

Melissa Alston: Good evening.

Speaker 1: Hi, good evening, Melissa. How are you this evening?

Melissa Alston: I'm great. How are you?

Speaker 1: I'm doing well. Is it just us two so far? I'm calling in on my phone.

Melissa Alston: Yes, just us so far.

Speaker 1: Okay.

Malik Russell: So here's a question, Nuj. Why don't you just try to get a hat without a brim? Since you're, just so against having that brim in the front.

Anuj Khatiwada: Listen. Listen. [Crosstalk]. I will proudly-

Malik Russell: Idea. Brimless. A brimless hat.

Anuj Khatiwada: I will proudly wear this hat with the brim forward. This is my 2004 Detroit Pistons, my heyday in high school, NBA championship. We know you New Yorkers don't have that kind of championship-

Malik Russell: Boo.

Anuj Khatiwada: As it were. I don't know if y'all know what that is, but-

Malik Russell: Boo.

Anuj Khatiwada: Uh-huh(affirmative).

Malik Russell: Listen-

Speaker 1: Those are some fighting words. At least-

Malik Russell: You wouldn't have a comparison.

Anuj Khatiwada: I can do this all day.

Malik Russell: Do you want to have a comparison between what New York has and Detroit doesn't? That, that... We can play that game.

Anuj Khatiwada: No, I only would, [inaudible] 2004 please.

Malik Russell: Oh, all right.

Anuj Khatiwada: That's all I want to do.

Malik Russell: Well played, Anuj. Well played.

Anuj Khatiwada: But yeah, Malik, if you want to get some Nuasin swag with no brim and just hat, I'm game.

Malik Russell: You get to the brimless Nuasin gear. That's, that'll be a special order, new joint. For Anuj only.

Anuj Khatiwada: Just one of one.

Speaker 2: But did anybody see the Knicks game?

Malik Russell: Tell you what. Yes. I did see the Knicks game, it was a great they won, but literally you would think that we won a championship. Knicks talk is real serious. I'm from New York. It's real serious.

Anuj, help me out when you want to get started. Just Kar reached out, he's not going to be able make it tonight.

Anuj Khatiwada: Okay.

Malik Russell: He's doing something.

Anuj Khatiwada: Yeah. I'm going to give folks a couple of minutes to get started. We are not at quorum yet. 1, 2, 3, 4, 5.

Is six, seven quorum, Melissa? Let's give folks.

Melissa Alston: Seven.

Anuj Khatiwada: Okay, cool. Let's give folks a couple of minutes and if we don't get them on by, let's say 6:38, then we can go ahead and get started and we can call the meeting to order once they jump on. I just have a couple things that I want talk about and then we'll pass it off to Malik to run the show.

Malik Russell: Right. Do you want to... We have opening thing that we're doing from Jess, do we do that first?

Anuj Khatiwada: Yeah. That'd be great.

Malik Russell: Then jump. All right. I got, I got, I got Jessica all teed up. She's ready to go. So, don't mess up our opening out here. Backwards hat and all.

Anuj Khatiwada: No, no me, I am one to just take it all in. I don't mess anything up Malik. Come on now.

Malik Russell: Agreed, agreed, agreed, agreed.

Anuj Khatiwada: So we've got Tim, Constance, Aaron, Khari, that takes us down to nine. Sophia takes us down to eight. Michael would be seven. Am I doing that math right?

Waiting for Shanta. Thank you. So I think, you know what, let's just go ahead and get started and then we'll call the meeting to order when we get to Shanta. I think as far as opening Malik, I'll let you go ahead and take it and then I will kind of deliver updates right before you get started on your ED update, if that's cool?

Malik Russell: All right, that sounds great. All right, well one, welcome. Thanks everybody for taking time out on this wonderful Thursday here in October. If Melissa, if you could share the screen with the agenda, so you see the mission. I like to first start with just taking a look at the mission and just taking a read through it.

Thank you, Melissa. And then as we kind of just think about it kind of center ourselves and kind of what're doing, and the work that we're doing, if we can move to the three pillars.

It's one of the things we're going to do every time we start with the meetings, we have... We pick one of the pillars and have one of the board members talk about what resonates with them regarding that pillar, both from a personal standpoint. And also, as we kind of engage in this work in particular. And so Jessica has been wonderful enough to agree to be our second one and her pillar will be self advocacy.

jessica boulet: Yeah. And thank you so much Malik for choosing me. I'll just read this real quick. Self advocacy, our scholars are empowered to advocate for themselves, their families and their communities. As our scholars come to understand that their voices are valued and needed, they learn to advocate for themselves. Our scholars are seen and valued. They understand that not only do they have the right to express their opinions, views, and perspectives, but it is their obligation to do so.

And I think what I love so much about that, for me, what really resonates with me about this pillar and what I love so much about it, is that it's really a very all encompassing concept. And it extends both to the internal life of people, of our scholars, of kids as they grow up. And they come to have a stronger concept of themselves and of their own self worth and value and confidence. Because that's the foundation of self advocacy.

And it applies certainly in interpersonal relationships, which is a really important skill that our scholars learn throughout their time with us. And also to the community, which I think the way that this is written really illustrates really beautifully. That self advocacy, in a sense of the civic body of participating in society with others really requires... Really demands that you understand your

rights, certainly. And your own value in society, but also that you understand how that applies to others and how you can uphold... Or how self advocacy is certainly an individual thing, but it is also a community thing. That people uphold each other and advocate for each other and in advocating for their community also advocate for themselves.

I really like that this pillar sort of reflects that interconnected nature of what it means to be able to stand up for yourself and use your voice and have an impact in society.

Malik Russell: Thank you, Jessica. Really do appreciate that. Those self words and I do appreciate you bringing it to the civic duty and the all encompassing larger point. Which I think we all need to engage in and think about.

So really thank you. Appreciate that, Jessica. Now regarding the record of attendance and guests, I think we have that at this point.

And then, Anuj, do you want to call the meeting to order?

Anuj Khatiwada: Do we have Shanta on?

Malik Russell: So we still, we need quorum call to order?

Anuj Khatiwada: Yep. I think we need quorum to call the meeting to order so oh. And speak of the devil. Hey, Shanta.

So I think now we can call the meeting to order at 6:43 PM and Malik, if you don't mind, I have a couple of notes here that I want to go over before I pass it over to you.

Malik Russell: Sounds great.

Anuj Khatiwada: Great. Cool. This is kind of a really exciting day for me. One, because I get to do my best Aaron impression, but really because it's the last meeting that we have before our renewal. And I think as the only board member that's here today, that was here at the last renewal, I just remember the excitement. And really, we were at a very different place than at our last renewal. And I think I want to make sure that we take a second to kind of be proud of the foundation that has been related with this history that we have with our school, but also the work that we've done over the last kind of 18 to 24 months. I kind of had to take a step back and look at everything that was done. And in the minutia of the day to day, I think like that sometimes gets lost.

I'm just very proud of where we are. With that said, knowing that there's a long way to go, right. As I think about this upcoming renewal, a couple of things come to mind. One, because this is something that's new for most of us on the board I asked Melissa to send around a date so that we can have a pregame

warmup. And I think I made one mistake. I think I made that thing way too early. What I'm going to ask Melissa to do, and this is going to be to everybody, is try to reschedule it for the week of. I'll work with Nora to get a date for that.

But I want the board to meet as a board for this prep, ideally the day before. And I'm not going to ask any of the school staff to be there, obviously, if you want to, you can. But I think it's really important for the board to know what the procedures are, know what to expect, and Nora will be able to walk us through that.

And then secondarily, I think what's going to be really important as we go through this renewal is to be one Nuasin, right. We have a lot of these really good discussions and debates to make the right decisions or what we think is the right decision. And we're making decisions that aren't right. Then fixing that as quickly as we know that that's not the right decision. But I think what the authorizer wants to see is one Nuasin.

One Nuasin as a school. One Nuasin as a community and one Nuasin as a board leadership. I'm excited to see how that comes through next month. But I will get that out to, or Melissa. Thank you, Melissa, for doing that ahead of time. I will get that date figured out and sent out to the board so that we can have that time to just know what to expect the day of.

And then I think that is all I have on my little note card that I had. So Malik, I'm going to pass it off to you, the show is yours, sir.

Malik Russell:

And I appreciate that, Nuj.

And then I think to quote the great iconic movie Drum Line, "one band, one sound," I think is the general idea. I really do appreciate that ideal and concept. I just want to take a quick second, just to review what we're going to do with the agenda.

First, we get started the school update, which I will lead off and then Kurt will take over. And then I'll jump back in. And then we'll have an operations update from Kisha and Melissa. And we'll also go through with that, the staff resumes, as well as architect, RFP review and approval. Which we'll talk more about then.

And then we'll have the lovely people from For Sector walk us through the finance committee updates, give us an update on the audit, as well as September financials. Then, we'll just go through the other committees and give our updates. Starting with the Education Committee, to the External Relations Committee. Then we'll ask for any public comments. And then we'll go to the Governance concept where we'll have... In addition to approval.

And so we may do a little bit of this out of order as to make sure that we have quorum for our votes. And so we'll kind of do that as it comes. Let's be flexible

as far as with the agenda. And then we'll go to the personal handbook, the Scholar Family Handbook, and the committee chairs. All right, so thanks a lot that'll be the agenda.

Again, there might be some changes because on votes we need to wait til we have quorum to ensure that we can do that. And so we may move some things until, just be flexible with the agenda on that. OK. And I'll start with my Executive Director update, which will include the evaluation tool update and the state of the schools.

One, just want to start in with some renewal dates, as just discussed. Anuj, just killed our first opening one. The board needs to meet with the Pasek consulting group for prep. That was going to be on November 10th. That date will be moved once we get... Understand from the board when you want that. The importance of it is that, that is a date. Obviously the renewal date is, you have to be there, but also on this date as well. And so just something keep up just to show you how we are thinking about it.

We have the virtual on Monday, the 15th, the virtual interview will be with SpEd Leadership. That's one of the priorities of the authorizer is around our SpEd program. We'll also have a virtual public hearing, which will include parents, which we also are preparing for and have people that'll be there.

On Tuesday, it will be the in person, classroom observations, in person leadership meetings.

And then Wednesday, the 17th, we'll have the virtual leadership team meeting too. And then staff interviews, the follow up interview.

And then Wednesday, the 17th again, is the follow up board interview. And I do like this idea of one band, one sound. And so you have a question about the sound, ask the band and we'll make sure that we're all on the same page.

And then on Thursday, we'll have the virtual debrief and any next steps we need to take. That's the renewal dates, keep them in here. We'll make sure that those are front of mind. If you need a second, make sure you write those dates down, just so you know what the cadence is going to be for the renewal. This is something that we've been building towards. And it's very important, for us as leadership team, as a school, as our organization. And so we want to make sure that's all top of mind.

Just to show what we are doing, regarding this stuff as a school, we had our first of three mock renewal walks this week. We had an opportunity to go... We, Kurt, Melissa and team. Kurt really spearheading, really put together a great schedule as thoughtful about what we want to show, how we want to be seen and who we are. We're looking at this renewal concept, not as just one day, but a real opportunity to state who we are. And so our schedule for teachers and

classes, we're going to, is important to us. And as we go through these renewal walks, we have two more, each one will get closer to exactly what we think we're going to see at the renewal.

We are actually thinking not only of what they're going to see, but who we are. And so we're using the reflective process and thinking about that. And obviously have the renewal meetings, we have parent outreach to make sure that we have parents that are really part of our community, make sure that their voices are heard. We're also working with the consulting group, Nora, and again, putting that through.

And then additionally, we are putting in a, one note, we are putting in a pre-K application. The way that it works is that we don't know exactly when the pre-K applications come up. They came up, there's a short horizon for it. We're not sure if we'll be able to have pre-K next year, but it's important for us to make sure that we participate in the process. And so we want to make sure that we give ourselves that flexibility and more importantly, that experience.

And so if we get it and we have to hold the phone for a year, or if we don't get it to understand kind why it's important. Because pre-K is something that, on the down the road level, we as something we definitely want to do and something that community needs and asks for. And so that's part of our renewal.

The next thing just wanted to talk about attendance and where we are from that standpoint. As anyone that's familiar with the sports world, the grace of ability is availability, and being there and being on time is really important.

Just want to say in September and our K through 8, doing a really great job. Should give great applause to Kurt and team, Ops and everybody. Because I think having people wanting to come to school is something that's important that shows and reflects who we are. And so K through 8, having a 97% attendance rate, our goal is 95%. I'm going to push that. I'm going to push that up just because I don't like to reach goals that early. And so Kurt, I'm sorry. So I'm probably going to push that goal up to 98%, but great work and really do appreciate it. Especially with all the different things that are happening. And, 9 through 12, we are at 88.5%. Our goal is 95%.

This is a part of a lot of outreach that we're doing. And just also a large portion of it has to do with the pandemic as well as just truthfully, I think our staff stability has played a role in it. It's something that we're focused on and we are really pushing and October must look better.

From a staff standpoint, we have a goal of 95%. We need to push that up also to 98%. Our actual is 98%. I will say that, that's not inclusive of remote and COVID issues. The truth, and so I do want to make sure that this board understands that the field of this, for the school, has not been a 98% field. The field of it for school has been different as we've had lots of people that have not been on the

ground because of lots of related COVID issues and we're working remotely. But I do believe that we are getting much better in that. And so, those numbers will start to reflect that.

I will, also in the future, we will make sure that as we show staff attendance. In particular, that we also show the number of people that are in the school on a given day, regardless of whether it's a work remote day or not. And so I think that'll give you a better feel for what's going on in school.

Next we have a data update, as I said, this is something that I want feedback on. And I want to talk to you about it. It's something that, when I interviewed for the job, when I accepted the job and in conversation since then, we've had conversations regarding transparency with data. And so here, we gave your preview in the last board meeting of the iReady math performances, and just want to break it down a little bit different.

In 9th through 12, the red, which is a one, means that a lot of, basically just means that very low score. We have a lot of real estate to catch up on, right. And so this is well below the grade level portion of it. And so for 9th or 12 in math, we have 56% percent at that one level, which is obviously very high. We have 33% that are on the cusp, getting ready. And then we have a total of about 10% that's above. And so what this shows is, now some of this, especially 9 through 12, in math, in particular, has to do with our scope and sequence. Which I think we've changed and will better align. And so basically the idea of thinking there is you might be in 10th grade and people thought that you have taken geometry, but you haven't taken it yet, until your junior year. And so there is a scope and sequence issue here that think that we are now aligned with and so going forward this will be better. But these numbers just show the kind of work that we need to do,

In ELA, you'll see it slightly better. And you'll see that basically you have 42% that are well below grade level. A lot of this has to do with just pure reading skills. And so this is something that we are really focused on in ELA. And then we'll talk about some of the things that we are doing this year to kind of fight against that. And also just, obviously there's a pandemic, and remote hybrid concepts. There has been a fall off.

That being said, this is the work that we have to do. We still are looking to have 80% of and above at grade level on iReady. And that is our goal and that's what it needs to be. And so we have a lot of work to do. And so you can also look at, in ELA we have about 21% that are at grade level or above, but still the remainder below grade level with 42% well below grade level. And so we have a lot of work to do in the high school.

Next slide, please.

This is in 5 through 8. Here, you'll see in math. Well, we only have about 9% in math in 5 through 8, grade level or above. You actually see, this is a, to me a, great slide for just the amount of work that we can do. And I think quickly. We have that almost 60%, right at that cusp level. Which I feel that we are well suited and designed to get that number by the end of the year, up. And so I'm actually very excited about that. I'm very excited to show this slide at the end of the year with the iReady data that show the progress. And we still do have 31%, which is well below and like really need to think about differentiation pieces to do that. And so here in 5 through 8, you see a lot more in that central level, in that cusp. What we call a cusp, which is where we really feel that we can make great movement, quickly.

And so I'm excited about that. And that's something that I think, especially in math, and the way that Kurt has the staff there and how we're focused on it and the teachers that we have, that we can make great movement in that space in a short amount of time. I look forward to showing you that. And ELA a little bit of the same story. You still have a large number of kids that we have in that cusp region, but have a large number of kids that we are well below in the iReady space. And so I think that our focus on close reading will help us bridge this gap, but this is a gap that we really need to bridge.

And I think also putting in more independent reading concepts will also help us bridge this gap. But these are where we are at. And again, just for transparency, these are the numbers that we are looking at, and this is our baseline. But it's something we... These numbers are expected and we aren't surprised by them, but we know the job that we have to do to get better. And that's not something that we are obviously okay with. Next slide, please.

If you take a breakdown, now to 3 through 4, you see in the math, you see a similar concept. Low numbers at, at or above, but we still have that 70% in that math and actually similar numbers in the ELA. And so I really feel strongly that we'll be able to move these numbers up with our Guided Reading Program, as well as our Close Reading Program. And in math, focus on number stories. I think we'll get these numbers into a different direction. And so we feel very positive about, and very excited to actually show what we can do with this cusp region. That cusp region is really where you feel like you can make big, make movement quickly. And so that you can focus on some more systemic concepts.

And K through 2, again, you see large numbers in the cusp from both math and ELA, same story. In the case, in the 2 space, I would argue that these numbers are much more indicative of the pandemic. We've had less, because normally would see more kids on grade level or more.

PART 1 OF 6 ENDS [00:32:04]

Malik Russell: ... less because you normally would see more kids on a grade level or above in this space because they would've been in school, they would've been reading.

At home, you don't have that. And so a lot of this is like phonics work and basic foundational skills that they're getting. So I expect these numbers to probably move the most drastically, the quickest. And that's both in math and [inaudible]. So I think that Kurtis mentioned in the Ed committee, I think during his portion he'll talk more about F&P. F&P is basically something that we are doing this year to make sure that we have a strong understanding of where our kids are from readers, because the correlation between strong readers and strong students, that's really, really high. So if you follow a smart kid home, you're going to probably find a bunch of books in his house or her house.

And so that's really important. And so this is just also really great for us to get this baseline concept. And so you take a look, we did the same kind of concept where if you're level two, you're one level below. If you're level one, you are two or more below. And so if you work at K-2, you'll see that, you'll have 45%, but we have this 35%, which I think can move very quickly to that level, like on level or above. And then the K-2 will also probably see lot more movement over the year and even in that bottom portion. Three through four, again we have about 53% at or above, and that's going to have a high correlation with how people do on state tests and other tests as well. Right? Especially once we get to the point where people are used to taking tests.

And then we have the 47% below, with 25% a lot below. And so I think the Guided Read Program is going to help us push that number. And in five through eight, it's actually really, really helpful that we only have 10% that far below, because at the five through eight range, it's actually harder to move up quickly. And so that's very important that those numbers are there so we still feel like we can move that. And as these numbers look better, the [IReady] numbers will look better and our state test scores will definitely look better. And so these are outcomes and not what our point is, but they're indicators of how we're doing. And to be totally honest, F&P is probably one of my strongest indicators of the academic health of the school.

Anuj Khatiwada: Hey, Malik really quickly before you move forward, I think we have seven now. So can we call the meeting to order?

Malik Russell: Okay, great.

Anuj Khatiwada: All right. Back to you, sir.

Malik Russell: All right. Sounds good. And also, I know there's a whole bunch of different numbers over a whole bunch of different things, and I tried to explain it. I think you get more used to it as you see these numbers more and more and I try to give you context, but also want to just give anyone have a question about what I was talking about going through either the IReady numbers or the F&P numbers.

ellen chen: I think a few of us refresher on what F&P is.

Malik Russell: So F&P is basically, it's a level reading concept. And so it's based on an A through Z level. And at each grade level you have, so for example, you start at a level A, by the end of kindergarten you're a level D. And so depending on the grade level, there are different concepts and different books. And so you basically actually read a book while... you read it for accuracy, as well as comprehension. And then you have a score of whether you are at that level or you are not at that level.

ellen chen: Great. Thank you.

Malik Russell: And so basically the idea is by starting A at kindergarten, by the time that you are I would say in seventh grade, you should be at Z, sixth to seventh. Then the basic idea is that you can read a book and comprehend that. Obviously you're still always learning as a reader, but that's the concept. What's good about it is at each level, to get to a different level it has different levels of skills, both from a comprehension level, as well as an accuracy and fluency level. Was that helpful?

ellen chen: Yes. Jessie, I saw your question, so hope that clarified it.

jessica boulet: Yes. Thank you, Ellen. No, I did want to know what the F&P stand for specifically. I don't know if I missed that.

Malik Russell: It's two names. It's like Fountas and Pinell, is that right?

jessica boulet: Okay. So, it's just like a-

Malik Russell: It's a name brand.

jessica boulet: It's a concept that they're like, this is our scale.

Malik Russell: Yes. But it's widely used across the country. It's something that like if you go into any school, whether DOE or otherwise-

jessica boulet: Sure, sure.

Malik Russell: ... they'll kind of use across the board.

jessica boulet: Sorry. That, I find that helpful. Thank you.

Malik Russell: For sure. Okay. Any other questions? All right, great. So let's go on the next portion. So next thing I wanted talk about and spend some time on it... now there's a lot of slides and a lot of information in these slides. I'm not going to go through every piece of them. My College Readiness team is really, really avid and they put a whole bunch of information, but this is something you'll have access to take a look at. But it's something I think that we are doing really well and seeing a lot of movement with, and as a school and organization, we are

already feeling the benefit of the co-directors and the focus on college readiness. And so wanted to spend a little time just talking about what that is, what they're doing and what we hope to see.

All right. So the tenets of college readiness, and just so you know, they're really good because I gave them this and they like took it and run. As you know, I always like for me, tenants is always good for me. I love threes. And so it was exposure, experience and expectations. And so the idea is to really be focused on making sure our students are ready for college. Not just like able to apply to college, but ready for college. And so the exposure is to make sure that they have a chance to see and be, and have a real feeling about what college is going to look like. And then also logistically, that they're exposed to the things they're going to need to be able to do, and the tools they're going to need to be able to utilize to get there.

Those are such things as like, I'm going to have to go look at a college. So we are starting with college trips, which we're starting with right now. We're going to give them experience of Naviance, which is like the overall, overarching application system and make sure that they're really, really good. And then we've got to make sure they have repeated visits. And so that college from the time that they're in ninth grade to very least, and probably before, is going to be something that they have exposure to at a high level and going to get you that expectation.

Experience, right? And so, we are going to have our scholars that graduate, really think about making sure that they have college level work and that we're doing things. And so it's not a step up or something that's not expected. We're going to make sure that we do AP and honors, and we're going to talk more about that when we start thinking about design and more heavy nature. But make sure they have that experience so that they know that they can do it, because they've done it before. Not just that they got it into college from... if you look at lots of, even at high performing charter schools, one of the things that they have as a record is college persistence. And so not just being able to do work with almost your [inaudible] and consequences against you, but also being able to do work when you get to college and no one cares if you do it or not. And that you just want to do it for yourself in terms of motivation.

And then the last would be expectations, right? And so the expectations that they're going to have a full rigorous day throughout high school is something that you were going into as an intellectual experience on a daily basis. So we are looking not just at [inaudible] diplomas, but Advanced Regents diplomas and actually beyond. And so, the expectations are not just for the bare minimum that the state requires. The expectations are, to be totally honest, what I think every one of us would expect for our children, our loved ones, anyone else that we know going through a college experience and high school experience. Next slide.

All right. So where we are now. We have about 32% of the class, the senior class, has a 3.0. 6 scholars have 3.9. There's a projected 4.06 in there. The scholars earned an average score, we talked about this, of 842. The issue is, and truthfully the most disturbing portion of this, is there's not a correlation between the GPAs and the SAT marks, right? And so that's like another portion that we're really thinking about. Next slide.

And so our short term is a hundred percent of our scholars will be accepted to four year universities. A hundred percent of our scholars will have taken both the PSAT. Scholars in our high school, every single scholar from 9th grade through 12th will have taken the PSAT and pre-ACT by November 10th. And so that gets to that exposure and that gets to experience, right? So that we want to make sure that those numbers go up. We won't be able to do that if we wait until the last second, until we see these numbers and have to do like an emergency run. A hundred percent of our scholars will have applied to at least 20 schools by January 1. Six CUNY, seven SUNY.

And so we are making sure that we are getting the most opportunities, the most chances for our scholars to do it, and it's important for us to do it. And that a hundred percent of our 12th graders will graduate on time. This was something that was a real issue for us at the end of last year and a lot of stress on Kurt, myself, and everyone in the school on trying to push people across the line. I think that without scope of sequence and our constant maintenance of transcripts, that we will not be in that situation again. So, basically the idea is that you'll just see that we are starting this... sorry, go ahead. You have a question.

jessica boulet: Sorry. I had a quick question on the last slide, which was that the goals on the PSATs, how does that compare now? Do scholars take PSATs now?

Malik Russell: [inaudible] taking PSATs now. And historically have not at this a hundred percent rate. Until there's more of a focus on it, and it's something that we are making sure we're doing and tracking. And so that's a large change. So like last year, if you asked questions, it would be very hard to figure out exactly who took the PSAT, what score, what grade they... it wasn't like a uniform concept. A lot more optionality involved.

jessica boulet: I understand. Thank you.

Malik Russell: Okay. Right. And so the basic idea is that, what you guys see go through this is making sure that we have exposure from both students, parents, and families and teachers early on. And so, nothing is a surprise. And so that's like a real big piece, so we can have more meaningful conversations earlier to make sure that we really are getting everyone college ready. You go next one, please.

So where do we want to be? Our average wants to be a 1200 SATs, which would put us in the top 5% of high schools in the country, right? And so we want our

scholars to have AP level classes, at least four. Our scope and sequence, as we're moving in that direction, has done that. We want to make sure that all of our students have visited universities and a large number, so they can make that choice. And so as they start doing it earlier, by the time they get [inaudible], we'll be there. We want to make sure that we have engaged in community service, extracurricular, have a fulsome and holistic application, which is very important to college. And so this is where we want our ninth graders to be and we think with the program that we're putting in, this is something that's sustainable.

Then, the way we get there, always back to the three pillars. And so don't get confused between three tenants and the three pillars. Three pillars are always at the root of what we do, rigor, self advocacy and community. And literally every single thing that I just talked about from a college readiness standpoint are things that we will be able to do through these three pillars.

And so basically, how will we get there? One of the things that we've been doing, and I think we have our first visits at the end of this month, we're already getting that going, Scene Hall is going to be included, some Jersey schools, some local schools. We got to also go to Lasal and making sure that we are looking at the CUNY and the SUNY schools. We're thinking about also financial aid and financial considerations. So a hundred percent of the scholars by the 29th will have visited a college, which is great. A hundred percent of 12th graders will have met one on one with the college counselor, which is also great and needed. And so you had that conversation. And so just really, there's a lot of work being done. And if you walk through the high school, you can see, especially in the senior class and the 11th graders, just in engagement with, hey, this is what I need to do. This is what my transcript, this is what my application looks like. There's just a higher level of engagement already from these moves that we've made thus far.

And so basically the ideas is that we're doing it earlier, making sure that all of our students throughout the high school are having access. And as you'll see the next slide, we're also thinking about trying to make sure that we're reaching out. And so that it's not just a high school concept, it's a K through 12 concept. And so, they're already really thinking about what we can do to make sure we get that exposure and experience as early as possible.

All right. So that was my college readiness, which I think is a large portion of something that we're doing at the school and something that we talked about in org chart but wanted to give you guys a feel of what it looks like on the ground. Anyone have any questions? I'm going to take that as a no and go.

All right. So the next portion of this is the state of schools. As you know, we spent lots of time talking about my ED evaluation and one of the first portions of it is a state of school summary. I believe the actual narrative that I wrote is available on [Board and Track] track. Is that right, Melissa? It was on Board and

Track. I would suggest you read it. It's not too long. Jessica, is it too long? Jessica's already read it, so I can ask her. So I want her to give a-

Anuj Khatiwada: Don't ask the lawyer if it's too long. Come on.

Malik Russell: It's like, well, I can't ask you, Anuj, you have-

jessica boulet: It's the shortest thing I've ever read.

Malik Russell: It's good. It's aa paragraph turner, not a page Turner.

jessica boulet: It's really lovely. I definitely recommend everybody read it. It's really great.

Malik Russell: Right. I think it's important because as I'm evaluated, I want to beat against the context of where we are and where we're going. And I think it's important just to get that context. Here, I'm going to go over a couple highlights of what stands out and what we're doing, as well as some of the growth areas, as well as strengths and some of the commitments that we've committed to for this year. And so that's what this is. All right. So not in my flowery beautiful language, once again, give another plug for reading the actual narrative, what's new, right? And as I was writing this, just the number of things that we are doing that are new to New Austin is truly ambitious. And I'm really proud of the team for being able to do this with such diligence and such focus.

And so like, Hey, we were rebranding the entire school. I don't know if that happened. I don't know if you've had a chance to come back, there's a whole new sign in the front. There's new paint. There's a beautiful school. All that stuff is really, really difficult. We updated org chart. So the org chart looks entirely different than it did last year. It's more focused. It gives the structural teams and Kurt and me and Mr. Brown a lot more support to really focus on the instruction and allow us to really push in that direction. We have new curriculum and that goes from K through 12, right? So we are incorporating curriculum that we feel are in line with our three pillars. And that took a lot of work over the summer, looking at different curriculum, implementing it and getting up to date on it.

We've changed the school design. The length of our classes are different. The scope and sequence is different. The components are different. And so we've done all that. And we've done that in ways that we think are supportive of moving those numbers in that data in the right direction. We have classroom libraries, we invested in that. We have a new mission and pillars. Have you guys heard of the pillars? There's three of them. Guys want to know, we go back. Okay. All right. Great. So we have that. We have all new vendors. We have vendor management. We no longer doing this through Lighthouse and we're doing it through the ops team. And what's great about it, within communication with instructional team. So I think we're really aligned with that. Our consultants think we're really on the same page on what we want to do from the [inaudible] group to [inaudible] and really focus on that as well.

Yeah moving all this stuff from Lighthouse. The new college readiness program. We have a commitment to DEI, something that we talk about and we are still committed, committed to getting better and being more systematic and routinized on how we are committed to DEI so that we can really be reflective on how we're doing. We have new leader and teacher protocols, and Kurt can talk to you about it. We definitely have new protocols. We want lesson plans. We have people give lesson plans. We look at lesson plans. We give feedback on lesson plans. There's an addition of this ED. Oh, that's me. I came in into a whole new space. That's it.

We have acting high school principal, Mr. Brown taking in a much larger role. We have extended ELA and math periods. And then we're doing all this on the backdrop of COVID. We still have this COVID thing. Ans just so you know, this vaccination mandate was real. And we had to manage that and think about that. And so we have all these things that are going on and that's the state of our school. So lots of different, positive things that are going, and lots of things that are going in the right direction and a lot of things. And I think that's the biggest thing is that we're doing a lot. And I think we're doing a lot with fidelity. Next slide.

And as we're doing that, if you get a chance to read my state of schools, my focus is to perfect the present while building for a great future. And so we need to do all the stuff that we're talking about well, and we still need to keep our folks on the horizon and where we want to be, which is a far away place. It's something that's not just going to be about test scores. It's not just going to be about outcomes. It's going to be about creating a truly special intellectually rigorous place that is culturally an identity aware and thoughtful of our community and our population at the highest intellectual rigor level. And so, as part of that, we're thinking about the next generation expansion, obviously we're thinking about the renewal, which we talked about, and I need to spend a lot of time in concert with Kurt and Melissa, Mr. Brown thinking about our school design.

What do we want to look like in five years? What do we want to look in three years? What is the best way to get our three pillars to be identified and seen throughout the entire school? And with that, we are continually and always looking for talent and looking for positions that are going to support that. And so we are perfecting and looking at each step we're taking right in front of us while keeping our eyes on our horizon and not losing sight of that, which is difficult but important and a must do. Go ahead.

And so this was just a breakdown of the state of schools. Some of the strengths from academics, if you have time to look at this I don't want to read through the entire thing. We really do believe that we have great partners in curriculum. The move to Power School and Illuminate will allow us to really be a data driven, outcome driven school. Places we need to do is we need to make sure that we've aligned our school design with that. We need to make sure that, I think

from a [inaudible 00:23:35 we have a bar of excellence and we need to make sure that every staff member, every parent, every student understands what that bar of excellence is. And we haven't done it before. So we don't have a track record. And so some things that we're doing this year is making sure we have these transparent, rigorous goals and that we are also keeping data right in front. And so trying to make sure that there's transparency there throughout the entire school.

From a structural standpoint, we have growing talent. We have some excellent additions and some excellent promotions that really helped us out. Development areas, intellectual prep. We still, I don't think, have enough content knowledge. And we need a real strong system for evaluation and feedback. And so we are going to roll out this comprehensive evaluation system, Kurt and team are doing walkthroughs and we're doing walkthroughs with the culture team, walkthroughs with operations. And so we are norming our lens on what great instruction looks like.

And as always, it's about people. We continue to look for great people. We want to make great instructors and develop them or else we want to find them. And so if you find someone, send them to us. From operations, we have a strong returning team. There's a lot of stability in that, strong leadership in that as well. A strong relationship between the ops team and the community, which is really strong for us. Developing areas, we need to stop being responsive, start being proactive. We need to start thinking about what we are knowing what's going to happen and make sure we're prepared for that.

We also need to make sure we're developing a pipeline talent. And also we need strong communication. So making sure that both hands see each other with the same body. And so that's important. So we are increasing training and support. We're trying to develop and roll out more effective systems. And we are making people go to meetings that don't want to go to meetings. And I like it. So that even if there's a purely academic meeting, ops is going to be there. Purely ops meeting, instruction is going to be there. So that we actually have a better idea of what's happening.

And then from culture standpoint, we have always had a strong foundation. There's commitment to the community, lots of places there's a hard sell for restorative practices here. It's kind of already there and been built out. I think we need better leadership. And I think we have talent on the culture team, but I think it's under utilized capacity. And we don't want them just to react to situations that happen in school, but want them to impress upon us the culture that we need in the building. And so we need to have continued leadership development and then also clear lines of what the job is and what is not. And the job is more, I think. And so that is my, not as brief as I'm sure I would want, state of the school. I'll say it again, also would encourage you to read the narrative, which also includes this chart as well.

Anuj Khatiwada: And really quickly, I also have read it as not a lawyer that doesn't read that much, it is a quick read. And I think it's really important that we all do read that. And Malik took a lot of time and was really thoughtful in the way that he wrote it out. And I think you can see what his expectation is come through in that. So, yeah carve out 10, 15 minutes to read it three times because that's how many times you'd be able to read it in 10, 15 minutes. So, thanks Malik, that was a great update.

Malik Russell: Appreciate it. Does anyone have any questions on all the things? Oh, that's Mrs. P. There you go. Anytime you see a dog, you have to say hello. Dogs and children, you have say, hello to them. Mrs. Piercing Pagoda, there we go. So anyone have any questions? I know I gave some opportunity for questions as we going, regarding the state of schools or college readiness or anything else. Going to take that and run. This errandless meeting might be the right way to go. I like it. I'm all in. Also we have Ellen wearing a Notre Dame t-shirt so I'm all in on that. So that's a really positive meeting for that. This is great. All right. So next I will, I think that's all for me right now. Right, Melissa? And so next I will turn it over to the, accompanied by a wonderful dog Mrs. Piercing Pagoda, Kurt Davison.

Kurt Davison: Yeah. And Mrs. P is very excited about my poor cat, Sue, over here. She smelled the UberEats delivery and got very excited. So sorry for the interruption there. Thank you. Thank you, Malik. Great news about Malik going through all the presentation there is he's covered on most of my points I wanted to make, and y'all don't have to hear a lot from me tonight. I want to just highlight a couple of things around following up from the work last month that was discussed and following up from some of the things that was discussed in the ED committee meeting yesterday. So really want to stamp some of the things that we're talking about as we're leading up to renewal next month. We've been spending a lot of time, not just going through the typical renewal exercise, but going as Malik shared through this identity exercise.

And when we went through our walk on, was it, I guess Tuesday? Feels like a week ago already. But on Tuesday with Malik, myself, Melissa, Mr. Brown, we've been focusing not just around, all right the typical, what did we see here? Did this meet our expectations? Yes, there's some of that. That's what Laurel will be asking us. But it's also, how does this connect to our overarching goals as New Austin and through the narrative of the state of the school there. And I say also with Anuj, every good close pre-year there's those three reads. So great job there. Your first read, you're just for the gist. Second read to really develop that strong main idea. Then the third read for deep thought there. So I don't know if you intended on that pitch of close reading, one of our big initiatives this year, but thank you for throwing that in as well.

So, as I mentioned last month, we've been focusing on really rethinking what our idea of a strategic plan looks like for academics. We're looking at these monthly benchmarks to get there. As Malik shared, we're at the, every year for

teachers is the roller coaster. If you just Google teacher roller coaster, there's some interesting images in there. We're nearing October. November is the first dip. So you have the first of the year when everyone is really excited. It's rejuvenation, we're back, we love the kids. And we always love the kids. However, come October, November, everyone's family again. And that's when we're getting closer to the holiday season, time's about to change. People are getting tired and we do have that first dip. So we've been working really hard on maintaining that energy of our staff and maintaining the positive momentum that we've been putting in the first month.

So September's focus was around community. October's focus has been very much on rigor. And when we look at these October priorities we set out, we set out a series of goals for the month of October. And the ones I want to spend on time on are on guided reading as there some discussion around the Fountas and Pinell F&P assessments. We use that data to create strategic reading groups for the students. We are launching these groups next week in our K through four on Tuesday. And what this looks like for October, several of our goals, we're trying to break down goals throughout the months. So that October we have a series of goals.

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

Kurt Davison:

Throughout the month so that October we have a series of goals, layered on to November, December, layered on to January, so that we are leveling up, similar to video game concepts, every month. So, when it comes to October and guided reading, our goal is starting off as 100% of our teachers are executing purposeful launches.

So, launching the guided reading, we're able to have 80% of our scholars actively engaged, and we're able to have 80% of our scholars successfully restating, and 60% successfully using a transferable strategy on text at their level. Each month that ratio increases and we level up. So, next month we're layering in the main idea of guided reading lessons as a goal for students. We know for the first month, we have to get it started, we have to get the systems going in place.

If we're looking in literacy as well, this week, we started off taking our interim assessments. We took ELA yesterday, we took math today. I do not have data for you today because we've been spending our time on tomorrow during our professional development scoring our extended responses and our short response questions, being that a lot of our thought processes is not just around the end result.

This is part of the progressive education and the culture of ideas that Mr. Russell, and myself, and Mr. Brown are really trying to push within the school is that it's not just about the endpoint, it's about how we're getting there. So, if we're looking at these short responses, we know that with COVID learning loss

and just the lack of in-person, we have a ways to go. So, we have benchmarks for the month of October.

Our goal is 30% of our students are writing full credit, short responses. By January, we're up to 60%. We're leveling up monthly, and when we're looking at it from a teacher perspective, that is, if you go from 30 to 40 to 50 to 60, if you're moving 10% in a class of 28 kids, that's two, three kids you're moving every month up to the next level. Assuming you're maintaining everyone where they are.

So, from a teacher perspective and connecting back to when we're in the low point of the roller coaster, we want to make sure that our teachers are seeing that success and that growth as well. So, we're setting up monthly benchmarks to move forward.

However, there are things that are not assessed as well on the assessment, so we have a strong belief that you have to truly know the main idea of a text in order to have quality responses to that. That's a prerequisite. We have not focused on that enough in the past. So, one of our first set of goals in October is, and we're going to be part of our scoring tomorrow, is not just whether they got this question, this analysis right, it is around whether they correctly are able to identify the main idea accurately in the passage.

Those standards are starting off higher, so we're starting off at 50% of our students here, and then by January, we're looking at 80% of our students able to hit a level two response, just a level two main idea, which is a full credit, main idea there. Because we see that as a prerequisite that has a more rapid increase and starts at a higher level.

So, this is the work that we've been doing with our consultant and a lot of our coaching work within teachers. If there's one thing we take away, our big instructional focus, regardless of whether it's within math, number stories, whether it's within our English with guided reading, closed reading, or just the core curricula is that we are focusing on two big areas in the K-8.

And that is strong intellectual preparation. I know Malik spoke a lot around that and just the critical nature of not just going through the plans and reviewing your plans in advance, but truly intellectually preparing. Today, I participated in a co-planning meeting with second grade and we did a unit launch today, both Ms. Adams, the AP for K2, led it with my participation and the second grade teachers there.

And we were diving deep into not just the study of Native Peoples of New York, which is this unit, but the connection to the learning goals, not just week to week, but throughout the entire unit and how that history is connecting to the overall theme and strong concepts that are transferable when they move to a whole different concept in the next unit. And that intellectual preparation is

building that knowledge of not just, we're going day to day, this is the text we're using today and then tomorrow we're going to go to another text, is truly going deep and making those connections across the board.

And then, the second big part is discussion and discourse. We see this a lot in math and we're seeing a lot more progress in math, really proud of the progress through number stories that we're seeing, where the concept of discourse is really simple. We want our kids talking more than the teachers are talking. We're throwing up through close reading and through number stories in math, challenging problems, challenging texts for kids to go through and then have discussions with their peers to really come to these strong level, main ideas. And students going to the board and sharing their work and having that strong culture so that they feel comfortable on sharing their work even when it's not accurate and critiquing one another and building upon that to get closer to an exemplar level.

But in order to do that, you have to be strongly prepared and you have to have great intellectual preparation to choose the right students with the right type of work based upon the exemplar that you have planned yourself as a teacher. So, our two big focus areas are around intellectual preparation and discussion, and if you look at the work that we are doing in our planning meetings with teachers and our observations, it really comes down to those areas. And our goals all connect by to that as well.

So, I wanted to provide some tangible, specific examples of some of the work that we're doing in the classroom with teachers, so that we can really bring all of this that Malik was sharing, all the great stuff that he was sharing that is true across K-12 into the specificity into the classroom. All right, and I think you covered everything else from my end, so any questions?

Anuj Khatiwada: Malik, you're on mute.

Malik Russell: One additional plug to Kurt and team, he's saying a lot of different things, but this is truly a progressive academically based kind of approach that takes a lot of time, energy to even just kind of understand and it has shown great results. And so, it's a ambitious and thoughtful approach and requires a lot of work and a lot of change in mindsets. And also think will give great results.

And so, I think that's kind of important to understand that when I say we're making all these changes, these are large things to be changing and they're really important. And so, I want to hearken back to when we had the board retreat. It's difficult to kind of change mindsets in the space of adults, we're here for the reason [inaudible].

And so, we're doing that, Kurt's having me do that within the school with parents, teachers, students. And so, I think it's really important to kind

appreciate the work that's being done. That was my [inaudible]. And it wasn't on mute. So, thank you. Otherwise, I wouldn't be as impactful.

Anuj Khatiwada: No problem. I have to step up and made my mistake. We weren't at quorum yet, but now we are at quorum. So, I'm going to officially call feeding the order now at 7:43. So, I think next up is going to be, is it operations?

Malik Russell: Quickly, I'll just go, the ninth through 12 update was kind of done in my data update as well as the attendance portion of it. So, that was kind done. And so now, we can move to most of the team and I might, as always, jump in for no reason. Even though I don't have to, because I like to talk. And so, Melissa I'll let you kind [inaudible] do the ops update.

Melissa Alston: Thank you. And good evening, everyone, again. I have Next Generations, the operations dashboards. So, hopefully you still like it. Kisha, do you want to start with scholar enrollment?

kisha perez: Yes. Good evening everyone. So, for this month, our current enrollment seats for the lower school seats to fill is 14. And for the high school seats to fill is 13 with a total of 27 seats to fill. We have been working very, very diligently to enroll as many kids as possible. We also opened our lottery a little bit earlier. We usually open in November. We opened in October just to start the process to avoid any mishaps of any applications that come in after so we could pay attention to them and actually get to call them and see if they apply for this year.

For the current enrollments for this month, we had a total of eight and we had a total of withdrawals for 16. We keep enrolling as many kids as possible, but we're also losing double the amount. So, it looks like we have not made progress, but we have. For this current year, right now, we have about 11 applicants who already applied since the commercial came out. So, we are connecting with them as well to try to get them to apply for this year, just in case and just starting to get to know them as well.

We also are participating in the common app. If you guys do not know what a common app is, is we're all of these schools are to apply for new scholars. And yes, we started marketing as well, as I was told, we were hitting the streets. We're on social media, we're promoting our school as much as possible. We got this printing machine and now we're making posters. We made super cool posters to post outside as well to try to get as many new scholars in the building. That's all I have for this month.

Anuj Khatiwada: Kisha, this question may be for you or the whole ops team. Are we doing any paid media on social media? So, are we buying any clicks or anything like that? I just have no idea. I know you said social media, but is that more just organic or are we paying as well?

kisha perez: I believe we are, especially with Instagram, we have a whole bunch of new cool features that we're using. Also Claudia, which is the manager, the talent acquisition. She is literally promoting us everywhere. So, we are trying to promote our school in every single website and everywhere that we can.

We're also promoting a lot in our neighborhood as well around the areas. We're getting a lot more walk-ins to apply for the school. So, it is helping.

Malik Russell: Anuj, maybe we can talk, if you have expertise in this area, the pay for click.

Anuj Khatiwada: Yeah.

Malik Russell: Just how kind of pointed that could be. Because, obviously, for our pay for click, we want a very certain click.

Anuj Khatiwada: Yeah. I can definitely talk about that offline, Malik, with whoever runs that. So, it's part of what I do for work. So, I know the ins and outs of what that could look like. Even if we just got email addresses or have email addresses of parents, we can create lookalike communities within, specify where we want to advertise.

Again, to do nothing, but just get our name out there for parents so when they're scrolling on Facebook, they see New Austin as one of their options, right? Because the bigger our funnel is, obviously, the more likely that people will come to us. So, it's an option. I'm happy to talk about it with whomever, if that's something that we're interested in because we would try to get it, though, it's very specific clicks. We, obviously, don't want folks in Connecticut getting our advertising. But that's something that I'm happy to help with.

Malik Russell: Thanks Anuj, we appreciate it, I knew you weren't just a backwards hat.

Anuj Khatiwada: Well, it's mostly backwards hat. I do a little bit of work, in fact.

Melissa Alston: So, this is the update from the manager of talent acquisition and marketing. We currently have four open teacher positions. If you look down towards the bottom where you see the open positions, we have one ELL teacher position available, one SpEd in the high school and two science teachers in the high school. One leader position open, right now, that's the manager of data, as we discussed last time.

We are going to pick back up the search for the high school principal in January. And we have an acting principal in place right now. New hires this month are seven and eight science teacher, a fourth grade SpEd teacher, a high school ELA teacher, middle school teacher in ELA and a K-2 teacher.

Our K-2 teacher is going to begin working in a couple weeks here. We just put her on here a little bit early, but that's an overhire and she's going to support

because we don't want to lose any talent. So, even if there's not a specific space on the org chart, she's definitely going to be useful in ensuring that we're aligning ourselves to rigor and all the other two pillars.

Additionally, that middle school ELA teacher that we hired, we did have one resign and that person was going to be an overhire as well. So, an overhire in the lower school and an overhire in the middle school. One, we obviously don't want anyone to leave our community. However, what's also nice is when we do overhire, we can slide in another teacher right behind without any time wasted there.

So, we did have three resignations since the last board meeting. And one of those was that middle school ELA teacher that is not an opening because of the over hire, which now is just a perfect hire. Malik, did you want to say anything?

ellen chen: Quick question, Melissa, do we know the reason why they left?

Malik Russell: Yeah. I was going to give a, obviously not specifics on this forum, but I was going to give a little bit of a voiceover on that. I think what we've seen in the most recent concept is kind of more ideas related to the pandemic and things of that nature and people kind of moving geographies or having family emergency and things of that nature.

It's just, as we expressed before, a much different time. And as Kurt expressed, we are aware of it and we're trying to make moves to kind of really increase and have people focus on wellness as well. And so, that's the space we're in. And so, the truth is we have these four open teacher positions, but just giving the way the world is, we're always looking for talent. So, that's kind of what we're, anyone in [crosstalk] we take just because we need that spot.

Melissa Alston: In regards to a marketing specific update. If you go into the portal, the documents on board on track, this presentation is there and you can click the link here and see the commercial that aired on TV. And we're happy to share with you other links as well. We've been doing lots of videos, scholar videos, staff videos. We are working on very legit, Next Generation slides for perspective staff members.

We are going deep into partnerships getting into college centers and being able to do onsite interviews, Zoom interviews, at college centers. We're all in on really making sure that we are extending ourselves partnership-wise now because we are really focused on having a new strategy for the next school year, starting in January. And we have all of those meetings and such already planned out and ready to go, reassessing the org chart, again, in December. And then, going ahead, straight away with January and making sure that we're focused on the next school year.

We hired a professional photographer. He's come to school twice already and really getting us some really nice photos for the website. The website is nice, but just really bulking those up and making sure that all the pictures on the website are pictures of our staff and scholars. Increasing our social media presence. We have a cadence calendar.

We obviously post randomly, but we also post very strategically at different times and making sure that the information is very informative for parents as well because we have a lot of parents that follow us. And then, there's some that are just sporadic. So, I was on the fifth floor last week and the cooking club said, "Ms. Alston, we made quesadillas." And I was like, "Well, that has to be on Instagram." So, I got to sample them and they were actually delicious, but we definitely posted that right away.

So, making sure that we're not losing those opportunities as well, that are not planned. And then, the other thing that she's been working on is the parent outreach for the renewal. So, we do have have that parent hearing that's virtual. The last time we did renewal, it was in-person, and we had probably over 100 people come, which was really, really great.

So, reaching out to families outside at dismissal, at arrivals, calling specific families that we know really love to advocate for the school and really love the school. Right now, the DOE said that it would be nice for us to have five to seven parents speak. And if we could be provided with videos or letters. We have over 20 people that want to speak and we have over 15 letters right now. And then now, we're working on the videos.

So, we have way more than what is expected. And we have a plan to make sure that, obviously, we follow up with those parents because they forget they said, "Yes, I want to talk." And then, they're like, "What are you talking about?" So, making sure that we do those touch points and just kind of get them excited for the day. Since we did start that outreach pretty early on. Malik, did you have anything?

Malik Russell:

No, I think that's perfect. I think it's coming together. I think we're building a strong community and I think this renewal process, as well as enrollment, it's all together and combined and kind of a chance for us to show ourselves and kind of put what we're doing out there. I think we trying to build momentum in it.

And so, greatly appreciated. Lots of work. And certain people like to be in commercials, Mr. Davison and that's great. So, we have people that want to be in the front side. So, it's great. No, it really is good. It's been looking great. So, I appreciate the teamwork on it.

Melissa Alston:

So, the academic operations update is we just have a couple items here. So, ongoing items are supporting with F&P testing, F&P you already learned about earlier or were refreshed on earlier. And Latoya has supported with that testing.

She's also heading the program for Wellness, which is something that we're really working on now, I think.

During the pandemic, we were worried and more focused on scholars and families, making sure that they had hotspots, they had phone books if they needed it and really making sure that the deans and the culture team were just 100% hands on deck calling parents, calling scholars and really just touching base with all the children, but especially also those red flag children. And I think we really need to take this time to focus on adults as well. So, by next Friday we're going to roll out a whole plan.

Latoya has been working very hard to get us the com app and a few other incentives and programs for the school, which we're really, really excited about. So, we will probably give you a preview of that and the rollout of how that went. And if anyone wants to have access to the com app, please let us know and we'll make sure to get you the access for that. Since we have a few more spots open with our membership that we just opened today.

The next thing is progress reports and report cards. So, as you guys know, we did change over from alma to power school. So, just kind of making sure that the reports that are coming out of there look the way we want them to and ensuring that we have the best templates out in front of parents. The best forms of what report cards and progress reports look like.

So, a power school allows us to have it viewed for parents in a lot of different ways. So, just kind of really seeing what that [inaudible] way is going to be. So, we're working on that now ahead of PTCs, which are in November as well. Latoya is also helping the manager of talent acquisition and marketing with recruiting staff and the social media presence as well as she's in the school every day. And she's also supporting Kisha and her team with scholar enrollment as well.

Wins for this month are progress report distribution and interim assessment roll-outs. In regards to facilities, Kisha usually does this, but I'll just take this one over. Myself and Malik have been more heavily involved in the rooftop. After lighthouse, Kisha took it over, but we then began to start to see that there were pieces that we just were not aware of.

So, Malik and I have taken that over and we're working on it weekly. We have a weekly call with the expeditor, the construction company and the architect. So, right now I believe we did report two to three weeks out from last board meeting. We did have an update just yesterday. And the update was that the FDNY did notify the expeditor that their response would not come before four weeks from yesterday.

So, we have a little bit of an extension there. I think it's good in that I feel like communication has increased, but hoping that we can really work through some

resolutions very, very quickly. And Kisha is working on those plans for the rooftop and what the ceremony will look like safely, of course, as well.

In regards to the expansion, we are working. Also have a weekly call with the broker. Our broker's name is JLL. We did issue an RFP through JLL for architects. Today, we will be voting on the proposal once a summary is provided today. And then, they're going to start working on our space program right away. So, we can see what all spaces we could fit in full school or just high school.

And then, another update that we have is we spoke about this, maybe not last time or the time before, in saying that it was really important to us to make sure that we don't rush this process. And that we're very detailed in making sure that we communicate. We have a good broker, which we do, and then communicating to the broker what's important to us and making sure that we're not just saying, "Oh. Well, that's a big space. Let's build something there." Or, "That's a great existing building. Let's just fit in there."

Without doing our due diligence. So, we spent a lot of time with making sure that we are articulating the things that are important to us and the things that are going to align to strong enrollment and align to ease of transportation for our current families. So, there's a lot involved there. These considerations here are ones we have expressed to JLL that are important to us.

How much space? How soon is this space available? Proximity to our current location. Where are the new charter schools? Where are the existing charter schools in relation to those potential new spaces? What public schools are around those new spaces? Are those public schools? What are they exactly? That also matters if we're moving our full school or if we're moving just the high school.

Transportation. Can our scholars get there? If they have to go pick up their sibling at our current school, if we only move the high school, how easy is that going to be? How feasible is that going to be? Looking in our school district, as of right now, solely looking on all of these different considerations, just in our school district right now, unless we may have to expand, but right now that is what we're doing.

Rezoning projects, there's a big rezoning going on in the Bronx. There's a lot of residential buildings going up in the Bronx. Multi-family residential buildings, which obviously just naturally bring children. So, looking at the density of children in the current location, in the future location. Looking at what kind of labor is there in those location? What are the household incomes in those locations?

So, through all of those conversations, JLL has produced this dashboard for us, where we're able to layer in any or all of the considerations that are on the layer

list so we can make sure that we're making very strategic decisions about where our new space is going to be.

It would be great if we can afford a brand new, great space, but if there're no scholars to go to those, obviously, we are not going to be successful. So, we want to communicate that we are doing our complete due diligence to make sure that we're picking the right locations.

Malik Russell: Yeah. Take a look at some of these. You can see the red spots will be available locations and you can kind of layer in demographic information, new housing, multifamily information, existing multifamily information, as well as DOE schools. And so, we're trying to be very thoughtful about all these factors and thinking through them with JLL, who's been helpful in doing this.

I also want to say that our first iteration of this wasn't at the level that we wanted. And so, we were kind of very focused on making sure that they did it and they actually came back with a team that I didn't even know existed in any world, shape or form. I can't remember, what was the acronym form? The GIS. I was like, "Oh, okay." It's geographic information systems.

And they have this team there that does that. And they have grown this out. And so, I feel like that's been good for us, as we think through this, to make sure we really think through it. And so, I think the biggest portion of this is enough for you to look at these very complicated maps, but more just say that we are really thinking about this at a high level and really focused on making sure we make a perfect decision on it. So, that's kind of where our space is.

Melissa Alston: So, the boring stuff. All of our November requirements for CHIP, which is our system that we communicate our reporting to the authorizer, have been submitted with the exception of the audit items. So, the finance committee is going to meet for a special meeting on Monday to approve those. There will be a preview of the findings today in this meeting. However, those would be the only items that need to be approved and then submitted. So, aside from that, we are all great with reporting.

We also submitted a couple more federal grants. And coming up, we have to post our annual report. Once our audit comes out, we have to post our audit onto the annual report. And then, post our annual report on the website. So, that is going to be done by next Friday, as well. Then we have to submit the audits as just discussed. And then, continuing to work on the CRDC, it is a huge monster. So, it'll still be on, you'll see it for a couple more months until we are done there. In regards to COVID.

PART 3 OF 6 ENDS [01:36:04]

Melissa Alston: In regards to COVID, the DOE is testing weekly in our building. I believe the last time we spoke, it was bi-weekly, but there was a change in the mandates for

testing. So we have aligned with that and we are testing weekly. And we have not had any COVID cases since the last board meeting, which is great. The next item is for a vote of resumes. These are the staff members. Malik, did you want to go through?

Malik Russell: I mean, I think we have new staff that we've added. We kind of talked through it before. This is all on the kind of on the instructional side, for most part. We vary from a large number, and a large number would be like four to five, at the high school level to the middle school level, with our most recent being that was mentioned before.

Here, I think really, as mentioned, in the kind of state of the school, really good hires, really talented, especially in this construct. I think Kurt could probably talk to it the most. I think just really good hires and kind of strong all the way through. And also, what I like about it, a lot of references on it. And then also, even when it wasn't references, also a real strong kind of pipeline that we are building through our talent acquisition.

Anuj Khatiwada: So, I think because we have quorum, Jessica, correct me if I'm wrong, do we have to vote to vote for all of them together? And then vote for them together? Is that the process?

jessica boulet: Yeah, I think generally it's good practice, if you're going to do more than one vote at once, to do the vote, the group vote, but you don't have to do that. It's just whatever you think is more efficient.

Anuj Khatiwada: Well, there's one way that's more efficient, but let's just do it for good practice.

jessica boulet: Just to be sure, to be clear.

Anuj Khatiwada: No, no, no, no. Let's be in good practice. So I move to vote for, to approve all of these resumes at once. Do I have a second?

jessica boulet: I will second.

Anuj Khatiwada: And are you an aye?

jessica boulet: I'm an aye.

Anuj Khatiwada: Ellen?

Ellen Chen: Aye.

Anuj Khatiwada: And we go down to Sophia.

Sophia Huda: Aye.

Anuj Khatiwada: Aluta? Aluta? All right, I'm coming back to you, Aluta.

Kamaria?

Kamaria Brissea...: Aye.

Anuj Khatiwada: Shanta? Shanta? Shanta going once. Or Aluta going once.

Aluta Khanyile: Aye. Sorry.

Anuj Khatiwada: No, no. No worries. Thank you.

So, I don't actually know this process because we have six. Do the votes matter here, Jessica? Do we need all seven to be ayes?

jessica boulet: We do need a quorum.

Anuj Khatiwada: Ah, there she is. She's off mute. Shanta?

Shanta Pressley: Aye.

Anuj Khatiwada: Thank you. Thank you. Making me hold my breath over here. Okay. And now I move to approve all of these resumes. Do I have a second?

jessica boulet: Second, and aye. Oh, also, Anuj, you have to vote on the last one.

Anuj Khatiwada: I am a aye for the last one.

jessica boulet: Apparently moving is not voting.

Anuj Khatiwada: And I am a aye for this one. Ellen?

Ellen Chen: Uh, aye.

Anuj Khatiwada: Sophia?

Sophia Huda: Aye.

Anuj Khatiwada: Shanta?

Shanta Pressley: Aye.

Anuj Khatiwada: Aluta? I think you said aye, but I didn't hear... I saw you come off mute, but I didn't hear anything. I know you're trying to vote. I see you. I just can't hear you. Can anybody else hear?

Aluta Khanyile: Aye.

Anuj Khatiwada: Oh, there we go.

jessica boulet: There he is.

Anuj Khatiwada: Thank you. Thank you. And Kamaria?

Kamaria Brissea...: Aye.

Anuj Khatiwada: Thank you. All right. I think we're good to go there.

Melissa Alston: Thank you. So just a few priorities that I am working on. We just completed our TriNet benefits funding strategy. That is where we allocate the amount of funds that the school will pay towards everyone's benefits in partnership with the 4th Sector, obviously ensuring that we don't go broke, because that is not what we want.

But we try our best to increase a portion or portions of our packages. So, what we were able to do this time was provide a free dental option. So, that will be announced to staff shortly during our open enrollment process, which is in a couple weeks here, to be effective January 1st.

And we saw significant increases on some of the medical plans, upwards of a 111% on one of them. So, going through those with a fine-toothed comb, and ensuring that we had very minimal increase to those and us, as Nuasin, picking up those costs is really important to us.

So, still in doing so, we are going to see a cost savings on the benefits line because of the projections that we had. 4th Sector did a sensitivity analysis, and we are all good there. So, increasing our dental program, increasing some of our benefit packages. We're going to have a few more, five to be exact, more medical plans added to the 14 that we had before. And making sure that the cost increase is very, very low for staff on the medical side.

And other incentives, we're looking at, we're going to be diving into 401(k). We have received one sensitivity analysis. If we increase our percent contribution, it is currently 4%. So looking at what that could look like for 5% or 6%. It is something that we looked at when we spun off into our own 401(k), but there were just a lot of moving pieces and we just didn't feel comfortable making a decision like that. So, we are looking into that for the next plan year, which will start in January.

Really going through the exemptions for vaccinations, the requests, tracking it, making sure we have everyone's ample proof of vaccination. That has been a big focus this month as well. And just kind of checking in on everyone and making sure that that's going well.

And then, we like to do... While we're a small team, it's important for us to kind of have a personal touch. So, really making sure that for those new staff members, I literally sit with our new staff members and help them with their benefits. It seems like something simple, but it also gives me a chance to really connect with them and make sure that everything's going well, answer any questions that they have.

I have the benefit of being at the school for a long time. So, I kind of know a little bit about a lot of things, even if it's not operational related. So, that has been really nice. And we've gotten a lot of really great feedback around that. People are very appreciative that we don't just give them a phone number and say, "Hey, you have a question, call this random person that might be in Idaho." So, they really, really like that. So, we continued that as well.

Working on the talent program for next school year, which we talked about earlier, and the phases of operations, which I talked about last time. So really making sure that that training is increased and we're really ensuring that we're always adapting to what's needed.

Operations, the way it was worked for a few years. But there's more needs now. There's more people to communicate with. There's a lot of different things. So, in order to continue to be successful, we have to be resilient and adaptable and we are definitely all doing that.

And then the last piece is around vendor management. Vendor management is both current and future. So, really what I'm focused on is seeing what all is out there in regards to other co-employers and other companies that provide benefits as we look at our relationship with TriNet very closely.

As you know, before we were looking at Little Bird, we kind of were rushed into TriNet. So just kind of evaluating that. And even if we keep TriNet, it's important for us to do our due diligence, to just make sure that we have the best of what there is to offer.

Also, doing that same thing for technology, our technology support services. We have increased technology. We did hire, fortunately for us, we hired an actual tech person who has been integral to our success in the building. But what does that look like on the remote side? And really doing that piece. And we're two-to-one on technology, which, a lot of schools are not even one-to-one. So, really just making sure we have the best of what's needed and we're really able to manage our equipment, our benefits, everything, with the best people as partners. So, that's another project there.

Wins, overall, our response to COVID. That continues to be on our list. And I think that's a good one to continue to have on the list, especially when there's a lot of struggles around that.

And then our operations re-rollout. We've had four phases of a new training that we did with operations, and everyone is super receptive and I've seen so many huge gains in a very short time. So I'm really excited about that. And then, again, because we have to put it in every space, just the renewal coming up and just being excited about that and the reminder around that. That is everything for that.

Malik Russell: All right. Thanks a lot. Appreciate that. Definitely appreciate that. That update on Ops. Anyone have any questions, comments, thoughts, reflections?

Anuj Khatiwada: Melissa, I really appreciate that you walk everybody through. Because I think I'm almost 15 years into my career and I still get nervous every time I get that benefits email. Like, I don't know if I'm doing the right thing or not. So, I'm sure that's very well appreciated.

Melissa Alston: Thank you.

Malik Russell: That's true. That's true. Because there's also that thing like, and if you don't get it right, you have to wait a year with bad benefits. Right? Just, hey, you know...

A friend of mine said, "Oh I might get married or have a child just so I can change my benefits." Because you need some big thing to happen. So, yeah, we really do appreciate that. And, yeah.

And so I think the next portion we got to do is go through the architect RFP review and the approval process. I'll have Melissa kind of walk through the process we went for the RFP, but kind of just set the stage for this. As we've been talking about with the expansion, a portion of it is this, kind of this looking at space and making sure that we are looking at the right space in the right location for the right design.

And so that's what would be phase one of the process, and having an architect to do that is what we need to have to kind of get through it. When I first heard that we were doing the space analysis, I told Melissa, I definitely want to have the school on earth. She then told me that it meant something different. So I felt much more comfortable, especially at the price point. So, that helped me a lot.

And so, this is one of those concepts where we wanted to make sure that we were obviously always looking for the most value. But also really important that we get this right and get someone really good that we have a great relationship with, that's going to understand... One thing that I hope that's starting to come through is that everything we do, we want to say who we are in it. And so, whether it's a renewal, our benefits package, our wellness package, operations, instruction, a planning meeting. Every single thing we do, I want to make sure that it says who we are.

And having an opportunity to expand into a new space, I think that's one of the biggest opportunities. And having partners with us that we feel really reflect, [inaudible] will allow us to be reflected in the school is important. And so with that, I will [inaudible] approach this and let Melissa kind of walk us through the RFP process.

Melissa Alston: Okay. Thank you. So we did send out an RFP. This looks very similar to what you've seen in the past in regards to RFP summaries that I've presented. So, our companies are Spectorgroup, JCJ Architects, Perkins Eastman and PellOverton.

JLL did the research on these, and PellOverton actually was a referral from a company that we work with. So, this is what we have here. Like Malik said, we're going to do this in phases. It's also, it kind of protects us as well in that we kind of have a chance to have them do a space program for us, work with our broker, but just kind of making sure that we're not locked in for the entirety of this long process that will be two or three years, and doing every aspect of what we're needing for as far as an architect is concerned.

So, we are hoping that the recommendation that we pick, that we hope you approve, is going to see us through all of the phases. But, we are just making sure that we're taking it step by step to make sure that we also have that space to evaluate the quality of work that we're getting. Because these are very hefty bills that we're going to be paying. So we just want to make sure that we're making the most responsible decision.

So, in regards to the asks based on the scope of work for the proposal request, everyone met all of the pieces. I think then we have those determining factors. And I think that's where we kind of saw that there were significant differences.

So, in regards to a designated team, what we mean is when we interviewed the company, it was clearly articulated to us that we know exact... We met on the Zoom, or whatever platform, we met the team that was going to work with us. They explained exactly what they were going to do. So that is the 1, 2, 3 or 4. One being the worst of the rating, and four exceeding expectations or exceeding our needs. Those are the ratings there for that. For New York City charter-

Anuj Khatiwada: Melissa?

Melissa Alston: Yes.

Anuj Khatiwada: Really quickly, those 1, 2, 3, 4, that is from our school team, not JLL, right?

Melissa Alston: Good question. I apologize for not clarifying that. All of this is based on the school's opinion.

Anuj Khatiwada: Okay. Thank you.

Melissa Alston: Thank you. So, the New York City charter experience, obviously they all presented all of the charter schools that they work with. Obviously, we were most interested in charter schools in general, and then those obviously in New York city.

The next thing is next generation designs. So, there's a lot of existing buildings we're looking at, not only new buildings. So, just really making sure that what they were presenting to us didn't look, "Ni... Yeah, it's nice. You know, it's what a normal school would look like."

But we're next generation. And we don't want a normal school. We want a school that really works for us. We want a school that really shows who we are, like Malik said. So, we've paid special attention to all of the designs that they showed for their previous work. And those are their ratings there.

Then, we thought it was important to kind of designate, are they a small firm, a medium size firm, or a large firm? There's positives and negatives to those things, to having a big team, having a small team. But we just thought it would be nice for you to be included so you kind of understood, especially because you guys weren't there. So, just kind of trying to give you a full view.

And then the last thing was the interview execution. Were they prepared? Did they have slides? Did they have branding, where they looked at our website? They got our logo from somewhere? It's not everything, because you can snip our logo from the website and put it on your PowerPoint. But those things are items that we do look at just to make sure, if you come to the interview and we're just having a conversation, but architecture is very visual. You should have some visuals. So just kind of going through those items. And that would be how we rated execution.

Then you'll see the total cost. So, the range, the cost is that first number for all of them. But then there is a piece of scope of work that could, that's on a sliding scale per diem. So, that's why we wanted to make sure that there were no surprises. We were very transparent about the scale there.

And then our recommendation. We came back together as a team with JLL and Malik and myself, and we really walked through all of these. And our recommendation is JCJ Architects. They interviewed extremely well. They were extremely prepared for our interview. They clearly defined the team, the team that was on the PowerPoint, the team that was on the documents presented to us, was the team on the Zoom. They all were able to communicate effectively what their portion was going to be, what their experience was. They asked us what was important to us. They were super interested in making sure that they fully understood what was important to us, so that that could come out in all aspects of their work. They're very experienced in the charter school space, having done Success schools and other schools that are very big name schools.

And we were most impressed by their designs, as well. Their designs were definitely next-generation designs. They were designs that we really looked at, and not anything that we've seen. And especially not anything, while our school's very pretty, definitely stepping it up from what we have in our school. So we were very impressed by them.

We also went back to them. They were more expensive, and full disclosure, probably about \$20,000 more on that first line. And we went, JLL went back to them for us and kind of asked them for a more competitive bid. And that is where we came, they came back, considering where they were, they came back with a very competitive number there. And that is another reason why we are promoting them as our recommendation.

Malik Russell:

And just one more thing to add, as far as going through the designated team, because I think that also goes to the interview execution. It's kind, if you work with a large firm, you might bring kind of heavy hitters there, but it's very clear that they will not be there and those people will not be the person.

And so, kind of, when I was a second-year lawyer at Simpson Thacher, you would meet Dick Beattie, who was our Managing Partner, at the opening meeting. And then I would be doing 100% of your work. And so that was kind of a feel that you got at certain [inaudible] these places.

And so, this was a place that's going to have the scale and ability, but also when they say designated team, you had truly kind of mid-level people that had experience, and they kind of brought all that and it was very kind of defined and roles of what they play.

And so, that's also just part of it. So, I kind of wanted to give a little more color into that space, as well. And, this is one of those things that is going to an iterative process and we want to make sure we have great partners. I just felt really good to work with them.

So that's our recommendation.

Anuj Khatiwada:

I think I have two quick questions. One regarding communication with them, right? If you had to give a number for each of these, did you guys have to go back and forth at any point? And how were their communication?

And, or actually just maybe just for JCJ to start. Because I think this is going to be a process where there is going to be a lot of communication. So, I want to make sure that, yeah. And maybe I'm leading the question way too much here. Not a lawyer. But, would love to hear what the communication looked like with them.

Melissa Alston: So, unfortunately I can't speak holistically to that question. The broker, JLL, has really been integral in really guiding this part of the process for us so that we wouldn't have to do those specifics.

However, I do know a piece of it. So for sure, JCJ has been very communicative and really has ensured that their, when they came back with their new bid, it was literally, I think it took them four hours. It was asked and they came right back around in the same day, which was great. They also made sure to thank us and reach out to us. Not every one of these groups after the interview did that. That was just JCJ and Perkins Eastman.

Additionally, Perkins Eastman also has pretty good communication and they actually were the... So I had reached out to them when we were discussing this transition from Metropolitan to Lawson in regards to design. And they actually said that our... They were transparent and said, "That sounds like a great plan. And that sounds like something great, but it's kind of not as big as what we take on."

So, they actually referred our interior designer that we did use. They were the ones that referred them. So I actually had already a connection with them and knew one of the architects specifically. And he reached out to me multiple times, and they also reached out as a team after the interview. The other two, as far as I know, there has not been much communication.

Anuj Khatiwada: Okay. And then my second question is just trying to think through mitigating, or just understanding what some potential red flags are. Or maybe not even red flags. Do we expect something to go wrong? And maybe if we don't, should we be looking out for something? I'm just trying to think about minimizing risk from way in the beginning.

So is there anything that's, even if it's something that's in the back of your mind, regardless of who we choose, what are some potential risks that we see with any of these folks?

Melissa Alston: So, I think what I kind of alluded to in the beginning I think is relevant to partly answer your question. I think we want to make sure, especially, unfortunately, not trying to throw anyone under the bus, but at the end of the day we have to do what's best for us. We kind of swept into TriNet after Little Bird and that was a full engagement. So I think ensuring that we're doing this in phases is going to be very protective for us.

So yes, JCJ may have had a great interview and they may have said they were going to do all these great things. But maybe they do our space program, and we're like, "Eh, not so great." We have the ability, because we're not fully signing on for the entire piece just yet.

I feel like that provides some protections, because we're able to move in a different way. But of course, like I said, it's important because we invest time in them. We give them all of our resources. We walk the school with them. We also walked, I walked the building for two hours with JLL, our brokers, before we signed on with them. That's also really important to them. So they also can be really good advocates for us because they fully understand what we're all about.

But, if things don't work, we don't want to be in a position where we're like, "Let's go back to the contract and see what those terms were for cancellation." But we'd love to then say, "Hey, great, you did a great job. Let's move on to phase two because we've already built this great foundation." But having those protections to make sure that if it doesn't go the way we expect, that we were able to shift.

Malik Russell: I think that's one, yeah. I mean the only other thing I think in my mind is just that we're going to get it right and we're not going to settle. And so the process is going to be the process. And so kind of making sure that people are kind of onboard with that idea.

It needs to be right. And so, obviously there's limited space. It's real estate. And so, it's going to be based on timing, spot, but also partnership and kind of... I think in the interview process, we put that up front. So we're not going to be pushed into any kind of concept or construct from any kind of third party, unless it feels exactly right.

And that would be the thing that would make me really want to change people in phases is if I felt there was not a kind of meeting of the minds on us going kind of forward, and the right direction for us and not for, to make this clean and efficient for them.

Anuj Khatiwada: Yep. Yeah. Cool. Thank you. This is very thought out, guys. Appreciate it.

jessica boulet: Can I just follow up a little bit on that really quickly. When I think-

Malik Russell: [inaudible] vote on our recommendation.

jessica boulet: Oh.

Anuj Khatiwada: Malik, you may be coming in and out. I think Jessica had a question.

Malik Russell: Oh, sorry.

jessica boulet: Okay. There we go. You unfroze. Yeah. So I just wanted to follow up really quick on Anuj's question a little bit more specifically.

Because when I think of things going pear-shaped, as it were, I feel like, especially with things like construction, it tends to be, I guess, time and money.

So, I was just curious a little bit more about the sliding scale aspect of it, or like in terms of guarantees of costs, if that looks different between each of these vendors and if that was a factor.

Malik Russell: So yeah, I mean I think it looks different between each of the vendors. Yeah. I don't know... To be totally honest, I actually found the JCJ to be more realistic and thoughtful for what they, as far as what they said it actually might entail, what the scale would be.

So, I actually thought it made more sense based on the timeframe that it could be, number of places, and to the... And that's why I kind of mentioned the point of not being pushed into doing something in short term so that we make it into your \$5,000 range, right? Because that's not going to happen.

And so I'd rather... The range, for me, is more of an honesty concept than I think... Because the truth is no one's ever going to be [inaudible] by their range, in certain situations. And so that's a portion of it.

But yeah, I do think it's important to note that I think that there's a little bit more control in this space as this is not... I do think that one of the things we will look at is kind of how the integrity of the process, from a financial and economic standpoint, looks before we get into the next one. Where I think the range is a much larger thing once we get to that construction piece, right?

And so, this is obviously a substantial amount of money, but the backend is what they really want. I think really monitoring that will be something that we'll feel like we have more leverage in this portion of it. And also we're going to be looking at it very closely.

Anuj Khatiwada: And with these guys, it's all just pen to paper, or mouse to AutoCAD. It's not shovel to dirt, right?

Malik Russell: Right.

Anuj Khatiwada: Yeah. So, so it-

Malik Russell: But, I mean, I think there will be a lot more information on phase two. There's a lot more oversight on that. Like shovel to dirt, who you use and like that-

Anuj Khatiwada: Right.

Malik Russell: Hey, a bad decision here in comparison to at phase two. [inaudible] a real bad decision [inaudible].

Anuj Khatiwada: Yeah. Yep. Yep.

Melissa Alston: And just, for the difference, I'm happy to also share the details around these. So, there's a document that JLL provided that is more detailed than this one that we are providing as a summary where it explains everything. The scale for... So, from the \$63,000, for instance, for JCJ, the \$63,000 to the \$85,000, that \$22,000 difference are for additional services that are not necessarily required. It's if we require them. Just to be clear.

Anuj Khatiwada: Got it. Are there any other questions?

jessica boulet: I've got one. It's kind of out of left field. I don't know.

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jessica boulet: It's kind of out of left field. I don't know, but I was just thinking. Was environmental friendliness or greenness of the plans a factor or brought up by any of the vendors?

Melissa Alston: Oh, I don't know that that was specifically highlighted. They were very much, probably almost all focused on spaces that were turned into schools that were probably otherwise, what people would think were just never become a school, like a court house and a parking lots. They were not so much focused on that. No.

Malik Russell: Yeah. And that was a good question. I mean, I do. I also think that would be a question that we need to like, think about. My guess would be that I think that they could do that. That there will be a space that all going to do, but that question around kind of green sustainability one, there's like a wide birth of like what people think is and all the way, like you can go all the way. Hey, do I use green and sustainable construction workers? Right. So like I just visited Overland last week, they're doing all these green sustainable new buildings, but then it was a whole bunch of diesel machinery doing the work on them, which I thought was just kind of interesting.

But I think that's a good question. And also I think that's also just a cost question. That might be something that I think my mind is kind of where you are, but like, I don't know what the level of differential is and that might be more of a phase two kind of concept. But I would guess that almost all the architecture spaces now aren't doing that, but that's again, so that we didn't talk about in this space.

sophia huda: Would you be able to ask them to provide...

Malik Russell: Of course.

sophia huda: ...the idea yeah of... There's a lot of different things they can do to approach it, like sort of green design. So I don't know. If they give us their ideas, then we can sort of judge on their, judge them on their merits as well.

Malik Russell: Right. Although, yeah, but then other question also does, guess we have that question, but then the further question's going to be, is that going to be limiting us more in places? And so, cause I'm guessing that like,, certain there's a lot of places we're looking at like transformational places that are existing, not new builds.

sophia huda: Oh. I mean like this city already has standards, for some certain standards for like construction, right. That they'll have to adhere to anyways. I don't know what they are off the top of their head, so there's already that. And so, I don't know, you could just see what they suggest and go from there. We don't have to get too wild, but they'll probably be best place to suggest things. I mean, like you mentioned, maybe it's just as simple as the way they do their construction. Maybe they have a plan for the waste construction waste and what they do with it. And maybe it's the materials they use. So we could just see their approach and see which works best for us.

Malik Russell: Right. So from, so just one, just want to get like a feel. Do we want us to go back and ask about the green sustain sustainability question? And then that is the case, can we get conditional approval based on the response?

sophia huda: Something else in addition to sustainability, I think actually even more important is sort of, what is it called? Like health and safety. So sort of the materials they use, like how does that contribute to indoor air quality and things like that? The air you're breathing inside is also something interesting to consider. I think it's far more important actually. So that might like, that could be a question used, included into that.

Malik Russell: Yeah I mean...

Melissa Alston: Definitely something we can take back to the broker as well, especially because they kind of advocate on our behalf. So making sure that they understand that this is a priority for the board we'll kind of be able to guide them as well and help guide us. But we can definitely also reach out to JCJ as well.

Anuj Khatiwada: Yeah. So actually let me make sure that there are no more questions before. So we need to take a vote Malik, can you remind me exactly what the vote is? It is, is it to approve JCJ?

Malik Russell: To approve JCJ based on their ability, based on understanding that they're still in line with the other three regarding these, the green and sustainable issues.

Anuj Khatiwada: Mhm.

Malik Russell: Going forward. That being said, I want to also be clear, this is about the space program. And so this is only for space.

Anuj Khatiwada: Mm-hmm (affirmative).Yeah.

Malik Russell: And so, we can ask them about that kind of going forward, but I don't think this should be a luncheon on like this, this portion of decision.

Anuj Khatiwada: Yep. Yep. Agreed. So Jessica, do you want to help me to, or I don't know what the wording. So we vote to conditionally or we move to conditionally approve...

jessica boulet: Yeah. Yeah. I could, I think the way Malik put it is great. So I think we can, we can move to approve the motion that he outlined.

Anuj Khatiwada: Yep. And I am an I.

jessica boulet: Listen, I'm also an I. I guess I'll do the role then. Yeah. Sophia?

sophia huda: I.

jessica boulet: Ellen?

ellen chen: I.

jessica boulet: Aluta? One more time. The sounds take taking a minute to come in.

aluta khanyile: I.

jessica boulet: There you go. All right. Shanta? Shanta? We'll come back in a second. Kamaria?

kamaria brissea...: I.

jessica boulet: Thank you. And oh, I see an unmute. There we go.

shanta pressley: I.

jessica boulet: Thanks. All right. I think that's everybody.

Malik Russell: Okay, great. Appreciate that. That's good. And so I will get back to you and make sure I disseminate that information what's confirmed or how it comes out. Appreciate that. Thank you. And also appreciate the engagement. I think going from here, we are now going to go to the hopefully available Shanta to lead us through the finance committee.

shanta pressley: Good afternoon, or good evening now everyone. Hope everyone is doing well just from a general financial committee update. There is a special committee meeting this coming Monday to go through the audit. The audit report has been issued and we see great, great news. There has been no findings, no issues. The report has come back clean. It was actually Melissa emailed it out, I believe on Tuesday to the finance committee to review. So we hope to have that in on time to the DOE with no issues. Other than that, the financials you're about to hear are pretty clear for the month and we didn't have any major questions coming

from the finance committee. So I will turn it over to Eugene to give you the report.

eugene mew:

Okay, good evening everyone. Here to deliver the financial reports as of September. September 30, we can go to the first, the narrative page, there we go. So cash at the end of, cash at September 30th was just over 9 million dollars, of which \$70,000 of that is restricted. Also, including that 9 million dollars is 5.2 million dollars of investment. And the investment is held pretty flat over the past several months, not fluctuating too much in either direction. As Shanta mentioned, the audit has been presented to the finance committee and we expect to have a final draft available to be voted on early next week, probably Monday. And again, as she mentioned, you should expect a very clean audit, no findings, no material weaknesses, everything is looking lovely in terms of the audit for fiscal year 21. You take a look at the measurements for this, through September, we have a robust net asset.

So no, just the previous page. We have net assets of, just short of 11 million dollars. All the metrics look great. 4.1 is a great metric for current ratio and the asset ratio is very low, which means you have very little in the way of liabilities. So that is a great number as well, that service coverage ratio at 1.94 is outstanding. As we see through September and as of this reporting, we calculated 659 scholars, just three short of budget. And this is the reason we budget on a conservative basis at 662. So we're currently only three short of what we budgeted last year. We maintained a number around 680, 684. So definitely there's been issues with retaining students, but because we budget conservatively, once again, we are right at, we're not hurting at this moment. Certainly there's a big push to raise the number of students, but in terms of finances, we are doing very well as compared to our budget. As you see, net year to date, net surplus is \$870,000 as compared to a \$354,000 budget. Move to the next page.

And here we see some of the ratios in graph form. If we go to the right revenue versus expenses, we see that we're forecasting to spend just a bit, just short of what we earn, that's that top write graph. Last year, we finished out earning over 3 million dollars, 3 million dollars of revenue over expenses. So that was a fantastic year. We don't anticipate that this year, but the school is investing in its infrastructure and its facilities and its computer software and hardware. So that is one of the reasons for the increased spending. And as we see, we still expect to have over 200 days worth of cash remaining at the end of the year. And all of the other ratios are well within line and exceeding expectations. And again, enrollment, we have 659 as of this reporting compared to a budget of 662. One thing that is helping from an enrollment standpoint is that we did not budget for special ed students over 60%. And as of this reporting, we have 12 of those students. So we, that has increased our forecast by over \$228,000.

You move to the next page, and this is a snapshot of your income statement and your budget to forecast. We see that again, the spread increase the over 60% is

giving us a \$200,000 increase. We did, we have a small decrease in the per pupil based on the actual versus the budgeted number 659 versus 662. But overall, in terms of revenue, we're up \$192,000 as it pertains to our per people revenue. Salaries, we are understaffed at this particular moment, especially in the instructional area that is netting us as savings at this moment. Obviously we want to become fully staffed at some point, but to date, it's allowing us to retain a savings of over \$140,000. So the \$192,000 and \$142,000, \$192,000 increase in, in revenue forecast. And the savings of \$142,000 has increased our forecasts by \$334,000. And that's where we come to, that's how we come to our \$800,000 forecasted, well, current revenue of \$870,000.

We could take a look at the balance sheet, which is the final page. And the balance sheet as always is great. You have strong assets, you have very little in the way of liabilities. There has been a investment in your fixed assets. And again, that's infrastructure, that's painting of the building, that's increased computer purchases and facilities upgrades. So there has been a fixed asset investment increasing that. And in terms of liabilities, you have very little, \$196,000 in accounts payable. Everything else is accrued expenses and deferred revenue, which are just accounting terms. But in terms of real liabilities, your accounts payable is really the only real liability that you have on your books. Which is outstanding compared to your assets. And then if we look at the equity at the bottom last year, your equity increased over 3 million dollars. And currently through September, it's increased by the \$870,000 net income through September. So overall once again, your school is doing great. Questions? And as we see, this is a quarterly report of your investments. And again, hasn't moved much over the past three months, a reduction of \$650 overall. Or on a 5 million portfolio. So really no movement whatsoever the past three months.

Malik Russell: All right. Thanks a lot. Appreciate that, Eugene, as always really appreciate the job you guys do. Anyone have any questions for Eugene for Sector? Oh, sorry Shanta.

shanta pressley: No, thank you. I just want to note, before we take the vote, there was something that there were a lot of questions around the investment account. We did say that based on the market, there's a lot of volatility, but they will provide us a financial, an investment account update on a monthly basis, just to make sure that we remain in a good position moving forward. Just in case we need to change up any investments. Malik, I got that, all of that correct. Right.

Malik Russell: Yeah. I mean, and basically the idea is that there's a loss, but it's not because we're investing things that are losing value. They're losing value based on interest rates, like the super safe yields and because the way interest rates are going right now, like more to market. And so they down a little bit, because we can get even more yield on really, really safe things. So the answer is, it's not like a actual real loss or it's a market to market loss. But if something really did happen, we'll make sure that we keep abreast of it and make sure that we make

any changes that may be necessary. Jean, fine? Did I say that correctly, James? Want to make sure I didn't.

eugene mew: Yeah. Sounds good. Sounds right.

Malik Russell: Okay. All right. Great.

shanta pressley: Yeah. So I just wanted to bring that to the entire board's attention just in case anything comes up, we may be doing it like off order just to make some changes. All right. Any questions for you, Jean financial report? Anything, if not, I move that we accept the financials or the end, the investment report for September. May I have a second?

Anuj Khatiwada: I second. And I'm and I,.

shanta pressley: Thank you Anuj. Question, Jesse?

jessica boulet: I.

shanta pressley: Ellen?

ellen chen: I.

shanta pressley: Sophia?

sophia huda: I.

shanta pressley: Kamaria? Kamaria? Aluta? Aluta?.

aluta khanyile: I.

shanta pressley: Thank you. Samaria? Is that maj... Do we have majority 1, 2, 3, 4, 5 Kamaria?

Anuj Khatiwada: Well, until Kamaria gets back Aluta, I saw you were ready. You got video on and everything.

Malik Russell: No, I felt bad for Aluta. He was ready. Ready to go.

aluta khanyile: I don't know if you guys can hear me. The video has to be on for the vote. Remember?

shanta pressley: So Jesse, can I table until we get Kamaria on? Since it's not majority, is that how?

Malik Russell: We won't get, we won't get Ellen to get her Bronx to get her Brooklyn tech people. See if she can get on. It's why you get in touch with her. [inaudible]

jessica boulet: We should send her a text. I mean, she can vote whenever. But it does have to be on the record, but I don't think there's anything wrong with saying we'll get her online. And so she can vote. It will not be complete until then.

shanta pressley: All right. So we'll table them so we can get Kamaria on to vote for the financial report. So that's all for us. Thank you guys. And I turn it back over to Anuj.

Anuj Khatiwada: No, not me. This is Malik show.

shanta pressley: Malik, oh Malik? I thought...

Malik Russell: [inaudible]

shanta pressley: My bad.

Malik Russell: It's a very momentary. It was a momentary handover. Thanks a lot Shanta, despite you disrespect me like that. It's cool. And just joking, appreciate that update for four sector Shanta as always. And let's go to Ellen for education committee update.

ellen chen: Thanks, Malik. All right. Other than what Malik and her have talked about earlier there, I know that the team has been working very hard with the vendor in order to build a new data dashboard with live data. So hopefully by next month's board meeting, we'll see an example of that. So, great job. Looking forward to some clean data here. And I do want to make a point for Dean Herbord. Whomever is on the ED committee please participate. We haven't had quorum in a while, so wasn't able to approve minutes from months ago and just going through our attendees right now. I don't think those who are not here will receive this message. So I will make sure to reach out to them whether...

Anuj Khatiwada: I was actually, and I don't know if this is because I had to do something with my calendar, but it's no longer on my calendar.

ellen chen: Hmm.

Anuj Khatiwada: Yeah. And so...

ellen chen: I don't as well

Anuj Khatiwada: I don't have this on my calendar.

ellen chen: Okay. Let me check right now.

Anuj Khatiwada: if you can just, I don't know, resend it.

ellen chen: Yeah. Will do.

Anuj Khatiwada: And maybe just create a brand new one. I feel like this is an issue that's happened before, where for some reason when something gets moved, it no longer pops up as a recurring. So...

ellen chen: Well, so, on board on track, it does say that the email was sent to you three days ago, but I can send a Gmail invite rather than from board on track.

Anuj Khatiwada: Yeah. Yeah.

ellen chen: If that makes things a little bit easier.

Anuj Khatiwada: Wait, so board on track. Sorry this may be very elementary here.

Malik Russell: Can we just do, is there any way that we could do just checking let's check in offline and just make sure that we [inaudible] emails out and make sure that happens and we can double check on it, make sure the communication. Right. But the most important portion is that obviously everyone, the ED committee, if you don't see something.

Anuj Khatiwada: Yeah.

Malik Russell: You know, we have a board meeting.

kamaria brissea...: Yeah.

Malik Russell: Reach out like wen it's that we have, obviously, especially the renewal coming up. We want to make sure that I'm participating and focused on. It's like kind of well done

Anuj Khatiwada: Yep. Yep, absolutely.

ellen chen: Thanks Malik. That is all for me.

Malik Russell: Right. Thanks Ellen. And next I'm going to, well, I'm going to check on Kamaria one more time. Kamaria can you hear us? Okay. Going to keep going then. All right. Now I'm going to move to Aluta regarding if you have any updates on the external relations committee. We can't hear you right now.

Anuj Khatiwada: We can't hear you man.

Malik Russell: Talk up. We can't hear.

Anuj Khatiwada: Still nothing. Malik you're on mute now too.

Malik Russell: Oh, I was just commenting that Aluta fell in the water. That looks so peaceful.

Anuj Khatiwada: Nope.

Malik Russell: Still can't hear you.

aluta khanyile: Oh, if I talk louder, is it better?

Anuj Khatiwada: Yes, sir.

Malik Russell: Yes. That's that works.

aluta khanyile: That works. If I talk louder? It's just like when Americans can go to foreign countries that don't speak English and we speak louder so that they can understand, is that how it works?

Malik Russell: That's exactly how it works. It's American imperialism at it's best.

ellen chen: That just reminded me of the rush hour scene.

aluta khanyile: All right. So if I'm talking at this volume, if everybody can hear me great. So we had our meeting today. We reviewed a couple different things. Of the pointed things that we discussed. We discussed fundraising specifically. We were talking about the kind of fundraising that we want to receive and the location that we're receiving the fundraising from. And by location, we wanted to ensure that... Everybody's hearing me? I need confirmation from somebody.

Malik Russell: Yeah, we got you. We got you.

shanta pressley: I feel like I'm reading mine craft right now, the way I'm talking so loud. All right. So we were discussing one of the climate of the time we're in, as well as the identity of the school and kind of where we want to make sure that the funds are not coming from our community, but also are coming from outside sources that are able to support what we're doing at the school. In that I wanted to pose a question to other board members, just in the idea of fundraising, what direction is everybody leaning towards? Are we leaning towards individual funders, organizational funders, big market company funders, which direction are we leaning towards? And what are some ideas that everybody has on the board? I hope I was heard.

ellen chen: Hey Aluta. Yeah. We heard you. Thank you for speaking up so loudly. Recommendation, headphones might help you resolve that issue. But I think... My opinion is that we try to just not have limitations on like the type of people or groups. Right. So I think depending on which project we're trying to fundraise for, then perhaps after we know, and then we go out to target our market.

Malik Russell: Yeah. I mean the thing...

ellen chen: We can certainly talk, talk about this offline too.

Malik Russell: Yeah. I mean, I think one thing that we did talk about, which I thought was a good plan when we talked this afternoon was I think we were going to. Aluta had talked about some third party who, that we thought we could help kind of familiarize with them. Some work on strategy, both types of donors to kind of strategies around the actual fundraising, around projects, our other kind of portions around equity. There's lots of different things that you can do. And so I think I was going to work with that, bring that back to the committee next month.

And then see if that's something we could put out for the board for kind of discussion in that kind of manner. Which I think would like give us a good structure around the conversation. Regarding, cause obviously what types of donors we did talk about extensively types of donors, making sure that's aligned, donating, fundraising strategies that are aligned with kind of who we are. And that same things we talked about before. And so it's a good plan. And then probably having that in that structure forum will make the discussion kind of give some more space. And so we can move forward. [inaudible] expansion portion of that strategic and make sure that we get aligned on, sooner rather than later. [inaudible].

aluta khanyile: Everybody's having the same connectivity issues I'm having.

Anuj Khatiwada: Yeah, I think so. But I think if I could try to paraphrase what you said, Malik is you guys talked about what this third party was doing and you guys were going to talk about that in committee and bring that back to the board and it's going to be based on project., Is that, did I get that correct? You kind of break it out a little bit, so I want to make sure I understood what you was saying.

Malik Russell: Yeah sorry. I apologize. Hopefully can everybody hear me now? Yeah, basically what I was saying is in the conversation earlier, I think we talked about making sure that our strategies aligned with who we are and so want to do some work and come up with some kind of strategies regarding both donors and fundraising process that we could do. And Aluta had introduced us, has said that he has identified a couple partners that might be able to help us in this concept that do some work on that. And so we can bring that next month to the committee and then bring that to the board in a structured manner. So we kind of make a decision as we going through a expansion. I think it's important that we get this fundraiser strategy right. But want to give like a strong structure to it. And so that was what I said. Hopefully you can hear me otherwise. I'm just talking here which is great.

Anuj Khatiwada: No.

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Malik Russell: You can hear me. Otherwise, I'm just talking there, which is great.

Anuj Khatiwada: No, that came through loud and clear. And I'm fine with that.

aluta khanyile: Just so you know Malik, I talked in the air [inaudible] COVID, it works.

Malik Russell: [inaudible]. So, yeah. I appreciate that. Anyone have any more questions? Tat makes sense for kind of the next step?

aluta khanyile: Oh, yes. I'm sorry.

Malik Russell: Any questions? Any thoughts? Any follow up? Okay. So, we will get back and bring this up again next month after committee meeting

aluta khanyile: Right.

Malik Russell: Okay.

aluta khanyile: And then, the last thing out of committee, we did the formal vote for the committee chair, and unfortunately they voted me again. [inaudible] sharp.

Speaker 3: I'm paying attention.

Malik Russell: Okay. Well, one more call, Kamaria? Does anyone reached out on texts? Did we do that? Just want to make sure we get that voter.

jessica boulet: I texted her but I have not heard back yet.

Malik Russell: Okay.

Speaker 3: Hi, Malik. I'm sorry, did you just called me? Did you just call my name?

Malik Russell: Yes. Good. Thank you so much. Appreciate that. That's great. We needed you for a vote for the finance. [inaudible] the camera and say-

Anuj Khatiwada: I think, Malik, I'm going to take over for you because you're breaking out. We needed your vote for the financials for last month. We needed to know if you approved.

Speaker 3: Yes. I apologize. I'm [inaudible] that time.

Anuj Khatiwada: No, no worries. Okay.

Melissa Alston: Thank you. Having all votes, I move that the financial records are placed in file and kept for record as needed. Thank you.

Malik Russell: Okay, great. Hopefully people can hear me. And so now, I believe that would go into Anuj. It's very hard when I don't know if you can hear me. Anuj, you can take it. I'm going to turn off for you for public comments.

Anuj Khatiwada: Yeah. So, if there is anybody from the public that wants to make comments, please do so now.

All right. No public comments. I think we're going over to governance.

jessica boulet: Awesome. So, first order of business is that I move to approve the minutes from the September board meeting.

shanta pressley: Aye.

Anuj Khatiwada: Yeah. No. You got it, Shanta. You second, you're an aye, I'm an aye as well.

shanta pressley: I expect you to aye.

jessica boulet: All right. Cool. I think, Anuj, did I hear an aye?

Anuj Khatiwada: Yeah.

jessica boulet: I'm also an aye. Ellen, I heard your aye. Sophia?

sophia huda: Aye.

jessica boulet: Aluta?

aluta khanyile: Aye.

jessica boulet: And Kamaria.

kamaria brissea...: Aye.

jessica boulet: Did I miss anyone? I think I got everyone. All right. Great. Yeah. And actually, if you don't mind, Malik, I'll just skip ahead very slightly here from the governance committee. I know you have this on the agenda that you were going to say, but we did discuss just wanted to check in to make sure, does every committee have a formerly elected chair yet? Or are there any other new formerly elected chair updates? I know Aluta, you mentioned we got, and then Ellen, you mentioned that you're waiting for quorum. Yes?

ellen chen: Yeah. That's right.

jessica boulet: Because we need to have that in line. So, I just wanted to touch base. Yeah. Finance is already taken care of, but yeah. So, just reminder to everyone on that one and just also kind of, I think, Kurt, when you were talking about the teacher rollercoaster, I feel like we're in a bit of a Zoom roller coaster at this moment where everybody's very used to Zoom format.

So, just kind of general reminder for all of us, in terms of committee meetings, making sure we're RSVP-ing so that we can keep an eye on quorum for things and making sure that, to the best of our ability, we're planning to be on video, especially for these full board meetings. I think since we're still not in-person quite yet, that's really important, generally. So, that's my little extremely boring pep talk. Thanks for attending.

Malik Russell: [inaudible]. Anuj, was that you who was going to say something? I think I cut out again.

Anuj Khatiwada: You might be back. I think you're back now.

Malik Russell: All right. Really hard to see when I'm back or not. Do you hear me now?

Anuj Khatiwada: Yeah.

Malik Russell: Anybody heard me better when you had your head on backwards, Anuj? I think that's the problem that we're having. And so, that's the only thing off. Now we're going to be perfect. All right. Great. So, now we're going to move on too personal handbook. Melissa, if I cut out. Melissa, can you just take the lead just a little bit? Just in case people can't hear me. I don't know. Can everyone hear me?

Anuj Khatiwada: You're in and out.

jessica boulet: Yeah, it is a little rough.

Malik Russell: All right, Melissa, can you take the lead on this?

Melissa Alston: Okay. So, in regards to the handbook, the handbook can be found in the board documents. The handbooks are very different in that we had a handbook prior that was essentially handed to us. We had to tweak a couple things or add a couple of names and a couple of phone numbers, but it was a handbook that was utilized and created for the entire network when we were a part of lighthouse.

And we now have the opportunity to make the handbook exactly what we want and communicate to our staff exactly what we want. Some of those things include our health system, what it is that we stand for as a community, what we expect of our staff members that are part of that community, things like that.

We also have some additions to the handbook that you all have already seen and voted on, like the grievance policy, before, it was very simple policy and really was not aligned to having an open work policy and really making sure that we work as a community to resolve our issues and really building relationships off of that, and we now have that policy there that does that. We also included the whistleblower policy, which you will have seen as well.

Other additions, the organizational chart. So, in the past, this was never something that was explicitly stated to our staff in the handbook or otherwise. So, really making sure that after doing all of the work, that was very intentional to ensure that we added the proper positions after being part of a management company, that we really are showing what that looks like and having those conversations. And that's with more positions, bringing in more talent, there's more opportunity. So, aligning that as well and ensuring that we're communicating that.

We have a full section on safety, obviously safety is very important through COVID, but the safety section does not only COVID items, but it is not something that was previously outlined. In addition, we have a lactation accommodation policy. We have not previously had that in our handbook, explicitly stated. Definitely a practice that we had if requested, but not something stated in the handbook, which is needed.

We also have a black out calendar, an academic calendar, and those calendars were never in the handbook before. So, not something new. Most of these things are not new. It's just around making sure that we have the right things in the right place, that's creating a ton of new things for you all.

And then, the last thing is the one change that we did do was a change in structure in regards to personal time and sick time. We wanted it to work clearly outlined the department of labor laws. We were obviously in compliance before, but our policy now more explicitly aligns with what is expected of us as a company.

Anuj Khatiwada: Quick question. This is just purely out of curiosity. What's a black out calendar?

Malik Russell: Can you hear me?

Melissa Alston: Yes.

Malik Russell: The black out is basically days that are really important that you can't take off unless there's an emergency.

Anuj Khatiwada: Got it. Okay. That's what I thought.

Malik Russell: You won't be able to take a PTO day on the state test day.

Anuj Khatiwada: Yeah. Cool. Got you. Thank you.

Melissa Alston: Except in cases of an emergency.

Malik Russell: Of course, right. Obviously if something happens on a day [inaudible], these are more planned days off.

Melissa Alston: Got you.

Malik Russell: No, if you're hit by a car, you have to come in if it's testing day. You can't believe that, but that's the [inaudible]. Anyone have any questions regarding this?

Speaker 3: What's the implementation date just for each of this immediately? And are they signing certifications or acknowledging receipt?

Malik Russell: So, the implementation date is now. And I believe we do have a signature concept of it. It was something that was additional portion. [inaudible] to the scholar handbook highlights. Melissa, just for consistency concept. I think it's best if you walked through or have Ms. Hart walk through it, either one's fine, but I'm tired of looking at people to see if they can hear me or not. And it's really stressing me out.

latoya hart: Good evening, everyone. I can walk you guys through the scholar handbook highlights. On prior handbook we had a lighthouse academy school compact for the new New Austin refined handbook. We have the letter from the executive director, which just pretty much introduces the new school and our vision and our missions to really help lift morale, to get them to understand the way we progressing and moving as a school.

We also refined our contact information. We have a visitor procedure, this helps create clarity on the expectations for arrival for our guests and parents. This is really imperative given COVID and everything. We really want to make sure that we set clear expectations and an understanding of what that looks like moving forward.

We have policies, a lot of policies were refined and added. These were things that were listed in prior documents and it was kind of like floating around everywhere. In this specific handbook, we place specific acknowledgment on the gun-free school act, the compliance and child requirements, the IDEA, the non-discrimination policy, the [inaudible], the DASA.

So, there's a lot of policies that have been added to this specific handbooks that outlines in more clarity versus the previous handbook. We really booked up the intervention, special education documents that we have in there. It just pretty much just outlines what our special education program is all about and how we are going to support our scholars in a more efficient way.

As well as the ELL services, this something that was in our prior existing handbook. But we have more clear outlines on what ELL is and how New Austin is going to embed this program to continue to lift up our pedagogical practices. Our code of conduct is something that we really speedy played specific homage to. And we really took time to really book that up because we really wanted to have clear outlines and a more in depth approach to our tiered system that we

have in regards to supporting our scholars in a more restorative way, because we are a restorative school.

Technology was something that was added. That was a section that we had in our prior handbook. But given that we had the whole remote learning and technology is really at the front fort of our academic learning. We really wanted to have some sort of outline and expectations on what we feel as if would be best for our scholars and our teachers to move forward. So, we really wanted to have a specific page about that.

We have a sick policy, as you all know, we are trying to move forward from COVID, but we're still living in COVID times. So, this having a clear indication on what parents can expect and how they can understand how to really take in our sick policy. And hopefully that allows scholars to understand and to know how we're going to pretty much deal with that at the school.

Melissa, can you just scroll up a little bit so I can see what else?

Melissa Alston: That's everything.

latoya hart: Oh, that's everything. So, yeah. So, those are just the things that we pretty much decided to add more of into the handbook. These were things that we had in our previous ones, but as you know, we shifted to a new name, a new school, and we really wanted to make sure that these things are more aligned with our vision and our value so that everyone has a better understanding of everything. Questions?

Malik Russell: Thank you Ms. Hart. I really do appreciate that. So, that was a really thoughtful walk through and really appreciate it. And so, I'm really nervous about whether or not people can hear me. So, I'm going to just keep going. I just don't know. There's no real way to know. It's a more of a continuous content, throw me off right now. All right.

So, I think now we go for the board renewal interview portion and the bylaw vote and I'll kick it over to, see? The backwards hat didn't really make a difference. [inaudible]. I did make a mistake. Before it goes out. We do need to vote on the approval of both the handbooks. And so, I guess to Anuj's first point, we'll need to approve the idea because we do things the best practices for Jessica to prove the idea of improving both of them.

Anuj Khatiwada: But-

jessica boulet: Well, see, this is where I mentioned the whole efficiency thing, because it's still two votes, so might as well just do them one by one.

Malik Russell: That's law school. That's NYU law school, that's top law school. That's real stuff. Don't play [inaudible].

jessica boulet: So practical.

Anuj Khatiwada: Jess, do you want to make the motion?

jessica boulet: Sure. I will motion to approve the personnel handbook. I'm an aye. Can I have a second and also aye?

Anuj Khatiwada: I'm an aye.

jessica boulet: Thank you. Sophia?

sophia huda: Aye.

Anuj Khatiwada: Ellen?

ellen chen: Aye.

Anuj Khatiwada: Aluta? And or Shanta, whoever wins.

shanta pressley: Aye.

aluta khanyile: I won. Oh, damn. Shanta won.

jessica boulet: She got you. All right. Kamaria?

kamaria brissea...: Aye.

jessica boulet: All right. Thank you everyone. And in quick succession, I will also move to approve the scholar family handbook. I'm an aye.

Anuj Khatiwada: I'll second and I'm an aye.

jessica boulet: Thank you. Sophia.

sophia huda: Aye.

jessica boulet: Ellen.

ellen chen: Aye.

jessica boulet: Aluta. Oh.

aluta khanyile: Aye.

jessica boulet: I saw your video first. All right, Shanta.

shanta pressley: Aye.

jessica boulet: And Kamaria.

kamaria brissea...: Aye.

jessica boulet: All right. Yeah. And thank you everybody for your work in going into these handbooks, it looks good.

Malik Russell: Very much appreciated. And now, I will rewind and go to, I appreciate that, anyone have questions and move to Anuj.

Anuj Khatiwada: Cool, thank you. So, we have a couple of things to get through here. One, we have to vote on the fourth amendment to our bylaws, but before we do that, just wanted to, I touched on this at the beginning, but talking about the interview for the board renewal, and then the prep for the interview at the board renewal.

The prep session will happen, ideally, the day before. And I think that's when we're going to plan it for. So, if that does not work for anybody, please let me know offline. We will also record the session so that you will have access to it, but it's just kind of going to be best practices led by Nora and then myself and Aaron and Tim, we'll just kind of talk about the experience that we had the last time. Just so board members are aware of what to expect.

But from a kind of a larger perspective prior to just that meeting, are there any lingering questions at the board level right now for what to expect without getting into too much detail? Are there any high level questions that need to be answered? If there are that you think that I may be able to answer or Kurt or Melissa had been through at both here a few years ago, and I'm sure Malik has at his other school.

So, happy to answer those, but if they are going to get detailed and you think those are things that you would want to ask coming from Nora and Dan, the guys that we pay to help us through this, send them to me, even if you aren't able to make that session so that we can get them answered by them and then send it out to everybody.

I think the goal is just to make sure everybody's prepared and kind of comes with this, one, reiterate what I said earlier about like one New Austin, this united front of, we all have this mission and vision that we are aligned to. So, before I keep rambling for the rest of the night, I'll stop and see if there are any high level questions.

I'm not going to pause for as long as Aaron, I feel like he's an extremely long pauser. So, if there are no questions, but please, if questions do come up, please

send them over to me because if you have them, somebody else probably does as well. And we will make sure to get them answered at that session.

So, if there are no questions there, we are going to move to talking about, we have to vote on the fourth amendment in the bylaws. Susan updated the bylaws to [inaudible] now approved org chart. I think that is in the board packet. Melissa, can you confirm? Thank you.

So, we need to vote to approve the amendment, which we think amended last month, if I'm not mistaken. So, want to open it up to see if there are any questions about that before I make the motion to approve. All right. Short pause. So, I am going to make the motion to approve the amendment in our current bylaws. May I please, or in the bylaws-

aluta khanyile: Second.

jessica boulet: The fourth amended bylaws is [crosstalk].

Anuj Khatiwada: Exactly. I moved to do what Jessica said, and I have a second and an aye from Aluta. Those things I know to be true.

aluta khanyile: And an aye, I was first so sign.

Anuj Khatiwada: I'm also an aye, Jessica?

jessica boulet: I'm an aye.

Anuj Khatiwada: Ellen?

ellen chen: Aye.

Anuj Khatiwada: Sophia.

sophia huda: Aye.

Anuj Khatiwada: Shanta.

shanta pressley: Aye.

Anuj Khatiwada: Kamaria.

kamaria brissea...: Aye.

Anuj Khatiwada: All right. The fourth amendment has been approved. So, with that, I think we are pretty close to wrapping. Do we need to have an exec session today?

Malik Russell: No. We don't need to.

Anuj Khatiwada: Yeah. I didn't think we did. I just wanted to make sure, I just saw a long 20 minute period for it. I don't-

Malik Russell: Now I feel bad about my answer.

aluta khanyile: I just wanted to talk about Malik for a little bit in private, but I guess not today.

Malik Russell: Oh, I'm fine. If you guys want to do that, that's more than fine with me, but that means I don't have to be there. That's awesome.

Anuj Khatiwada: Cool. So, we will skip over that part. And so, I guess just in closing, actually, Malik, I'm not going to close this out. You ran the show, I'm going to let you close it out, if your internet works. If not, I will close it out.

jessica boulet: Thank you [crosstalk] formally, Anuj.

Anuj Khatiwada: I was gong to, formally, but I was going to have him actually. Nobody wants to hear me talk. I was going to let you, actually, close this out and I would formally adjourn us, but I think Malik is tapped out of his internet. You got to pay the internet bill, man.

Malik Russell: All right. So, I will informally.

jessica boulet: Yeah. We missed Aaron's very long speeches. How are we going to close out a meeting without our long inspirational speech.

Anuj Khatiwada: Thank you everybody for being as concise as possible. I hope you appreciated the short pauses and we'll be back to do the long pauses next time. We will talk again very soon. Thanks everybody for all your hard work. Just really appreciate it.

ellen chen: Thank you. [crosstalk].

PART 6 OF 6 ENDS [03:06:51]