

Brooke Board of Directors Meeting
Meeting Minutes: February 10, 2022, 6pm-8pm
Virtual Meeting via Zoom

Members in Attendance: Merry Boak, Alex Finkelstein, Jonathan Garland, Devita McConnell, Tom O'Rourke, Trevor Rozier-Byrd (joined late), LaTasha Sarpy, Natasha Williams

Brooke Staff in Attendance: Hagar Berlin, Jon Clark, Ysabel Cueva, David Jordan, Mark Loring, Sean McKenna, Raul Ripoll Vera, Kimberly Steadman, Adrienne Watkins

Others in Attendance: N/A

List of materials shared:

- November 18, 2021 Board Meeting Minutes (for approval)
- Brooke Budget Outlook for 2022-23 and beyond
- Chief People Officer position description
- Brooke High School leadership update
- Brooke Development/Fundraising Memo (2.7.2022)
- Brooke High School Athletic Fields Capital Project Timeline
- Brooke Board resolutions (2.10.2022)

Meeting Minutes

- Open Meeting Protocol
 - Merry B. calls the 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 18, 2021
 - Motion from Devita M.
 - Seconded by Jonathan G.
 - All in favor - motion passes unanimously
 - Vote on the updated Salesian space agreement
 - Intro by Mark L. - motion includes expansions at Brooke Mattapan and Brooke East Boston. We will be trading off a portion of our right to use time with Salesian Boys and Girls Club in exchange for Boston Scores to upgrade the field space and extend overall use for a longer portion of the year.
 - Motion from Devita M.
 - Seconded by Tom O.
 - All in favor - motion passes unanimously
 - K-8 transition updates (Jon C.)

- Kimberly S. and Jon C. attended parent meetings - most were supportive about transition back toward K-8 campuses, especially East Boston
 - Allowing Eighth Grade Academy staff to apply for roles at other schools is now underway - most have been placed at each of Brooke's four campuses.
 - Questions?
 - Merry - are any 8th grade teachers not returning? Jon C. - so far two have expressed interest specifically at Brooke High School, (which has no openings at the moment), one more is interested in a position at Brooke Mattapan, and we have one other pending decision.
 - Jonathan G. - was this news surprising, or did people expect it? Jon C. - no it wasn't necessarily expected, but the transition is going well.
- Teacher Panel Discussion (led by Jonathan G.)
 - Three teachers accepted an invitation to join the board meeting for a panel conversation: Ysabel C. (6th Grade ELA/Social Studies Teacher) , Sean M. (7th grade ELA/Social Studies Teacher) and Adrienne W. (7th grade Math/Science teacher)
 - This has been a hard year. How are you doing with that? Does the continued threat COVID poses in terms of wellness and school closures weigh on you?
 - Sean M. - had first child over COVID! I am tired (so is everyone), but overall excited to be in front of kids again teaching and coaching
 - Adrienne W. - doing okay all things considered. Remote learning was not as joyful. The year has been a bit of a rollercoaster adapting to COVID. Right now today am happy and more confident and believe my students are too.
 - Ysabel C. - feel good overall most days. This has been a hard year for many reasons, but the sense of routine and support from Brooke have been really helpful.
 - What do you see as the biggest challenge you face this year as a teacher vs a typical year?
 - Sean M. - student engagement is difficult. After a year at home with a lot of screens in front of them, returning has meant adjusting to a full day of activities vs opt-in routines and instant gratification of social media, etc. We on the 7th grade team are pushing ourselves to be more innovative and engaging on how we present content to students.
 - Ysabel C. - I prefer in person, but absences are tough. It's hard for students to be away for five days (due to COVID) from a social and emotional perspective.
 - Adrienne W. - Catching students up on what they're missing despite different return dates. Providing asynchronous learning for students at

- home is a unique challenge. Unit tests aren't effective when students have missed the unit.
- Have you had to reassess how you evaluate performance/student achievement given the inconsistent attendance due to COVID?
 - Ysabel C. - for absent students whom I reteach the lesson, I will often omit their grade for that standard. I try to focus on what each student needs to continue learning with the rest of the class.
 - Adrienne W. - I do my best to find alternate times in the day to remediate. We have not necessarily paused to have catch up days in math/science.
 - Sean M. - it's a different lens to look at data through. For a student who missed a month of class quarantining, we had to completely rethink their trajectory. Conferencing time has been essential - for some students it's skill based and for others, it's mini class sessions.
 - Has your experience over the last 2 years changed your personal or career goals? How would you describe it?
 - Adrienne - I love being a teacher, it brings me so much joy. And also, I feel education has not seized the moment to be innovative the way other industries have. I know there are limitations, compared with other careers in terms of flexibility and pay, but relationships with students help to keep me in the profession.
 - Sean - very similarly, I love being a teacher, even having reflected on my career possibly more than ever. There's more innovation to be had in education and I look forward to that.
 - Ysabel - After remote learning, I recommitted to my craft and decision to teach in a way that I hadn't before. The impact in-person school and teaching has on students and colleagues was a huge factor. Being at Brooke has taught me how to be a great teacher.
 - What do you see as the most important thing the board can and should be doing to make your next years enjoyable and productive? What do you go to work wishing were solved?
 - Ysabel - We are excited about the new pay system - a lot of teachers at Brooke needed that. We have so many great teachers, I wish I knew who I could go to for things across campuses beyond my go-to group at East Boston. So more resource sharing for teachers beyond school admin teams.
 - Adrienne - We have been trying to show our students people who look like them that go into further study and work in these fields. We would love to have connections with folks who can help students see themselves, because we have so few real-life examples that make the work more concrete and real. Jonathan G. - I'm an architect, my wife is a microbiologist, I would love to offer my time and help build a network
 - Sean M. - Not sure if we are doing this already, but I think we can do more to center student voice and insights. I think we are past "How to be

Brooke Mattapan and East Boston (which are in the feasibility phase), and building-wide HVAC system at Brooke Roslindale (now in the design phase).

- We will fund these projects through a combination of ESSER funding, reserves, and private fundraising (in the case of the Brooke High School field)
 - We expect pricing on these projects to vary due to COVID and supply chain issues, but the pricing has been professionally assessed and is conservative.
 - Discuss and review Brooke's recently revised compensation plan (Jon C.)
 - Historically: In 2013-14, we did away with performance based bonuses for a raise system. In 2017-18, we moved to guaranteed minimums for teaching positions
 - Starting in 2022-2023, we are increasing guaranteed minimums for teachers in order to increase transparency and equity. We are also increasing the minimum raises for early and veteran teachers. Tough to staff positions (Math, Science, Computer Science) will have supplemental compensation added to the guaranteed minimum salaries. We will also continue performance based bonuses beyond the minimum raise.
 - Connect new compensation plan to Brooke's long-term budget and ESSER funding (board members discuss the proposed changes in smaller breakout sessions: how do they feel this prioritization? What should we do once we get to a certain point in time vs. just paying down debt in the long run?)
 - Devita M. - some things that came up in her group: potentially paying toward student loan payments, child care for teachers; waiving college application fee for Brooke students, investing further in Brooke's summer program
 - Merry B. - we should start to think in the medium to long term about other places to invest so that Brooke's reserves do not balloon too large.
 - Jonathan G. - doing compensation increases is the right move especially as our schools transition from the pandemic into other phases of change
 - Trevor R. - we're in an enviable position, so should we be reinvesting more of that money into areas of innovation and impact ie. STEM education and access, support for Brooke families during their time at Brooke, alumni support and persistence, etc. Is there a possibility that the performance based raises will still create inadvertent equity? Merry B. - maybe the board can help review performance based assessments and Jon C. can present on it at some point. Natasha W. - maybe performance-based raises can be done through a bonus structure so that salaries do not stagnate. We should revisit once we have all the data in front of us, hopefully during a future presentation.
- Board and Co-Director Strategic Priorities

- Chief People Officer position considerations; Jon C. - we are posting for this role that came out of our work with Aliyah El-Amin, determining that there's a lot more we could do with capacity to address curriculum, school culture, recruitment and retention, etc. We initially considered a Chief Equity Officer, but there were too many areas of focus under there. So we chose to focus on recruitment, retention, workplace satisfaction, etc. within a Chief People Officer position. The goal is to have a successful candidate in the position going into next year
 - Devita: who will report to this person? Jon C. Three staff members- head of HR, head of talent recruitment and head of the associate teacher program.
 - Tom O. - are there any other dream roles to expand the 'corporate' team? Jon C. more capacity is always good, but we also like to set a high bar and really plan things out, so nothing off the top of my head yet. It's not off the table and we want to be thoughtful about it.
 - Devita: Glad you brought up the idea of giving this position too much responsibility. These positions come with a lot of challenges as they are still relatively new for a lot of workplaces.
- Other leadership team and capacity updates (Brooke High School principal position); Kimberly S.
 - We had a Principal Fellow in place to assume the BHS principal role but she recently decided to take some time away from Brooke for family reasons.
 - In her place, Ali Valle (acting East Boston Principal) will be moving into the high school principal role. We are very excited about her stepping in to lead, and Kimberly will continue to be around to support her this coming year
 - Merry B - can you share anything about staff reception? Kimberly S. - staff who know her better are excited; other who don't as well generally trust the decision
- Business as usual - Brooke High School field project updates; Hagar, B -
 - We did receive another \$250K commitment recently
 - It has not been a straightforward process with state agencies, but hopefully we will be able to resolve it or have more clarity in the next month or two.
 - Devita M. - I saw a petition about the field project; why are we doing it? Hagar B. - there is a community organization (the CAC) whose approval we need. They vote on the 17th. We wanted to show community support for the project in order to strengthen our case.