

**DRAFT - Statesmen College Preparatory Academy for Boys PCS**

**Minutes of August 29, 2021 Board Retreat**

1. **Board Members Present (in-person)**: Nicole Solomon Mitchell, Juan Pagan, Greg Van Houten, Shawn Hardnett, Alicia Adams, Bisi Oyedele, Kenny Pegram, Satira Streeter Corbitt, Raymond Weeden, and Mary Brown.
2. **Board Members Present (via Zoom)**: Bernie Woolfley and Sandi McCoy.
3. **Board Members Absent**: James Cadogan, Samantha Barbee, and Ray McKenzie.
4. **Staff Members Present**: Amanda Bloom (Dean of Instruction) and Rictor Craig.
5. **Roll Call**: Roll call was taken, the results of which are reflected above.
6. **Opening Remarks and Welcome**
   1. Discussed hardships and issues related to COVID-19.
   2. Viewed promotional videos for students, community partners, and staff.
   3. Discussed “hits and misses” vis-à-vis SY20-21 goals.
7. **Approval of June 2021 Board Meeting Minutes**
   1. Mr. Van Houten moved to approve the June 2021 Board Meeting Minutes. Sandi McCoy seconded the motion. The present board members unanimously approved the June 2021 Board Meeting Minutes.
8. **Conflict of Interest Policy**
   1. Discussed conflict of interest policy and Mr. Van Houten collected signed versions of the same.
9. **End-of-Year Student Data, SY21-22 Enrollment, and Staff Recruitment Update**
   1. COVID-19 vis-à-vis SY21-22.
      1. Discussed the difficulty with interpreting academic achievement data collected during COVID-19.
      2. Acknowledged the fact that SY21-22 will be a difficult and challenging year due to COVID-19.
      3. Attendance, so far, across DC, is between 60-80%
      4. Through Week One, Statesmen has had attendance at ~ 70%. [~ 200 students].
         1. Enrollment looks like, as of now, 230-250 students.
      5. At least 30% of students are vaccine eligible (as over 12 years of age).
      6. All but two or three staff are vaccinated (medical and religious exemptions).
         1. Non-vaccinated staff are subject to double-testing.
   2. Highlights of End-of-Year Student Data
      1. Record attendance.
      2. High re-enrollment.
      3. Some students are meeting and exceeding expected growth.
      4. High student satisfaction.
   3. Areas of Concern
      1. The distance learning program mildly mitigated losses in reading and was significantly less effective in math.
      2. Math instruction started and remained challenging during the year.
   4. Reviewed and assessed NWEA MAP and Panorama Results
      1. Growth trajectory appears slightly down, but data is unreliable due to   
         COVID-19.
      2. Suggests that focus should be on reading, writing, and math.
   5. PMF – No PMF score for 2020 due to COVID-19.
      1. The PMF scale and process is currently under a redesign. Revised PMF may focus more on academic growth (as opposed to academic achievement).
10. **School Curriculum & Program** (Presented by Mr. Hardnett)
    1. Curriculum Programming
       1. Lower School – Lavinia for math and reading (seeing growth with those programs and closing of achievement gaps). No parent access exists for this.
       2. Upper School – SpringBoard (an arm of College Board). Top ranked across all categories and designed to ensure that students are ready for AP-type cases in the high school. Scripted program.
          1. Will be a learning curve for teachers and staff and will require professional development.
             1. SpringBoard will provide direct professional development.
             2. Mornings provide opportunity for PD for that day of instruction.
             3. Friday half-days offer further opportunities for PD in this area.
             4. STEM and Kings 101 offer further opportunities to leverage SpringBoard.
             5. Not an adaptive curriculum but one that is quite rigorous.
          2. Parents will have access to SpringBoard functions.
          3. SpringBoard is well-suited for virtual learning.
       3. Strong alignment between Lavinia and SpringBoard. And, strong alignment between Lavinia/SpringBoard and MAP and PARC.
       4. Statistics show that proficiency w/ Common Core translates to success in college *without* remedial programming. Common Core is therefore our standard.
    2. Mental Health
       1. $100k of direct student-therapist support (all students in the building).
          1. Can leverage Medicaid billing (we may be able to recoup 65% of hours) and doing so will allow the program to be sustainable.
       2. Students with disabilities retain their same intensive level of support.
       3. Counselor will facilitate groups, too.
          1. Counselor will also build protocol for facilitating high-quality groups.
       4. Social Worker
          1. Will aim to connect families to resources. Will do everything to connect the family to the resources.
       5. Mindfulness – every morning.
       6. Therapist for teachers and staff, too.
       7. Statesmen is the model for comprehensive well-being for staff and students.
       8. We can measure the program’s effectiveness by looking to our standard measurements, but we can also look to the number of “tap-outs,” crises, etc.
    3. Middle School Design
       1. Interviewed students at schools our students may attend (or may aspire to attend). What gets our boys to those schools? How do those students succeed?
       2. Also spoke to School Leaders and Counselors and now have significant data on what should happen with our middle school program.
       3. Many schools want Black and Brown males, but they report concerns with reading, math, and writing, self-advocacy, and disciplinary struggles.
          1. So, these schools want at/or near grade-level without suspensions.
             1. This is more important than scoring on standardized tests.
          2. They also want students with drive and resilience.
       4. Discussed need for staff counselor to help facilitate high school enrollment (need to fundraise over $100k to secure this position and cover related costs).
          1. RISE DC identified as an entity that may be able to assist with this work.
       5. Portrait of a Statesmen Graduate
          1. Discussed need to incorporate “language of diplomacy” into the document, preserving identity and community, and discussed re-reading through an anti-racist lens.
11. **Hybrid Learning – Not an Option Under Current Guidelines and Regulations**
    1. Remote programming is only available to students that must quarantine.
       1. Per current guidelines and regulations, that is the only way to offer such services.
    2. Also, if made available to all other students, it could reduce in-person attendance.
       1. Managing two schools is also very challenging—one remote and one in-person.
          1. Hybrid is very challenging—both for students in the classroom and outside of the classroom.
12. **Review of Board Self-Assessment Results** (Presented by Ms. McCoy and Mr. Van Houten)
    1. Discussed and analyzed Board Self-Assessment results, focusing on fundraising, succession planning, and anti-racist work.
13. **SY21-22 Board & School Goals Discussion** (Presented by Ms. Solomon Mitchell).
    1. Discussed goals related to student achievement, instructional quality, financial sustainability, facilities, fundraising, succession planning, and advocacy.
14. **Anti-Racist Work** (Presented by Ms. Adams)
    1. Recommendations: (1) committees review their charters to ensure alignment (Governance Committee will ensure that charters adopt and utilize consistent terminology and use of terms and structure); (2) mindfulness with selection of vendors; (3) mindfulness with respect to all other action-items and Board functions.
15. **Adjourned at 2:00 PM EST for Building Tour.**