadership in management; governance style can shift situationally
      - Alex F. - also likes “trust and verify” framework
      - Jonathan G. - shared governance is natural for this board; subcommittees allow for individual members’ expertise to shine.
      - Kimberly S. - partnership is how i manage people - our board should mirror our org practices, with room for autonomy
  - Review and respond to various scenarios that require board engagement (Breakout Session)
    - Summary for Group 1: Jonathan G. - under shared governance, there is:
      - Understanding history of Brooke and foundational learning
      - Board should be a reflection of the administration and vice versa; this becomes a carrier of culture for the entire org
      - Representative voices
      - Revisiting metrics regularly and co-investigation
    - Summary for Group 2 (Hagar): Laying the foundation for shared governance

- Digging in on committee work
- Board members coming in ready to work on the meatier questions, having reviewed the packet each time
- Working together to develop the what, with school leadership determining the how
- Thoughtful process that helps staff feel they are helping to create priorities, and not just receiving them

**Brooke Board of Directors Meeting**  
**Meeting Minutes: May 13, 2021**  
**Virtual Zoom Meeting**

**Members in Attendance:** Merry Boak, Devita McConnell, LaTasha Sarpy, Jonathan Garland, Natasha Williams, Alex Finkestein, Tom O'Rourke, Trevor Rozier-Byrd

**Brooke Staff in Attendance:** Hagar Berlin, Jon Clark, Kimberly Steadman, David Jordan, Mark Loring, Yvette Philip

**Others in Attendance:** Dwight Berg

**Meeting Minutes**

- Open Meeting Protocol
  - Calling meeting to order and record attendance
  - Inviting public comment from any community members present; none are present
- Board Updates/Discussion (Merry B.)
  - Update on reopening, Brooke High School leadership, and the Class of 2021
    - Danya Wallace, current Brooke Mattapan assistant principal, has been selected to serve as the Principal Fellow and Assistant Principal for Humanities - She brings over a decade of teaching experience and before this role, she helped to build a strong school culture at Brooke Mattapan.
    - Class of 2021 updates
      - Graduation will again be socially distanced; looking forward to a celebratory, safe event
      - Class of 2021's college matriculations
      - Questions
        - Have grad rates and credit completion been impacted by COVID-19?
          - Kimberly S.- this is our smallest class and always has been; a few students in specialized programs will graduate winter 2022. Some students may also need the summer to finish their requirements
          - A few students are afraid to travel to college right now; we are working with them!
        - Alex F: What % of students have been accepted? Did students get the financial aid they needed; Kimberly S.: We plan to track this further. In terms of financial aid, most students were sadly not \$0 EFC (Estimated Family Contribution), though the calculation method will change after this year to hopefully be more inclusive. We often

- have to counsel students to consider schools that minimize financial gaps.
      - o Natasha W: Are students accessing scholarships available inside/outside the Brooke network? Kimberly: Brooke High School has a few scholarships, but they are very small
    - Jon C. creates space to answer any questions about reopening in-person school this spring. This week marks the first with 0 positive tests in our pool testing! Less classes have to be shut down
  - o Vote to approve the City of Boston's Community Preservation Act (CPA)
    - Authorization
      - Hagar B.- updates on the Brooke Mattapan fields project are included in the development memo
      - Motion for vote
      - Seconded by Merry B.
      - All in favor - motion passes unanimously
  - o Financial update
    - Yvette P. shared materials via the board packet ahead of this meeting
    - Board vote on the resolution to move forward with the unwind and allow Tom O. (treasurer) to sign off on the action
      - Alex F. motions
      - Seconded by Merry B., Devita M.
      - All in favor - motion passes unanimously
    - Vote to approve the 2021-2022 school year budget
      - We are allocating ESSER II funds to staff expansion, facilities work, and potentially some expenses associated with construction of the Brooke Mattapan fields
      - Tom O.: Good to see Brooke is in good financial standing, figuring out our spend federal funding was a concern but it is great to now be progressing on that
      - Motion to approve
        - o Tom O. motions
        - o Seconded by Merry B.
        - o All in favor - motion passes unanimously
- Board Governance
  - o Approving minutes
    - Motion by Devita M.
    - Seconded by Alex F., Tom O.
    - All in favor - motion passes unanimously
  - o Merry and Devita have begun the co-director formal review process (restarting this cycle after a few years)- more information at our next meeting
  - o Adding a June meeting for our Brooke Charter Renewal
    - Mark L. (Brooke COO) is leading on the Charter Renewal process



- The Board will formally vote on this in a month or two (the last week in June).
    - Jon C. and Mark L. will be sure to share the materials ahead of time.
- Deep Dive: Board Planning for Next Year (led by Merry B.)
  - Reflections on board learning during the past year as we seek to set priorities
    - Planned three year arc for the board: the first year dedicated to learning; while the second year (which we are entering) is about setting board and organizational priorities
    - This year we set a board scope and sequence, engaged in anti racist practice and trainings with Aliyal El-Amin, discussed the relationship between board and management, had board members co-lead deep dive topics based on what they wanted to learn more about (DEI, college success/readiness, talent/culture, etc.)
    - Plan for SY22: developing priorities and a plan
      - We are going to take input from this session, the co-director performance review and the board assessment to set a plan over the course of this coming year.
      - Board reflection round robin: Learnings, curiosities, opportunities for further support, and prelim ideas on priorities?
        - Tom O: Really enjoyed getting to know board members through the anti-racism PD and in general. Board has been purposeful in programming, special modules are worthwhile. In terms of next year, how can members bring their unique skills to be additive to the things our school community is already working on?
        - Alex F: Would love to hear a 5 or 10 year plan from the co-directors to strategize with the board. Enjoyed opportunities to get to know other members more deeply, as well as the BHS junior/senior panel; looking for more ways to interact with students and teachers one on one.
        - Devita M: My favorite things will always involve spending time getting to know our schools and students, having informal conversations; Next year - looking forward to getting to know other corners of Brooke and how the Board fits into Brooke's strategic plan.
        - Jonathan G.: Enjoyed the anti-racist workshops - taking that on as an organization working with the community that we do. Making that ongoing and ingrained in the Brooke culture vs doing it just once. See the board as a support base for Jon and Kimberly. Looking forward to a post-pandemic Brooke and the creative approaches that may come, especially mobilizing around future facing goals

- LaTasha S.: Felt welcomed as a new member. Would like to learn more about co-director vision: what gaps are there that we can't immediately see? Is interested in expanding college success and postsecondary support, even financial aid? Would like more panels with parents and families.
- Natasha W.: Grateful for strength of Jon and Kimberly's leadership, as well as the strength of the team under them (both very difficult to have during this time)! Would like more panels - Hearing from people yields valuable insights (like knowing teachers want to reach students more, or knowing rising seniors and college freshmen all recommend planners!) Survey data can help us engage different slices of the community we serve. We already have the mechanisms to do this. ESSER grant funding could present new opportunities for pilot initiatives (as long as they don't disrupt what works well at Brooke!)
- Trevor R.: The board has grown to know one another better this year; Looking forward to bigger contributions through being in the schools and providing support at events; also interested in supporting matriculating seniors; looking forward to more DEI work at all levels of the network.
- Merry B.: Has enjoyed getting to know leadership better, while understanding we only meet a sliver of the folks making the work happen; wants to build relationships in-person with students, teachers and families; also interested in understanding where the board fits in Jon and Kimberly's long-term vision; leveraging ESSER funds in service of network's theory of change
- Heads up on the upcoming board assessment survey
- Dates for 2021-2022 board meeting - Hagar B. would like to confirm these dates as soon as possible. She will begin contacting the board in the coming days to finalize the schedule of meetings.
- Board Culture Building: Anti-Racist Orientation
  - In full group discussion and smaller breakout sessions, Board members will share and explore their personal experiences with race and racism.



**Brooke Board of Directors Meeting  
Meeting Minutes: June 30, 2021  
Virtual Zoom Meeting**

**Members in Attendance:** Merry Boak, Devita McConnell, LaTasha Sarpy, Jonathan Garland, Natasha Williams, Trevor Rozier-Byrd

**Brooke Staff in Attendance:** Hagar Berlin, Jon Clark, Kimberly Steadman, David Jordan, Mark Loring, Yvette Philip

**Others in Attendance:**

**Meeting Minutes**

- Open Meeting Protocol
  - Calling meeting to order and record attendance
  - Inviting public comment from any community members present; none are present
  
- Board Governance
  - Vote to approve the Board Minutes from May 13, 2021
    - Motion from Devita M.
    - Seconded by Jonathan G.
    - All in favor - motion passed unanimously
  - Update on board calendar for 2021-2022
    - Hagar B. - all board meeting dates for next year are set and listed in the board packet/calendar.
    - All board committee meeting dates are also scheduled
  
- Board Business
  - Vote to approve charter renewal document
    - Overview from Jon C. - Mark L. has been hard at work compiling materials and content for this renewal document.
      - We are up for renewal every five years - this is part of what MA DESE will consider on whether to renew or renew with conditions
      - They will decide on renewals in January or February - it's a pretty intense process that begins with this application - we expect to be renewed
    - Questions
      - Merry B. - has anything happened in the past that introduced restrictions? Is there precedent? Jon C. - Not sure, we typically do hear about things we aren't in complete compliance with, but beyond that this process is a general check-in on achievement,

finances, board, turnover, etc. which we expect to have no major issues with.

- Merry B. - is there a role for the Board? Jon C.- Yes - the site visit will require some board members to be on site; Mark L - at least the Treasurer, Chair, Vice Chair, plus one more
- Natasha W. - the charter is a great onboarding to learning about the school. Should more of the key stats be moved toward the front (cover sheet)?
- Devita M. - This is Brooke's first review with a graduating high school class. Do you think there will be extra attention paid to the high school (SAT and GPA)? Jon C. - those targets were particularly ambitious, but we set them that way on purpose. Kimberly S. - they may still expect the high school to be a work in progress, as both classes graduated in the midst of the pandemic.
- Trevor R.- Would like to understand the deltas on where classes are and how to bridge this, we know a lot of college decisions are made on raw data. Kimberly S. - SAT requirement, for example, has changed a lot, and that's something we may not keep in our accountability plan going forward.
- Merry B. requests motion to approve the renewal document
  - Motion from Devita
  - Second from Trevor
  - All in favor - motion passes unanimously
- Update on school reopening in the fall (Jon C.)
  - We are awaiting further guidance from the state - as of now, there will be no restrictions come the fall - no distancing, masks, nothing. School will be in-person.
    - Vaccinations and the Delta variant may affect the fall. It's possible that there is room to walk this back.
    - No remote option for families, unless there is a documented medical condition that hinders the child's ability do be at school.
    - We have a number of staff openings we are trying to fill.
  - Questions
    - Devita M. - Do we plan to reissue chromebooks? Will snow days become remote days? Jon C. - We do not have current plans to have every student have a laptop except in high school, where we have always done that.. Mark L. - There are a lot of logistics to maintain a remote learning process year round vs. just taking the snow day. For all grades except high school, we collected chromebooks from families at the end of the year. Our return rate was pretty good and in line with what was anticipated!
- Update on current and future fields projects (Hagar B.)

- Hagar B. shared the most recent news on the Brooke Mattapan fields construction - and Brooke High School fields project renderings from our landscape architect - all in the development memo.
  - We are in the early process of having large fundraising conversations for the Brooke High field. We hope to have a strong idea of who the larger donors will be sometime this fall.
  - Jonathan G. - Has been proud and excited about the work the committee is doing, and how the space will impact the schools and wider community.
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- Board Executive Session