

Nora Clancy:

Hello.

Nora Clancy:

Oh, you're on mute.

Anuj Khatiwada:

Hey, Nora. How are you doing?

Nora Clancy:

Hi. Good. How are you?

Anuj Khatiwada:

Good.

Anuj Khatiwada:

I feel like it's probably going to be a small group in the Zoom today. Well, maybe not. I think some folks are at school, so we'll see.

Nora Clancy:

Okay.

Anuj Khatiwada:

Busy time of year for you, Nora?

Nora Clancy:

Yes. This is a very busy time. Very, very busy. It always is with renewal season.

Anuj Khatiwada:

Yeah. Hey, Ellen.

ellen chen:

Hi, everyone.

Nora Clancy:

Hi Ellen.

ellen chen:

Hi, Nora. It's sunny out here.

Anuj Khatiwada:

Where are you, Ellen?

ellen chen:

I'm currently in Minnesota.

ellen chen:

Yeah.

Anuj Khatiwada:

Land of lakes.

ellen chen:

Land of lakes. That's right. Yeah. It's a lot of greenery here. So, a huge change from New York city. That's for sure.

Anuj Khatiwada:

Are you going to the state fair this weekend?

ellen chen:

Oh, no. Due to the Delta, the variant. It's better to kind of just avoid crowded areas. And plus, if it rains again, then we all need to go indoors. It's just avoiding that as much as possible.

robert keogh:

My wife grew up in Minneapolis. We normally go up to the state fair this weekend, but it is a little bit of a train wreck right now.

ellen chen:

I hear that it is where you need to be at. So, hopefully next year I will get a chance to go. Fingers crossed.

ellen chen:

So, Anuj, you're all moved in? All settled down?

Anuj Khatiwada:

Mm-hmm (affirmative).

ellen chen:

In Charlotte, right?

Anuj Khatiwada:

No, in Durham.

ellen chen:

Where?

Anuj Khatiwada:

Durham.

ellen chen:

Durham. That's right. Yeah.

Anuj Khatiwada:

I think the last piece to moving in was putting this blanket on this bed so my dog can lay on it without having to remake the bed for when people come over. That's how you know you're settled.

ellen chen:

Very efficient.

Anuj Khatiwada:

Well, I know it's going to happen. He's going to dig.

ellen chen:

Yeah.

Anuj Khatiwada:

And then, he's going to get all the sheets dirty anyways. Because that's what he does. But I like to pretend that this is a [crosstalk 00:05:37].

ellen chen:

Have you had a chance to explore the town yet?

Anuj Khatiwada:

So, it's funny. For the first week that I was here, my wife had our car. So, I just kind of walked everywhere. I live a mile from [crosstalk 00:05:48].

ellen chen:

In Durham?

Anuj Khatiwada:

Oh, yeah. I was walking. I mean, we're not far from anything at all. The gym is a mile away. All the bars and restaurants are a mile away. So, I'm also training for a half marathon. So, it was great. So, I was just running to places that I'm going to.

ellen chen:

Wow. Half a marathon.

Anuj Khatiwada:

Yeah. I mean, I need something to keep me in shape. Otherwise, I just get lazy and really out of shape. So, I'll just always have these things that I sign up for that I hate myself for. But I know it's good for me because it's more the process than anything else.

ellen chen:

Yeah. Good job.

Anuj Khatiwada:

We'll see.

ellen chen:

We'll see. Yeah.

Anuj Khatiwada:

It's been hot. And I'm not a morning person. So, I don't want to get up early to run. So, it's just been like, I've just had to just sludge it out 95 degree heat.

ellen chen:

Embrace the suck Anuj, embrace the suck.

Anuj Khatiwada:

Yeah. Kind of.

ellen chen:

What doesn't kill you, makes you stronger?

Anuj Khatiwada:

No. What doesn't kill you, makes you tired.

ellen chen:

Oh, okay. Got it. That works, too.

Anuj Khatiwada:

But yeah. I mean, it's fine. I just like to complain.

ellen chen:

Your new job is going well, too?

Anuj Khatiwada:

Yeah. It's very different. I'm used to just the corporate red tape and I have a [inaudible 00:07:26]. You kind of whatever.

ellen chen:

Well, be careful. You know what they say, with great power.

Anuj Khatiwada:

Yeah, for sure. No, it's going really well, though.

ellen chen:

That's good.

Anuj Khatiwada:

I like the work. Everything is different. It's just, you know, started vibes.

ellen chen:

Yeah. How was it to transition from big corporate into a small environment?

Anuj Khatiwada:

Freeing.

ellen chen:

Freeing, huh?

Anuj Khatiwada:

Yeah. No red tape, right?

ellen chen:

All the bureaucracy just out the window. Huh?

Anuj Khatiwada:

Everybody's just kind of all hands on deck.

ellen chen:

Yeah.

Anuj Khatiwada:

I feel like in a bigger environment there can be mediocrity, right?

ellen chen:

Yeah, absolutely.

Anuj Khatiwada:

You can't do that.

ellen chen:

You can't hide in a five people team, right?

Anuj Khatiwada:

No.

ellen chen:

How big is your firm?

Anuj Khatiwada:

We've actually grown. We're almost at the 15 now.

ellen chen:

Oh, wow. All locally in Durham?

Anuj Khatiwada:

Oh, no. I feel like half the team is abroad.

ellen chen:

Oh, wow.

Anuj Khatiwada:

Yeah. We're based out at Chicago. I don't think there is a city that has more than three or four people in it.

ellen chen:

What do you guys do again? I forgot.

Anuj Khatiwada:

It's health tech.

ellen chen:

Health tech? Okay.

Anuj Khatiwada:

So, blood glucose monitoring for non-diabetics to try to [crosstalk 00:08:44] their health. I can talk to you about it for hours, but just trying to keep it short and sweet.

ellen chen:

It's a software technology, right?

Anuj Khatiwada:

It's a hardware and a software.

ellen chen:

A hardware? Okay.

Anuj Khatiwada:

So, there's the hardware that you actually put on your body. There's the software that analyzes the data for you. And then, you get dietician support. So, we have dieticians in the staff that kind of help you analyze your data. Most people don't know whether the blood glucose should be or what it is. When people eat sweet potatoes and they see their blood glucose spike, our dieticians kind of give them the support to say like, "This is what happened." Everything's kind of tied together, right? Stress can affect your metabolism and blood glucose. So, just trying to improve metabolic health is kind of the end goal. [crosstalk 00:09:38]. Help them reach their health goals. So, the CGM is a part of it, but it's kind of full service to try to help folks.

ellen chen:

What phase of the startup are you guys in right now?

Anuj Khatiwada:

We're about to go into series A. So, early.

ellen chen:

Oh, okay. Get in while it's new, right?

Anuj Khatiwada:

Oh, yeah. I think I was number 14.

ellen chen:

I can't imagine the equity in that.

Anuj Khatiwada:

[crosstalk 00:10:13].

ellen chen:

Hopefully a big pharma will buy you guys out, huh?

shanta pressley:

And then, you can help me with the food tech.

Anuj Khatiwada:

There we go.

ellen chen:

That's right.

shanta pressley:

Good evening everyone.

Anuj Khatiwada:

Hey, Shanta. How are you doing?

ellen chen:

Hey, Shanta.

Nora Clancy:

Hi.

shanta pressley:

Hi, Nora.

Nora Clancy:

Hi. How's it going?

shanta pressley:

Doing well, how are you?

Nora Clancy:

Good. I want to hear more about your food tech project.

Anuj Khatiwada:

I do too, actually.

shanta pressley:

So, I know food tech is just a new space. I read an article about it, maybe like a month or two ago. But it's along the same lines of what you're doing, Anuj. So, it's a growing market scale to be about like a billion dollar market within the next seven to 10.

shanta pressley:

So, I'm trying to get in and figure out how I can incorporate that into my food truck. I know it's probably along the lines of the Uber eats grub hub type of thing, but just trying to figure out how we can apply that to food trucks. I have no idea. So, got to figure it out.

Anuj Khatiwada:

Yeah. Food tech is insane. I know somebody that does Tovala, is the name of the company, if you want to check it out. It's essentially more or less a microwave. I call it a microwave. He'll tell you it's not a microwave. It's similar to blue apron stuff where they give you all the stuff to make it. But you put it in this microwave that cooks it for you and it's gourmet-ish meals. And I think it's an incredible business plan because people have already bought this unit, even though it's at sunk cost, they feel like they need to continue to buy the product, they're kind of food stuffs. And so, they've got a great model and it seems to be working and the product is good, the food is good, blah, blah, blah, blah, blah. All of the kind of bare necessities you need to have a good product, but it's a phenomenal-



shanta pressley:

[crosstalk 00:12:19] the name? Because I definitely want to look into it.

Anuj Khatiwada:

Yeah. Absolutely.

ellen chen:

But I would think that microwave things are more-

Anuj Khatiwada:

It's not a microwave. I call it a microwave to be funny.

shanta pressley:

It's microwave because everything is prepared for you. All you have to do is the little sets.

Anuj Khatiwada:

But it's funny. He hates it when I call it a microwave. So, I probably shouldn't be doing that.

ellen chen:

I can imagine why.

Anuj Khatiwada:

But he actually just got nominated for one of the bigger awards in Chicago. Yeah. For his company, because they've been around for a few years now.

shanta pressley:

Okay. Thank you. Just got it.

Anuj Khatiwada:

Cool.

shanta pressley:

Melissa, are you at the school?

melissa alston:

Hi.

ellen chen:

Hi, Melissa. Are you guys? Oh, okay. So, the echo is gone.

ellen chen:

Hey, Constance is that you? Did I just see Constance? No.

ellen chen:

Hey, Anuj. Right now, for your health tech, who are your competitors? Do you guys have any that's so comprehensive?

Anuj Khatiwada:

So, we have competitors that kind of offer the same offering. Levels is one of them. There's one called Veri that, I think, started in Finland. There's a few different. And then, within the health tech scope, because we're focused so much on kind of diet and nutrition, I consider Noom a competitor. Maybe not necessarily a competitor, but somebody that is trying to-

Anuj Khatiwada:

People have a finite amount of money they want to spend on health. So, I think the Whoop. I wear the Whoop, but I think they're a competitor, but they can also be a compliment to what we're doing because we're just-

ellen chen:

I see.

Anuj Khatiwada:

A lot of folks just kind of want the data. And so, the folks that are going to get it right, are the ones that figure out like, "Okay. What next? You've got the data. What next?" How do help people change behaviors to make their lives better? So, they can live into older, et cetera, et cetera.

ellen chen:

Yeah. So, now is this product for people with dietary issues or or just anyone?

Anuj Khatiwada:

Yeah. So, I've used it and I am by no means am the healthiest human being in the world.

ellen chen:

Well, you are doing a half marathon.

Anuj Khatiwada:

That doesn't mean anything. That means I can put one foot in front of the other.

ellen chen:

For 13 miles.

Anuj Khatiwada:

That's not giving me too much credit for that. But we have some elite athletes that use it. We have a few other folks that are just kind of starting on their health journey using it.

malik russell:

Hi.

ellen chen:

Okay. Nice.

ellen chen:

Hi, Malik.

malik russell:

I wanted to just cut in because Anuj was showing off and talking trash about him putting one foot in front of the other. Like, "Now, if I can do that, what can I not do?" Do you know how you made me feel now? Because I can't do a half marathon. What are you really saying about me? [crosstalk 00:16:26].

Anuj Khatiwada:

Malik, I do like that swag you got on, though.

ellen chen:

Yeah. I was just about to say, I like the new gear.

malik russell:

That's what we're trying to do out here. Trying to rep, out here we have orientations.

ellen chen:

Represent, yeah.

malik russell:

Real time. Real people. Not just for half marathon in Durham. We are doing different stuff. You know what I mean? We've got a research triangle, also, it's a big deal. All different people.

Anuj Khatiwada:

I'm just trying to be a big deal like you, Malik. That's my goal.

Aaron Bothner:

Folks, we're getting all the ducks in a row here. [crosstalk 00:17:27]

Anuj Khatiwada:

Aaron, it sounds like it's your feedback.

ellen chen:

Aaron's like, "Who's that?" So, I don't know if Jessie will be able to join. She is in Portugal. So, I don't know the time difference there.

Anuj Khatiwada:

It's plus six. Yeah. I wouldn't.

ellen chen:

Oh, yeah. Unless she's pulling an all nighter.

Speaker 1:

Hey, folks. Hey, Anuj. Can you let me know who we don't have? Just trying to get the ball rolling here. We're starting through post orientation, logistics and stuff like that on the ground.

Anuj Khatiwada:

Yeah. Who do you have there?

Speaker 1:

It's Constance. And I hear Tim, I thought was attending in person.

malik russell:

Khari is on his way.

Anuj Khatiwada:

So, we're waiting on Khari.

Speaker 1:

Khari will be here shortly.

Anuj Khatiwada:

Okay. Kamaria?

Speaker 1:

She's out of the country.

Anuj Khatiwada:

Okay. Aluta?

Speaker 1:

He should be here.

Anuj Khatiwada:

We've got Michael on. We've got Ellen, Shanta, myself and Michael here.

Speaker 1:

It sounds like we have quorum, right?

Anuj Khatiwada:

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1, 2, 3, 4, 5, 6. That gives a six.

Speaker 1:

So, not yet.

Anuj Khatiwada:

Yeah. Because you've only got two there, right?

Speaker 1:

Yeah.

Anuj Khatiwada:

So, that makes a six.

Speaker 1:

Okay.

Anuj Khatiwada:

I'll yell if somebody else jumps on.

shanta pressley:

Oh, we just lost someone.

Anuj Khatiwada:

Probably Aaron.

shanta pressley:

Yeah.

shanta pressley:

I want to say school leaders, the building looks great. I don't know if they can hear me.

ellen chen:

I think-

malik russell:

We can hear you. We're gong to leave the mic on so we can hear you. We can hear you. So, it's very strange, because you're on the smart board in the front of the room. So, we se you full-

shanta pressley:

Got it. Full screen.

Speaker 1:

What is that? A microphone up there?

malik russell:

There's a microphone on the desk that we leave on. [crosstalk 00:20:37].

malik russell:

Can you hear me now?

shanta pressley:

Yes, we can still hear you.

malik russell:

You can still hear me from here? Okay. They can still hear me when I'm here. [inaudible 00:20:44].

Speaker 1:

Okay. Folks, can you hear me okay?

ellen chen:

Yeah. Sounds good.

Speaker 1:

So, Tim is trying to find parking. I texted Aluta and then Khari should be here shortly. So, we'll have quorum shortly. So, I'm going to go ahead and start moving through this and then we'll call the meeting to order as soon as we've established quorum. So, I'll start us off by doing just the spin through the agenda. So, hopefully folks got a chance to take a look at everything Nora laid out yesterday. As we're all now aware, the timeline has been moved up this year, which has upside and downside to it. The downside is, of course, we're moving faster, but the upside is we'll be through it sooner. And so, I think Nora, thoughtfully, kind of laid out exactly what all we need to consider and that's really going to be the bulk of the conversation at the beginning.

Speaker 1:

So, we're going to kick off by getting through all of the renewal documents that we need to get through to ensure that we have approval for that so it can be submitted by September 1st. On my initial read there, I think most of this is largely as we would expect it to be. So, hopefully it's not a huge lift on our part since we've been really discussing this for the past eight months in terms of the actual substance going into it. So, that'll be the bulk of the first part here. And Malik is going to take us through that in addition to some other updates, I think, that are going to be part of it meeting. And then, we'll move into the other. We've got some of the ratification breaths to take from the last board meeting and we'll have principal and operations updates as we normally do.

Speaker 1:

At committee, to the extent we have, anything from [inaudible 00:22:46]. I know we have not been in session over the past month. And then, our usual committee updates that are simplified this month because we are not approving the financials this month. I'll let, Shanta give the rationale for that. And

then, the governance front we're doing, most of the governance is the actual approval of the charter stuff. So, this is just an approval of the past months, minutes. And then, we have an executive session at the end. Any questions? Anything that was missing from the agenda?

Speaker 1:

Okay, great. So, since Aluta's not here yet and he was supposed to be sharing for the opening reflection, how about I turn it over to you since I think you've been rehearsing your vision is a good place to start for the renewal documents.

malik russell:

Okay.

Speaker 1:

And then, we'll jump. So, I'm going to turn over to Malik. Malik's going to take us through all of the renewal [inaudible 00:23:50] alongside Nora and we will move on from there.

malik russell:

Sounds good. All right. Thanks a lot. Let me know if you guys can all hear me. Give me a thumbs up just so I can make sure you can hear me. Nora, you hear me? Okay, great. Shanta, I think your picture's giving me a thumbs up, so I believe it. Ellen, you as well. I assume yes. Or you just like your picture [crosstalk 00:24:14].

ellen chen:

Yeah. I can hear you.

malik russell:

Okay, great. Thanks a lot. So, first just for one matter to know, we have a Foursquare to give you a very short break down of the financials [inaudible 00:24:27] obviously the switch over at July. I believe I know Eugene and Bob have some retirement traits, so I'm going to kick it over to them before I kind of kick off the renewal charter. And so, I'm going to let them start. Does that make sense for you guys? Eugene and Bob, is that good?

robert keogh:

That's fine with us.

malik russell:

Okay, great.

robert keogh:

Great. So, I think Aaron just mentioned, just related to the financials considering we would have been presenting the July financials. Typically, we don't necessarily make a budget versus actual reports during the August board meetings, just because one month of budget versus actuals are not necessarily helpful to anyone that might be on this call. So, just by way of the financial updates we've been working on your annual audit close. The audit with MMB is scheduled to take place the second week of September. So,

we do plan on having your books transferred over to them right around labor day weekend. So, they're able to digest everything that we send them and hit the ground running.

robert keogh:

So, we've been working on that. And then, additionally, just as far as timelines go, your federal grants applications for both the ESA program, which is typically your federal grant allotments under titles, 1, 2, 3, and 4. And also, your third round of federal stimulus ramp, the ARP, is both due on August 31st. So, we've been working with Melissa to get those grant applications squared away, and we should have those submitted to the state education department by this weekend, which is good.

robert keogh:

Your second stimulus application through like round two was approved by the state. So, we should receive an upfront payment of 20% of those dollars, which works out to about 300 grand in the coming month. And I think those are really the financial touch points over the month of July and August.

robert keogh:

And then, Malik and Melissa, we've also been working with them as far as fleshing out what a five-year budget does look like inclusive of our growth targets and our marketing plan, which the passive consulting team will be submitting with the renewal applications. So, we went through several iterations of the five-year financial model, just developing staffing plans. And so, really, I know it's a big suck on both Melissa and Malik's times. So, we do appreciate just kind of be working relationship that we've had there as we prepared that for the renewal app.

malik russell:

All right. Thanks a lot. I really do appreciate that. Does anyone have any questions? Comments? Great. Thank you so much. I appreciate that.

robert keogh:

Thanks all.

malik russell:

All right. So, I think this has actually worked out very well. So, something that has been shared with him internally, we've been working on. Nora's also been part of kind of putting this together for us as well. [inaudible 00:28:12] but it might be a space for us to spend a little bit time thinking about the vision and kind of a different reflection as we kind of move into the new ASA next generation charter school space. And so, I'd like to start with giving you an opportunity to take a look at the mission that we have put together. So, everybody, why not take a solid 45 seconds to kind of read through it.

malik russell:

And now, I'm going to ask Anuj to get me to reflect on what stands out and resonates with him about the mission.

Anuj Khatiwada:

Yeah. I think the thing that stands out and resonates the most is since you've been brought on the leak, I've heard a few things, right? I've heard rigor, rigor, rigor as a few things. And when I read this, I hear a



deep exploration, thoughtful questioning, relentless curiosity, and critical thinking. And I think those are all facts of rigor. So, I think the mission aligns very well with the strategy that has been said. You thought I wasn't paying attention up, huh?

malik russell:

Shanta, anything else that stick out to you as well?

shanta pressley:

I would say that last sentence, "Every single one of our scholars have the potential to be great and change the world at Nuasin." That stands out to me because I think for the two years I've been on the board, we've always talked about creating leaders that can be world leaders, not just local and community leaders. So, allowing them to be able to choose their path. And it may not only be college. It may be some type of trait or skill, but that to me, leaves them open for many opportunities and not just send them down one path. So, that's what stands out about the mission to me.

malik russell:

Thank you. Appreciate that. And so, we spent time doing this and I think this is at the center of what we do and is something that I think, hopefully, as we continue on, we have different thoughts and different pounces about. Next slide.

malik russell:

And then-

PART 1 OF 6 ENDS [00:31:04]

malik russell:

... [inaudible 00:31:00] Go to the next slide. And then, just want to put this, as it... we want to start every single meeting. Every single thing that we put out in the school on the website that Nora has, everything we do is always grounded on three pillars: rigor, self-advocacy, and community. And as we go through any decisions that we go to, we think, "Are they in line with our three pillars?" And we believe, if we're in line with our three pillars, we'll be able to achieve our mission. And so, as we go through this charter concept, and there's lots of different pieces of it that are procedural and protocol... One is to make sure that we're staying rooted in the mission and the three pillars. And most importantly, the kids and families that we're serving. That is at the base of all the stuff that we do. And as we do that, I want to make sure that that's always front of mind.

malik russell:

All right. So what I want to do now is go through... there's an evaluation tool, the ED Evaluation Tool that has been coming for a long time, it's up on BoardOnTrack. I believe that they're having materials, and just want to do a quick walkthrough of that. Actually, I think, why don't we, instead of starting with that, why don't we start with the actual renewal portion of the conversation and we'll start with the renewal portion of the conversation, then we'll get to that evaluation tool after that.

malik russell:

And so as you guys know... Wait, what's going on?

melissa alston:

[inaudible 00:32:45] Hello!

malik russell:

Hello. Tim is working. So, as you know, we have a renewal this year, and that's been the big thing, we've been working on it. And so me and Nora are going to talk through the renewal process of where we are now. And I just wanted to frame it with... Obviously the charter goal is super important and we're really focused on, it's what we are doing. The document is, I think, very tight and represents who we are. There aren't that many material changes from materiality concept from the old charter to the new charter. There are really, really big changes in how we're approaching the work for sure. But from a charter standpoint, I want people to understand, the renewal that we'll walk you through the changes that have been made, a lot of them... Some are procedural. And there are some that might reflect our changes in instruction and our theme, but there aren't many material changes from the charter that you guys are familiar with. So with that, I'll let Nora start walking us through the process, where we are, and some of the changes.

Nora Clancy:

Thanks, Malik. I think... okay, good, I can share my screen. So I have just two slides here to help organize this part of the meeting. Just a status update on the application as a whole. So, the application essentially is two big pieces. One is a narrative where you get to talk about all of your accomplishments in the past charter term, and for Nuasin it's a really short period of time, starting in the first year of the current charter term, which was 2019-20 up until now.

Nora Clancy:

So the narrative is a 30-page document, it's been drafted, it's been sent out for review and the leadership team is continuing to review and make tweaks. Although the bulk of it is there and ready to go. We're just in the editing phase now. So any volunteers from the board, I know Aaron's already got a doc... got a version that he's reading through, but any other volunteers that want to read through it are welcome to. And you have the link in the email that I sent out yesterday, as well as there are all the materials from that email are also on BoardOnTrack.

Nora Clancy:

So that's the narrative piece. Then the second piece of the application is the revised charter, which Malik introduced very well by saying that there aren't a lot of material changes to it. However, there are a few items that we do need to go through, which I'll show you, we can review on the next screen and then go through the voting for that. And the submission deadline is September 1st and we're in very good shape to meet that deadline, if not get everything in before that deadline. And we'll have plenty of time to make adjustments if we need to between now and then.

Nora Clancy:

So this is the very same table that I sent out in the email. And there are nine major items that I want to highlight for voting. So the first item, and I'll go through these and just jump in if you have questions on any of these. So the first item is the projected enrollment, meaning the increase over time for the next charter term and the five-year budget that aligns with that, which Robert mentioned that the team has just recently finalized. So the budget document was uploaded to BoardOnTrack, and this is in line with

what the board has previously discussed as far as increasing enrollment over time. Are there any questions on the budget or the enrollment?

malik russell:

Then, just to voiceover when she said, this is in light of what we've already seen. It's in line with either of the options for growth, whether it was a new building for the high school or an entire new building for... I think the budget and the numbers of enrollment are consistent with both items.

Nora Clancy:

Yes. And the reason that the DOE asks for this five-year budget is really to ensure that the school has capacity for whatever their plan is. And so it's likely that by the time you get to year three, year four, things might change in your budget, but this is just the demonstration that you've planned through those years. Okay.

Nora Clancy:

So the next item on here is the key design elements. So these existed before in the charter. And we made some updates really to align with the new mission and the vision that the leadership team has for the school going forward. So you can see all of the changes in the redline document, however, to boil it down, these are the big changes. So the number of school days in the school year was part of the key design elements. And it stated that there would be 190 school days. Now this holds the school to a very specific number and the change was made to have that be now, at least 181, which allows the school to have anywhere between 181 and 190, or even more if need be, from year to year.

Nora Clancy:

There was a key design element about arts infusion, which was removed and really in place of that, the inquiry-based approach was put in. And then just to further highlight the unique, special factor of the school being K through 12, we added a key design element that just reinforces that this is a K through 12 school, and that the goal is college success for all the graduates.

Nora Clancy:

And then there were two key design elements that we kept in, but we just revised the language so that it reflects more of the vision going forward, and it doesn't have that sort of canned, boiler-plate, Lighthouse Academy language in it, it's more of the school-specific language. So that's around data-driven instruction and restorative practices. And then finally there was a key design element, the title of which was parental and community partnership, that title was changed to family and community partnership. And then we refined the language around that just to again, describe really the specific elements of Nuasin Next Generation's approach to family and community partnership.

Nora Clancy:

So, as I said, the redline is available. And while the bulk of this is not a material change, there is one piece of it, which is material, and that is the number of school days. And so that's why we have to kind of pull that out and make sure that the board specifically approves that because the state considers whatever number of school days you have in your charter as being a material.

ellen chen:

Can you expand a little bit on the days please? Why... so the one-

malik russell:

I was just about to expand on that.

ellen chen:

Okay.

malik russell:

So especially this year, given where we were, especially since we don't also really hold our PD days for the staff really dear, and important for our structural model and structural development. The 190 was somewhat of an arbitrary time period, as well as constricting, especially in the space that we are in right now with COVID and other different days, number of dates. And so we felt that as we try to build out the schedule, we were trying to meet the 190 rather than actually meet some of the things that we wanted. Additionally, the 181 gives us the flexibility to do more, while still exceeding. And it was in line with other charter schools throughout the area, and throughout the country [inaudible 00:42:04].

malik russell:

And so the 190 was somewhat arbitrary and in certain times, constricting based on making sure that we have a solid schedule for one, our vacation dates off for kids, as well as our PD days. And so that was a reason we really felt that this year, we wanted to make sure we didn't have that. And we're always thinking about... rather than thinking about hitting an arbitrary number of 190, we're able to think about what's best for the school, the staff, and the team.

ellen chen:

Okay, great. Thanks Malik. So long as we are in alignment with all the other charter schools in New York.

malik russell:

Yeah absolutely. Yes.

ellen chen:

Great, thank you.

Nora Clancy:

Yeah, so charter schools in New York are all going to have different numbers of school days. But I would say what I've seen recently is almost every charter school we work with across the state that had a number up in the mid eighties to closer around 190, all of them are decreasing it, because, like Malik said, it's very difficult to get those critical Professional Development days, when already there are a bunch of federal holidays, and there is very little to work with for those PD days. So almost every school is taking their calendar down to a shorter number of student days, but that gives them flexibility to actually have the staff days. So it's the balance between those.

ellen chen:

Thanks, Nora.

Nora Clancy:

Any other key design element questions? (silence). Okay. So the next thing is going to be...

ellen chen:

Okay, wait, sorry. So, sorry... I heard college success, right? Is that the direction that we're taking our school? Because I think that the language is very pointed at being a successful college graduate. Just wondering what changed there.

malik russell:

Yes. Well, I'll be straightforward. I mean, I think I've never said anything slightly different from that.

Speaker 2:

[crosstalk 00:44:39] college.

malik russell:

The idea is, hey, from the very beginning, when I talked about rigor, rigor, rigor, it was making sure that not only are we college ready, meaning that we have 44 credits and five regions, but we're college prepared, meaning that we are giving people the ability and the tools, and also acknowledging their potential to not only go to college but succeed at the best colleges in the country. And so that is part of our model in using a K through 12, it's been something that's been pretty consistent with having this and pointing to that heading. So that is something that I think has been pretty consistent in my conversations regarding the direction that we're going and the direction that I wanted to go, even when I was in the interview process.

ellen chen:

Yeah. College readiness and college prep, to me, it sounds very different from college success. So I just want us to make sure that...

malik russell:

What sounds different to you?

ellen chen:

...when we say that, it's not being held against us, if we don't send 95% of our kids to college. That's all.

shanta pressley:

Right. And thanks, Ellen, for bringing that up. I was going to say the same thing. That's similar to what I pulled from the mission, because I know we have talked about that as well, that while we would love for all of our students to go to college, that's not realistic for all of them. So even though I guess the language difference is that even though we can prepare them to go to college, in reality, all of them won't go. So it's like, whatever they choose to do, knowing that they can, and college is not the only direction we will support them in.

malik russell:

Yeah. But I want to be clear, I think there's nuance here, but I want it to be straightforward that if I'm doing what I'm supposed to be doing, that every child that leaves this institution will be ready, prepared to be successful [inaudible 00:46:49] college. And life, generally speaking, right? If they decided to do something different, of course, there's options, it's not a force-fed concept. But I also want to be really clear that there is this kind of, they aren't saying this conversation when they're at Horace Mann or Trinity or Fieldston, and these other institutions that people pay a lot of money to go to, about whether or not we want to be force-feeding college. I'm just saying that I believe that our population has that level of potential, and this is not a tiered conversation, I'm not differentiating. I think our kids have that same ability and that's what we're preparing them for.

Nora Clancy:

Yeah. I think, Ellen, I just mentioned the word success when I was kind of summarizing it, but in fact, the word success does not actually appear in the key design element. I pulled it up here and I think actually it explains exactly what Malik just said.

ellen chen:

Yep. Yeah. Got it. Yep, yep yep.

shanta pressley:

Yeah, perfect, thank you.

ellen chen:

We're all on the same page now. Thank you.

Nora Clancy:

Okay. Any other key design element questions? (silence). Okay. So next up is the mission, which Malik already presented. So this is just the point at which we would say, "Okay, this is the official mission of the school." We will share it with the DOE and it will appear on any official document where the mission is part of the submission. Again, the same thing with the pillars, the three pillars of rigor, self-advocacy, and community. Any questions on pillars or mission? (silence). Okay.

Nora Clancy:

So, the admissions policy is next on the list. This was something that we had Susan Briggs review as part of her review of school policies. And the policy that was in the charter most recently updated in 2019, which is when the school added preferences. It lacked some of the standard sections that admissions policies have, as well as a description of the school's use of SchoolMint, which is the software that most charter schools in the city use to run their lotteries. And it connects with the Common Application where families can submit one application to many charter schools. So we updated the admissions policy based on Susan's suggestions. And essentially there is no material changes, it's just clarifying language about the process and adding some of the standard language that was not in the original policy. And that also is available in redline and clean version in BoardOnTrack. Any questions on admissions policy?

Anuj Khatiwada:

Sorry, this might be a little too in depth, but the standard language regarding eligibility preferences, that was not in the last charter?

Nora Clancy:

No. So, the way the charter works is that it's the school's original application to become a school, becomes the charter. And so in that process, certain policies would be phrased in a way that might say, "We will do this," or, "We plan to do this," and they might not be fully fleshed out. So, yeah. And also as time has gone by, when the charter schools were first starting up in the city, it was more of a startup atmosphere. And so as time has gone by, there are more solid expectations that the authorizer and the best practices for running lottery and that sort of thing. Yeah.

Anuj Khatiwada:

I just thought I remembered after the last renewal that it was recommended to us that we add these preferences

Nora Clancy:

Yeah.

Anuj Khatiwada:

But it's because we had written the charter out prior to that, that it was okay?

Nora Clancy:

Correct. Yep.

Anuj Khatiwada:

Got it.

Nora Clancy:

So there was a revision to the admissions policy in 2019, and it was a very brief revision, just really inserting those preferences. And this is just kind of stating that you must be five years old by December, whatever, to be eligible for kindergarten.

Anuj Khatiwada:

Got it, cool.

Nora Clancy:

Things like that. So that's the admissions policy. So the next two items are very simple changes. A pretty substantial revision of the bylaws was approved in November. After that the school's name was approved to be changed, so this is just a change to update the name of the school in the bylaws. Same thing with the code of ethics, with the addition of there's one place that refers to the school leader as the principal, and that was changed to executive director.

Nora Clancy:

Okay. So I'll go over the charter application summary and then I'll leave evaluation tools for the last, because I think Malik had a slide for those. So the charter... Going back to what I originally said, there are two pieces of the application. One is the narrative, and one is the revised charter. The revised charter includes a charter application, which is the original application that the school submitted as well

as a number of attachments. Attachments include the five-year budget, the admissions policy, the bylaws, the code of ethics, the evaluation tools, a calendar.

Nora Clancy:

So in addition to the items that we just walked through, there's also a application that talks about a lot of the same things we've already talked about. It has the mission in it, has the key design elements, it has your enrollment chart, it describes how many board members you will have. So that has also been updated. It may seem like there are a lot of changes when you look at the redline. And the bulk of it is changing the name and removing all references to LHA and any kind of LHA programs or curriculum or acronym that was specific to LHA. Replacing principal with executive director throughout. There were a couple of places where it made sense to expand a bit, including the broader leadership team in addition to the executive director. But for the most part, it was a clean swap with principal and executive director.

Nora Clancy:

And then there were just updates that needed to be made to remove out-of-date information. There were some references to something from 2013. And so generally everything was updated. And the full table of changes was also provided in the email, and these are broken down by section. So a lot of it is just a duplication of the main changes that we just discussed, making changes to align with the new key design elements and updates throughout. So one example of that would be with the key design elements, taking out the arts focus and replacing that with inquiry. So that meant that wherever the arts focus was discussed, we took that out. Which doesn't mean that you can't still have arts, it just means that it's not an official part of the school program. So are there any questions about that part of the document? (silence).

Nora Clancy:

Okay, so then the final item are the evaluation tools, which are considered to be part of the charter, and Malik is going to kind of walk you through the ED Evaluation Tool. And it's also available on BoardOnTrack, if you want to take a look at it.

malik russell:

Thank you so much, Nora, I appreciate that. We'll do the walk through the evaluation tool first, we can kind of comments, questions on that. And then following that we'll have a vote on the actual entire application.

malik russell:

So some of this is going to be... this is in line with what we've talked about before. Also, just one more time, I want to make sure everybody can hear me. If you guys hear me put a thumb up where I can see it. Okay great. Appreciate it. All right. So as we started off before, there's going to be a five-step process. The first is the purpose, how do you use the actual tool itself, to go through the different spaces. And then the dates that things are going to be due. So if you take a look here....

Speaker 2:

[inaudible 00:57:27] looks like a [inaudible 00:57:29].



malik russell:

If you look at the dates here, the idea would be, review school's goals, now through November, set up goals planning session, make sure the entire team's on it and finalize those goals by mid-September. And then create what I call a state of schools, which we'll talk about more detail in that same timeframe, and obviously the goals that are selected should be reflected in that state of schools. And then have an opportunity to present that state of schools, as well as the priorities, the immediate priorities of the school, at the same time.

malik russell:

And then we'll have our... This process is going to happen three times, it's going to be a beginning-of-year, middle-of-year, and end-of-year cadence to it. And so this tool we use in those three different scenarios. Obviously to different pieces, sometimes it'll just be looking at our progress on the goals and going and thinking about the rubric. And then, could you go to the next tab?

malik russell:

So the next tab is the space for what I call the state of stools. And then we'll have some high-level quantitative statistics, where I'm going to be talking through in the narrative. We'll say where we are, what we're doing, what we're doing well, and what we're looking to do. And there'll be a narrative that will be filled out, you'll see there's a space next to it on the same page where the narrative will be. The narrative isn't there because I haven't written it yet. And so that should be the framing of where the school is, why I think we are here, where we're going, and why are we going there?

malik russell:

And so, from that, then we go to the third tab, which will be kind of my priorities for the year. And those should obviously be reflected in the thoughts of the narrative. And so in that there'll be three priorities, maybe sometimes there'll be four, but I try... I like things in threes, if you haven't figured that out. And so there'll be three priorities, I'll explain what the priority is, the purpose, why I think the priority's important, in a high-leverage space, and then what outcomes should we see if I effectively tackle this priority. And so that will be the three priorities. And that will be, that year, an annual template for what I'm trying to get done this year.

malik russell:

And then you go to the fourth piece, which will be the piece I call Excellence is Our Normal. Again, I like little witty-isms. And so Excellence is Our Normal. And it outlines the goals for the year. Some of these should be static goals that we always have. Some may be added onto, based on the year, our new information, but they will also be judged beginning of the year, middle of the year, and end of the year. And so you'll be able to see what we did based on the goals, and where we're not.

malik russell:

And this quantitative output should also be reflected in the narrative that we're talking about, as well as my priorities. So they should all tie together as a cohesive concept of the performance of myself and also a landscape of what the school and organization looks like. And within that template, there are four distinct buckets: academics, instruction, operations, and culture. And so there'll be different goals based on those four buckets.

malik russell:

And then last is the rubric. I came up with 13 different ideas and concepts that if I am doing this well or if I'm doing it poorly, will be indicative of my leadership. And so within that, the first one will be the vision and goals, setting forth the overall vision for the school, how I'm communicating that, how I'm putting goals for excellence up there and making-

PART 2 OF 6 ENDS [01:02:04]

malik russell:

Putting in goals for excellence up there and making sure that that is transparent and understood by the entire organization. The next would be the plan of priorities, how I am creating, communicating that portion, those priorities, and [inaudible 01:02:15] that makes sense for the school where we are. The next will be developing leaders. Am I developing the leaders in the school to gain more capacity, to gain more leverage, and to kind of push us further and further along. Then, leading organizational culture. And that will be the culture of how we treat children, the culture of how we treat each other, and the culture of how we feel in and outside of the building as kind of an organization. The next will be... really heavy on my mind right now will be to attract, hire, and retain the best [inaudible 01:02:49]. So, that will also be something that is in my plate.

malik russell:

If I'm doing the other things well, I should be able to do this well. If I'm involved in talent well, I should be able to do this well. If I am giving a good narrative about who we are and what we are about, I should be able to hire and attract people. So, that will also be it. Then, the next one would be build a structure and instructional expertise and design. You know, this, from my standpoint, will be making sure that I always find the resources or making sure that we have the best curriculum, the best PD, and access to all the best things that our students and teachers need. Then, it will be to drive results. Then, it will be excellent judgment and decision-making.

malik russell:

The truth is, the one thing that no matter what you do as a leader, you have that great judgment and you have to exercise it. So, there was not like a protocol for that. I wanted to make sure that was kind of front and center. Then, [inaudible 01:03:50] accountability. Am I learning on a continuous level? Am I hold myself accountable for our failures and learning and moving on from them? So, that's also something I thought that was important in leadership.

malik russell:

Then, building relationships to impact and influence. So, making sure that I'm keeping in close relationships. Some of these things are obviously cross-sectional, but making sure that I build strong relationships within the building and outside the building, so I can impact and influence how people are acting and how they're performing. Then, the next one is self-awareness. Am I being self-aware? Have I thought about who I am and what are my weak points? Am I like thinking about those on a daily basis? One of my weak points is really liking to build [inaudible 01:04:42]. So, I'm aware of that. So, that's one example somewhere.

tim bryan:

[inaudible 01:04:53].

malik russell:

So, this is one where you look at kind of staff communication, as well as board meetings and updates. That's the stuff you look at. So, [inaudible 01:05:02] it does give some things that you would be looking for, like understands his or her own area [inaudible 01:05:09] and areas of growth and leverages them [inaudible 00:03:11. Instead of like in the context of how we've had conversations at the board, have I told you... if you could give the feedback that, "Here are the areas we want to grow in."

tim bryan:

I mean, outside of the board [inaudible 01:05:24].

malik russell:

The other portion would be more from the board of [inaudible 01:05:31] and kind of what we're seeing going on with the school and at the other phases in the board, as well as kind of staff communications and [inaudible 01:05:39]. It is a softer appeal. It's going to have to be funded by [inaudible 01:05:43] for a board who just want to come in and kind of follow me around, which I don't think [inaudible 01:05:48]. The other one is flexible thinking and problem solving. Am I flexible? [inaudible 01:05:55] and we figure out that it's the wrong one. Am I flexible to change it? Coming in, you find something like COVID. Am I able to problem solve, or am I just set on my ways? Kind of doing what I would call the [inaudible 01:06:10].

malik russell:

Then, the next one would be fiscal discipline advocacy. That's to put in... One, preparing a budget that makes sense for us, both on like high and low side. So, making sure that we are investing in things that have high returns on investment, as well as making sure I'm effectively being disciplined for our budget on an annual and quarterly basis. Then, the last one would be more interaction and communication. Am I effectively communicating the board. Am I showing up to the community or [inaudible 01:06:47] prepared? Am I effectively communicating what's happening at the school in a consistent and transparent basis?

malik russell:

So, that'll be something that will be filled out by myself as a self evaluation and also by the board. I'm not sure what mechanism that will be. It could be the governance committee. That could be something that I didn't want to kind of assume what you meant [inaudible 01:07:12]. I want to give them almost a lead way for that conversation. So, that is the ED evaluation tool. I also want to say the leader evaluation tool is going to have a very similar cadence. It's going to have a very similar rubric and kind of a similar system. So, that they kind of go on top of. Obviously, the rubric will be a little bit different for principals and APs and other leaders throughout the building, but the idea that it should be aligned and going in the same direction. So, that is it. Then, I'm open to questions, comments, thoughts.

Speaker 3:

[inaudible 01:08:03]. I have two... These are implementation questions. So, I'm envisioning a lot of ways this could happen. One is how do you see the priority slide interacting with the rubric slide? Are we just going to be talking the basics there or are you going to be more of a synthesis acting [inaudible

01:08:26]. The second is how we get to that [inaudible 01:08:31] kind of on the rubric [inaudible 01:08:33]. How should the board start to think about that, I guess? what success will look like? I think it's partially what Tim was asking us on this specific relationship category. How should we start going down that path? The answer might be that's coming next.

malik russell:

The answer is coming next. I also want to give space for people have [inaudible 01:09:02] on the novice? Oh, sorry. Basically, it's a four... It's basically four different concepts [inaudible 01:09:10]. Right into the points [inaudible 01:09:10]. I think it's like novice, approaching, proficient, [inaudible 01:09:23]. I can do that, but I also wanted to give space to like think about it. I do have that kind of what it means, but I also felt that was too much of me saying what I mean. I do think [inaudible 01:09:40] the context of to your point where we are, whereas if we were going. Where are our priorities? How long [inaudible 01:09:48]? I kind of wanted to be thoughtful within that [inaudible 01:09:52]. If that makes sense.

Speaker 3:

Yeah, it does. [inaudible 01:09:57] Okay. I think there's... I've said this before, but I think when I think about rubrics, there's always two pieces to a rubric. There's the substance of what's on paper in the rubric. Is it holistic? Does it [inaudible 01:10:16] of what you're attempting to do? Does it comprehensively capture and holistically capture the development and growth of the child? Then, the second is implementation, right? Usually there's a scoring system. It's probably four or five things. What that aims to every person is often the most challenging part of how our rubric is used. I personally could care less about the labels. It's much more about using that as a vehicle to push growth, but it is. I think it's a really important thing for us all to understand that going forward now. It's just going to be making sure that our conversations about rubrics around feedback that drives growth versus just debating with any particular label [inaudible 01:11:11] space.

malik russell:

I appreciate that. I think... I had a conversation with [inaudible 01:11:19] as well is like, [inaudible 01:11:24] know if I'm doing well or not doing well, but I want this to kind of capture that, which is a combination of [inaudible 01:11:30] to support it as well as kind of these like concepts and constructs within the framework of the organization. To your point, all of it has to do with, are we getting back, right? Are we doing what we set out to do? And if not, why? So, I think that should be reflected in this concept. [inaudible 01:11:55]. It shouldn't be an arbitrary thing that's like not... This needs to be connected to my performance and that's why I'm trying to put my performance in [inaudible 01:12:01].

Speaker 4:

So, where in this evaluation can we see quantitative measures centered?

malik russell:

That's [inaudible 01:12:12]. That would be the goals and you'll see where I'm at on the goals. That should... That's what I'm trying to say. The reason I put it this way, all of that should be incorporated into how you look at the rubric.

Speaker 3:

Then, again, the priorities... just so I know it's going to look like, what's the interaction between that and the rubric?

malik russell:

The interaction between that and the rubric is... So, sometimes I think what will happen is we would just end up being like outside of context. I don't want to say like, "Hey, these are the three things I think that we need to get done to get back." So, I want you to see [inaudible 01:12:48] that are coming through my vision and goal. When I said these three things, is that coming through in how I'm developing leaders to get to them [inaudible 01:12:57]? Basically, one of the other things that sometimes what happens is that like rubrics can be like, great, but they're outside of the context of what we're trying to do right now. So, like my priorities this year are going to be different than my priorities last year. As you're thinking about the rubric, you should be thinking about our performance in the rubric [crosstalk 01:13:16].

Speaker 5:

So, the priorities are, if I'm understanding correctly, are basically you saying, "Given where I know we are today, this is an annual cycle we're talking about here, these are the top three things that if they are different next year, I will know they've had the most impact on student lives."

malik russell:

Right. So, if you take a look at the priorities page. So, I'm going to say what the priority is, I'm going to say the purpose... why we have a priority. Then, I will tell you, "These are the outcomes that you can see if I'm effective at tackling this priority."

shanta pressley:

Are we putting timelines on these priorities? When you started, we had like 30, 60, 90 day goals. So, will priorities get the same type of treatment?

malik russell:

I think that that will come through in the outcomes. I don't want to be so [inaudible 01:14:07] to this. I don't know how to say it. Everything's going to be 30, 60, 90, they're going to be outcomes that are going to give you slices into that. So, those outcomes will be all the goals that we have on this [inaudible 01:14:22], but some priorities are going to be year long priorities. So, there's going to be different spots that we're going to have an opportunity to get them done [inaudible 01:14:28]. That will be in the outcomes that are [inaudible 01:14:31].

shanta pressley:

Is it possible we can add that? Like, just so that the priorities are measurable, right? And we can [crosstalk 01:14:41].

malik russell:

It says outcomes.

shanta pressley:

Oh, okay.

malik russell:

So, it's already there.

shanta pressley:

Got it.

malik russell:

[inaudible 01:14:48] priority and what the priority is, the purpose, why I made the priority, and the outcomes that you're going to see based on me achieving the priority or a tactical [inaudible 01:14:57].

Speaker 3:

[inaudible 01:15:02] this is a shift for me too, but it's grown on me quickly. Malik, when you said... correct me if I'm wrong... you said, "These are my goals. I'm not a believer in how to step to goals, right? Like this is it. I know where we are today. This is what I know excellence looks like. And that's it. There's not going to be... there's not going to be a phase in [inaudible 01:15:23] concept. It's the standards that comes in there. That's what they are. That's what they'll be for as long as the [inaudible 01:15:30] and that's that." That was a new way of thinking to me, but I adapted and I personally actually really like it now, for what that's worth.

michael dorrie:

I have some questions.

Speaker 3:

Sure.

michael dorrie:

So, the evaluation tool, again, starts with your... this particular piece [inaudible 01:15:59].

malik russell:

It starts with... [inaudible 01:16:05] starts with this narrative, the state of school [inaudible 01:16:07]. We value where we are and where we're going to go.

michael dorrie:

Playing into your priorities?

malik russell:

Right. [inaudible 01:16:14] when we get there, these are the things that I'm going to do.

michael dorrie:

What is the... I guess, [inaudible 01:16:30] or are you not asking for that? It's sort of like use whatever metrics you have to then create those priorities.

tim bryan:

So, the answer is a little involved. So, I feel like I'm in the best situation, but I'm going to explain the priorities about what the purpose is. I'm going to take questions about, "Hey, why did I pick those priorities," And the outcomes I see. That's a discussion. That being said, the [inaudible 01:16:59] priorities for the organization, [inaudible 01:17:03]. I want to make sure that we're all on the same page of the general understanding of it, and also like good questions about it, as well as questions regarding outcomes. Maybe I didn't think of outcome [inaudible 01:17:16]. That would also be indicative of that.

michael dorrie:

Could you go to [inaudible 01:17:22].

malik russell:

Academic destruction, operations, [inaudible 01:17:28].

michael dorrie:

Are these [inaudible 01:17:29] or are you looking at this in a way where there's the... For example, is the academic [inaudible 01:17:37] then maybe cultures sort of... You know what I'm trying to say there?

malik russell:

Yeah. I mean, for me, it's not for me to say that. You could ask me my personal opinion, not telling you, "Hey." And also, that should be somewhat reflected in my priority.

michael dorrie:

[crosstalk 01:17:57] Let me just try to say my question. I don't think it's clear. [inaudible 01:18:00]. Let me put it in a scenario. You're knocking the ball out the park at school culture and got all these great surveys, but the instruction is [inaudible 01:18:08]. Right? What does that look like in your mind?

malik russell:

In my mind, [crosstalk 01:18:13]. Here's what I'm trying to say... Maybe I'm not saying this well, but I think that the state of schools and priorities [inaudible 01:18:24]. "Hey, like don't let me get away with saying they have to be priorities around cultural [inaudible 01:18:30]," which I wouldn't have, right? Then, that would be the compensation like, "Oh, well, you want the teachers to be happy. You want students to be joyful and you want parents to [inaudible 01:18:42]." You go, "Well [inaudible 01:18:44] academics in my three priorities, right?" So, the point is like the framing of what my focal points are going to be should be in those priority's outcome. You should see, and they should be across multiple of them. They should not be in that one thing. So, you should see the biggest impact in the spaces I said the priorities.

malik russell:

That's why I have that outcomes portion of it, which has been [inaudible 01:19:08]. That makes sense? So you can see the whole report card, but then you also get a chance to like look in the context of what we said we're going to do, "Oh, this is how we're doing." Look at the beginning and the end of the year... really, the end of the year, what are you doing? "He said he's going to be reading [inaudible 01:19:24]." With that, we should be able to see, "Oh, culture." I'm talking about kids that don't read when they're at school. [inaudible 01:19:32] So, you're going to see that across multiple [inaudible 01:19:36].

michael dorrie:

Finally, have you thought about a way to present this dashboard like atmosphere or just thought in terms of like how we can see where necessarily real time sort of meeting those things?

malik russell:

So, I think we're going to tell them the dashboard we have with the assistant level of like this level here, we'll be at this level. The other thing is that like times of that... I want to be thoughtful about like the time we have it and it's on a month to month basis. So, 70 dollars wouldn't make sense [inaudible 01:20:12] over and over again. I also to the point that I have had great discussions with want to make sure that you guys are seeing consistent numbers about our academic performance and our performance overall.

michael dorrie:

In real time?

malik russell:

In real time.

michael dorrie:

Okay, cool.

Speaker 6:

Beside that... maybe you just said in your answer, it's like great to see it from a longitudinal perspective, sometimes like a dashboard. I didn't know what that moment, but I'd love to see like the trends. To your point, sometimes a moment times back, it could just be an arbitrary moment in time, but you can see it deviates from the norm. So, some people are [inaudible 01:20:42].

malik russell:

I think that's like my next question is making sure that we have that kind of... We've been working on dashboards. I think we've got a lot further on, so we have the financial [inaudible 01:20:51]. We have operations [inaudible 01:20:54]. We need to like come up with an academic instruction dashboard, the whole culture dashboard, that shows you what you want to see and is relevant in all the times you're going to see. [crosstalk 01:21:11].

tim bryan:

There should actually be like a single pane... There should be actually like a single pane of glass where you could see everything, which maybe just [inaudible 01:21:17] and that summaries, like it shouldn't have to go to [inaudible 01:21:21].

malik russell:

Yes. [crosstalk 01:21:25]. This is one of the things where you do that. And then everybody says, "Why all this together?" [crosstalk 01:21:28]. The putting out information always need to have a little bit of narrative behind it because there's always going to be... it's like kind of like, [inaudible 00:19:48]. I'm going to try to figure out something that I think [crosstalk 01:21:50].



tim bryan:

From a board perspective, it's probably unanimous potential. Since then, having it all in one place would be good. [inaudible 01:22:08]. [crosstalk 01:22:08].

Speaker 4:

I think this is great. I do want to stamp a concern that I have. [inaudible 01:22:14].

shanta pressley:

Can I ask a quick question? I'm sorry.

Speaker 4:

I'm sorry.

shanta pressley:

Did you mention... I don't know how that [inaudible 01:22:20] measure in your [crosstalk 01:22:22].

malik russell:

[inaudible 01:22:22]. At the beginning of the year, some of those [inaudible 01:22:36].

Speaker 4:

I guess, my fear [inaudible 01:22:41] come to us, you have these priorities, right? Then, it's sort of stamped in stone. [crosstalk 01:22:53].

malik russell:

I think I put that on there. I think I used... Then, on the bottom, there's one that says flexibility.

Speaker 4:

Great. Great.

malik russell:

If we go middle of the year, "Hey, I'm [inaudible 01:23:12]. We're terrible, Let's [inaudible 01:23:16]. Let's do something different." So, that's the whole portion of it. Is that this isn't just like... As I said, I started with my George Bush concept. I don't think I'm [inaudible 01:23:29]. So, it's to see how bad we hit our marks. [inaudible 01:23:35].

Speaker 3:

So... I don't know what I want to say. What I want board members to be thinking about, or really all of us, is that this is there's not a lot of precedent for this. We're going to set a system and implement a system in this first year of doing this and what we all need to continuously go back to is making sure that we ask ourselves the question of, "How do I apply what's in front of me?" Every system is imperfect and this is good dialogue. There's so much. We want to make sure we get everything in to this. We want to make sure we didn't miss anything major. That's the governor's role here. Then, in order to not create confusion for the higher organization, we want to be able to stick to the system that we picked and ensure that we can deliver a highly effective feedback through that system.

Speaker 3:

So, I want to make sure we get to [inaudible 01:24:44] bucket as we go through this first year, because the whole year is going to be unprecedented because this is a [inaudible 01:24:49] thing. I want to make sure we're bucketing, do we hit all the major governance points? Which, again, lots of good questions have been asked throughout this process we've really been working on this last six months. Then, secondly, how am I going to use the tool that we developed to deliver the feedback that I think we need to deliver in my role as a board member or as an organizational leader? How am I holding myself accountable or translating this to my role to make sure I'm that the standards that are set here? So, just want to make sure that everyone continues to use those two buckets. So, you don't have a moving target all the time, but also you make sure we got everything we need to get in here.

malik russell:

Then, just to kind of piggyback on that is it's called an evaluation tool. It's obviously how we use it. [inaudible 01:25:43] So, I think that I've tried to be thoughtful about that, but obviously if we use it in a different way, we don't utilize like the quantitative metrics that are in there and not be accurate or reflect what we're doing. So, I think this has an asset that brings all those assets into it. Your point, really thinking about how this helps us describe the health of the organization and kind of the [inaudible 01:26:14] doing it for the most part. So, that's my evaluation tool. [inaudible 01:26:22]. I thought about how you were so much better at doing your like heavy planning thing. I took forever on like my file. So, with that said, now that I think we have the evaluation tool in hand, want to take a vote on the charter renewal.

Speaker 3:

Yeah. Nora, is the right thing to do here, basically first vote to approve all elements that you put in front of us collectively. Then, we would take that actual vote versus just trying to do a peace [inaudible 01:27:10] approach here.

Nora:

Yeah, as long as the... As long as the minutes reflect that we've discussed each of these items, each of the nine items on this list and that the board is approving all of those nine items collectively referred to as a renewal application, then that should be fine.

Speaker 3:

Okay. So, I'll put to the board that is anybody, at this point, not comfortable with doing that collective vote on all of the pieces of the renewal? Does anybody have any questions they would like answered before we do that vote? Okay. So, then, I'll just say that I think having read this, I think it certainly holistically embodies what we all think needs to be true for kids. And it's not simple. That's what the purpose of this is for. It's why we exist. It's our job to go do what we need to do with it over the next, fingers crossed, five years. We'll see. I think this embodies the philosophies that we believe need to have so that students are better off. So, with that said, I'll call for... it's going to be a vote to collectively vote on the nine components of the charter renewal application that has been laid out for us today. Is there a second to that vote?

ellen chen:

[crosstalk 01:28:56]. I will second that. It's Ellen. And aye.

Speaker 3:

Great. So, for the in-person votes, all those in favor. [crosstalk 01:29:08]. Opposed. Abstentions. Great. Anuj, can you run through a vote with the individual virtual folks?

malik russell:

Yeah. I'm an aye. Shanta?

shanta pressley:

Aye.

malik russell:

Michael.

michael dorrie:

Aye.

malik russell:

I think we got an aye from Ellen, so we're good.

Speaker 3:

Okay, great. Then, now I call upon the formal votes. It's the vote to collectively approve [inaudible 01:29:36] vote to approve the nine items as components of the charter renewal for submission on September 1st. Do I have a second?

ellen chen:

[crosstalk 01:29:43]. I will second that. It's Ellen, again. I'm an aye.

Speaker 3:

The in-person vote. Aye. [crosstalk 01:29:53]. Ascension. Anuj, the online roll call.

malik russell:

I'm an aye. Shanta?

shanta pressley:

Aye.

malik russell:

Michael?

michael dorrie:

Aye.

malik russell:

We're good.

Speaker 3:

Great. Okay. I want to thank school leadership and basic for getting through this in the midst of getting ready for another school year in the middle of the pandemic. It's a whole lot of work behind the scenes. As you get something that's crystal clear and accurate and front of the board is a promising start. So, Nora, do you want to... Is there's for September, since [inaudible 01:30:39] time will be the next time the board convenes? Do you want to take us through there or through November in terms of what should be on the board's radar as action items and things that people should plan time for?

Nora:

Yes. So, one of the best ways to prep for your board interview is actually going through and reviewing these items that we've just discussed. So, in the next couple of months, you'll have an opportunity to refine your understanding of all of the plans for improvement going forward, as well as really getting a clear understanding of all of the beginning of the year data, which will start to come out as soon as students are back in school. So, I'll be planning to attend the September and October meetings both and, or depending on how you want to set your agendas, but to really discuss how the board can prep for the board interview, which will happen in November. I'll also support the school leadership team on that, as well. Yes?

ellen chen:

Sorry, quick question. For the board interview, what is the premise for that?

Nora:

So, it's a standard part of the renewal process. The interviewer will likely be Laurie Haisley and she'll really be looking to evaluate the board's strength as a governing board and as well, kind of get a different perspective on what she's seen in the school. So, she's going to be doing the whole site visit first and then the board interview after. So, it's likely that she might discuss some things that she observed during the school visit to get the board's take on that, and as well, will be just generally getting a pulse on how the board is as a governing board.

ellen chen:

Okay, great.

Nora:

There are a number of common questions and areas that the authorizers typically go through during those interviews and I'll share those with the board prior to the visit.

PART 3 OF 6 ENDS [01:33:04]

Nora:

Share those with the board prior to the visit.

ellen chen:

Thank you, Nora.

ellen chen:

Forgive my memory [inaudible 01:33:17] person interview-

malik russell:

Yes. From Thursday to Tuesday, right? [inaudible 01:33:33]

ellen chen:

By the way. I can't hear you guys. if you guys don't mind getting a little bit closer to the mic, that'd be greatly appreciated.

malik russell:

The question was there was, basically the board interviews in November is the same week of the board meeting. And there was the idea that we moved the board meeting to the same day from November. I think it was from a Thursday to a Tuesday for the November meeting. And then, [inaudible 01:34:12] he communicated with us that there's a discrepancy and that the meetings are going to be virtual. I don't know if that 100% changes our view. The view of being virtual. So, it makes sense to do it on the same date that we're doing the board meetings. So, all the work things are happening one time per month, but that was the entirety of the conversation.

ellen chen:

Thank you. Is it better to do it in-person or virtually? What do you think? [crosstalk 01:34:41].

malik russell:

Virtual. Regardless of what happened. The question is, does it still make sense for us to do our board meeting and then have the interview as a part of that time, rather than having two different separate times. I think from my standpoint, I still think it makes sense to do it.

Speaker 8:

I would agree with that. It's the 16th board meeting? Okay. We can table this. We'll come back to this, the bottom line is because it is such a large time commitment for everybody involved. We're going to try and do November in a way that is most streamlined for everybody. So, more to come on the schedule. And then also, Ellen, to your question, making sure that we're aligned on answering questions, we'll dedicate some time September and October board meetings to working through some of that, particularly for folks who have not been through this before.

malik russell:

Definitely. Now, it will be less progressive [inaudible 01:35:49].

ellen chen:

By the way, Malik. I know you didn't ask me for my opinion on the mission, but I love the progressive education part. Just wanted to throw it out there.

malik russell:

So, I apologize for that. [crosstalk 01:36:13],

ellen chen:

But I love that part.

malik russell:

I always call Anuj just because I think he doesn't want to answer.

Speaker 8:

Okay. So, with that, we're going to kind of continue with the kind of school update portion of it. And just to let you know, we had an orientation say teachers are in the building with PD, professional development, over the last week and a half. So, recorders are pretty fast and I'm going to turn it over to her to give you an update on all things school.

Speaker 8:

So, in short, [crosstalk 01:36:59]. Okay.

kurt davidson:

We're not doing hybrid learning this year. Should I? Okay. So, for the past two weeks, we've been working on our professional development Institute. Focus has been around three core pillars: rigor, self-advocacy and community. Everything that we've been doing throughout that process, you'll experience in the retreat has been connected to those three core pillars. Every single session that we have comes back to those three things. And we're making those clear connections to our teachers and prioritizing that so that our teachers and our staff are completely understanding of and bought into the overarching mission and vision of the school that is around rigor, self-advocacy and community. So, our major barrier within that big focus areas have been creating strong classroom communities, being that for not quite a majority, but a significant number of our students, it's been over 18 months since they've set [inaudible 01:38:35] consistently in school.

kurt davidson:

I use the experience of myself this summer, as leadership team, we were doing classroom circles and practicing. Getting really into the restorative mindset and practicing that. So, that we can lead that with our staff. And I kind of do a multi-layer transition across the floor with a group of third graders and fourth graders. There's 22 of them, one of me, and I was like, "Yeah. We'll go, we'll be fine. I'm used to this. I'm a principal. They're going to be fine." And let me tell you, I was not prepared and they were not prepared either. And it was a bit of a mess. So, we've taken the opportunity to be very reflective and purposeful in how we're setting up this year. So, that our strong culture is a prerequisite for the next success.

kurt davidson:

If classrooms are not orderly and students center there is no level of rigor that you can get to. Chaos does not lead to your strong instruction. So, we were spending a lot of time around staff and teacher mindsets. Particularly around the shared trauma that students and adults have coming back into in-person learning. I think we just having the number of folks in the building today was a bit much for some of our teachers. We have been working, being very purposeful around creating comfortable settings so that everyone is able to get by. Really excited about and bought into the importance of coming back in-person.

kurt davidson:

So, when it comes the rigor, our big focus there have been on expanding our work with the livenia group. [inaudible 01:40:36]. And with the amount of work of true intellectual preparation across content areas, whether you're the dance teacher or you are a coordinator. These teacher intellectual preparation is at the heart of the work that we're doing. And so, we're taking that and bringing it, not just transferable skills within content, but transferable skills across the school. So, that teachers are truly preparing intellectually for the work they're doing. And the part of the charter revision comes around like this shift to a more inquiry thought process when it comes to how we are teaching and reaching students. With that, that is how we plan. And we've been reshaping teachers mindsets away from the traditional, "I do. We do. You do." I'm standing in the front and modeling, and then you're going to go, Melissa's going to go work with Latoya and Constance on it to practice a little bit.

kurt davidson:

And then, they're going on to work independently, the old school way. We're going to throw something out hard and Melissa's going to sit down and she's going to struggle very similar to maybe your Noah's Ark problem. And Malik did make the whole staff do that the first day of PD. It was a really fun experience for those of you who had so much fun, but their not our whole staff grapple with that. And that is the approach where we're bringing the concept of number stories throughout the K through 8, the intellectual preparation of K through 12. And a lot of time in curriculum but so much more of that's been around our own chip in mindset. So, we've had our partners with Brown [inaudible 01:42:27] for Children coming in and building strong class of communities and building relationships.

kurt davidson:

We've been doing extensive practice in circle building within classrooms. So, that our teachers are equipped to handle tricky situations within their class and rely less on outside folks, which in turn builds their efficacy in being strong, passionate practitioners there. And we've also partnered with our [inaudible 01:42:56] who came back into the in-person equity training with our staff continuing the conversation started last year around privilege. And we go really deep inside it. And everyone's [inaudible 01:43:12] which is really helpful. Then we planned a fund with Audi last Friday to Governor's Island, had a really great time to have the staff altogether and in retreat element in a place that it feels a lot farther away than it is and outside to keep everyone comfortable there. So, that's where we've been with PDI, very much professional developments to very much concerned around the three core pillars of rigor, self-advocacy and community. And everything's such that their.

kurt davidson:

Second big focus area has been around as part of this, have been our family ranch. As we were launching New Austin, we want to celebrate the great changes that you all are seeing in the building. And also, some of the shifts that we are making particularly structurally with our families. So, we've had our family orientation. Our first one was this afternoon with kindergartners. We had our first K through 12 one this evening. And so far we're up to 267 families who have attended to the AOL. We have two more sessions tomorrow.

kurt davidson:

That's why for those of you who are coming in this afternoon, there's a little rally. We're really grateful that our families are feeling very excited to come back to the building. And I think our teachers seeing our students and some of the meeting our new students is been really exciting. And just like celebrate so

much of the cool things that have happened to the building and all the great work that most of them preparing behind the scenes to make the magic happen. He's just been doing, physically, here on Saturdays and Sundays, making sure everything's looking great.

kurt davidson:

And I think our families come in today, it was really rewarding to see them. I personally interacted with at least two thirds of them. And in that front lobby of handing out the passports and getting their contracts and getting them the materials they need. A really rewarding experience. I did a quick circle of the postures we're coming up here and strong, positive feelings from our teachers and being able to interact with students.

kurt davidson:

With that said, COVID protocols with Delta variant remain a huge part of the school. And we are very strict around mask usage. And you see, even on these desks, we have these little notches here and some of them are getting repaired. But these are for dividers, plastic dividers. So, think of like those old school cardboard ones and your teacher would give you a test and you don't want people looking over the multiplication tables, like those, but the 21st century version where there's plastic and ones you can actually see through. So, those are some things we're doing with families, with students that help us look comfortable. We've been strongly encouraging the vaccines for our students above age 12. Obviously, need that guidance from the state around vaccinations for staff. And so-

malik russell:

What's been the feedback from staff?

kurt davidson:

So, I think that the comfort level has strongly increased since we've been back. I think day one, plenty of our staff had anxiety just being around. We set the tone on day one around mask, vaccination status, regardless of vaccination status, you have to be masked. So, maintain distance when you can. We're giving people a lot of space if they want to eat in a setting that not wholesalers, all of that.

malik russell:

I meant the vaccine [inaudible 01:47:10].

kurt davidson:

So, Melissa and Kisha can probably know a little bit more about it. The governor's regulation came out yesterday with the new governor. So, I think there's been a lot of talk on the charter world. I think there's still conversations with attorneys around like where it'd effective, what that looks like. When it's effective and how that looks. We've seen in the video where [inaudible 01:47:39]. Ultimately, from our understanding, in the spring, when teachers are voluntarily giving us their status, the huge vast majority of our teachers had chosen to get vaccine when they could.

malik russell:

90%?

melissa alston:



For staff? More like 80%.

Speaker 7:

I think the answer is, I don't know if we're 100% yet. There's just like soundbites in here, there's still lots of [inaudible 01:48:19] not clear. So, it's still up in the air. Ramifications. The schools apply, schools that adjusted, new building.

kurt davidson:

What everybody else is doing.

Speaker 7:

What did we do? It was our quarantine. [inaudible 01:48:42] lots of different spaces. Right now, the soundbite that we hear is, "The government says this, but there's a whole bunch of stuff that kind of gets you that space. And we don't have that stuff yet. And so, [inaudible 01:49:05], "Hey, everybody does this is." Because I figure we're mumbling and mumbling about it. But the answer to that, we don't.

kurt davidson:

Yeah. And I think, ultimately, it's about multiple layers of protection. So, we have the mask mandates across the board and the school and our teacher have been, I think, frankly more prepared this school year, then they were towards the end of last school year. Today, we were various to send all of our families saying students coming in. I even harassed parents as well, around the masks. And it's just top of mind in having that consistent message around that. Then symbols with spacing. And the cafeteria, you have the little pillars here. You have these crazy airline style filters and these air things that I can't tell you about.

kurt davidson:

And all of those multiple levels and layers of safety. Windows open when we can, all different things that make sense and [inaudible 01:50:16]. Like every classroom has a feeding station, all of that. And so, I think we're going to get as comfortable, good folks as comfortable as we can. I think how we're doing this is just being transparent and holding an expectation. And every leader in the building is. We are all wearing masks at all times, unless we are literally in the office by ourselves. And it's a little annoying, but we're doing it.

kurt davidson:

And I think we have to set that tone there. So, been pleasantly surprised, I think teachers are getting more comfortable. I think, as a profession, I know a little bit. But it is hard as a profession, especially when we have a lot of teachers who have friends and a lot of business are pushing things back a little more and be like it was nice rolling out of bed at 7, 7:45 for your first day at [inaudible 01:51:16]. And that 5:30 alarm kicks you a little bit. So, I think those are some of the pressures that we're seeing more so from teachers and it's more of an industrial, big business where we're seeing some pressures there that are those perks. We're an in-person industry, we can't do that every mode as opposed to a safety component.

malik russell:

Any questions? Thoughts?

ellen chen:

Yeah. With regards to the rigor part, how are our teachers responding to the new method of teaching and our new cultural change? The good and the bad, please.

kurt davidson:

Overall, our teachers are having a positive response. I think the buy-in of the vision is one of the most critical part. And that concept of the rigorous lack, self-advocacy and community. Us connecting everything back to that is powerful and really is very coherent. So, overall, I think teachers have been had a positive reaction, overall, to the changes. I think there've been more instructional changes than other changes. So, culturally, I think we're looking at academic culture, that's where we're seeing changes. How we treat students, that's not new. We've been focused on restorative practices for years. We've been focusing on all of the art community and we've done a really strategic job of letting the past and the present.

kurt davidson:

So, you'll even see that, physically, in the school, on a stairs. The stairwells, you still have the houses in our [inaudible 01:53:20], we're respecting the past of that. But bringing in the future with the 36 different styles of blocks throughout the building and the different colors and the big pillar out front. So, there is a lot of intentionality around that and the work that we've done to, both physically, but also in the work that we're doing in communicating with staff.

kurt davidson:

So, I think the real focus is going to have to be the coherence and the consistency of our execution as we get into the school year, because they're going to be more and more [inaudible 01:54:04]. Teaching is hard and I think we all have to get ready for the-

kurt davidson:

We think we're tired during PD, but once you have 27, 14 year olds in the room or 27, or probably even more so. 27 five year olds in a room with you for eight hours, you're going to get tired. So, we have to make sure we're uplifting and push our teachers towards the.

ellen chen:

In the previous years, we have had cross training-ish. Teachers would get together while that continues to happen?

kurt davidson:

Could you rephrase?

ellen chen:

Yeah, sure. In the past, I know we have had teachers getting together on a weekly basis or visit each other's classrooms, just to see how others are teaching. Will that continue to be a part of development? I guess.

kurt davidson:

Yes. In a strategic and purposeful manner, of course. I think collaboration is absolutely important as part of our model and a signature of our school. The part of the collaboration, I think that the shift this year, and I didn't name this as much talking about our professional development, but what is unique this year has been the K-12 approach. So, I'd say greater than 90% of all sessions have been in a quick K-12 component. So, there's obviously been differentiation because kindergarten is very different than your juniors to seniors. But the language has been consistent throughout the facilitators and we've had a very apparent message there. So, I think we're actually doing better when it comes to our vertical alignment across the school. And particularly those big points of eighth or ninth grade, that big shift there. So, yes, there's going to continue to be things like that constant TBA on a weekly basis. That brings [inaudible 01:56:16] area or across grade levels, along with three TVs across the same grade.

ellen chen:

How are our high school teachers responding? Because I know that there's a gap in leadership. Yeah. I'm very curious as to that cohort.

kurt davidson:

Yeah. Those who are here have had a really positive response. I think those who chose to stay at school are truly buying into the college model and the high standards for students. Those who are not about it, they're not here. And so, I personally have been very pleased with the level of discussion and involvement and their excitement of breaking down the barriers between elementary, middle and high school. There's been a lot of great conversations. Being that hard work has been a lot around our whole school culture and bringing in a lot of different voices around equity in the school. So, they've been very excited to have that.

ellen chen:

Great. Thank you.

malik russell:

Any other questions?

malik russell:

I really do appreciate it. Also, just wanted to kind of say that Kurt has been pushing this, and a couple of wins for us as a school. He is literally the foundation for what we're trying to deal. First things are [inaudible 01:58:05]. And so, next I will turn it over to the operations update. And I'm going to be chiming in with a little portion of it.

malik russell:

[crosstalk 01:59:24].

melissa alston:

Operations update from the dashboard.

malik russell:

Everyone here?

melissa alston:

So, over the summer and through September, it continues to be very, very, very heavy with reporting. Reporting that we'd never done before because of the way that we have taken attendance and other things because of COVID and the city and state meeting, other data points. So, it's been very heavy on that. And it continues to be and will be through the school year. So, it's just a lot more than we've seen, but we are on top of it. Well, the things that have already passed, the things that are happening now, and the things that are coming in the future. So, that is what the past compliance and future compliances. And those are the specific reports there. Some of them also have to do with renewal are directly tied to data points that Nora needed. Start holing throughout this charter since 2018. So, those are all items we've been working on as well.

melissa alston:

In regards to academic operations, we continue to push through on multiple phases of edits on the scholar handbook like those of our school council. Finishing up classroom libraries as we start school. And then, tech upgrades, which we also talked about it a few, but we also have a technology person in the building full-time, which we've never had before, which is super exciting.

malik russell:

Andrew, he's very tall.

melissa alston:

He's also very great. So, for focuses for myself, I've really been supporting with the reentry plan, safety and what that looks like. I don't think I need to say anything else that really, again, perks at a lot, that all makes sense. But I think the only thing I would add is that school [inaudible 02:01:43] the September 13th and a lot of times the mayor, NYSID, everyone that comes out with those kinds of things. They align it to that calendar. So, we're starting on Monday. So, they're probably aligning it to a week out or just right when the school starts. So, it kind of is misaligned for us. So, we're kind of on the back end of just making sure we know it's coming and we know it's not accommodated and just try to move back quickly there.

melissa alston:

As far as wins, overall, I think the vendor management has been strong for us. Through the summer, through all these facilities projects, we really worked with a lot of vendors. Vendors within the same space, vendors have to come one behind the other and we have to make sure the vendors were private. We had to be friends with the vendors. And then, aligning experience, I think project management on a scale that we've never seen before. And then, for talent acquisition we currently have 12 teacher openings and one leader opening.

ellen chen:

With regards to the talent acquisition, 12 seems to be a very high number. Is there a priority into what we have missing that we must fill for the next year? Or is this a forecast of where we want to be and we will continue to look for them?

malik russell:

Yeah. The answer is, 12 openings, that's a lot, we're aware of it. I'm going to talk a little bit more about that situation in detail during the director committee. The answer is they're open but we also have priorities of things that we just have to get. We've had some good wins over the last couple of days, even, to be able to get the teachers. To say it's a tough market would be-

ellen chen:

Yeah. Okay.

PART 4 OF 6 ENDS [02:04:04]

Anuj Khatiwada:

Can somebody repeat that question?

Malik Russell:

The question was, hey, there's 12 teacher openings and that seems like a lot, and are we going to assume this is more of a forecast or a priority?

Anuj Khatiwada:

Oh no, no, I heard that part. I thought I heard Khari say something.

Malik Russell:

Khari was saying that, yes, that's consistent with what he's seeing at his roll around the country in Miami, DC. Basically, all the different markets there's just this lack of teachers. And it's just that there's been... People always say that, but this is different.

Anuj Khatiwada:

Thank you.

Speaker 10:

You want to do the enrollment?

Speaker 11:

Sure. As of right now, we are currently, in the lower school, we have 480. Can everyone hear me?

Speaker 10:

Yup.

Speaker 11:

Good evening, everyone. As of right now, for the lower school, we have 481 students. For high school, right now, we're at 191 with a total of 672. This year has been a little rough enrolling the kids, but we're trying every single day. And these are the open seats that we have so far. The majority, it's ninth grade right now, there's nine seats open. The rest of the application, right now, we have a photo of 2002 applications currently, right now, in our wait list. That's pretty much all I have for right now. Any questions?

Ellen Chen:

Do we know... I caught a glimpse of the number of kids we have per grade in the high school. Do we know what is the delta of kids who transfer out for a high school versus those who we have from K through eight? A rough estimate is fine.

Speaker 11:

Most of our eighth graders did leave to other schools. That's why the number for ninth grade looks a little lower. Every time we call ninth graders, they already are enrolled in a high school, they moved out of the area, moved out of the state. That's usually what they tell us.

Ellen Chen:

Okay, thank you.

Malik Russell:

Just as one kind of off the cuff narrative because I heard earlier today, one of our technology teacher in high school, Mr. Gomez, was talking to a kid that had enrolled in a different high school. And basically, the fact that now, he said, that we have... we're going to be doing computer science as a mandatory thing in the high school, that he was talking [inaudible 02:07:21] about enrolling back here. I think this goes through the overarching conversation, I think it will get... That ninth grade number will come up, we'll do that. But the larger conversation is, we have to make sure that our high school programming and resources level is attractive. To not only keep the kids that we have but attract kids as well.

Ellen Chen:

And that's also where the 12 new teachers will come into play. I'm assuming that they're connected.

Anuj Khatiwada:

Oh yeah. [inaudible 02:07:55] as a whole. That's a big conflict.

Speaker 9:

Even further evidence of that. There are two different parents that I had conversations with tonight, who had already made the transfer to a school, and the families were second guessing that. You know, Kesha, wasn't very engaging with one and another were getting back on the application to come back. I do think overall, just the trend, this has been a transient summer. A lot of folks moving to Pennsylvania. A lot of folks side of that, that New York, Miami light a lot of those back and forth. So the transient it's been something we've seen a lot of this summer.

Anuj Khatiwada:

So with that, do we think that this could also be a kind of a top of funnel problem of folks were used to seeing Lighthouse and now they're seeing Nuasin and they don't have any, or they have less information on Nuasin, just because of the name change?

Malik Russell:

No, no. I would actually argue for the conversation that you would just say that there's actually... The name change has been more interesting. So people that were interested in K to eight experience, but

weren't from nine to 12, even just looking at the difference, it's like, oh, maybe we could do this nine to 12. What I was saying is I think that the... What we're talking about with the growth and expansion concept is something that's utterly integral to our ability to be K-12. Because there is... Obviously, we have restraints on what we are offering, and I think we've upgraded the offering, even in one year, that's going to make a difference, but to really be competitive as an attractive space, we have to be able to offer a more wholesome high school experience.

Speaker 11:

Just to add on a little bit, to what Malik was saying, honestly, we've been waiting for you guys to come and see the building, but we have been attracting so many families around the area because of our colors, because of the signs that we have outside. We have had a lot of families come in like, oh my God, what's going on here? Let me get my kid in here. Literally today, because they saw all the families he's outside, a lot of families just came to a apply. We are attracting a lot of people.

melissa alston:

I just want to add, thank you for sure. I just want to add, this is not, while it's harder, this is not isolated to this year. We always struggle with getting my ninth graders. They tell us at the last minute. The parents want to make sure they don't lose our seat, and they want to go and try out a new school. So this is not something that's just isolated. It is harder this year, of course it is, but this is normal. We always drag out ninth grade enrollment, unfortunately, to full capacity until September.

malik russell:

When is parent's day this year? Because that's basically where [inaudible 02:11:09]. Right? [inaudible 02:11:11] active account.

melissa alston:

Definitely.

malik russell:

It's a big deal right now.

melissa alston:

Just to go over capital expenses, I we spent a lot of time before. I spent a lot of time reviewing. [inaudible 02:11:54] So we just wanted to provide an update. The projects that are complete are a new sign on the building-

malik russell:

What did you guys think of the sign?

melissa alston:

You know, electrical work. We had some internal electrical work that we wanted to do, fixing the windows that are about the elevators, they were working, just a maintenance thing, fixing those, interior paints, exterior paint, and the murals that were all replaced. Those projects are all complete. When we engaged that interior designer, because we really wanted to make sure that our vision was aligned, that everything [inaudible 02:12:39] when we looked at things. It was really clear what we stood

for. We'd wrapped them in a little bit late because we were really looking for the best company to help us with that. We tried out [inaudible 02:12:52], but we've got a really good company. Because of that, it was a little bit late. So they had all these great ideas, but all the ideas were not in the timeline we could have liked because we engaged with them late.

melissa alston:

So we decided that it would be responsible for us to have a tiered approach to the capital expenses and not push and rush things because we don't want it to look like we pushed and rushed things. Looking ahead, by the end of the school year, what we're looking to do is change our lobby furniture. This is like on order. There's so many grants and so much money, right now, in schools with all the federal grants and everything. Everyone's buying up everything. A lot of these things are like in the works but have long wait times because everyone is buying everything. So even though, for instance, our Promethean boards, we had a July delivery date and now it's October. So just keeping track of all of those things and making sure that we have a plan [inaudible 02:13:54] things off seamlessly, which we do. And then for this-

malik russell:

Makes you think of, it's like Dave Chappelle skit. And all of a sudden all the stuff is gone. [inaudible 02:14:07] came out and like everybody ordered brand new stuff.

melissa alston:

And then page two, hopefully, starting in the summer what we will do is change most of the furniture. Our furniture from third grade to eighth grade is very old. Changing those and then changing some of those details, like maybe getting some cool shades that are [inaudible 02:14:30] and changing our tiles. We did some repairs on the tiles and then all the floors are blue, so changing those accents. The exterior flats on the building, I'm not sure if you guys saw in the presentation that I did for the board of the tree, there were long, big flats in front of the buildings. That was just a project that was just the permits and different things, it was just too big of a project to take on. So same theme of not rushing into doing things [inaudible 02:14:59] wait. So more to come with that?

malik russell:

[inaudible 02:15:06]

melissa alston:

So other things we're doing are, we partnered with Vanguard and we have posters, like the shiny postcards going out., Next week, the videographer for our commercial that we're doing, is coming to the school to kind of scope out the school, and we've already had parents and teachers to participate in that. We have a professional photographer that came last week to do head shots and staff shots. And next Tuesday we'll come to do the family and scholar shots. We have a lot going on, on the marketing side as well to push that.

melissa alston:

This is the breakdown here. So as you can see, the Elmos, almost another thing we don't have, but it's what we ordered. We're just waiting for delivery. Interior, exterior paint, and murals a hundred percent done and electrical a hundred percent done. You can see here on the bottom, when I estimated, when I



came to you all to ask you for money, hence [inaudible 02:16:14], and we are under those things, which is nice. But also doing it to the best we...

melissa alston:

Malik has very expensive taste, so does [inaudible 02:16:24], so it was a challenge, but we got there. We are we're under budget there, which is nice. Signage was a little bit over, so we had a totally different design and it was going to either placed on the face of the building where the old sign was, and our interior designer came and gave us a fabulous new idea. So we were a little over budget there, but not that much.

melissa alston:

TV screens, very... I'm sure you all saw when you walked by the TV screens, but the big portion of that is the furniture. So I anticipate we're going to use all that money there. And then for the Promethean boards, we will be under budget there as well. We do have the PD piece that we will have to pay for and execute, but that'll be in October and we'll come way under budget. There won't be much money at all. So this is where we are total wise, right now.

Speaker 3:

Does this span the projections for the future projects this year.

melissa alston:

No, this is the actual amount right now.

Speaker 3:

What you're saying is you still think the projects will be under budget.

melissa alston:

So this training... We're under about almost a \$ 100 thousand here. The PDA is like a \$1000. That's a ton of money right there. But I do anticipate that we are probably going to utilize all of the furniture money, and then we have a lot of false statements here otherwise.

Speaker 3:

So despite the expensive taste you persevered.

melissa alston:

Okay. Now we'll talk about staff retention. New hires, you'll see, you have the paper pocket, or you have, if you're looking at it on board, on track, we have a lot of resumes up for approval, 23 to be exact. As you can see, we are working very hard, but unfortunately, as we're hiring people, folks are also leaving. So it doesn't seem like we've made a lot of progress, but we have hired a lot of new people with some of the leaders. If you look at the staff, retention is broken down based on group. Instruction, leadership, culture, operations, you can see all of that percentages there. That total 70.1, is the average of all four.

melissa alston:

Then on the bottom here, we have the new positions. So these are positions that we've added. We talked about this the last few months of the org chart changes, making sure that it aligns to what's important to us, and making sure we have the resources to ensure that those things are real and not just things that we talk about. Then positions replaced. We had two, we were fortunate enough to promote two people from both from teachers, one's a coordinator and one to DOI STEM for the middle school. We have 20 replacements for teachers. Two from culture, two from leaders, the other hires were from both of the positions.

malik russell:

So I'll say like, I think the other thing that is important here is that the new staff that we've hired, I feel like we've done a good job and hiring people that are already aligned with what we're trying to go for. I feel like they've been very positive additions to the staff. An example would be where we, as the assistant principal in the high school, I think it has helped us really drive a really strong culture there and have done a great job with that. Also, I want to say [inaudible 02:20:16] also, when you have to turn around in a positive way, I think that they push each other, which is really good. So I think that the new staff hires have been a lot of really great successes, but they been [inaudible 02:20:30] and they've been, blocking, tackling, calling, fathering, searching under every stone to get... But I think that they kind of put us in a good position, especially as we make this transition.

Ellen Chen:

For the teacher retention, do we know what the percentage of those that we asked to come back have comeback versus the total amount?

malik russell:

Yeah, I mean the truth is, on the teacher side, two or three that were not asked to come back. So of the people that are going to come back... Was it five? Five, two to three to five, we're not asked to come back and the remainder would be people that left. So let's say, that's 20 basically. Oh yeah. Have you look right here at retention factors. You'll be able to take a look right there on the slide.

Speaker 11:

It's hard to explain everything on like something that's summarized. The communication after 8/1 is inclusive of those other ones so you would add, the 12. You just have to work 27. It's 24, but the 12 was not added to the 24. That's just trying to outline because they gave us last minute in notice.

Ellen Chen:

Question, it is the total overall 70% retention rate, is that on par with the rest of the other charter schools in New York state? Do you guys know this?

malik russell:

I would say 7% is not like it's not a great number, but it's not like off base. I would guess it would be somewhere in the middle. I would say, this year in particular, I would guess is probably normal to good. Would be my guess. I think that if you are... A good retention rate would be 80% and above. Like, just to be clear those huge schools have had 50% retention rates, and 40% retention rates.

Speaker 3:

I'm conscious of everyone's schedules. I know we're going to be talking about this a little bit further later in the evening. So to the extent anyone has anything more right now or the list, I don't want to cut you short, but otherwise I prefer keep moving here so that we not run late.

malik russell:

Any more questions regarding operations overall? Great, so next education committee update.

Ellen Chen:

Yeah, we have had some challenges with rescheduling. I know that the leadership team at the school had a very busy week and month, so we will meet next week. We'll keep you guys posted on anything material.

malik russell:

It's [inaudible 02:25:13] update. Great.

Speaker 3:

Remind me, where we left off on this is that there's an organizational fundraising philosophy that needs to be decided on in conjunction with, I think, a kickoff fundraising project. And we need to time that right. And in the middle of the summer and prepping for the upcoming year wasn't the high impact levers we needed to pull up to this point. So it stays there as a placeholder. Obviously, we all know what's happening in the future, and we're going to execute it at the right point.

Ellen Chen:

Do we have an estimated timeline as to when we will start planning for these fundraising, or like what our goal is?

Speaker 3:

When we started four months ago?

Ellen Chen:

You know what I mean?

Speaker 3:

What I mean is that it is part of... one, we said all along that there are specific opportunities that arise, one example of that was the replacement of the electronic work in the school. We should execute on the ones we know we can, but just to be blanket fundraising isn't the right thing, right now. Right now, it's much more about a cohesive organizational design and our five-year strategic plan, so that you put high impact dollars to work.

Ellen Chen:

Got it. Got it.

Speaker 3:

Perfect. So, it's wrapped up in the five-year plans. Wrapped up in the five-year budget, wrapped up in the five year plan that Nora embedded in the charter. It's all there.

malik russell:

Yeah. And the reason why it's very important to get this right is because if you go out wrong, you can't go back to people after the war. You go out with the right kind of energy in the right space and with the right philosophy [inaudible 02:27:34] and for the right thing.

Speaker 10:

Yeah. I agree with that. Especially if it's going to be purpose driven.

Ellen Chen:

Yeah. And I would love to be a part of that conversation once it takes place.

Speaker 3:

Absolutely. Okay. That brings us to public comments. I don't see any members of the public present in person. Are there any members of the public present online?, Hearing none we'll move forward into board governance, which is just a vote on the July 2021 minutes. I motion to approve the July 2021 minutes. Is that a second. In-person vote. Objections. Abstentions. Anuj.

Anuj Khatiwada:

I'm an aye. Ellen.

Ellen Chen:

Aye.

Anuj Khatiwada:

Shanta.

Shanta Pressley:

Aye.

Anuj Khatiwada:

Michael.

Michael Dorrie:

Aye.

Anuj Khatiwada:

We're all good.

Speaker 3:

Great. Thank you. Okay, folks, big month, starting the school year, charter renewal. We do have an executive session. That'll be before the board and we'll invite Malik to attend as a guest. Which I'll make the official motion for in a moment. Otherwise, I want to, one, thank everybody for their efforts to get through all the legwork of the renewal application. I had a front row seat to everything that went into it. I can't begin to emphasize how much work it is to get us into a position where we get to do the fun stuff, which is actually running a school. Thanks everybody for all their effort there. For school staff in particular, in the middle of kicking off the year, congratulations. [inaudible 02:29:34] I saw the distract [inaudible 02:29:38]. Fantastic to see things hit the ground running. The school really does look great. For folks that haven't gotten a chance to see, definitely, definitely get here. Any, anything else from anybody here before we cut loose?

Ellen Chen:

Yeah. Everyone has the link? Sorry. Does everyone have the executive session link?

Michael Dorrie:

Ellen, could you bump that up to me? I don't think I have that one.

Ellen Chen:

Okay. Sure.

Michael Dorrie:

Thanks.

Shanta Pressley:

And I just want to encourage all of the board members to follow the school on Instagram and other social media platforms because you get all of the updates there. It's wonderful.

malik russell:

It's lit as the kids say.

Speaker 3:

Okay. All right. Thanks everybody. So, well, I will motion to go into executive session-

Shanta Pressley:

I second.

Speaker 3:

And environment of the school with the invitation, et cetera, Russell, to join us. Do I have a second. Thank you. In person. Online. Anuj.

Anuj Khatiwada:

I'm and aye. Shanta.

Shanta Pressley:

Aye.

Anuj Khatiwada:

Michael.

Michael Dorrie:

Aye.

Anuj Khatiwada:

Ellen.

Ellen Chen:

Aye.

Speaker 3:

Good. Okay. Let's transition. For those online, it may get to nine. Let's 9:04 be ready to go.

Anuj Khatiwada:

I'm keeping it open, right?

Speaker 3:

Yes. Thanks. because.

Speaker 12:

Literally it was just you today.

Speaker 3:

We don't know what happened [inaudible 02:32:16] when I have my billions. It's a pasture. Used to be able to park down at the bottom now you can't.

PART 5 OF 6 ENDS [02:35:04]

michael dorrie:

(silence) Anuj, you did something in healthcare? Starting something in healthcare?

Anuj Khatiwada:

Yeah. I joined this startup that's in health tech called NutriSense.

michael dorrie:

What was it called?

Anuj Khatiwada:

NutriSense.

michael dorrie:

Nice.

Anuj Khatiwada:

Yeah.

Speaker 13:

Yeah. When Michael and I had our own exec session going, I told him that you made that transition. So, he should ask you about it because I think he missed the first part when you were talking about it.

Anuj Khatiwada:

Yeah, dude. Give me a call and we'll chat.

michael dorrie:

Yeah.

Aaron Bothner:

All right. So miracle of miracle, this actually worked. So, I'm going to motion that we adjourn the August board meeting. All those in favor. [crosstalk 03:03:55].

ellen chen:

I.

Aaron Bothner:

Great. Have a great night everybody. [crosstalk 03:04:00]

ellen chen:

Thank you everyone.

Aaron Bothner:

Thanks so much.

ellen chen:

Good night. Bye.

PART 6 OF 6 ENDS [03:04:03]