

Speaker 1:

[inaudible 00:07:40]

Speaker 2:

Hey, can you guys hear me?

Speaker 3:

Yes.

Speaker 4:

Yes.

Speaker 2:

Okay, great. Sorry about that, was getting my audio sorted out. Melissa, is it yours or Kisha in the room?

Speaker 1:

[inaudible 00:09:41] See, I didn't want to be by the [inaudible 00:09:59]-

Speaker 5:

Can you hear me? [inaudible 00:10:00]

Speaker 6:

[inaudible 00:22:56] And thank you for other people joining remotely. So we [inaudible 00:23:04] about that.

Speaker 5:

[inaudible 00:23:04]

Speaker 7:

I just, I'll mute it. Yeah.

Speaker 8:

Oh, Lunar's on his way, he used [inaudible 00:23:07] Okay.

Speaker 6:

So can everybody hear me? Put a thumb up if you can hear me. So Aaron, I see you, if you hear me, put a thumb up.

Speaker 5:

He said yes. He nodded.

Speaker 8:

He just nodded.

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Speaker 7:

He nodded his head.

Speaker 8:

[inaudible 00:23:28]

Speaker 6:

Thank you, appreciate it. All right, thank you for following those directions.

Speaker 5:

[inaudible 00:23:33]

Speaker 6:

Aaron clearly didn't see that. All right, great. So Kisha, do you want to start with attendance and...

Speaker 5:

[inaudible 00:23:42]

Speaker 6:

Yes? Huh?

Speaker 5:

Okay. Yes. I already got attendance.

Speaker 6:

Oh, you already have attendance?

Speaker 7:

Oh, okay.

Speaker 5:

Yeah.

Speaker 6:

Okay, great. And then Aaron, can you unmute and call it to order? No thumbs up this time, just whatever you want to do.

Speaker 2:

I officially, without a thumbs up, call this meeting to order.

Speaker 6:

Appreciate it, appreciate it. All right. Now, we're going to do our mission and pillar reflection. Maria's going to be the one that leads us in that, and she focuses on community, but you can put the [inaudible 00:24:27]

Speaker 8:

All right.

Speaker 6:

[inaudible 00:24:28] take the next 20 seconds to read that. [inaudible 00:24:48] Kathy, you can go to the three pillars. And so we'll start with Maria reading out the third pillar, which is community, and then discussing how it resonates with her over the work, and then her personal life.

Speaker 8:

So community. Our scholars will embrace community and understand that as a member of a community, you have certain inalienable rights, the right to be seen, the right to be heard, the right to be protected, and the right to be loved and cherished. Our scholars will also learn of their obligations. As a member of a community, you have the obligation to respect, listen, support, and only want and assume the best in all others. Every member of our community must understand that they are active participants in the Nuasin community and the community goes and we go.

Speaker 8:

I think this summary of community means, well, I work for Brooklyn Community Foundation, and I know we're in The Bronx, but a sense of community regardless of where you are, really just embodies togetherness, inclusiveness. Also, we would like diversity and I think Nuasin does embody that. And I think that here at Nuasin, from what I can see, that even just walking through the halls today, I saw a poster with birthdays for the month, and that definitely does encourage community between the students, sorry, between the scholars and staff. And it creates a sense of belonging. It creates a sense of letting others know that we care about you and you care.

Speaker 8:

And so both here at the school and in my personal life and in my professional life, I think it's important to have that sense of community. I think you see more productivity when people feel like they are part of a community. And so I think that's great. I'm sorry. Malik asked me two minutes ago to read on this. I didn't have much time to reflect, but when I [inaudible 00:27:32] our community, that's what it means to me. And yeah, I think Nuasin is doing a great job at promoting that and empowering it throughout the scholars and the staff.

Speaker 6:

Appreciate that, thank you. And in the spirit of community, there's nothing better than throwing me under the bus [inaudible 00:27:53]

Speaker 8:

You threw me. [inaudible 00:27:56] I didn't throw you under the bus.

Speaker 6:

No, thank you, I do appreciate that. [inaudible 00:28:02]

Speaker 8:

I am [inaudible 00:28:02] transparency.

Speaker 6:

No, no, transparency is important. No. But I appreciate that and I do think it's, on our leadership call today, this concept of community came up lots of time and how important it is, and this always having to work at it, right? I think a lot of times, being part of a community, it's obviously knowing your privileges and rights, but also your obligation of having both sides of those, that's something that we think about a lot. And I think it was at the forefront of what we do. And every time we have any conversation about these pillars, it always links back to community in some way or different space, so appreciate that. All right, so great. So then, we're going to go straight to the... Do we have any [inaudible 00:28:54] officially started it with [inaudible 00:28:56] and stuff of that nature? We good? Kisha?

Speaker 5:

I'm sorry?

Speaker 6:

[inaudible 00:28:56] We officially started-

Speaker 5:

Yeah.

Speaker 6:

... [inaudible 00:29:02] Okay, great.

PART 1 OF 5 ENDS [00:29:04]

Malik:

Keisha?

Keisha:

I'm sorry.

Malik:

We officially started.

Keisha:

Yep.

Malik:

All right, so we'll start with the school update. We all know that we have a time crunch, but we are trying to... Obviously I want to be thorough, but also, I know that we have a 9:30 kind of hard stop. And we want to make sure we can say everything. So I'll start with my portion on the quarterly update.

Malik:

The first slide's so nice, I really like the new script thing. Quarterly update to the board from the ED. Great. You got to have that, that was a great slide.

Keisha:

Sorry, yeah.

Malik:

You got to put that out here. All right, first start with attendance. Something that we're always pushing for, K through eight is at 91%, goal is 95%. It's still something we're pushing, we're doing outreach, but just during this pandemic with so many other things and as a parent myself, it's like anytime any kid has anything, you keep him home, right? It's a sneeze, it's a cough, anything it's like kind of a rule. So we're trying to push to keep that going. But 9 through 12, we had 87%.

Malik:

We need a bigger push. In April, there are some, we have these days, I didn't realize it was 420 day, which I didn't know about. [crosstalk 00:30:46]. High school students, not in K through eight. But I think it is important for us in the high school to really keep building this momentum and feeling like as they start making decisions for themselves and having more space to make those decisions that they're making the decision to come to school. So it's something that we are really pushing for, will continue to push, to kind of get that number to 95%. That's not where we are, but I think it's an achievable goal and we're going to be pushing towards that. From staff standpoint, we're at 95, the goal is 95, still feels lower just because the same kind of concepts. Whenever we have people out of building, it's just a lot of stress on the entire building. I do think that we're getting better at that. I think we're getting better about communication around it and more people showing up and we're definitely getting better at making sure that learning is not lost when we have absences.

Malik:

The next is a college readiness thing. That said, we're pushing in a positive space. A hundred percent of our scholars have applied to at least six schools. 42 of those scholars have been accepted already to at least one, two year or four year school. We have scholars from this class who have been offered over \$3.1 million merit based aid. There's one specific example. I believe one of my students got into NYU and is receiving \$75,000 a year. And that goes to this concept of, hey, we want to get in the biggest schools, the most selective schools and not because we think it's just something for us to say, but they have more money.

Malik:

And we love need-blind and need based full scholarship through merit. And those are the top schools. And when we start pushing for it, the more that we get into this area of like most selective schools, the better we'd be able to serve our community and give them the strongest option to go to school based financially, because these schools have money to give and we want them to have it. And a lot of our

students need it. We're currently at a hundred percent of our seniors are [inaudible 00:33:40]. If anyone wants to go back and listen to Method Man or Wu-Tang Clan, Can't get some money, Dollar, dollar bill, y'all. So thank you Carter for that reference.

Malik:

I think the whole school [inaudible 00:34:00], we're deep in the nineties rap game. [crosstalk 00:34:03]. And 100% of our seniors are currently on track to graduate fully credited on time. There is some stuff under that number that we have to get better at. So we still have some of our students that need to like make up some pass credits and things of that nature. But I do think that we're moving in a situation where you'll see our 9th graders and 10th graders will not have the need for that. And this graduation rate I think will actually mean more, because it will be graduation with a kind of rigorous curriculum and scope and sequence. So what would we try to do now?

Speaker 9:

Two out of how many?

Malik:

42 out of, was it fifty... two, 54. No, see yeah...

Keisha:

We've got 45 total.

Malik:

45. Sorry, there you go. 42 out of 45.

Speaker 9:

42 out of 45.

Malik:

So, three. I forgot those three. So yes. And the next... So college readiness for the class of 2023. We're trying to get better at stuff, so we're trying to do it ahead of schedule. So, basically a hundred percent of the new Austin next generation scholars in both juniors and seniors have visited at least two colleges as of May 24th. The class of 2025 will have visited two colleges. So the idea is that we want to start building where it's not like... we don't feel like it's a sprint, but it's more like a much more deliberate marathon and give their exposure to colleges earlier. So they see it. So parents understand it and really start pushing that process and start thinking about it earlier. So it doesn't feel like Austin and Jeff, who are our college readiness team... sometimes it feels like they're running all around to make sure that [thesis 00:36:16] are getting in, applications are getting in. We feel that's going to get better, because we're doing this earlier.

Malik:

100% of the class of 2023 took advantage of no-fee SAT testing, they've all taken the PSAT as well. Right now, it's a very interesting time with SATs and PSATs and ACTs. A lot of schools, you don't have to have it to apply. I believe that's going to change until they're going to come back and be part of the application process, so we're trying to make sure that we are ready for that. And then for the summer

and fall plans... we are trying to make sure that a hundred percent of the scholars have participated SAT course, as they get ready for it. And then we're also selecting scholars to make sure that we get a five week extra boost and prep for SATs, as they come and that's going to happen over summer break. That's going to be part of the summer school process for our high schoolers.

Malik:

And then your preview. So there's just some things that are coming up, just so you know that we had, I believe on the 20th, we did our most recent trip was Princeton, is that right? [inaudible 00:37:43]. That was in Princeton. We have dates coming up to do other visits and could keep that going on. APS and Regions for high school is like really front of mind. And then obviously the big 12th grade interview trip, which is to Boston. I still don't understand why, but great. So I wanted it to be in DC. The students wanted to go to Boston and I don't really understand why, but fine. And I think the idea is that we have a lot of stuff coming up. And we're just getting out of testing for K through eight. And we're about to just move into testing for 9 through 12. And so we've got to refocusing on that.

Speaker 10:

Do all the kids go with you guys on the trips to the universities for selective views?

Malik:

I believe the way it works is that we push it so that every kid goes, so we want all the kids to go.

Speaker 10:

At least one or two of these.

Malik:

Yeah. We really pushed that portion of it and we got a great feedback line. You'll hear post its like, oh, so I know post a Princeton trip, you heard like, oh wow. This college was like a TV thing. It's like, oh yeah, that's what colleges can look like, right? And having that experience I think is good. And even from last year, like obviously we stayed closer geographically. So they went and saw Seton Hall, they've seen Rutgers and other kind of local schools. I think we want to build the program up to get more of a larger geographic area. So that we start doing visits in other spaces, but I think it has made a big focal point on our juniors and seniors, 11th, 12th grade, for sure. I think now our 10th graders are like, oh, they see it and now they want it. And it's like, oh wow, I didn't know that it was like that. And that's great that they get an opportunity to see that and also see like what it means. And that's good just from exposure. Any more questions about anything else I talked about, [inaudible 00:39:57]. [crosstalk 00:40:02].

Malik:

That was a lie, but I appreciate that Jessica. I tell people often, I love flattery even when it's not about me.

Malik:

So now we will turn over the rest of K through 12 board update. I think there's camera there.

Keisha:

Camera's there, audio's here.

Malik:

All right, you can just do it from the seat. I just know how you do so you're fine.

Speaker 9:

Do you mind just touching the screen, just touch it anywhere. Awesome. All right, so we'll go ahead and start off with the goals and obviously this same slide you've seen all year from you. Nothing has changed here, nothing will change until we get above that marker. And then that will change to a hundred percent as well. Moving along, we have upcoming dates on here. This is for K through 12, just of the... Malik with through most of these.

Speaker 9:

So just... Malik had a more lovely visual than I did, but we just wanted to have all the dates in one place. Also, we want to assure that you all are, especially, I assume that June 22nd date is a very critical one for you to block off and I have a feeling you're probably going to be receiving some information quite soon, if you haven't already. Details on that as well. We also would love anyone to join us if they're available for June 24th, which is Kindergarten and 8th grade graduation, which will be in this building here in the gym as well. So we're really excited to be able to host that up there.

Malik:

And for those that have not had an opportunity to be around it, there's nothing greater than seeing Kindergarten graduation. Like there's literally [inaudible 00:42:19], you can see the whole community, but there's dressed up, it's just great. And it's always runs to gambit.

Keisha:

I like [inaudible 00:42:30] all the time. It's so cute. And they're so excited. They like cry too. They get so emotional. Some of them get stuck on the stage. So they're just standing there and the parents are like, pay attention. It's so cute. So cute.

Speaker 9:

And I think we're just one team, but I know Mr. Brown and I really are. It's really important for us, especially for our 8th graders and our seniors to bring back sense of normalcy this year. This year we've tried to do as much as possible, coming back, I mean, our kids are still, I was like awkwardly over here, do I wear the mask or not. And I was like, well everyone else isn't, so we're good. But our kids are still wearing the mask the whole day. We're not a hundred percent back to normal, but having these end of year event and being smart at like going... eighth grade, end of year things are outdoors. And we're trying to really bring that sense of joy for these culminating events back as much as possible there. We know that's really important for our students in eighth grade as well as high school. Just to have that opportunity.

Speaker 10:

Where's the high school graduation this year, do you guys know yet?

Keisha:

Icahn Stadium in Randall's Island. [crosstalk 00:43:40] back last year, it just worked out better.



Speaker 11:

And I'm curious to know where the senior [inaudible 00:43:45]. Out of curiosity.

Keisha:

I say the wrong name. I say [Lamarina 00:43:50], but it's not. It's Marina Terrace. It's like a Bruckner Boulevard, down that way. Yeah. It's a really nice place.

Malik:

She puts a little more when she said she [inaudible 00:44:01].

Keisha:

There you go, I keep saying the wrong place. I've been saying Lamarina the whole time. This is our first, yeah. Last year we didn't have one [crosstalk 00:44:18]. This is our first prom.

Speaker 10:

And post it on the website.

Keisha:

We got the photographer to take pictures.

Speaker 9:

Yeah.

Keisha:

Sorry.

Speaker 9:

Sophia was just asking what's eighth grade cap. So this is something that's new this year we're working on. We know our eighth graders, you'll hear in a second, our eighth graders are preparing for the algebra regions and living environment regions. We also want it on the humanity side as we're really setting this tone that we're not... we want to peak on June 28th, not peak on our day, yesterday was on state testing for math. We really want our peak to be at the end of the year. And so we've embedded this year, starting off an eighth grade capstone where students are doing a research project based upon a contemporary issue, some things around the local environment pollution.

Speaker 9:

There's a number of different topics, science, math, along with culturally, they're diving into, I think arrest statistics in the Bronx, they have an opportunity to choose different areas, to do a research project on and they present on that. So it's something that we're starting off this year that we've been working to really set that tone as part of our high school readiness for them as well. So more to come on that.

Malik:

I mean the important portion, I think the problem, the space we're going to is... We're thinking about eighth grade, we're think about all the grades about like high school readiness. So Mr. Brown and his team has been working conjunction with Ms. Davidson. They think about, hey, what do these capstone things look like? What some of the conversations we want to have, what should orientation look like for eighth graders that they're graduating out? So we're trying to think about that kind of make it very... Just that sets up so that everyone is building towards this end result. And we're planning from that. So capstones is one of the things that we're doing to kind of promote that concept of we know what 9th graders are going to need. And so we want to give eighth graders the opportunity to kind of do that level, the level of thought work, that level of research. That's one of the main things we'll be doing in the future. We got to make sure that's really smooth transition.

Speaker 9:

All right. So we're going to, from my update, we're going to spend a little more time. I've talked a lot about math this year and we're going to still be one final opportunity to jump in there. I'll give you a chance to look at one of them. So first I just wanted to give a glimpse of when we're talking about mastery and I just wanted to stand for everyone when we're talking about mastery, we're not just, we're not talking about test prep. We're talking about really elevating the work that we've been doing all year, elevating our work around how we believe teaching mathematics, teaching kids and the vision that Malik has really set out for instruction in the school. And one thing I wanted to showcase here is the work where we have, I think that's Bryce on the left and we have Josiah on the right and they're presenting their work to their third grade classes.

Speaker 9:

And the concept of number stories and mastery has been just an extension and more intensive, aggressive form of the work that we've been working on all year. And our goals of putting student work at the front of the room, showcasing what the kids are doing and allowing them to get feedback from their peers throughout the process in order to make their work better. And one of the books I've been reading over break was for rough draft math. And the concept is we treat English and writing instruction as a series of drafts that you're constantly improving through the editing process. Yet we don't treat math the same way, historically. And the concept like we're really trying to get to is, we're always working on a draft to make our work better. And we want our kids in third grade and we'll talk in moment about how we're extending that downward.

Speaker 9:

So it's not just starting in third grade, it's really a K through 12 philosophy of instruction where they're showcasing their work. And they are putting student work at the center of everything that we're doing and it starts off with the tasks there. And if we go to the next page, so I also want to share some of the work, selfishly, this is work that I've done, these are my small groups, every instructional leader in the school, the gymnastic test had small groups for like the last two to three weeks. Left side was my sixth grade group. And [Shante 00:49:12] met one of our sixth graders who was in my group. This is not Gabriel's work, I'm not sure I cut it off essentially. But see what we are trying to do is put in, that's a little more approachable, but our goal is from beginning to the end, we're putting forth like challenging problems for students that make them think, that force them to discuss and force them to make better and not putting in front of a problem, such as on the right side, this fourth grade math problem, grapple for multiplication.

Speaker 9:

We're really working on skills in fourth grade as opposed to... And for multiplication, we could have just done, hey, kids do 15 times 94, like that could have just been the problem. However, this is a multi-layered problem. And this week students solve problems like this. They do not see a ton. They solve problems like this in a lot easier, but they knew how to tackle problems like this through the discussion, through the problem solving, not just around, I have this procedure in front of me. And then when I tackle a word problem, I don't really know what to do in the context there. I will say, with state test this week, obviously we can't talk much about what we saw, anecdotally we were really proud of the work effort we saw amongst students. The amount of annotations I saw on problems, 337 was dramatically different than years past. The amount of student effort from students who on our projections of doing really well to students who have struggled throughout the year, the amount of effort universally was really strong.

Speaker 9:

And even... there was plenty of things that were not correct, from glancing, but there's also the effort that students put in and their will and their try, because they face challenging things. And we've really been attempting to build that culture of errors are okay, making your work better. We really feel like the translation when it came to actual work where it mattered on the state test this week, was really positive across the board there. And the small group work that we did was a big part of that as well.

Speaker 9:

Any questions on math before I finish this? What? Yeah, so this is the area model for multiplication. So if you look at it [crosstalk 00:51:38]. Yeah, it's elevated array, right? So they learn arrays in K through two, and they take that knowledge and your place value. And so rather than when you're... You can use your place value really quick, it breaks down the numbers. So 94, just as 90 plus four, right. When you're breaking down a number and when you're doing your multiplication, instead of like lining it up, then making a chance to make errors, because you're like, oh, I forgot the zero when I went to the next place over, and half the kids don't even know why they're putting the zero in there as a place value holder, half of us probably don't remember why we just know we're supposed to do it.

Speaker 9:

And this breaks it down. So you're really multiplying 90 plus four time 10 plus 15 or 10 plus five, which is 15. And it's quick multiplications. So nine times one is nine, there's two zeros, there's 900. Nine times five, 40. You can do this very quickly with mental math. If you know your basic facts and you have the number sense to know where the zeros plan up there. We found that in our third and fourth graders who are learning multiplication, I give the option. So we teach area model for multiplication division. We also teach like traditional standard algorithm. We also teach partial products, which is a third way of looking at that. I'd say, fourth graders, when they're given the option, I'd say it's about a 70, 30 split, maybe 60, 40 that choose the area model after being taught all of them. So from my perspective, I'm always looking for where you're going to make the fewest errors and we see a lot fewer errors with this one, because you're adding up things and it's a lot simpler multiplication.

Malik:

I was able to figure out how it would work. But I was like, okay, what is this called? [crosstalk 00:53:32] it's also like a similar process of the algorithm, but like some of the people forget like what you're doing with the algorithm. So like, if I did this and I did the stacks, I did like 94, I did 15, like I'm saying five fours,

what I'm saying five, 90. That's really what I'm saying. So I'm actually doing it, but at least here, rather than becoming a procedure, you're looking at it and then makes sense of what you're doing. So you're making sense of the numbers rather than just doing a procedure. I think lots of people probably do the stack algorithm and never think about what I'm actually doing. It's like, you are actually saying, oh, I'm getting 10 90s out, that means 900. That makes sense, right? That's what this, I think actually allows the kids to look at and think about as they're doing it, rather than just going into like, oh, I'm going to do this thing that gives you an answer, actually think about the answer.

Speaker 9:

And I think what we give back to really what we're trying to do when it comes to how we're teaching math is the old concept of things is like, we're going to do this procedural thing. You're going to circle all the numbers, you're going to underline keywords in here, et cetera, et cetera there. But the reason why I chose this problem to share is you can still do all that stuff, but if you're not actually figuring out what the problem is asking you to do, you're going to circle all these numbers, you can multiply different things together, but if you're not actually realizing you have to multiply twice, keep the students and the chaperone separate, code the two of them, make sure you're multiplying the right stuff together and then add it together. There's lots of room for error there. And I think that's been truly our focus. My first question like Malik and I have two different, big things, I start off with, what is the question asking you to do? That's my passion point. His is, what's your plan?

Malik:

What's your plan? How are you going to get an answer? Once you know what it's asking you, what are the things you need to do to fill in the blanks.

Speaker 9:

Yeah. So I'm constantly nagging kids around like, what is this question actually asking you to do? No, well, yes, you can read this, but tell me, what is it actually asking you to do? No, this question is asking you, how much is everything costing when you put the chaperones and the students together. That's really what you're trying to find out. You're not trying to find out what is 18 times, blah, blah, blah. You're trying to find out what this is. And that's that interpretation of the problem. The Malik side of like, how are you actually going to do this stuff, and you have to have a plan for that. And the plan from this student is like, she's going to do two area models and she's going to add it up together as well.

Speaker 9:

That's math. Might be the last time I throw math stuff on, this year. We'll wait till the board reaching to see what [inaudible 00:56:26], but really what I wanted to talk about today is... I'll just call it, label your work. Yes. And actually one of the example on the left side, please don't go back to it, cause her response to the bottom was actually kind of lousy, if you read it. But I saw through the evidence and the discussion we had, that I understood where she was getting with that. All right, so ending the year strong, this is something we've also been talking about, Malik spoke about stay in our leadership team meeting. We've been sharing a lot throughout the past month, around every year you have your ELA state test. You have this big high there where we're like excited. We've been running facing towards this point all the year long.

Speaker 9:

Then we had the math day test, that was this week we support growing. And then inevitably there is that exhale. Yes, but we have eight weeks of school left. And one of our big areas to focus in, I really think around this concept of Groundhog day, you can start off with school every year, start off school every August. And it feels like Groundhog day, where you're listening to the same song over and over again like, didn't we just do this year. My big goal is for how we are teaching math, our concepts of close reading. Those things are continuing throughout the year. So when it comes time for mastery season, it's just an acceleration of what we've already been doing. It's not this new, oh my God, what's this math plan. Let's teach all the kids in my math plan.

PART 2 OF 5 ENDS [00:58:04]

Speaker 9:

... new, Oh my God, what's this math plan? Let's teach all the kids in my math plan. No, we've been using this throughout and this around how we are thinking. And so, just I want to share some of my big focus areas for the end of the year. Obviously, mastery learning's continuing. We have that with grade four science, algebra, and living environment. I'll show you a little bit of algebra in a second.

Speaker 9:

One of our biggest things, both [inaudible 00:58:26] myself, we're very passionate about getting our kindergartners to D level independence. So, that means you're independently reading at a level D. We still have a ways to go there. Our kindergartners, we have a lot of work to do, and that's something that we talk about a lot and fret about a lot because our kids our biggest [inaudible 00:58:49]... Yeah.

Speaker 12:

What percentage of those kids are ESLs?

Speaker 9:

Kindergarten? I believe we are at... Keisha, you know the number, the specific numbers more, but I think we're in the 30s, right?

Speaker 13:

30%.

Speaker 9:

30 something percent.

Keisha:

Yeah.

Speaker 9:

Okay.

Speaker 12:

That's quite a large population.

Speaker 9:

We had more... We had a handful per class who, while being in class, we've been teaching them English.

Speaker 12:

Do we...

Speaker 13:

So sorry.

Speaker 12:

No. Do we have an ESL teaching group? Okay, cool.

Speaker 14:

And they have... Both of the teachers. No, actually three of the teachers are bilingual, as well.

Speaker 12:

Okay.

Speaker 14:

So they have a lot of support in the classroom.

Speaker 9:

We one teacher in the kindergarten class. They are bilingual and we intentionally [inaudible 00:59:40] that with staffing as well, along with the L teacher, and then our para, as well. She is also bilingual to support there.

Speaker 9:

I will say our kids... They full immersion... We see a lot of growth there. I think part of our discussion this week in [inaudible 00:59:58], like I myself have seen the level of verbal comprehension and verbal... Students' ability, just their verbal abilities in kindergarten as is, has improved dramatically from the beginning of year when it comes to text and actually reading and that's where we are [inaudible 01:00:19]. I think about one student, Franny, who walked in the door, not one word of English.

Speaker 14:

Now he can respond to you in English.

Speaker 9:

He will have a full conversation with me in the morning, a little cranky and all. We both, neither of us are morning people, but we'll have a full conversation walking in the door now, and compare that to six months ago there. However, we have a student that reading level's not where we need it to be to go into first grade.

Speaker 9:

And so we are... Some of the things we're doing to kindergarten is we're doubling up guided reading through the end of the year. So, we're having double blocks guided reading with them, reading at their level and pushing them. We're adding in additional places like phonics, intensive construction for [inaudible 01:01:05]. And obviously, I believe it will probably be the July meeting hope... I have to look to see what the dates for the June is, when our June meeting is, but we will have our end of year reading data for that.

Speaker 9:

You know, I think that's also where summer school comes in, and Summer Shine comes in. You know, we're being very aggressive this year around our enrollment for that, and it's going to start off with literacy. Literacy's going to be the core focus, as well. Other big focus, we're looking at the key transition points. We'll look at, [inaudible 01:01:41], you can go onto the next one.

Speaker 9:

Just some of the work that I've been working on is like the third grade readiness is a huge passion point of having like our second graders be ready for third grade. So, we're launching mastery of second grade for a six week cycle in May and June, as if they had a second grade state test, and we're working on really getting students in the habit.

Speaker 9:

So, we've created a variation of my math plan for our second graders, so that they're very familiar with that. Obviously, will level up once they get to third grade, but using second grade standards and focusing on the foundations of multiplication, foundations of fractions as a leverage point.

Speaker 9:

Other big one is the work that we're doing from eighth to ninth grade. Right now, I assume Keisha will talk about this, but like we're feeling confident in our retention of our eighth graders going to ninth grade and the number of students being higher than in the past. And my goal is to send all of our eighth graders. I want our eighth graders to... I want Mr. Brown to inherit the best, and I want to make sure that our students are ready there.

Speaker 9:

Even earlier tonight, we had an eighth grade parent meeting. We made sure Mr. Brown was part of that. Give his [inaudible 01:02:51] to families around that. We also have been meeting. We had a meeting earlier today, Keisha, myself, Ms. Hill, and our director of school culture, [inaudible 01:03:02] middle school one to really build this middle to high school transition and start moving out a much more comprehensive plan outside of just summer. Really layering this in, so that we're having a seamless transition for our students going into high school, and that's really critically important.

Speaker 9:

And this last thing is like, mastery's not over. We have living environment, and we have algebra. Just want to share, as well, this is this student work from last Friday or the week before. I can't remember, where our eighth graders are doing the same process that we that [inaudible 01:03:41], here. Using really [inaudible 01:03:43] and really diving deep. Diving deep into those problems, and you're seeing the annotations, you're seeing our expectation for students really showing the plan, creating a plan and

showing the plan, and that doesn't stop in seventh grade. That goes to our high school level courses, as well.

Speaker 9:

I believe that's it for me. Any questions?

Speaker 13:

[inaudible 01:04:13].

Speaker 9:

That's my timer?

Speaker 13:

That's your timer.

Speaker 9:

All right. Mr. Brown, pressure's on.

Mr. Brown:

Great. I guess I just wanted to give everyone a moment to look at the data, and before I actually go into begin to explain it, I want you to understand what we're pushing for.

Mr. Brown:

And part of it is, they understand the impacts that our scholars have went through COVID and time... the gaps that they have, but we're still pushing them to be better. We're still pushing them to do more, and so some of the trends you may see is partially because on the first IA, it was just based upon what they were learning. Initially, the second and third IAs pushed them towards that conceptual understanding, that deeper understanding.

Mr. Brown:

And so the IAs were more rigorous. They're required to do more, more explanation, more computations. So, just providing, circling an answer, or A, B, C was never enough. We always push them to more, so that they explain what they're doing, and so I know we see a trend that we want to make sure that we trend up on this next IA, but at the same time, I just want you all to understand, we're pushing... Our IAs are much more rigorous than [inaudible 01:05:56].

Mr. Brown:

It requires our scholars to have more stamina, to think more deeply, to have a deeper conceptual understanding, and as being such, we have to make sure they're working toward that. And sometimes when you're working toward being better, you have these dips that you've experienced before you get that taking off of our scholars.

Mr. Brown:



If you look on all of our STEM exams, you can't get full credit without explanations. You can't get full credit without having computation or information on there. None of that is [inaudible 01:06:37], so one of the things we're going to do as we look on our fourth IA is not only just look at whether or not they got the multiple choice correct, but parse that from... Because these IAs... The only way when you have your multiple choice, you would never get full credit, so obviously if they didn't provide the information, you wouldn't get that full score, if I'm making sense.

Speaker 12:

Yes. Two questions. Number one, do you know the date of when these IAs were taken? Is that month?

Mr. Brown:

Yes. The first IA that we gave was in around October, and then the next one was, I want to say January.

Speaker 12:

Okay, and the third one?

Mr. Brown:

And the third one, we just had it a while ago. That was in...

Speaker 12:

April?

Mr. Brown:

No. That was in March.

Malik:

It was late March.

Speaker 12:

Okay, and second question, just to confirm IAs one and two, that was previous to us really wanting to show their work, so for IAs one and two, they were circling answers, and if they just coincidentally got it right, they would have gotten full credit, but for IA three, even if they circled the right answer, and they did not provide all the work, they still did not get full credit, right? Is that the change?

Mr. Brown:

From IA one was [inaudible 01:08:16]. IA two and three, they couldn't get full credit, and so that's where we're seeing that trend that I was telling you about.

Malik:

Yeah, and I think to add to it, it's pressure, right? As we started, we kind of like had the first IA, but we wanted to make sure the IAs are actually testing what we want to see, and so we [inaudible 01:08:41] teachers, start teaching what we want to see, right? The idea is not just to circling questions, but to... If you look back at Kurt's example, there's different ways. I can ask you a question about the periodic table in a way that's very rote, procedural or I can ask you a question that references the periodic table that

requires a better understanding of what do these numbers mean? What does it mean? You have this many electrons in the outer shell.

Malik:

There's different ways to ask questions, and we are getting more demanding in the high school space for doing that, and we still need to get better at it, right? Because we aren't trying to teach for the [inaudible 01:09:22], just be honest with you. It's a pretty low bar. And, I don't think it shows mastery on a level that would help you when you get to college, and so you want... We're trying to... We basically, we're trying to uptick the whole concept.

Malik:

We're still working on getting the IAs right. The truth is, it is a little bit of a frustration for everybody because it's hard to know what the IAs mean because they're not year over year, the same IAs, right now. We're trying to get them right. Right? Because we don't have assessments that match with the rigor you want, then you can't have a class that matches the rigor you want, and so we're still... That's a work in progress.

Speaker 12:

Right now, we're trying to find the baseline?

Malik:

We're trying to find... Yeah. We have idea what we want to see. We're trying to make sure each state algebra II, that we are testing to the right level that we want to see.

Mr. Brown:

Any other questions?

Malik:

We don't have like Brooklyn Tech, yet. [inaudible 01:10:24] Brooklyn tech game.

Speaker 12:

It's our goal, though.

Malik:

True.

Mr. Brown:

Our goal and beyond. I would to be better than Brooklyn.

Speaker 12:

Okay. Okay. Yeah.

Speaker 15:

That's okay. I don't [inaudible 01:10:38].

Malik:

[inaudible 01:10:38].

Speaker 15:

Very little women of color. [inaudible 01:10:42].

Mr. Brown:

I appreciate that. We're trying to... I mean, the real thing is like I always say, I just don't want us to be a school that's like a regular school, a general school. I want us to surpass every school that we have in New York City, and then begin to surpass the ones in New York State and then be known internationally for the great academics that we have and the great school cultures that we create.

Mr. Brown:

It's a process that we have to go through [inaudible 01:11:13] here. Sometimes, we look at data, and it says like, wow, but at the same time we're working toward becoming that, and I hope we continue to push hard enough into... and like I always say, some of the... Even my own team was upset with me. It's like, look, some of these tests seemed a little too rigorous. We know what could happen. I was like, if we don't push them now, then when? If we don't ask them to do more, then when are we going to ask them to do more?

Mr. Brown:

And so every day, we're going to ask them to do more. Every day we're going to push them harder, so that we can make sure we can get them to where we want them to go. We can move to the next slide. It's just humanities [inaudible 01:11:58] STEM initially, and one of the things that I just want to say that we are doing from K to 12 is the close reading. We've been implementing that as well as part of what we do and all of our humanities, but also across all of our disciplines because we realize that reading is essential for our scholars to be able to do any of their disciplines because it's an interdisciplinary skill that we're trying to develop that's transferrable to all of our studies.

Mr. Brown:

When you look at humanities, it's pretty stable across IA one, two, and three. Once again, making sure that when we look at the IAs, no longer are they just graded on whether or they circle A, B, C. We see whether or not they annotate, whether or not they're underlining, whether or not they're jotting. Those are points, as well. Once again, it's our means to make sure that we are much more rigorous in our approach to it and also in how we grade them, as well.

Speaker 9:

[inaudible 01:13:08].

Mr. Brown:

And on this next slide is just saying our purpose is to allow our scholars to excel on the regents. Once again, our goal is not the regents, not at all. We definitely want to make sure that we are better than the regents, a thousand times better than that because we know that if we look at it, realistically, middle schoolers can pass the regents exams, and so we don't want that to be the bottom line or the baseline for any of our scholars in high school.

Mr. Brown:

Our goal is to make sure that we continue to push toward our deep conceptual understanding, developing their critical thinking and problem solving skills, so they can use that particular skills that they develop in order to be successful in all of their courses. But in the meantime, what we're doing in order to make sure that they be successful and the reasons we are getting them accustomed to the questions, the structure, the pacing of the regents...

Mr. Brown:

We do a lot of error analysis where we look at particular reasons why particular questions are wrong. I know this is framed in a very STEM way in terms of error analysis [inaudible 01:14:19], but I know they... When in humanities you look at essays that [inaudible 01:14:26]. I guess that is my time. If you have any questions, please let me know.

Speaker 12:

Will the nine through 12 have a very similar summer program as K through eight?

Mr. Brown:

No, actually we are doing SAT prep this summer, and we are making sure that we get first, all the scholars that are going to be taking the SATs first and foremost, and then we're going to make sure that we invite other scholars in. I mean, I want to bring in ninth graders, 10th graders, as many scholars at different levels to getting exposure to the SATs because the earlier they can get that exposure and develop those skills, the better they will be able to do on those assessments.

Speaker 12:

But there will be other courses for those kids who actually need to kind of take summer classes to make up for the credits or...

Mr. Brown:

Yeah, so what we're doing now because we place a plan in place in order to track all of our scholars. I mean, especially our seniors to see what they're doing, but every week we track all of our scholars to see what they're doing, if their passing or failing, and so we're working to make sure that we have the least amount of scholars fail any particular course.

Mr. Brown:

So, with that weekly tracking, with an advisory, we have a time when they go through all of their classes, they see the particular classes they're not passing and create an action plan to determine what they're going to do in order to pass. Then they have to reach out to that teacher to see what they need to do in order to do well in that particular course. And once again, I don't want to get stuck on them passing. I want us to understand, we want them to learn skills. We want them to learn that deep conceptual understanding and critical thinking and problem solving.

Speaker 12:

And to pass.

Mr. Brown:

And to pass.

Speaker 12:

And to pass. Right, yeah, no.

Mr. Brown:

Because if they develop those skills, they develop that, they're going to pass. Right? And I think sometimes we put the passing in the front, but the skills and the deep, conceptual understanding is the one that was going to allow them to do well in those particular courses.

Malik:

And just to... We're still in that space where we're trying to make this transition until there are some kids that don't have enough credits and things of that nature. They do apex, which is more of a self-guided thing. We try to do less and less of that because we feel if we have the right teaching that we won't have people falling through cracks, so people should not have to be taking courses over. And just to be totally honest, if you think about it, if I take a course from September to June, and I don't have information, you think six weeks is going to give me that information? Right? So, we really want to stay out of that space. Right? That's like a last...

Speaker 12:

Resort?

Malik:

Yeah. Emergency kind of situation, and the thing is, we do a better job along the way of giving kids more at bats, making sure that they're thoughtful while passing classes, and it will be less of an issue.

Speaker 13:

I have a quick question for both principals, actually. So understanding that different implementation is just happening, I guess, over two cycles, like IA two to IA three, so what is your goal or expectation for this [inaudible 01:17:45]? Like how many [inaudible 01:17:49]?

Speaker 16:

If I could just add one to that, too. Do we feel like at this point... I know we've been recalibrating the IAs. Do we feel like at this point, they're at the bar that we need them to be? In other words, this is a good benchmark for the board to keep in mind in terms of where we go from here, and how we should evaluate for future quarters.

Malik:

Yeah. Honestly, I think the answer is we're in different places in different grades. I would say in our middle school grades that we're closer to what we want. We have to then kind of give probably one more year. We're having the same tests, and start seeing what the correlation is between that and how you do on state exams to really get a better idea.

Malik:

But I think we like are closer to what direction we're going. With high school, we're probably a little bit farther away because it's so content specific that we really do need to do a breakdown of like, physics and how we test. What do IAs in physics look like and getting that right. What does the ones in chemistry look like?

Malik:

Nonetheless, AP statistics and other things, and so that we're a little bit further away, but I think we should start feeling like we have... For like five through eight, I think we're probably going to probably have the same IAs year over year, next year or pretty close to it. We'll be able to look at those numbers year over year. For high school, I'm not sure we're there, yet. [inaudible 01:19:39] one more year or two more years. I'm not sure.

Speaker 13:

[inaudible 01:19:44] by the time our eighth graders get to 12th grade.

Malik:

Right or 10th grade, more I would think where we start having more consistency with [inaudible 01:19:56] we still need to work on, but because high school's so content specific, getting IAs right for each class is also... Because to the point of what [inaudible 01:20:08] was saying, a.) We have to make sure that the class is one is going to prepare them to pass this baseline concept, but also reach our higher level concept.

Malik:

We're still trying to build that out, class by class. That's an unsatisfactory answer. So, I think we're closer in middle school. Lower school, probably still have some work. We've taking on some new curriculums in that space and probably a little bit farther away in high school, but I think we are probably closer on...

Malik:

I think our math concept is getting closer because I think we like the... Because the other thing is we have to like the curriculum we have, and so once we have that, then we can make sure the IAs kind of meet where we want the curriculum to be. So, probably closer in math, and we will be closer in ELA in high school, but still have a lot more work to do in the sciences generally.

Speaker 16:

Yeah, and I think if I... I just want to make sure that we're, not a year from now or two years from now, saying, Well, the IA data is down because we're continuing to ratchet up the bar, right? I just want to make sure that we're doing everything that we can, and then specifically, that the board has given you exactly what you need, resource-wise, what have you, to make sure that you can get the bar where you need it to be, so we're able to track progress. I don't want to say accurately, but I think you get what I'm getting at.

Malik:

Yeah. I mean again, and I do want to also manage expectations. We have a lot more room to figure out what the design of the high school is, and so for example, we were trying out new courses next year, so clearly that's going to be totally different IAs than we've had before. So the answer is, the IAs just start

showing correlation to our performance, and we'll get that there, but I don't know whether we'll be having it where we think that the IAs in the courses are exactly right. I don't know if it could happen in one year.

Speaker 13:

And that's understandable, but just something to think about too, with the expansion, as we bring in students that are not being [inaudible 01:22:33].

Speaker 9:

Yes, we also have to have different tracks, right? Every one of our students that come from eighth grade is going to have taken algebra I and algebra I regents, which puts them on a pathway to calculus. We are going to be back [inaudible 01:22:50] on ninth grade and not every eighth grader in the city has taken algebra until they're going to have to take algebra I in high school, right? That's just one example.

Speaker 13:

[inaudible 01:23:02]. Thank you.

Speaker 17:

I have a small, backward looking question. Not to dwell on it too long, but it just...

Speaker 13:

We don't have time, no.

Speaker 17:

But, no, it just really jumped out to me that there was, across all the things that happened a bunch of times, that there was a big jump up on IA two, and then like a big fall down in IA three, which I thought seemed really unusual for two reasons. Because you said that the IA two started getting a little bit more rigorous in grading, right? And also, in January, I guess maybe I'm wrong, but like I would imagine people forgot things over break. So, I was just curious if that was something that you all [inaudible 01:23:54].

Malik:

I don't know that, and I think we talked more specific to it, so I think we started the grading practice with IA two. We started ratcheting up what kind of questions they were [inaudible 01:24:02]. A.) We changed the way you want to do it, but then we also started looking. For example, I know Mr. Brown came in and said, Oh, I just looked at the algebra II test. We got to change it. [inaudible 01:24:16] write their question. They aren't showing true thinking and mastery of the subject, so I think we started doing that there and that's why you saw it fall down. That's why it's [inaudible 01:24:28].

Speaker 17:

That makes sense.

Malik:

Hopefully, it makes sense. If it doesn't make any sense... We're all trying to just figure it out. We look at the data, it's like, I think that makes sense, hopefully.

Speaker 17:

[inaudible 01:24:39].

Malik:

[inaudible 01:24:41].

Speaker 16:

Well, I do really like the way this is laid out and Mr. Brown, I know you have your work cut out for you here, so appreciate what you're taking on here. And to use Kaori's phrase, this is not for the faint of heart, so I know the bar's going to keep getting higher.

Malik:

And this also... I'll just put it Like, when I say this, the design of the school could change a lot, like right now, we are regents high school. We're not going to stay a regents high school. We are looking at IB as like an opportunity to change, more aligned with what we believe in. I think that's... My point is, we still have lots of changes to do. Specifically, we'll be going in the right direction.

Speaker 15:

What's IB?

Mr. Brown:

It's a national baccalaureate program. It's an international program, right? One of the things that it does do, and it really correlates and aligns with our mission, our vision, and where we want to be with our scholars... Just like they talk about the capstone project in eighth grade, it has a project where the scholars have to do an interdisciplinary project that is an original work that shows how they have used these interdisciplinary skills in an innovative way.

Speaker 15:

Wow. This is college, now.

Mr. Brown:

It is.

Speaker 17:

I like that.

Speaker 15:

I like it, too. We should have started it sooner. Critical thinking...

Mr. Brown:

And that's what we want to push our scholars [inaudible 01:26:24]. That's why we have to push our scholars now, so they can ready themselves in order to go and [inaudible 01:26:29].

Speaker 15:



Is that a trend? Are a lot of schools leaving the regents?

Malik:

I don't know if a lot of schools are doing it, but the point of it... It's a big move. It's not brand new, but a lot of private schools have IB. Brooklyn Friends is an IB school. BASIS is a IB school. A lot of high performance schools... There's lots of requirements you have to do it. It's a lot of interdisciplinary concepts and constructs that are aligned. We have to have trainings. You have to get okay with... You have to go through a whole process to do it, and so it's a big process, but the truth is, all the best schools are...

PART 3 OF 5 ENDS [01:27:04]

Speaker 18:

The truth is, all the best schools are either AP for all, or some version of IB-type concept.

Camaria:

Yeah, I'm not too keen on just following a trend. If it's the best, then it's the best. I've just never heard of it before.

Speaker 18:

I know.

Camaria:

I think it sounds like a great [inaudible 01:27:19].

Speaker 18:

And it also follows international standards of critical thinking.

Camaria:

No one cares about a region outside of New York. No one, and students stress over it when then they go to college outside of New York. No one cares.

Speaker 18:

It doesn't give the baseline level what they need, right? For example, right, if you take physics in high school or we just level more and you take AP physics, which would give you college credit, you wouldn't even recognize classes. The level of the test is a whole different thing. It's just totally different. So it's also just too much of a gap where you have students go to college and so like, "Oh, wow. I didn't know it was going to be this," so we want to make sure we don't have that transition.

Camaria:

I'm just going to say I ended getting a little offended every time we talk about this physics regents, because I remember in high school, that was the only reason no one passed. [inaudible 01:28:20]. Oh, well, no one in Brooklyn tech.

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Speaker 20:

This is going to be Camaria's thing for, for the next three years.

Speaker 18:

I apologize. Chemistry, we just won't [inaudible 01:28:32].

Camaria:

Okay. Chemistry.

Speaker 20:

I do want to make sure that Melissa's team gets there, gets their full time here, too. So I'm happy to follow up on some of this stuff offline, too. So I know that [inaudible 01:28:44].

Speaker 18:

Push along after you're the one that slowed it down. I'm [inaudible 01:28:50] as a person.

Speaker 20:

I'm just trying to keep everyone on their toes.

Speaker 18:

All right. Now we'll go over to operations. Thank you, Mrs. Promise Davidson.

Camaria:

Yeah. Thank you.

Speaker 19:

I promise I'll be quick. So good evening, everyone. So for this month, for the current enrollment, we are not filling seats right now, but we have the CPA seats to fill for six with our operations goal as 52 per scholars per grade, and the authorizer goal for 54 scholars per grade. This month, we have lost three scholars, one in high school and two in lower school. Two of them moved to Yonkers, so that's why they're withdrawing, and the other scholar went to another state, as well. And we have right now, for 2022, 2033 school year, we do have on our wait list right now at 1421 as applications.

Speaker 21:

Oh wow. So, so we only need to fill out six seats and we have...

Speaker 19:

Oh no. That's for current year. The enrollment is 60 for this year, but we have on the wait list right now for next school year 1,420 application.

Speaker 18:

So basically we are in backflow at this point, so basically going to be 60s below.

Speaker 19:

We're still at 670 scholars for the year. On August 6th, we had our lottery day. That's where we presented our lottery presentation. We had about 20 families. They usually don't really go to these things, but they call every single day, "What number am I on the wait list?" A lot of the parents that do show up have siblings already in the school, so they're just super excited just to hear that they got it from the lottery. Myself, Ms. Melissa, and most of the operations team were on the presentation, as well. We had two people on the chat box and then myself and miss Zepeda, who is the operations associate for scholar services presented the presentation. We also presented the video. Are we going to watch the video? Or we don't have time. If you guys do see it, it's a really cute video that we all made and it just shows a representation of the school. You'll see all the assistant principals, the principals, and a lot of the kids present. Oh, there. You got to share the audio. Yeah. There.

Speaker 19:

[inaudible 01:31:59].

Speaker 18:

[inaudible 01:31:59].

Speaker 19:

[inaudible 01:32:00].

Speaker 18:

[inaudible 01:33:16]. Like the John sales over the top symbolism of the all traffic this way.

Speaker 19:

So after we presented the video, we presented how many seats we had open. We had open seats for kindergarten where start with 56, fourth to seventh with one, and 10th grade was three, so far, and we have registered so far for kindergarten 31 applicants and for seventh grade one. So we're starting to accept all the applications for next year and beginning to register for enrollment. So starting from April, where we did the lottery, we are going through it all the way until October just registering as many kids as we can. But as of right now, we do have a lot of our kids coming back for next year, so that's why you don't see a lot of seats open

Speaker 22:

That's correct. [inaudible 01:34:11] two kids registered at this point is really good, but especially because you struggle with getting kids earlier, you get them and secure them the better. So that's what we're working on. And Keisha and her team haven't stopped recruiting, so we're still recruiting once a week every single week.

Speaker 19:

Yeah. When we show the calendar, I'll talk a little bit more about that. But for the 31 kindergartens that we do have, majority of them are siblings, so they already have at least two or three siblings in the building. So this is a little bit of what we're working on for July and August. A lot of schools are struggling with marketing, but we are on PDs all the time figuring out other ways to promote our school, so I just learned a really cool word search engine optimism and that's when our name pops up on Google. So

we're working on that as well to get our name out there. We are recruiting once a week and during the summer, we'll try to go two days a week, Ms. Zepeda And I, the scholar operation associate scholar services, we're working on opening more up to the community to try to get us more out there.

Speaker 19:

So we're working on some events, so if you can see here, we're trying to have our first kindergarten orientation just to get the families in the building to do any paperwork that they have left. We're also going to try to get the L services in the building as well during those times just to start doing the language surveys, and then we are trying to have another event called enrollment day. This will be our first time doing something like this, where we're going to open the school for all K to 12, all the applicants that already applied just to get them sorted out, any paperwork that's missing, give them a book bag, and get them just to see the building, as well. So we'll have more details for the next month. I'll share out more things. But also for August, if you can see here, we have like a little ice cream social, we were also on trying to have another enrollment day just to get the community just to be aware of us and then also the scholars to get excited to be in the building.

Speaker 21:

I assume that all of these will be in the evening time. Right?

Speaker 19:

We're going to try to do both just to have a morning shift for those parents that work in the evening.

Speaker 21:

Okay. Yeah. Yeah.

Speaker 19:

And if anything, if it'll do a evening day one day, then the next day we'll do like a morning one.

Speaker 18:

Probably always think that evening, but you always want to have two times.

Speaker 19:

Yeah.

Speaker 18:

Sometimes some parents create their work schedules so they can take their kids to school, so they have availability in the morning. Some parents have it...

Speaker 19:

And well, for sure.

Speaker 21:

It's really key to have somebody here to help them fill out a lot of the applications.

Speaker 19:

Of course. Yeah. Most of the leadership will be here for during the summer to summer school, but operations will obviously be here everywhere and we'll have a lot of bilingual as well just to help out a lot of the families.

Speaker 18:

[inaudible 01:37:00] does a really good job with foreign languages... One of the real attractions of the schools at [inaudible 01:37:09].

Speaker 19:

Question? Thank you.

Speaker 21:

So here is a brief overview that we are looking for to hire for next year. Obviously we're fully staffed and we're giving updates other things, so just speak your whole statement, with the exception of this manager of data. So anybody knows anyone, it's very hard to find the manager of data, please let me know.

Speaker 18:

What background?

Speaker 21:

So we're looking for very specific skill set, someone that can analyze moments with testing and just kind of holistically how we acquire and use data, so from the start of how we get the assessments, what we're assessing for, getting in the classroom, seeing what's happening now, say what we need to do moving forward, doing PDs, and taking it from the acquisition all the way through to how we use it and getting by the leaders, getting by staff and then the professional development on how like it's used wise choose. We just want to take like us being data driven to like a whole other level.

Speaker 19:

Where, where have you been trying to hire this manager of data?

Speaker 21:

The same places we use.

Speaker 19:

LinkedIn.

Speaker 21:

Yeah. These are the sources that we use. So we look in a lot of places, but just nowhere else [inaudible 01:38:39].

Speaker 19:

I know that a lot of, currently, data manager, data manager, all these organizations are trying to look for top data managers and their pay is quite high, so I'm wondering if we are competitive with the salary for those people who rather work at a bank because they know higher than a charter school.

Speaker 18:

[inaudible 01:39:09] compete with that. I was going to say early and often can compete that. So Goldman Sachs data manager, we're looking for data manager, they can pay lot more than we can.

Speaker 19:

Right. So I'm wondering if we can go to graduate schools to recruit for them who may even be an externship just to have somebody here on our side to help us to start with. Right? So if it's too hard to find a perfect person for this role, let's guess someone who can help us right now to build up to that.

Speaker 19:

Yeah. Oh yeah. [inaudible 01:39:58].

Speaker 21:

Yeah. And I think handshake, too, might be good for that. There's so many schools connected with handshake and it's platform that helps students when they're in college find jobs, so we can definitely just be more strategic in regards to that friendship, as well, and look at consultants. So thank you. So these are the positions that we're looking for currently, and obviously there's a lot of teaching positions available. Most of these positions are [inaudible 01:40:28] positions. There's very few that are positions that we're back forward for, which is good. It's just another update. So here with the operations team, what we've recently done to kind of like step up our professional development and in life, just because it's important to develop staff, but also in anticipation for expansion where we probably have to double the operations team making sure that everyone on the operations team, all the leaders have a person to develop.

Speaker 21:

So there's a specialized attention. These are places of that source. So we use Jazz as our platform, but include Recruiter, indeed, Career Builder, and then we have other separate platforms which are as Equally Selected and Handshake. We do specific searches on LinkedIn. We message people daily, myself and Claudia. For those that we see when we hear trends from Malik, he has inside information. We're like, "Great. Let's go dig in and see who's on LinkedIn from specific schools." Her and I attend a lot of job fairs and then we have partnerships with career fairs. We're on social media and we're trying to build our marketing, specifically. We're almost there with posting in front of Fordham University at the bus stop and at the teacher's college around the bus stops and things like that and the train stations, as well.

Speaker 21:

So this is a recap of where we are so far. So these are the positions that we already have secured. They have signed offers for next year for us. We turned our NYU internship program around. We only got one intern this year and worked very hard to make sure that we acquire what we needed. So we only have one position we need to fill for NYU. So we have 1, 2, 3... We have six, we're supposed to have seven together. We also have a 2TFA that have already signed on with us, they're both for the middle school, and we have an ELA teacher. And just to give you an example, this ELA teacher connected with us almost

a year ago and she was having personal problems, her mom, unfortunately, through this process of us interacting with her passed away and we sent flowers, we made sure to stay connected every couple weeks and now she's ready to start with us.

Speaker 21:

So those are kind of the deep connections we're trying to make sure that... I'm sure she interviewed with a lot of other people. They probably said, "Yeah, give me a call when you're ready," and they never spoke us the person again. We're not doing things like that. We're really making sure that we're deepening that connection, so hopefully that helps us get moving forward. In regards to referrals, we already have two referrals, but we have a really good rate of return on referrals. We were just talking about this earlier, last year we had 13 and we hired nine of the 13 and Claudia has been sending these reminders since literally the beginning of last school year. She does it once a month and she sends it and she reaches out and she talks to employees on a weekly basis to make sure that we can follow this up so we can get about the same or more for this current school year.

Speaker 21:

But these are the ones we have literally secured, but there's others that we're waiting for, and then in regards-

Speaker 18:

Say a nine out of 13 return rate? That's great.

Speaker 21:

Yeah, yeah.

Speaker 18:

Five percent's great. Bodily, from the phone calls to hiring coming on, I don't know [inaudible 01:44:13] is, but it's probably 20% to 25%.

Speaker 23:

I was going to ask before you go through that page, for the website, are you posting on idealist.org as well? Because that website is specific for nonprofits.

Speaker 21:

I feel like a lot of I've heard of it. I'm not that close to this. I feel like she put it on there. It's not what we use, but I will definitely need the open follow up here. In regards expansion, we actually just got financials today for this nine to 12 testing building. We have meetings every Friday. We actually just got our initial test bid for pre-K to 12, which we were going to go over tomorrow to our broker just because we've obviously done a lot of work around moving just the high school now.

Speaker 21:

But if we have the opportunity to put the entire school, what would that look like? So we have that initial chess bit and what that would look like on a map. So we're going to be diving into that tomorrow. So that is where we are here, and both of the locations that we're looking at are on Jerome avenue in the Bronx. One of them is a building already and this case while building is we need to be built, so

obviously, as well as those two have different timelines for moving in so we're aware of that and we're planning. In regards to clients, we are ahead of schedule our reporting as we are every month. So nothing to work there. So unfortunately Keisha has been a little busy with COVID this month. Last month we reported zero. We did have a few this time around.

Speaker 21:

So we had one staff member and five scholars. In regards to my priorities, definitely continues to be protocols development, and then the process that it takes to have our intent to return conversations, having those conversations with senior leadership, making sure that all the staff members have been touched by a leader, offer letters, and then what goes into that as well? Because I think we are getting better and better at this, but I think when we started years ago, when we had Lighthouse doing talent, it was like, "Here's your offer letter." Sometimes it came in May. Sometimes it can June, but really being intentional about it, giving them the school calendar right up front, giving them the offer letter, explaining it to them, giving them the total comp document and showing them what that really what their total comp really means.

Speaker 21:

Just having a meaningful conversation and making sure that the senior leaders that are giving out the offer letters have all those talking points on what things are important so that the conversation specifically could be different for each person, but it kind of follows the same flow and everyone gets the same information and that's not something that we've ever done before in regards to the wins and reminders, the first one is responsible...

Speaker 19:

Sorry. Under operations, JLL. Is that the real estate development firm that you guys were using? So we always got confused because we have an architect and a broker and one is JCJ and one is JLL and we never remember which one is which.

Speaker 18:

No, this is JLL...

Speaker 19:

So I don't remember which one that is, but we-

Speaker 18:

JLL is the broker.

Speaker 19:

It's the broker, Okay.

Speaker 18:

They're the broker. So think of them as they organized the whole thing for us. They help us get in touch with architects, it helps get in touch with other real estate holders, landlords, and usher students through whole process.



Speaker 19:

I have heard one bad thing about them from people I know, so just keep that in mind and see if there's anything. One person had bad experience.

Speaker 21:

Okay.

Speaker 19:

On a big project, so.

Camaria:

Just details [inaudible 01:48:42].

Speaker 19:

Yeah, yeah, yeah. I got a talk.

Speaker 18:

[inaudible 01:48:44].

Camaria:

[inaudible 01:48:44].

Speaker 23:

[inaudible 01:48:44]. Sure do.

Speaker 19:

Yeah.

Speaker 21:

Thank you for that. So wellness program continues to be a win for us. We're also looking to bulk up the program so up the AEP program and just all the services that we provide to support staff members, so we've come a long way and there's also a recap of that on the talking points for offer letters, as well, on there just to make sure that it's top of line for everyone and we also increase formal K for 6% match, and there's different things that we're doing intentionally for the [inaudible 01:49:26], but we're not done yet. So working on that and then reporting continues to be a priority and then just a reminder that board meetings are now in person and...

Speaker 18:

He said he'll get louder.

Speaker 21:

Board [inaudible 01:49:40].

Speaker 23:

[inaudible 01:49:40] first thing.

Speaker 18:

One more time.

Speaker 23:

Board meetings are now in person.

Speaker 18:

Okay, good.

Speaker 23:

And I need everyone's bio and picture, so thank you very, very much to everyone that did send it to me. I appreciate it. Just on the pictures we are getting our photographer to digitally fix them.

Speaker 19:

Filter [inaudible 01:49:59].

Speaker 23:

So not with the filter, with the backgrounds, but...

Speaker 18:

Oh.

Speaker 19:

[inaudible 01:50:04] had air brush?

Speaker 18:

I know you're very concerned about being air brushed.

Speaker 21:

Wait, so we are just waiting for everyone to set in order to get this rolling, right?

Speaker 18:

Why would [inaudible 01:50:19] people [inaudible 01:50:22].

Speaker 20:

I would just like to add, I took a photo for my lunch break today.

Speaker 19:

Do you have the bio written?

Speaker 20:  
Bio's written.

Speaker 19:  
Good job.

Speaker 23:  
Shante's [inaudible 01:50:41] photo of the staircases.

Speaker 18:  
That's good.

Camaria:  
Any other confessions before I start pulling out names? Kahari, Michael...

Michael:  
No. No no. I sent my...

Camaria:  
Oh you sent it? Okay.

Speaker 18:  
That's what I'm saying. Put more front street. That's right.

Speaker 24:  
Everybody hate that shooting.

Speaker 19:  
[inaudible 01:51:17].

Speaker 21:  
I notice how you [inaudible 01:51:18] but that would be amazing if we all included pictures of us as seven year olds, also. You'll send that to [inaudible 01:51:22].

Speaker 18:  
That would be great. My [inaudible 01:51:26] was right. [inaudible 01:51:34].

Speaker 21:  
Any other [inaudible 01:51:36] opporations? Questions about operations?

Speaker 18:  
All right. And so if there's not any questions around the school report, we'll move over Shante and go to financial.

Shante:

Good evening, everyone. So this will be a quick, quick update. I have no general update, but Bob will March us through the quarterly and monthly financials, as well as given an overview for the budget that we'll be voting on next month. Take it Bob.

Bob:

Thanks. I've been told I have eight minutes, so this will be very fast. Total cash at the end of the quarter was 9.2 million, we received our most recent round of per pupil actually this week, so we are cash flush again and we'll be back in the eight figures of cash the next time you see these financials. In the investment account, we had about 5.16 million and our last per pupil invoice was submitted in early April, so the next time we will submit fiscal year 22 information will be in August as part of the reconciliation invoice, but we are in good shape there. Scrolling down, Melissa, just a little bit, net assets were relatively flat between last month and this month. You will see that all of our ratios continue to be super strong. Current ratio, debt to asset ratio are both very, very good, and days of cash on hand, you have 224.

Bob:

The baseline for your authorizer is 30 so we have 7x that, and debt service coverage ratio is very much in line with the last month. You will see a little bit of movement, as Keisha mentioned, on the enrollment at our most recent per-pupil billing period. So in February we had 667, March, which covers our most recent bill to the DOE at 665, so year to date operating expenses a little bit over 10.1 million and our year to date surplus is 1.4 million against our budgeted surplus of 354k, so we continue to look strong. Next page, Melissa. On the financial ratios, again, your current ratio, days of cash, total margin, and debt to asset ratio, all continue to look good against your DOE benchmarks. Scrolling down.

Bob:

And this is just, again, a graphical representation of what your student enrollment has been over the few months so looking at the table on the left, we lost two students as it relates to our per-pupil billing, and then on the special education side, that has remained relatively flat. You will see that we budgeted a paid sped enrollment of 64 kids and we have 10 more of that, so that additional sped enrollment is yielding about a quarter million dollars to our bottom line. I would just like to point out that your total enrollment of 665 right now is actually higher than your budgeted enrollment of 662, which you can see in that student count table. There are not a lot of schools in the city right now that can say they are actually above their budgeted enrollment, so again, just a testament to the job that Melissa and Keisha have been doing this year of getting kids and retaining them. Page down.

Bob:

So total revenue year to date, we're at about 11.5 million against a budgeted amount of 16 million, so again, we're in a good position due to the additional sped revenue that we are looking at the tune of 230K. And then on the federal funding side, we've also received an additional \$82,000, which is just a series of supplemental grants and final title one allocation and a higher than anticipated IDEE allocation, which is related to your increase in sped enrollment, yields additional sped revenue, at least on the federal side. On the salaries and benefits side we continue to forecast about 85K in savings. So you'll see 6.1 in expenses versus 9.2 million as far as our projected expense. Again, we've had some vacancies that we've carried over the course of the year and that's kind of yielding.

PART 4 OF 5 ENDS [01:56:04]

Bob:

... the course of the year. And that's kind of yielding that 85K in savings. On the operational expense side, we have not touched anything as it relates to our annual forecast. Those numbers were kind of locked in when this board approved your amendment about two or three months ago. So, we have \$5.8 million projected of which we've expensed about \$3.6 million.

Bob:

And then on the depreciation side, we've got 284K of depreciation against a budget of about 310. We have not touched your contingency. So, all of those, that \$111,000 will feed directly to your bottom line. So year to date, surplus of \$1.4 million against an annual budgeted surplus of 470K. So, we're at about 3X that number now, year to date, which looks good.

Bob:

And then just looking at cash, again, I know a sensitive number is that 1.068 million. That is the capital outlay that the board approved for things like the rebrand and getting ready for expansion and a technology overhaul. So, we do have about just shy of \$400,000 left. As I know, Melissa's kind of phasing those projects and over the course of the year. So, on a cash basis, we've actually budgeted a cash deficit this year of 750K. We are two in the black, actually, of about \$650,000, again on a cash basis. So, continues to look good there.

Bob:

And then just quickly looking at the balance sheet, which is on the last page. So again, these numbers are stacked where we ended last year and where we are today. We've got about \$700,000 more in cash on hand, considering you've spent a million bucks on capital investments. You'll see the increase on the fixed asset line. The fact that we're to the good 700K, again is fantastic. Everything else is really relatively in line. The big liability that you're seeing on deferred revenue, again, is just a gap accounting on your per pupil payments that have been made kind of in advance before we can recognize them.

Bob:

And then just scroll down to the bottom so we can look at equity really quickly, Melissa. So equity wise, again, we're to the good, \$1.4 million over the \$10 million that we ended last year. So again, just very, very strong numbers, especially in some trying times right now across the sector.

Bob:

March was the end of year, quarter three. So we are obligated just to present your quarterly investment report. Last year, your investments closed worth about \$5.26 million. The market value of those investments has actually decreased about a \$100,000. Again, I think everybody in the room knows the market is incredibly volatile right now, interest rates are a little bit screwy and you also have inflation to worry about.

Bob:

So, given all of those variables, we are still seeing kind of some negative Treasury yields. At the end of the day, our Treasury securities are backed by the government, so as long as we hold them to maturity,

we will be in the black on those investments. It's just kind of a mark-to-market valuation on those securities at a given point in time. So, that does yield an internal rate of return of about almost negative 2%, which nobody obviously, wants to see. But again, it's absolutely insane economic climate right now. Any questions on that?

Bob:

Hearing none, we will continue to move on. And we've been working since January kind of on the budget, so again, just wanted to let you know where we're at, our goal. We've met with the finance committee and kind of reviewed our fiscal year '23 budget. Also some strategic planning for the out years. We will be diving into that pretty extensively at your next board meeting. But we are in the process of sending out offer letters, locking in salaries and finalizing some numbers on the fiscal year '23 budget, which we will give you a very brief overview on, kind of on the next page. But we will be seeking approval in May for the budget, that does give us a cushion in the event, we don't have a quorum or something crazy, next meeting.

Bob:

Just to let you know of some key variables and considerations that we're looking at while we lock in some numbers. On the revenue side, at the end of the day, our primary funding source is per pupil. That is going up 4.7%. So, states approve that, so it may fluctuate a dollar or two by the time it feeds down to us, but we are in good shape there. I think this board will see an increase in SPED funding as we present it to the board next month. And we'll get into it, but we are kind of focusing on integrated co-teaching that does come at a little bit of a cost to us because we will be putting two kids in a lot of classrooms in our lower grades. But what that does allow us to do is bill the DOE at a higher rate. And for each kid that qualifies for that funding, we effectively get an extra \$20,000.

Bob:

This coming year, fiscal year '23, will be the last year that will have access kind of to our federal stimulus funding. So, there will be about \$2.5 million of stimulus funding incorporated into the budget and that is exhausted after fiscal year '23. So again, just being strategic about one-time expenses and how we can draw those funds down so we're not kind of hyper-inflating a budget when that funding eventually does fall off a cliff starting in fiscal year '24. And for all intents and purposes, we are budgeting the same enrollment that we budgeted last year, effectively, 52 kids a grade, total enrollment of 676 across the school.

Bob:

Biggest lever on your budget next year is staffing. The union contract is going to expire in September of 2022. So the DOE and the teacher's union are nowhere close as far as kind of settling that. So there's no comps to draw from there. And then additionally, this is an off year for the Charter School Compensation Survey. So we can't look at your peers that respond to that to see what average teacher pay is. So at the end of the day, our average teacher raised was 7% this year, just kind of flat across the board, which is very competitive.

Bob:

Again, we know inflation's a little bit crazy, but the fact that you were paying above the union rate last year, and you were looking at a pretty generous raise, as far as the instructional staff goes, should keep you very, very competitive as far as wages go. We are mindful of upcoming possible, record levels of

attrition and a labor crunch. The last two years are not what teachers signed up for. There are a lot of people leaving the profession and we are very, very mindful of that. And then just as we grow, just so you're not caught off guard, we did add about 10 total positions to the current org chart for next year. So, to basically plan for growth and to get Melissa and Malik and Kurt, like everybody, the support that they need for next year.

Bob:

Planning for growth as well, we will present kind of a strategic five-year budget. At the end of the day, the numbers that we submitted to SUNY have us at 1,209 kids at capacity. So, we're developing a staffing model to kind of meet the needs of differentiated scholars. It's been one of Malik's priorities, has been making sure we're scaling on the staffing side while also being able to focus on like programs like ICT. So we are just, I think, thoughtful in our approach. And again, when staffing constitutes 68% of your total operating budget, we just want to make sure that outside of one-time expenses for growth, that the school's obviously sustainable after the first few years.

Bob:

And then could we just look at the executive summary really quickly? This is just a snapshot for next year. Again, we'll get into these numbers and we just kind of stacked some of them side by side. But at the end of the day where we're at right now, we're forecasting a very small deficit considering your annual budget's at about \$17.8 million. So, net income of negative \$33,000 and net income, excluding non-cash expenses like depreciation, has you in a cash surplus for the year to the tune of \$307,000.

Bob:

On the revenue side, we're looking at increases of about 1.7 million over what we're forecasting this year. And total expenses are increasing about 2.2 million. Again, there's new staffing and then just the nature of inflation this year as well. And raises are a big portion of that with salaries going up 7%. On a cash basis, we're projecting ending this year with about \$9.2, 9.3 million roughly, assuming kind of that starting point for next year, that would leave you with about \$9.3 million leaving fiscal year '23 and entering fiscal year '24.

Shantá:

Bob, I don't know. The numbers I'm looking at on this page says that we have net income of negative 230 and yours is 33,000. Oh, negative 33. Is that one accurate or is it negative 230?

Bob:

So, we actually did a final pass on salaries and this negative 33, we actually identified some savings on the salary side, Shantá. So, Melissa and I repopulated a lot of these documents like on the fly last night. So this negative \$33,000 is where we are at right now.

Shantá:

Oh, good. Yeah. Because I remember the 230 from the-

Bob:

Yeah, I'm sorry about that. But yeah, [inaudible 02:06:41]. We found some extra money from Malik as we were kind of preparing for this.

Shantá:

We appreciate it.

Speaker 25:

We'll leave with that then.

Malik:

Let's just take that. There's very few times you have an adjustment people are happy about.

Shantá:

Thanks, Bob. Any questions on anything? Bob, breathe, because you went through that really fast, but we appreciate it. Also, if anyone has any questions but want to be a part of the budget conversation, please feel free to join the finance committee next month, where we will go over the full budget in detail. Any questions on financials? If none, I move that we accept the financial report for monthly and quarterly for March.

Sophia:

I'll second that, and I'm an aye.

Shantá:

Thank you, Sophia. [inaudible 02:07:26].

Kamaria:

Aye, Kamaria [inaudible 02:07:29].

Jessie:

Aye, Jessie.

Shantá:

Perfect. Aaron?

Speaker 26:

[inaudible 02:07:34] Yeah. Didn't we [inaudible 02:07:40].

Shantá:

Thank you, financial. And keep it moving. Thank you.

Speaker 27:

See, we talk about the students getting trained in [inaudible 02:07:52] learning. Zoom learning here we are.

Speaker 28:

No, I almost feel like I'm not at the meeting, because I don't have Zoom up.



This transcript was exported on May 22, 2022 - view latest version [here](#).

Malik:

Right, right.

Shantá:

Awesome. I turn back over to Malik.

Malik:

All right. Great. Thanks [inaudible 02:08:08] that. Bob, thank you for that. Shantá, thank you as well. And let's keep going as the Education Committee.

Speaker 29:

You guys have covered it all.

Speaker X:

Amen.

Speaker 29:

Thank you.

Malik:

No questions. Mic drop. Then [inaudible 02:08:32] External Relations Committee update.

Speaker 30:

We just kind of discussed and developed some of the things we spoke or brought up to the meeting last time. We discussed the possibility of working with Bronx Community College to bring adult learning or the opportunity presented to the parents or have it available. I kind of wanted to just put that out there to the board to kind of start thinking about, so that next month we could have a more robust conversation about it. I know Malik was very clear on making sure that partnerships that we have with organizations are representative of who we are as a school. So, start to think about it.

Speaker 30:

And yeah, we're developing the community day. So, having various different parties be a part of the community day. Going to see which of those parties want be a part of the planning group that can also work in conjunction with the board.

Malik:

So the community day, we're going to look at doing a tandem, [inaudible 02:09:39] think is a great idea. The school will have certain services and resources for the entire community and do that in a day. So, we're going to [inaudible 02:09:50], already identified as well as have some school people help do some logistical concepts as well as add any other things that we think could be great for the day. So looking forward to that.

Speaker 29:

I know that we have had conversations about fundraising and what is our purpose and mission. Do we have any progress on that?

Malik:

Yeah. Programs, I think we talked about a little bit more today. I think at the next meeting, we'll probably have a more flushed out kind of concept. One of the good things is, in this expansion, that's a great thing to kind of fundraise around. I think that'll be something that would be very helpful, that [inaudible 02:10:30] be thoughtful around.

Malik:

And so just one, making sure that we fundraise and the right partners, like a fundraiser is like a partner. We want to make sure that we are aligned with people [inaudible 02:10:43]. Like I've seen in the past, where suddenly like, "Oh, you got money from here? That's crazy." Right. We don't want to do that. And then also we want to make sure that we fundraise around specific, tangible kind of concepts, but just want to talk about that and what that means [inaudible 02:10:58]. Thanks a lot. Appreciate that. And then Aaron, public comments?

Aaron:

Okay. So this is the public comments portion of our board meeting. For public record, the board has a public comments policy that can be accessed on the website. I'm not seeing anyone in the virtual boardroom nor, I don't believe, in person, Keisha and Melissa?

Speaker X:

No.

Aaron:

Great. Thank you. So, we will move ahead to the next portion of the agenda.

Malik:

Okay, great. Thanks a lot. Appreciate that. And so next we will go to the governance.

Jessica:

All right. I move to approve the March 2022 meeting minutes.

Shantá:

I say, aye.

Jessica:

Okay. Everyone in favor, say aye.

Group:

Aye. Aye.

Jessica:

Yay. Anyone opposed? Anyone abstaining? Awesome.

Shantá:

Do we still need to do the roll call for that?

Jessica:

I guess not. I'm assuming they [inaudible 02:12:19]. Did we see anybody unmute?

Shantá:

No, majority's in the room.

Jessica:

Oh good. [inaudible 02:12:25] That's exciting. Because Khari and Michael, if you voted, it didn't count. I got on video.

Malik:

Now watch [inaudible 02:12:39].

Jessica:

There it is.

Malik:

Say, aye, you going to get on video.

Khari:

I said it twice, three times. How many times I got to say, aye? Aye, aye.

Malik:

[inaudible 02:12:53] a whole lot of volatility.

Michael:

Aye, from me too.

Malik:

Oh, there we go. [inaudible 02:13:08].

Jessica:

All right.

Malik:

[inaudible 02:13:12] have it.

Jessica:

And next up is the... I should probably come up with a better for this because I feel like I never know what it is... The monthly trustee individual goal setting review-

Malik:

That's [inaudible 02:13:25].

Jessica:

Which, it was a good delivery of a lot of words. So, I think Shantá, you're doing it this month. But just to remind everyone, this is the part where somebody shares every month about kind of what they've been doing outside of normal board things in relation to growing ourselves as board members.

Shantá:

Sure. So, I wrote it out to be done in 30 seconds. So, becoming a member of this board was an answer prayer. I hope the board and school leadership, especially those that voted me in, Aaron and Mr. Tim Curt and Mr. Ellen. What you saw in your interview and I've been doing a great job, reflecting the actions to serve the school and the community.

Shantá:

So, my curiosity has been on three things, how other boards operate, how to measure our financial success and most recently, the discussion of growth... in their discussion of growth, how we can ensure and secure funds for sustainability? So, to get acquainted with how other boards operate, I was on a Zoom today, thanks to Dan, with other board members talking about how other boards operate. And it is great to know that we are on the top of the list, especially with other schools in the state. And this is Upstate and within the city, that they are not doing a great job in their operations [inaudible 02:14:45].

Shantá:

So, that's one thing. So [inaudible 02:14:49] positive for us, because [inaudible 02:14:53] even said that, "Shantá, I'm glad you chimed in because you guys have a real model that other people could follow." And it's a three-part session. I'll be involved in all three parts, so I'll bring back reports from there. As a treasurer, I created a strategic goal around measuring financial success. And I look forward to working with Melissa and Malik as well as Forward Sector to determine how we can analyze our outcomes and figure out if we should change or continue different processes that we have.

Shantá:

And last to, in insurance, secure funds for sustainability. Yesterday, I attended a webinar on how to fundraise for different programs within the school. I will share that information with Aluta and Malik and we will move forward from there. So, that's all I have. So, that's how then moving to grow with the board.

Speaker X:

Shantá, do you mind forwarding-

Shantá:

[inaudible 02:15:44] question?

Speaker X:

Do you mind forwarding me when your three session is with-

Shantá:

Sure. Sure.

Speaker X:

Thank you. She came prepared. [inaudible 02:16:00].

Jessica:

Aspirational. So, next step we have the Board Flywheel, which we discussed last month. And I did not hear from anybody, but definitely, anytime anybody wants to talk to me about it, I'm happy to. But I think barring any last-minute addition and contributions or questions, I think it's just left for us to vote, to approve it and adopt it. So, I'll move to adopt this Board Flywheel as a reflection of our current state of mind on how we work as a board, what our strengths are. Was that a motion?

Speaker X:

Yes.

Jessica:

Oh, yeah.

Speaker X:

Did I...

Jessica:

I thought [Inaudible 02:16:54].

Speaker X:

I second. [inaudible 02:16:57] I was just trying to take forever.

Jessica:

Amazing. I like this kind of competition. Everybody in favor, including online, if you can turn on your videos and unmute, please say, aye.

Group:

Aye. Aye. Aye. Aye.

Jessica:

All right, great. Thank you everybody. And anybody opposed or abstaining? Great.

Aaron:

Jessica, before we move off that really quickly, Malik, I wanted to ask you for everybody, how would you like the board to stay engaged with the flywheel going forward? Since I know this is critical to kind of your leadership model for your team.

Malik:

We can talk about that. I mean, I think one, once you have it finished, I think we're going to do some things to like... our presentation for both flywheels and then we're going to kind of put them to like, the school flywheel is going to be put in places around the school. And I think it's something that we can start utilizing to start meetings with, [inaudible 02:18:09] or end meetings with, or looking at thinking about it.

Aaron:

Great, Malik. Love it.

Speaker X:

So, this is the school calendar. Like we said, last board meeting, moving to update the cadence for the board. Normally, this is approved this board meeting, but we see that the Department of Education is continuously putting out their calendar later. So, it doesn't align. We would like to see theirs first in order to align it, just makes the most sense.

Speaker X:

So this is our finalized calendar, a hundred percent, barring any big changes that the DOE has with their spring break, winter break, et cetera. But we have worked through many versions of this and [inaudible 02:19:11] but it'll be a purple next month and [inaudible 02:19:15].

Speaker X:

Will our calendar be public on the website as well?

Speaker X:

Yes.

Speaker X:

Okay.

Malik:

And so it shouldn't substantially change from this, but it's just not final, because... Just because lots of issues, but we deviate from the DOE, from the childcare [inaudible 02:19:36].

Shantá:

[inaudible 02:19:36] Oh, so we're giving two weeks for...

Malik:

Yes.

Shantá:

Sorry. The time is January. [inaudible 02:19:46].

Speaker X:

Same concept with this one. So, this is a preview of the board meeting calendar for next year. If everyone can please take a look at it between now and the next board meeting. It is very similar to what we usually do and earlier, when holidays and such occur for... just to make sure everyone is available. But if you look at this, this will be approved that next board meeting as [inaudible 02:20:21].

Shantá:

And October's earlier because there's Halloween?

Speaker X:

Because of Halloween. So, the October one is based off of the suggestions that Jessica gave last time with-

Shantá:

Oh, because November is so early?

Speaker X:

Yes. The [inaudible 02:20:46]. I really made it. [inaudible 02:20:52]. It is actually almost my birthday.

Malik:

Great, so that was it? All right. Yeah. So now I think that, that's all we have. Good job. [inaudible 02:21:15]. So then, we have executive session. I think me and Melissa [inaudible 02:21:22] executive session.

Aaron:

Okay, great. So, and I think, if I have this right, so we will... For everybody in-person, this is straightforward. For those of us who are virtual, are we using Ellen's invite with the exact session? Or how are we moving the virtual to exec?

Ellen:

Melissa, do you have my link?

Melissa:

I don't. I can [inaudible 02:21:58].

Ellen:

Yeah, yeah, yeah. Great. Right. Because I think mine has expired.

Jessica:

Would it be possible on this session to stop recording and then also institute the waiting room for people?

Melissa:

We could go in a breakout.

Speaker X:

That's [inaudible 02:22:13].

Melissa:

It's just hard because to upload it, then we have like two videos if we stopped it.

Jessica:

Oh, does it create like two different [inaudible 02:22:22].

Ellen:

Even if you just pause?

Melissa:

Not if you don't know.

Speaker X:

I tried that [inaudible 02:22:28] another meeting.

Jessica:

Maybe that's the whole purpose of the whole...

Speaker X:

Are we still required to upload recording now that we're...

Aaron:

Okay. So, a motion to exit executive session and return to public session. Do I have a second?

Group:

Second. Second.

Aaron:

Approve?

Group:

Aye. Aye. Aye.

Aaron:



This transcript was exported on May 22, 2022 - view latest version [here](#).

This is the important vote, motion to ratify the discussions and actions discussed and decided in executive session. Do I have a second for that?

Michael:

Second.

Speaker X:

You have to say what in relation to.

Aaron:

All those in favor?

Group:

Aye. Aye. Aye.

Jessica:

Wait, Aaron, you have to say what we're deciding in relation to.

Aaron:

In relation to the personnel discussion. All those opposed? Okay. All right, folks. Very good work to everybody who spent a lot of time on this over the past nine months. So, thank you. I hope you all have a great evening. I look forward to seeing everybody, hopefully in person in May. Motion to adjourn?

Group:

Adjourn. Second.

Aaron:

Have a good night.

PART 5 OF 5 ENDS [02:23:47]