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Achil Petit

**Superintendent**

Joseph Cordero

**Principal**

**Elementary School**

245 West 129<sup>th</sup> Street

New York, NY 10027

Tel 212.360.3232

Madelaine German-Schultz

**Principal**

**Middle School**

245 West 129<sup>th</sup> Street

New York, NY 10027

Tel 212.360.3233

Amy Deal

**Principal**

**High School**

245 West 129<sup>th</sup> Street

New York, NY 10027

Tel 212.360.3234

**AGENDA**

Promise Academy I Board of Trustees Meeting

Tuesday, October 19<sup>th</sup>, 2021

at

The Harlem Children's Zone

Video Conference

- I. Acceptance of the Minutes
- II. CEO Report (*Kwame Owusu-Kesse*)
- III. Superintendent's Updates (*Achil Petit*)
- IV. Promise Academy I Updates
  - i. Elementary School (*Joseph Cordero*)
  - ii. Middle School (*Madelaine German-Schultz*)
  - iii. High School (*Amy Deal*)
- V. Financial Report (*Connor Fournier*)

## **The Harlem Children's Zone Promise Academy I Charter School**

### **Annual Board Meeting**

**Tuesday, September 15, 2021**

### **Video Conference**

*Attendees: Geoffrey Canada, Mitchell Kurz, Kwame Owusu-Kesse, Kenneth Langone, Ellanor (Bodie) Brizendine, Fatime Cadoo, Stan Druckenmiller, Keith Meister, Alfonso Wyatt, Sara Alvarado, Nana Annan, Candice Ashby, Ari Browne, Ryan Carroll, Joseph Cordero, Kaitlynn Conley, Amy Deal, Connor Fournier, Shondell James, Jennifer Klein, Jessica Lake, Jazmine Lewis, Stephanie Lilavois, Justin Maker, Liam McCarthy, Achil Petit, Hayling Price, Susan Rydz, Troy Smith, Alyssa Solomon, and Toya Stilley*

#### **Acceptance of Minutes (Geoffrey Canada)**

The meeting was called to order at 7:30 a.m., and a motion to approve the meeting minutes from June 15, 2021 was unanimously approved.

#### **CEO Report (Kwame Owusu-Kesse)**

Harlem Children's Zone Chief Executive Officer Kwame Owusu-Kesse reported that a staff mandate for the COVID-19 vaccine was announced in August. Beginning August 23, staff members will have effectively resigned without receiving at least one shot of the vaccine, and all staff members must be fully vaccinated by September 27. Scholars begin remote learning on September 13, and they are scheduled to begin in-person learning on October 4. To enter HCZ sites, all scholars and staff will have to complete a daily touchless registration health questionnaire, get their temperature checked, and wear masks. Mr. Owusu-Kesse emphasized the importance of in-person learning to the mission of HCZ and stressed the need for a staff vaccine mandate to ensure the safety of scholars. "Since a large majority of scholars are ineligible for vaccination, mandating vaccination for staff is necessary," he said. "Essentially, our decision came down to our ethics and values as an organization, and our duty to care for our young people."

Mr. Owusu-Kesse has been meeting weekly with the Board chair and Promise Academy leaders to address staff vacancies and any other issues arising from COVID-19 and the staff vaccine mandate. Additionally, HCZ leaders are working to educate families about the COVID-19 vaccine and encourage eligible scholars to get vaccinated.

Repair teams and engineers fixed leaks caused by Hurricane Ida and assessed Promise Academy locations at 245 West 129th Street and 35 East 125th Street to ensure that affected spaces were structurally sound. All repairs will be completed before students return for in-person learning on October 4. Mr. Owusu-Kesse thanked Managing Director of Operations, Greg Forbes and Safety Director Jasmine Tumma for their dedication in resolving these issues. He also thanked Managing Director Troy Smith and his team for their leadership of the Promise Academy After School and Athletics programs and Managing Director Jessica Lake and her team for their support of social and emotional learning and wellness programs at HCZ.

### **Superintendent's Update (Dr. Achil Petit)**

Dr. Achil Petit, Superintendent of Harlem Children's Zone Promise Academy Charter Schools and Early Childhood Programs, reported that the enrollment period for Promise Academy is ongoing and that numbers will be provided at the next Board meeting.

A virtual orientation was held to welcome back staff members on August 23. Staff members also engaged in professional development during the week.

This week, Mr. Owusu-Kesse and Dr. Petit met with teachers to administer evaluations. Dr. Petit thanked them for their hard work throughout the pandemic.

Dr. Petit reported that Kashif Hameed has transitioned out of the principal role of Promise Academy II High School. Kait Conley, formerly the education director at the school, has been promoted to principal. Ms. Conley earned her bachelor's degree in chemistry at University of Notre Dame. After transitioning to education, she joined Teach for America and became a high school chemistry teacher; later, she became a STEM education director at Promise Academy. For the past three years, she designed science and math content, coached teachers, and learned about the HCZ community. Ms. Conley said that she is excited and grateful for the opportunity.

Dr. Petit thanked teachers who worked with Promise Academy scholars over the summer to help them meet academic benchmarks.

### **HCZ Promise Academy I Elementary School (Dr. Joseph Cordero)**

Principal Dr. Joseph Cordero reported the Elementary School's attendance was 90% for June and 76% for the summer.

School leaders continued jam sessions with parents on Thursdays throughout the summer to keep them informed about the new school year. They also met with parents of incoming kindergarten scholars to provide logistics around reopening and inform them of school expectations.

The Elementary School distributed laptops to new students to support remote learning during the first weeks of school, prior to the start of in-person learning.

Last week, the Elementary School held a virtual back-to-school night with a talk on COVID-19. More than 300 parents attended.

Director of Information Systems Ari Browne incorporated increased security measures for virtual learning.

In collaboration with Promise Academy II Elementary School, the School held a new hire orientation during the summer. New teachers met with department leadership and learned about a variety of subjects, including the history of HCZ, the academic curriculum, and social-emotional learning.

Nine staff members graduated with either a Bachelor's or Master's degree, and five teachers became fully certified and transitioned to lead teacher positions.

School instructors are testing all scholars' Independent Reading Levels - and providing a math boot camp to identify and address gaps in learning.

### **HCZ Promise Academy I Middle School (Alyssa Solomon)**

Assistant Principal Alyssa Solomon reported that the Middle School's attendance was 95% for June and 96% for July.

The Middle School held its annual summer luau to welcome newly enrolled scholars and incoming sixth graders and their families. During the virtual event, school leaders focused on building community and relationships and reopening and safety procedures.

In August, the assistant principal held Sessions with Solo, with 100 participants attending. Next week, a back-to-school night will be held to connect with parents, especially those who missed the August event.

The Middle School held a professional development week with staff in August. One session, Show, not Tell, gave teachers the opportunity to showcase their best practices and learn remote tools and teaching strategies for in-person learning.

The Middle School has created is recruiting teachers for its Hype Squad, a teacher-led school spirit and culture community-building team.

End of year assessments were aligned to be comparable to New York State exams, to identify any gaps in learning. Assessments will continue in grades six through eight for all contents. Scholars will be tested for reading and math levels. The Middle School is also rewriting the Academic Intervention Services period to cover all knowledge from the previous grade and any prerequisites needed for students' academic success.

### **HCZ Promise Academy I High School (Amy Deal)**

Principal Amy Deal reported that the High School's attendance was 85% for June and 70% for July.

In anticipation of the new school year, the High School held three weeks of professional development activities for staff, with a strong focus on social-emotional learning to build relationships with scholars.

In August, the principal held her first Get Real with Deal session for high school scholars to discuss the upcoming school year and reacquaint herself with families she met in Promise Academy I Elementary School, where she previously held the role of Assistant Principal.

Both high schools collaborated to identify any gaps in student learning and adjusted the pacing calendar before introducing students to the curriculum for their respective grades.

### **Financial Update (Connor Fournier)**

CFO Connor Fournier reported that Promise Academy I's revenue is on budget at an enrollment of 1,128. Expenses are \$0.4M favorable at \$3.0M. HCZ has not made a contribution through two months of FY22.

### **21-22 Family Handbook (Candice Ashby)**

A motion was called to approve the Family Handbook updated for the 2021-2022 academic year. The motion was approved. The updated handbook can be found on the Promise Academy website.

<https://hczpromise.org/for-parents/>

**21-22 District-wide and Building-level Safety Plans (Candice Ashby)**

A motion was called to approve the Promise Academy District-wide and Building-level Safety Plans for the 2021-2022 academic year. The motion was approved. The District-wide Safety Plan can be found on the Promise Academy website

<https://hczpromise.org/community/>

## Saskia S. Brown-Nurse, Ed.D.



Saskia's professional commitment reflects her conviction that high-quality education is a right that belongs to all children. She has committed over fifteen years of service in the field of education. She holds an undergraduate degree in Psychology, graduate degrees in Special Education and Educational Leadership with a research focus on enhancing parental involvement in urban school districts. She is currently pursuing a Ph.D. in

Higher Education from Seton Hall University. Her current research focuses on the implications of race in the college choice process for Black students. As an educational leader, she catalyzes change in schools by creating authentic learning environments that provide direct support, resources, access, and opportunities to children, families, and school district staff. Her goal is to develop school environments that cultivate a natural passion and ownership for teaching and learning.

Saskia served as a general education and special education teacher, Title I school program coordinator, and school administrator in public and charter school environments. She was a former fiscal and policy specialist and special education consultant at the New Jersey Department of Education (NJDOE) in the Office of Special Education Programs (OSEP). As the special education consultant, she oversaw the Learning Resource Center (LRC) in Morris Plains, New Jersey, providing technical assistance and support to district staff and parents. She also developed state guidance documents and presentations in special education, inclusion, interventions, a multi-tiered system of supports, and co-teaching, to name a few.

Saskia has served as the project manager for the state's first multi-tiered system of supports federal grant New Jersey Tiered System of Supports (NJTSS). She has served on several NJDOE teams to review data, conduct research, and develop action plans to support the implementation of state-wide initiatives and partnerships. Saskia taught at Felician University in the School of Education, teaching courses in the Master of Education Program.

Saskia most recently served as a school district administrator as the Director of Student Support Services in Sparta Township Public Schools and is an adjunct professor at Drew University and Ramapo College in the Teacher Education Programs. She is also the owner and educational consultant for Supporting All Students Educational Consulting working to support school districts across the state of New Jersey.

**SASKIA S. BROWN**  
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### **RELEVANT WORK EXPERIENCES**

SPARTA TOWNSHIP PUBLIC SCHOOL DISTRICT, SPARTA, NJ (7/2019-9/2021)  
**Director of Student Support Services/District HIB, 504 & McKinney-Vento Coordinator**

DREW UNIVERSITY, MADISON, NJ (3/2019-CURRENT)  
**Adjunct Professor in Teacher Education**

SUPPORTING ALL STUDENTS EDUCATIONAL CONSULTING, LLC, NJ (11/2018-CURRENT)  
**Owner/Educational Consultant**

THE NEW JERSEY DEPARTMENT OF EDUCATION, TRENTON/MORRIS PLAINS, NJ (11/2016-10/2018)  
**Acting Manager Office of New Jersey Tiered System of Supports (NJTSS) & Early Reading State Personnel Development Grant Project Director**

FELICIAN UNIVERSITY, LODI, NJ (5/2014-5/2016)  
**Adjunct Professor in the College of Education**

THE NEW JERSEY DEPARTMENT OF EDUCATION, MORRIS PLAINS, NJ (11/2014-11/2016)  
**Special Education Consultant & Director of the Learning Resource Center**

THE NEW JERSEY DEPARTMENT OF EDUCATION, TRENTON, NJ (11/2013-11/2014)  
**Fiscal and Policy Specialist for the Office of Special Education Programs**

THE COMMUNITY CHARTER SCHOOL OF PATERSON, PATERSON, NJ (8/2008-11/2013)  
**Director of Student Support Services/Special Education**

### **EDUCATION**

Seton Hall University, South Orange, NJ., **Ph.D. Higher Education, Leadership, Management and Policy** (ABD)

Felician University, Lodi, NJ., **E.D. Educational Leadership K-12 Administration** (Conferred 5/2013) Summa Cum Laude 4.00

Felician University, Lodi, NJ., **M.A. Elementary Education – Concentration in Special Education** (Conferred 5/2010) Summa Cum Laude 3.90

Rutgers University, New Brunswick, NJ., **Certification Teacher Preparation Program** (Conferred 3/2010)

Felician University, Lodi, NJ., **B.A. Psychology** (Conferred 5/2002) Magna Cum Laude 3.87

## Professional Experience

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**Achievement First, Brooklyn, NY**

July 2018 – July 2021

### *School Principal*

- Lead a school of 481 students and 50 staff members; supervise and coach a 7-person leadership team; manage a \$7m+ budget
- One of only three elementary schools to achieve a “Strong” distinction on the AF school quality report card, indicating significant positive outcomes in academic achievement and growth, student and family engagement, and equity measures
- Achieved 18% increase in percent of staff identifying as Black, Latinx, and multiracial in two years through utilization of a competency-based hiring strategy
- Achieved exemplary distinction and the strongest results of all Achievement First elementary schools on the nationally normed Panorama Education student experience survey
- Named a “Recognition School” by the State of New York for high academic achievement and growth, including achieving 99% proficiency on the New York State 3rd-grade math exam

### *Academic Dean & Principal-in-Residence*

April 2016 – June 2018

- Coached a portfolio of 13 reading, writing, and math teachers to achieve the second-highest 2<sup>nd</sup>-grade reading results and the highest New York state 3<sup>rd</sup>-grade math exam results at Achievement First
- Selected from leaders across Achievement First to receive intensive leadership development training for future principals

### *Teacher, Grade Team Lead, Curriculum Fellow, & Leadership Fellow*

July 2012 – June 2015

- Teacher to 90+ students who outperformed the New York City average by 20% on the New York State 3<sup>rd</sup>-grade math exam
- Peer-led a team of 8 teachers to meet academic goals and coached a Teacher-in-Residence
- Designed math curricula and facilitated recurring network professional training modules for teachers and school leaders
- Selected for personalized professional development for future school leaders
- Collaborated on a team with external consultants from IDEO to create an alternative school model for Achievement First

**Hawai'i State Department of Education, Schofield U.S. Army Base, HI**

July 2010 – June 2012

### *Teacher & Grade Team Lead*

- Teacher to 20+ 3<sup>rd</sup>-graders who achieved 74% proficiency on the Hawai'i State 3<sup>rd</sup>-grade reading state exam
- Teacher to 20+ 1<sup>st</sup>-graders who advanced an average of 1.2 years in reading
- Peer-led a team of 5 teachers to increase student achievement by introducing tracking systems for data-driven instruction

## Education

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**Relay Graduate School of Education, Atlanta, GA**

2017 – 2018

National Principal Academy Fellowship

**Harvard Graduate School of Education, Cambridge, MA**

2015 – 2016

Master of Education Policy and Management

**University of Hawai'i at Manoa, Honolulu, HI**

2010 – 2012

Master of Education in Teaching

**The George Washington University, Washington, D.C.**

2006 – 2010

Bachelor of Arts in Political Science

## Additional Experience, Honors, & Associations

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- Vice Chair, Teach For America New York Alumni Association (2020 - Present)
- Achievement First Bright Spot honor recipient (2014 - 2015)
- Achievement First Distinguished Teacher honor recipient (2014 - 2015)
- America Achieves Fellowship for Teachers and Principals (2014 - 2015)
- Co-author of “[Preparing for the Classroom: A Vision for Teacher Training in the 21st Century](#),” as member of Educators 4 Excellence Education Policy Team (2012-2013)
- Corps Member, Teach for America Hawai'i (2009 - 2011)
- Founder and Director, Ngabolo Primary School Project (2008 - 2011)
- Education Intern, U.S. Senate Health, Education, Labor and Pensions Committee (2010)
- Campaign Manager, Patrick Wojahn for City Council, College Park, MD (2009)
- President, The George Washington University College Democrats (2009-2010)
- Deputy Field Organizer, Obama for America (2008)



# HCZ Promise Academy I

## September 2021 Attendance Report

Date	HCZ PAI Elementary School			HCZ PAI Middle School			HCZ PAI High School		
	Number of Students Absent	Enrollment	% of Students Present	Number of Students Absent	Enrollment	% of Students Present	Number of Students Absent	Enrollment	% of Students Present
9/13	95	689	86%	18	289	94%	20	244	92%
9/14	52	663	92%	17	288	94%	12	241	95%
9/15	45	663	93%	16	287	94%	13	240	95%
9/17	51	662	92%	17	283	94%	9	240	96%
9/20	50	662	92%	16	282	94%	14	240	94%
9/21	32	661	95%	9	281	97%	8	240	97%
9/22	42	660	94%	11	281	96%	12	240	95%
9/23	52	659	92%	12	281	96%	8	240	97%
9/24	45	658	93%	15	279	95%	10	240	96%
9/27	61	658	91%	16	279	94%	16	239	93%
9/28	50	658	92%	10	277	96%	12	239	95%
9/29	63	658	90%	13	277	95%	12	239	95%
9/30	56	654	91%	17	276	94%	23	239	90%
<b>Average</b>	<b>53</b>	<b>662</b>	<b>92%</b>	<b>14</b>	<b>282</b>	<b>95%</b>	<b>13</b>	<b>240</b>	<b>95%</b>



**Promise Academy I**  
**FY 2022 September YTD Budget vs. Actual**  
 \$ millions

	<u>Budget</u>	<u>Actual</u>	<u>Fav/(Unfav)</u>	<u>Full Year Budget</u>
<b>Enrollment</b>	<b>1,128</b>	<b>1,156</b>	<b>28</b>	<b>1,128</b>
<b>DOE and other gov't funding (a)</b>	<b>\$ 5.5</b>	<b>\$ 5.5</b>	<b>\$ -</b>	<b>\$ 21.8</b>
<b>Expenses:</b>				
<b>Salaries</b>	<b>3.1</b>	<b>3.1</b>	<b>-</b>	<b>13.6</b>
<b>Benefits</b>	<b>0.9</b>	<b>0.9</b>	<b>-</b>	<b>4.2</b>
<b>OTPS</b>	<b>0.9</b>	<b>0.8</b>	<b>0.1</b>	<b>3.8</b>
<b>Total Expenses (b)</b>	<b>4.9</b>	<b>4.8</b>	<b>0.1</b>	<b>21.6</b>
<b>Expenses in excess of public funding</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Contribution Components:</b>				
<b>HCZ Contribution</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>per student (whole \$)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

*(a) Excludes funding from Federal ESSER and Robertson Foundation.*

*(b) Excludes PA Initiatives, bonus, growth fund, COVID/Emergency relief & other HCZ allocations.*