



Ania Mitros <ania.mitros@gmail.com>

Termination Notice - Bylaws

Dominic Liechti <dominic@khanlabschool.org>

Tue, Jan 10, 2017 at 10:02 AM

To: Ania Mitros and Seth LaForge <aniaseth@ofb.net>, Seth LaForge <seth.laforge@gmail.com>

Cc: Orly Friedman <orly@khanlabschool.org>, Chi-Ray Chien <chi-ray@khanlabschool.org>

Dear Ania and Seth,

Herewith, I'm terminating the contract between KLS and your family, effective Wed, Jan 11, 4pm.

We'll initiate the internal withdrawal processes and Orly will lead the farewell for Moby on Wednesday.

Enclosed you'll find the requested bylaws for your review.

Best regards,

Dominic

Dominic Liechti

Executive Director[Khan Lab School](#)[facebook](#) | [linkedin](#) | [twitter](#) | [Khan Academy](#)*"Everyone's a teacher. Everyone's a student."*

On Jan 9, 2017, at 12:47 PM, Dominic Liechti <dominic@khanlabschool.org> wrote:

Dear Ania and Seth, (Erica bcc, +Chi-Ray)

As communicated with Seth, the last day of school for Moby will be Wednesday, January 11. Please let me know by today if the school needs to withdraw in order for Chi-Ray to get started preparing the formalities in regards to contract and payments.

Best regards,

Dominic

Dominic Liechti

Executive Director[Khan Lab School](#)[facebook](#) | [linkedin](#) | [twitter](#) | [Khan Academy](#)*"Everyone's a teacher. Everyone's a student."*

On Jan 7, 2017, at 4:47 PM, Ania Mitros and Seth LaForge <aniaseth@ofb.net> wrote:

Dear Dominic,

This morning we watched Moby shuffle through the three sheets of paper on which we'd printed the after school club options for him to review. He re-examined the check marks he'd put next to his top choices and re-read the descriptions. It just broke Ania's heart to imagine explaining he can't go back.

We continue to think that all this boils down to an unpleasant but resolvable miscommunication.

We're very happy with what we've seen of the school. The teachers are enthusiastic and capable; you are clearly evolving the school to be continually more effective; and Moby wants to stay as long as possible each day and is clearly learning a lot.

We believe Moby is benefitting from KLS and we believe in the school's vision statement to "design student-centered global learning experiences, accessible to the world." We like what we've seen of the teaching process and teaching outcomes. It took us a while, but by November we'd figured out existing processes for observing Moby's development. For example, since we were told that volunteering opportunities are through field trips or to be directly coordinated with teachers, we've each participated in a field trip, and we've each volunteered in the classroom with Sophie. After Ania's volunteer experience, Janet invited Ania to help with art class, which seems like a great connection since it both provides Janet with an art-trained helper and Ania with an opportunity for welcome participation.

After some reflection and the two in-person meetings with you, we believe we better see where you're coming from, too. Clearly we had a misunderstanding: What to you was clear discouragement to stop asking questions to us came across as seeming like we hadn't explained our concern clearly enough. We apologize for this misunderstanding. As Ania admitted in her meeting with you, early in the school year we struggled to understand through what means we could know how our son was doing at the school. We were probably not sufficiently clear in saying that by November we were happy with our level of involvement. The conversations we had with other parents and with Kat really helped us understand the intent behind the rules and so how better to live within the rules. If you would like to offer us more explicit guidance, we would like to hear it. We were truly hopeful that we could put our three months' learning into practice and continue to integrate into the KLS community. Seth sincerely apologizes for bringing up our delayed re-enrollment at the PA meeting; it was inappropriate.

We feel really shaken at how confrontational this has become. We hope we can work together better in the future, and watch Arlo join his big brother Moby at KLS next year. We will make a concerted effort to be more diplomatic in the future.

Regards,
Ania & Seth

On Wed, Dec 28, 2016 at 2:45 PM, Seth LaForge <seth.laforge@gmail.com> wrote:

Thank you Antje. Any of those openings works for me, although I have a slight preference for 9am Jan 4th.

I you are all having a wonderful break!

Seth

On Fri, Dec 23, 2016 at 3:46 PM, Antje Kirschner <antje@khanlabschool.org> wrote:

Hello Seth and Ania,

here are the available openings on Dominic's calendar for your meeting at the end of the first week in January:

- Jan 4, 9-10am, 11am-12pm, or 4-5pm

- Jan 5, 9-10am, or
- Jan 6, 3:30-4:30pm

Please let us know what works best for you.

Happy Holidays,

Antje

Antje Kirschner

Executive Assistant/Office Administrator

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"Everyone's a teacher. Everyone's a student."

On Tue, Dec 20, 2016 at 8:49 AM, Dominic Liechti <dominic@khanlabschool.org> wrote:

Hi Set,

Thanks for your e-mail.

We are out of the office and will return in January.

I have copied Antje for scheduling a meeting at the end of first week.

Best regards,

Dominic

Dominic Liechti

Sent from the road...

On Dec 18, 2016, at 9:42 PM, Seth LaForge <seth.laforge@gmail.com> wrote:

Dear Dominic,

I am surprised and disappointed at your email - I feel like there must be a misunderstanding. I would like an opportunity to meet with you and Erica to discuss the situation and explain my perspective, especially as I was sick and couldn't attend the meeting that Ania had with you. If you are available this coming week, that would be ideal for me. I'm available any time Monday through Thursday, except noon Monday, 10:30am-1pm and 3-5pm Tuesday. If you're unavailable next week, then I will be available again January 3rd onward.

Regards,
Seth

On Fri, Dec 16, 2016 at 11:40 AM, Dominic Liechti

<dominic@khanlabschool.org> wrote:

Dear Ania and Seth,

Following up on our meeting to discuss your concerns about Khan Lab School and our feedback to you as family, I wanted to let you know that we are postponing your re-enrollment until March. We will save Moby's spot at KLS until the March 16th admissions decision date. I would like to have this additional time to evaluate whether your family is a fit for the vision we have for Khan Lab School. Additionally, you can use this time to reflect on that as well.

Erica will be in touch with you about applying for Arlo. You would complete the application process for Arlo by January 15th so we can evaluate his complete application as we do with all siblings applicants, and we would let you know by March 16th about re-enrollment (Moby) and admission (Arlo).

Sincerely,

Dominic

Dominic Liechti

Executive Director

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"Everyone's a teacher. Everyone's a student."

On Dec 15, 2016, at 8:30 PM, Ania Mitros
<ania.mitros@gmail.com> wrote:

Hi Dominic and Erica,

Since our meeting, I've been thinking more on Dominic's question about why parents need to see the process and not simply the outcome. It's an interesting and deep question, I would say after some reflection. I've come to three thoughts on why both, and not just the outcome, are important.

My first idea is an observation from KLS itself. Why does KLS do shadow days instead of asking students to take the MAP test or an admissions exam? I suppose your staff believe that they need to see the child's process, not just a snapshot of their present performance, for a good assessment. I suspect they couldn't even fully verbalize everything they look for, and that's part of why it's hard to replace a shadow day with a test. I suspect Orly and Erica might have a more complete description than I of why process, and not just outcome, matter in childhood education.

My second idea stems from my definition of the role of a parent. My job is to make sure my kids are loved, fed enough, fed healthily, have a safe home, feel secure, develop social skills, have access to friends, understand societal expectations, gain academic skills, etc, etc. My job is somewhat like project management: Some tasks I do myself and others I delegate to others. For example, contractors renovated our home so it would be safe and comfortable, and some of the food Moby eats is cooked by others, and much of Moby's academic learning happens at school, and Moby gets some of his exercise at a gym class, and while I tell Moby that I love him I also tell him that his dad and siblings and grandparents love him. As long as I know what's provided by others and what's lacking, I can figure out how to fill in the missing gaps either by myself or by delegating. But when I don't know what's being provided, it's hard for me to know which gaps to fill. If I don't see how my son interacts with peers at school, it's hard for me to know

whether I should try harder to invite friends on weekends. If I only infrequently see the products of my son's school learning, it's harder for me to have a dialogue with him about his daily life, and thus to maintain a close parent-child bond. If I don't know how much time/effort he spends on handwriting vs reading vs math vs science vs art, I can't supplement to reflect my family's personal values on emphasis in education.

My third thought is that it is specifics and not generalizations that speak to people. Kat's powerful description of an IL2 student correctly using the newly learned phrase "negative space" was powerful because it was specific and direct. [Khan Lab School's vision](#) is: "Designing student-centered global learning experiences, accessible to the world." (I read through your new web page, Dominic, as you suggested!) Because a key part of the school's vision is to share the new learning approach, I believe KLS inherently must find a way to expose some of the process, both to parents who will spread the word locally and to other educators who will spread the approach more broadly. Related, I've learned a lot from my kids' day care teachers and I'm a better parent because of it. Effective parents who understand how to support their children's learning will be more powerful ambassadors for your school than parents who believe in the outcomes but have no concrete direct observations.

Thank you for the conversation.

Ania



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