

Anuj Khatiwada:

And I think instead of reviewing it, if we just wanted to see if there was anything that anybody wanted to add, or if there was something missing. All right, I think we can just keep moving, Malik.

Malik Russell:

All right. Thanks, I appreciate that. First of all, thank you, everybody, for giving your time for this evening. I really do appreciate it. And as I said earlier, I really apologize that I can't be there, but also think it's probably for the best for all parties that I'm not, as I'm feeling pretty under the weather. And I just want thank you guys for being there. Apologize for my lack of being there. And also bear with me, my voice is not great today. So, thank you. And if you can't hear me, let me know. I'm going to try to make sure I can [inaudible 00:01:01]. Don't know if we'll be able to. Today, I'm going to start with the three pillar reflections. If we put the mission up on the pillar, I'm going to focus on this rigor.

Khari Shabazz:

Malik, can you hear me?

Malik Russell:

Hello?

Khari Shabazz:

Can you hear me?

Malik Russell:

I can hear you, yes.

Khari Shabazz:

I just want to take a second, and I'll let you get back to this part. I think as an educator, the PDD, as educators we would be remiss if we didn't acknowledge solidarity, our thoughts going out to the folks in that school in Texas. Also extension, community members who are [inaudible 00:01:55] in Buffalo as well. Just, I think it's important for us just to get that in, really put that on the record, that even though you're in the Bronx, you stand in solidarity with all those people. I've been doing some trainings with teachers throughout the country not only today, while I was here, so Tuesday, and people are in a very negative space. So, put that out there. However we reflect, however we, again, engage this space as advocates, as allies. I think it's, again, just important to give our solidarity to them.

Malik Russell:

I appreciate that, Khari. Thanks for that, appreciate that. And it's always important that the work we do, the feelings we feel and the things that we go through is all connected with all the other people involved in this concept. I'm sorry. What's going on here?

Speaker 1:

Right there.

Khari Shabazz:

All right.

Speaker 1:

You want [inaudible 00:04:12]?

Malik Russell:

I don't know what's going on with my Zoom. Is that it? Sorry, can everyone hear me now? Finally, hopefully?

Speaker 1:

Yeah.

Malik Russell:

Thank you. Yeah. Thank you for bringing that to bear. I think it's a rough time just as a country, and especially a rough time in education for lots of different reasons. And it's really important to remember that we're all connected in this, and that we are all together in this struggle. And so today, I want to take a little time to just talk about rigor.

Malik Russell:

And we use the word rigor not in the stringent or inflexible sense, but in the sense of an unyielding need to so challenge and push our students, because we understand and believe in the potential, talent and ability of our scholars and community. We challenge our scholars to build their confidence and help them realize what they can achieve. Rigor is something that has always been essential to me as I've gotten into education, and I've discovered over time that it's one of the most important to me. A lot of times when you get into education, become a principal, become a teacher, you become a assistant principal, become a principal, you kind of have ideas of what's going to be important to you and why. And as you actually do it, you start realizing and understanding yourself, and becoming yourself in this space, and realize what are the things that you really cherish.

Malik Russell:

And over time, we've tried to figure out why rigor has always been so important to me. And it's important to me in the way that we communicate and talk to each other. It's important to me in the way that we expect to see each other. It's important to me in the way that we address and respect each other. And the idea is, from my perspective, rigor is a show of the utmost respect. It shows that you really do believe in the community and the people that you're around. If you aren't putting things out rigorous in front of another person, it means that you don't expect them or respect them enough to know that they can struggle with this problem, think about this idea and meet those demands. And so to me, it's the bottom line of just respect and understanding. And interestingly, me and Kurt were doing a interview and the candidate said, "I believe that lower expectations is the most subtle form of bigotry."

Malik Russell:

And I told him I agree with the premise, but disagree. I think is one of the most in your face forms of bigotry and racism. When you do not demand of people, it's because you don't believe they can meet those demands. And that's just a terrible assumption. And so rigor, for me, is something at the heart of

how we need to approach [inaudible 00:07:55] with only the highest standards. And so that was my thoughts on rigor as one of our pillars. So, thank you.

Malik Russell:

You go back to the agenda, please. All right, now you get to hear me talk even longer, hear from me again. And I go through, as I begin the school update, and we start with some good news and some very creative camera work. We have a breaking news update.

Speaker 3:

Drum roll. Where's the drum roll?

Malik Russell:

Here we go.

Speaker 2:

Miss Ramos, there's breaking news at Nuasin.

Speaker 4:

I wonder what it is?

Speaker 2:

I'm going to show it to everybody.

Malik Russell:

Hey, Nuasin. You hear the news? We're here to stay. We got a five-year renewal on our charter. Nuasin next generation is here for good.

Malik Russell:

Let's see, though.

Khari Shabazz:

A little overacting.

Speaker 3:

Yeah, right.

Malik Russell:

I'll let you know the level of attention and time spent on acting. And who did a best job, just so know, there's lots of people who feel that that did not look like the urgent walk by Mr. Brown, a little overacting by Melissa and Claudia. And just also, of course, you got people, doesn't make sense.

Malik Russell:

My biggest takeaway was I was able to do my thing in one take. There was no practice, just one take. I got my real, inner Denzel going for my lines. But seriously, I think that the five-year renewal has been voted on, it has been passed by the [inaudible 00:11:13], our expansion has been the same, has been done. And I really just want to commend everyone in this room, everyone at the school, the entire community, because it was truly a team effort and it's something we should be proud of. We were one of the only schools I saw that got five years. And that's a real accomplishment for us.

Malik Russell:

But as you know, I told Mr. Brown, Melissa and Kurt, now we at least got five more years to work really hard to get where we want to get to. And so this is definitely just a foundation, but I think also something that we, as a community, as we went through this transition, should really embrace and be proud of that we got to this space, and have been supported in building the great school that our community deserves. Everybody give themselves a heck of a clap. [inaudible 00:12:21].

Malik Russell:

That means you too, Bob, even if you're mute, just joking. All right. And now to the much less exciting presentation, here's my ED update. We're going to start with attendance. We see K through eight scholars, we had 90%, nine through 12, 84%. Those are both below where we want to be at, 95%. It's something that we're going to continue to push. We know there's a context to all of this, especially with COVID coming back again and again and again. This is something that we need to deal with, but we do believe that our kids really enjoy the time when they're at school and they need to be here. And we know that when they are here, we really prepare them for the future. And when they aren't here, we don't know what they're doing, more and more loss. And so this is something that from a culture standpoint, we're really pushing upon.

Malik Russell:

From a staff standpoint, you'll also see we have a full staff, that 92%, you see the K through eight teachers at 97%, K through eight staff at a 100%, and leaders at 92%. We want those numbers to go up as well. We really want at least 95%, and truthfully at 100%, but I think we, as a staff and as a community, have to deal with the context that we're in, and that has definitely been affecting us. It has affecting me as I'm talking to you today.

Malik Russell:

Next slide. Here is a college readiness update. Can you go to one side, please? My son, Judge, is coming in. Thank you. Our college applications, 100% of our scholars in our senior class have applied to at least six colleges. 42 of the scholars have accepted into at least one two-year or four-year university. From a scholarship standpoint, we've gotten 3.1 million in merit-based aid so far. And 100% of our seniors are currently on track to graduate fully credited and on time.

Malik Russell:

And I think these are good numbers, but these are just a start, and something that we can really build on. And we want to start also embracing our scholars getting acceptances to really great colleges all across the country. I personally want every one of our scholars to be accepted into a four-year college. And I'm looking for at least 80 to 90% of our students to get financial aid to help them go through there. And then also the graduation rate, we are proud of them. Mr. Brown has put a lot of effort into it, but

we are going to up to ante on what it means to graduate from Nuasin. And so there's going to be a higher bar [inaudible 00:16:04].

Malik Russell:

Next slide, please. Things that we've done is, this has been a big hit, basically all of our kids have been on college trips. And so trying to get them to go earlier and earlier. We have our sophomores have visited two colleges. We're trying to make sure that we put college at the front of what we're doing, both for our students and for our families. We want to start to ourselves out there from the beginning, and that's has already started. We still are pushing the SATs.

Malik Russell:

That's in a very strange place, right now, with lots of schools aren't demanding SATs. I think that will change. We want to make sure that we are prepared for our kids to be able to show up on SATs or ACTs and have that opportunity as well. And so we are putting forth more resources for preparation for SATs, and we're targeting not only our at-risk students, but also the students have really shown that they really care, are invested in getting ready for college and getting ready for SAT with some pretty strong courses that we'll be having during the summer and also in the fall as well.

Malik Russell:

Here's the end of year preview. On the review, here you'll see we had the UConn visit, which a lot of people liked, but really associated more with ESPN because ESPN has a strong relationship with them. You'll see on the 10th, we have the AP ELA exam. And then on the 27th, this week, we have the end of year trip, which is unfortunately to Boston. Yeah. I mean, I'm a Yankee fan, so it starts with that, and also other issues of Boston. Right. And see, we have also on the 22nd, 12th grade graduation [inaudible 00:18:30], we'll see. And for the K and eighth grade, which if you can go, there's nothing better than seeing a kindergarten graduation to make your heart sing. There's really no better concept, from the families, everyone else, it's just great. From the 15th to 23rd in June, we also have the Regents exam, which is going to be a real focus for us.

Malik Russell:

One update on that. Some of you probably have heard the US history Regents will not be given this year. That was set by the state, based on some inflammatory, insensitive materials in the test and they didn't have time to redo it. And so that will not be one of the Regents that we take this year. Then of course we have the eighth grade EOY trip, and second only to kindergarten graduation, seeing an eighth grade dance is also really, really exciting because there's a bunch of people that think they're cool, but suddenly get a little nervous because they're in front of other people from other genders and don't want to show they can dance. It's also great to see, because there's lots of bravado [inaudible 00:19:43]. If you want to see another thing that's great, take a look at that as well.

Malik Russell:

And this was our inaugural senior prom. Obviously, we had a senior class last year that graduated, but based on the pandemic was not able to have a prom. And so this was our prom this year. It was a little bit too cool for school, but people still showed up and it was a great spot. Kisha and the entire team put on a wonderful event, and [inaudible 00:20:24]. It's always great to go to a prom, so it was wonderful. A lot of the people dressed like [inaudible 00:20:37]. All right, now I will move it over to the principal updates and I will turn it over to Kurt to start.

Kurt Davidson:

Right. Good evening, everyone. Yeah, go ahead. All right, just wanted to start off. We were really excited, the 9th, to host. First time we ever hosted a New York State Regent in the building. This is obviously connected to our renewal and our very favorable decision by the New York State Regents. And Regent Ferrar, who represents the Bronx, came and visited along with Mr. Frank, who is the liaison between all charter schools in the state and the state order Regents. He's the one that Lori Haseley, our authorizer, really gives her recommendation to there. And then Lori, as well, came in to join us on May 9th.

Kurt Davidson:

Regent Ferrar came and visited multiple classrooms in the middle of high school. Had a great opportunity to meet with Malik, Melissa, Mr. Brown, and myself, and then we went and visited classrooms. The end of it was actually, we went upstairs to the studio and she had an opportunity to get interviewed. I think she did a "Would you rather?" segment, which was a little risky, but we went ahead and rolled with it, with Samir, one of our eighth graders, also an anchor on the program. Well overall, quite a successful visit. And we feel like it was a great opportunity for this relationship and to really build a network and our reputation as Nuasin next generation as well.

Kurt Davidson:

Few upcoming dates. Malik already hit on these. Just will quickly touch on, we have mini data points coming up in June, all of our end of year data points, so we have our end of year reading exams. We have our fourth IA and we also have our end of year i-Ready. While high school does have the Regents exams throughout, K through eight has a large number of internal assessments too, being that state testing is over with the exception of fourth grade science and our eighth graders who are taking Regents living environment in algebra on the same day as the high school as well. I also just give a second push to kindergarten graduation, Friday, the 24th, 9:00 AM. And eighth grade is the same date at noon. Always, always a great time. And great thing about kindergarten, it's much lower stakes than the high school one, and kids have a heck of a great time there.

Kurt Davidson:

Specific updates, I want to keep it to three quick hits this month, being that we'll have a lot more next month around data to speak with. Trying to keep it in threes. I know Malik will come after me if I add a fourth one. We have our three big hits are ending the school year strong. I touched on this last month, just want to reemphasize. Really, our last quarter in the middle school has been heavy refocus on research and writing. And we're diving deep into very specific topics there, and giving kids an opportunity to really bring out their own thinking. There has been research in fifth grade very specifically around the Dominican Republic and relationship with Haiti. It's something that has really ... Being that about 50% of our students are Dominican descent.

Kurt Davidson:

And sixth grade has been doing it around technology and the use of social media, and pro, cons and a lot of different arguments there. And seventh grade as well, as it gets higher stake there. We have our assessments. One big thing, obviously high school has been doing the college trips throughout the year and the lower grades, due for COVID, many opportunities have been closed. We've made a big deal for the month of June to make sure each grade level at least has one opportunity to be outside the building,

being that it has been two years since many students have been able to. And that exposure is critically important for them. That, we're prioritizing in June.

Kurt Davidson:

And then just touching again on key transition points. Example to highlight is myself, a couple of members of my team, Mr. Brown, couple of members of his team, met this week really, really focusing in on our transition eighth to ninth grade, meaning that we have the really great opportunity of a high number of our students returning from eighth to ninth grade, higher than ever before. And we want to make sure we're taking advantage of that opportunity and setting them up for success for the high school, and setting the tone starting right now, as opposed to in August.

Kurt Davidson:

For number two, just a few more details on what Summer Shine or summer school is looking like. We're really excited to show that we received, I believe it was \$220,000, Melissa? Around there? Thanks so much to the work Kisha, Melissa, myself, Bob all have been working on this grant, and we were able to receive from Bloomberg Philanthropies to supplement our summer school this year. We're aiming for in between 40 to 50% of our K through eight student body. I think summer school, it's a five week session, four days per week, ranging from July 11th to, I believe, August 11th are the dates. So, five simultaneous weeks giving teachers and ourselves a little bit of a break in between the end of the school on the 28th and the beginning on the 11th.

Kurt Davidson:

We're also really with this funding, we've been able to secure some of our most talented teachers to work this summer. And we're really excited that we will have the opportunity to match some of our teachers who need more additional development with teachers who are strong in implementing close reading and novel study, and parts that are part of our core curriculum, and have an opportunity to really emphasize the teacher development aspect. So that yet another opportunity going into August, we'll be able to set ourselves up so that our teachers are getting more adept at practicing our core instructional model as well.

Kurt Davidson:

And then just as I mentioned with the ninth grade, we are going to having a ninth grade orientation component that we're planning daily. And then the last one is we've begun intensive planning for our August Professional Development Institute. We're more or less of ensuring of my June, July and August. And one thing Malik and I were reflecting on yesterday or today just around given all of the circumstances, and it's easy to forget how we started off this school year with the number of vacancies we started off. We had, I believe, 30 teachers who started after first day for teachers, throughout the K through 12. It was a large number. Also second week of school, we had grade levels who went completely remote for a week and a half due to COVID cases, where there was one week in September where we had 15 to 20 staff members out due to COVID. In December, we were out for a week due to an outbreak.

Kurt Davidson:

And the importance of us setting the tone and the opportunity we have this year is a great opportunity to truly level up for what we've done. And we're really excited to, as Malik was sharing, rigors is not just around having-

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

Kurt Davidson:

Malik was sharing, rigors is not just around having really challenging materials in front of kids. It's really how we are having a culture of rigor among our adults. And what that means. Not just academic rigor, but a culture of rigor, our expectations for ourselves, of how we treat kids, and how we treat one another, and how we really embody the three core pillars of the school.

Kurt Davidson:

And we really want to leverage our planned high staff return to accelerate, and focus a lot on leveling up the work that we've been doing and the foundation we've been working throughout this year.

Kurt Davidson:

And for the only time ever, I kept my promise, and was quite short. So [inaudible 00:29:52]. Next month, no promises.

Malik Russell:

Thank you for that, Kurt. Appreciate that. Anyone have questions or comments on either Mia or Kurt's updates?

Malik Russell:

I take silence as a great job by both of them. And push it to Mr. Brown to keep it up.

Anthony Brown:

I hope so.

Kurt Davidson:

There we go. Okay. The dramatic overture. It feels like you're slow walking to [inaudible 00:30:38].

Anthony Brown:

Good evening, everyone. I'm going to do this very quick. The updates. We had our IA4. And we'll have that data coming very soon. And so we feel strongly about our scholars improving a great deal on these IA's, so we definitely are looking forward to ...

Anthony Brown:

We got [inaudible 00:31:14] we're moving, making sure that we are, toward the rigor, once again. Our scholars are college ready. And so we're preparing for Regents at this particular time. One of the things that we're doing is ensuring that our scholars are scoring a 75 and above on our Regents. Partially because we're not pushing our scholars to go to CUNY. But at the same time, if they get a 75 and above, they don't have to be [inaudible 00:31:43] by taking or having remedial courses. So we want to make sure that our scholars are doing well, are preparing to do excellent on those particular exams.

Anthony Brown:

Also, making sure that all the protocols are necessary. Getting everything prepared, so we can make sure we're in alignment with great testing environment for our scholars as well.

Anthony Brown:

And the next part for the rigor and the college readiness is our SAT prep. Mr. Russell already went over many of those things. I just want to say that we're pushing hard to make sure that all of our scholars are college ready at all times. So we're making sure that we have our SAT prep program in the summertime. That's from Princeton Review. Our rising juniors, selected sophomores and freshmen, we're going to have that available to them. So that everyone has the opportunity to prepare at a younger age, so that they can do well on those exams.

Anthony Brown:

And the last thing is our fall planning, we're going to make sure that we are scheduling. We have our courses that we're looking into, leader and teacher development. And as Mr. Davidson said, we're make sure that we have our orientation. And one of the things that we were doing, not only with orientation, but it's not only for [inaudible 00:33:06]. Because we do realize that it's not just allowing our scholars to have a better understanding of our [inaudible 00:33:12], but our parents have to have a better understanding as well, where we're going, what we're going to do. And just have them buy in to our direction. And so that parent orientation is just as important as our scholars.

Speaker 5:

For the summer program, do we have another part for kids who need the extra work in preparation to go to the next grade, or is it just for the SAT prep?

Anthony Brown:

Yeah. Ultimately, this summer is only for the SAT.

Speaker 5:

Okay.

Anthony Brown:

We're looking at how to plan for those particular scholars during our scheduling, so that we can support their needs during the school day in the fall.

Speaker 5:

How many high school kids are you targeting for the summer program?

Anthony Brown:

We have a contract with Princeton Review, which is very expensive, just wanted to let you know. It's super expensive. So we actually have 60 spots that are available. But if we pay an additional amount, we can add additional scholars as well. So we're working to make sure that all of those spots are filled by our juniors, our sophomores, and our freshmen.

Speaker 5:

Have you seen a lot of interest from the students and their parents?

Anthony Brown:

Actually, the unfortunately thing, oftentimes, it's our higher performance scholars that are showing interest. But we're trying to get some of those, [inaudible 00:34:42] not only are promising, but that could benefit from SAT prep as well, to get them to come during the summertime. And we have to do this very quickly, because we need [inaudible 00:34:51] scholars because they are from Dominican Republic, and different parts of Africa. And if we don't say it soon enough, they're going to be traveling to those [inaudible 00:35:01].

Speaker 5:

So you [inaudible 00:35:03]-

Mary:

[inaudible 00:35:03].

Speaker 5:

Go ahead.

Mary:

Go ahead.

Mary:

You're selecting the sophomores and freshmen based on grades, to participate?

Anthony Brown:

The juniors, we're asking all the juniors to come, because they're going to be taking the SATs in the fall. The sophomores and the freshmen, we're looking at grades, but at the same time looking at those that want to self-collect as well. So even if you're not performing well, but you're interested in coming to do SAT prep, we're going to open it up to you as well. Because access is important for all our scholars. And to deny them access, to deny them [inaudible 00:35:42].

Mary:

I think the prep ... Do they still [inaudible 00:35:47] the vouchers or stipends to take it for free?

Anthony Brown:

Yes.

Mary:

Can we get those?

Anthony Brown:

Yes, we have those.

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Mary:

Okay.

Speaker 6:

I was confused about the 75% threshold.

Anthony Brown:

Yeah.

Speaker 6:

What I thought I heard you say is that that's 75% of goal, so that when children go to college they don't take remedial courses in college?

Anthony Brown:

Yes, yes.

Speaker 6:

Can you say more about that?

Anthony Brown:

Okay. Like I said, we're pushing so that all of our scholars can go to high performance schools four years. But if our scholars do decide to go to CUNY, oftentimes what happens, is you have to take the CUNY placement test. If you get a 75 or above on the ELA and the math, the algebra, algebra 2, geometry, you are not required to take that placement, then, so you are exempt, and you no longer have to be bogged down by taking remedial courses. Because if you take that placement exam and don't do well, you have to take these classes.

Speaker 5:

[inaudible 00:36:52].

Mary:

I have something to say.

Anthony Brown:

[inaudible 00:36:55].

Mary:

I just started working at CUNY, but starting next year, they're [inaudible 00:36:58] that.

Anthony Brown:

Excellent.

Mary:

So that students don't have to take remedial.

Speaker 7:

Which CUNY school? Which CUNY do you work?

Speaker 8:

[inaudible 00:37:04].

Speaker 7:

Okay. I work at [inaudible 00:37:07].

Speaker 8:

Oh, [inaudible 00:37:07].

Anthony Brown:

Thank you.

Mary:

So next year. I don't think they made the announcement yet, but it's going out the structure for it, but they're not going to force students to take ...

Malik Russell:

Thank you, Mary, for the inside T. [inaudible 00:37:29]. It's more than just that view you have out that [inaudible 00:37:32]. That's great.

Speaker 6:

So the SUNY system still requires, I think, from what I remember, right? If the case is there was also access to programs like HEOP, EOP, things like that. My next question was connected to the SAT work. The 9th and 10th graders taking the PSATs, if they are, do we have data from their performance that could help us form [inaudible 00:38:07].

Anthony Brown:

All of our scholars, the ones that are taking the SATs, will take the PSAT.

Speaker 6:

PSATs come before.

Anthony Brown:

Right, right. So this year they took the PSATs. And so we do have that data available to support us, to determine how [inaudible 00:38:29].

Mary:

Can that be a [inaudible 00:38:30], like the freshmen and sophomores as well?

Anthony Brown:

Yes, it is. And also 8th graders take the pre-ACT.

Mary:

8th graders.

Malik Russell:

8th graders as well. 8th graders take the PSAT as well.

Speaker 5:

I have a question about the professional development. With what Khari brought up earlier with all of the mass shootings, especially the last one in Texas in the school, do you guys feel that a conversation is needed with the teachers to help to be able to address questions that may come from the students, to make them feel more safe?

Speaker 5:

And even with all that you guys have been going through over the last few weeks to a month, has a teaching, or even students brought that up?

Aaron Bothner:

Yes, they have. I'll be candid. Right now, we're I think [inaudible 00:39:34] nationwide. And everyone is a little tender. I think Kisha and I often look at each other like, "Are we going to keep it together today?" With the impact we had last week. I can't emphasize how much of an impact it's had on our community. And then the news out of Texas. In the past week we've had four 911 calls?

Speaker 5:

This week alone?

Aaron Bothner:

Yeah.

Speaker 7:

Yeah, like three.

Aaron Bothner:

We had a fire alarm go off today that's triggering for everybody. Our entire school is on edge. And ourselves included. I think our job is too ensure that everyone is having stability for good. Kids have asked us, "Am I safe?" Kids have asked me, on Wednesday morning I was standing outside the front door, and a number of kids asked, "Are we safe here?" Because their parents watching.

Aaron Bothner:

And we are, of course, reassuring there. I think our staff still needs some time to heal before we broach that. But I think from my perspective there is ... We are trying to do everything we can. So like last Friday we had an early dismissal for staff. Not too long after the kids left. We're doing, this Friday was already a

pre-planned wellness day. Doing as well, to get folks time just to breathe. There's tension. There's tension in the air. I think a lot of people are just like, we're trying driving through, we're going to focus on the work there.

Aaron Bothner:

But I think right now our staff is not at the place to have that conversation yet. Obviously, it needs to happen, but yeah.

Anthony Brown:

I love that question. I would just say probably consider that it might be better for us to have resources like grief counselors, or folks who are trained to do the work. I would say, additionally trained teachers will already have that hard time teaching reading, and math, science, other things. And make those platforms help the teachers, if teachers need it, would be my suggestion, but obviously [inaudible 00:42:21] conversation.

Speaker 5:

I don't know how to address it. I just ask this to make sure that we're keeping that in mind.

Malik Russell:

Yeah. [inaudible 00:42:42] one thing I would say is, like Kurt said [inaudible 00:42:44] it's definitely at the forefront of our space, but ... And I think we've been trying to really make sure that we're providing support for the whole community. We've had grief counselors come in.

Malik Russell:

Every conversation we have with a kid, we've been doing that, we're doing it through social workers, and things who have SEL lens, and things of that nature. And so yeah, it's just difficult. And it's a difficult time. And it's one of those that really tries on your bandwidth.

Malik Russell:

So [inaudible 00:43:23] what is important, I do believe, is that we are supplying our families and community with [inaudible 00:43:31] face. We're here and we're making sure that our scholars, make them feel loved, and our teachers feel supported. So that's the [inaudible 00:43:48] for it.

Anthony Brown:

All right. [inaudible 00:44:03] more questions.

Speaker 7:

We have one for SAT related question. Which is, do juniors, at least, or possibly freshmen and sophomores have exposure to a practice SAT outside of [inaudible 00:44:17]. When this program is made available to students, do they have [inaudible 00:44:28]? Have they practiced it? Do they have a relationship with the SAT that's pre-existing?

Speaker 5:

[inaudible 00:44:35].

Mary:

[inaudible 00:44:41].

Anthony Brown:

[inaudible 00:44:45] but one of the ways [inaudible 00:44:48] PSAT. So that's their first relationship, or [inaudible 00:44:50], with the exam. But [inaudible 00:44:56] for the summer program, when we do extend it into the actual school year as well. So they get additional [inaudible 00:45:05] exams and testing [inaudible 00:45:08]. So as we move forward, it's part of our program, so we can [inaudible 00:45:17] scholars [inaudible 00:45:19] exam to get more support [inaudible 00:45:21].

Anthony Brown:

And some of those skills are transferable, as well. And we understand that. And we want to make sure that we reinforce those transferrable skills, that they use on the SAT, and while they can use in other classes and [inaudible 00:45:37].

Speaker 7:

The reason I was asking is just thinking about a lot of the selecting into, at that age, it's driven by the kids themselves. I was wondering what kind of idea they have about [inaudible 00:45:52].

Anthony Brown:

[inaudible 00:46:00]

Malik Russell:

Okay. We're ready to move on to Melissa and Kisha to go through the operations [inaudible 00:46:21].

Melissa Alston:

Good evening everyone. We are currently not enrolling for this current school year, our goal is to add 54, and our authorizer is to add 52. For this month we have had only two withdrawals. Two of them moved to another [inaudible 00:46:48]. So it was nothing with [inaudible 00:46:51].

Melissa Alston:

For the 2022, 2023 school year, we have, here it says 1504, but at this moment we have 1515 applicants for the 2022, 2023 school year.

Melissa Alston:

In regards to the update for our talent acquisition. We have ten open teacher positions. This for the next school year. We have five leader openings. We have, in the past few weeks, as we've been getting our orders, have moved one teacher to leader of culture position. And our 8th grade math teacher has moved to the high school as a tech teacher. So we're super excited to see what is to come for those teachers moving into those other roles. More specifically in regards to the K-8, we have two ICT openings. The 7th and 8th grade [inaudible 00:47:52] opening. So those are all [inaudible 00:47:54].

Melissa Alston:

We have a 6th grade math teacher opening. And 5/6 science opening. In regards to a full we have two interdisciplinary teacher openings. Those are new position, next school year. The blue indicates that we're very, very close to offering candidates. We're at the tail end of ... We've already identified candidates that we really like. So those are ones that are closer. And the others are those that we are still waiting to verify sourcing for. We are looking for 7th to 9th grade tech teacher. Also [inaudible 00:48:31] for next year. And a high school dance teacher, as well.

Melissa Alston:

In regards to TH [inaudible 00:48:37] openings. We have a manager position open, a manager of special projects. Another one we're very close, at the tail end of finding someone, as well as [inaudible 00:48:48] instruction. We found very strong candidates for both of those positions. The high school assistant principal position is open for next school year, as well as the middle school [inaudible 00:49:00] assistant principal. Sorry.

Malik Russell:

Yeah, way to get Kurt nervous.

Melissa Alston:

Not my attention. [inaudible 00:49:08] was.

Kurt Davidson:

Today.

Melissa Alston:

In regards to the marketing piece. We are continuing to work on all of the same thing. Claudia was the editor and recorder, the cinematographer of that video that you saw earlier.

Speaker 6:

[inaudible 00:49:27] talent.

Melissa Alston:

[inaudible 00:49:31].

Melissa Alston:

And she has been focused most recently on Facebook ads, and Google ads, so it's really important for us to, in this moment of obviously trying to start next school year, the goal is to start fully staffed. And not start the way that we started this year. But she's also super focused on the marketing piece, because we're just doing so many amazing things. We want to make sure everyone knows about it. So it's definitely a huge focus for us.

Melissa Alston:

In regards to expansion, we have had a little bit of a delay in the [inaudible 00:50:09] we do like for an expansion of the high school. There's some, the owner, the developer are not on the same page. We're still waiting for the price. So instead, our brokers, that we work with, that speak for the school on our

behalf, have sent, this week, a proposed schedule of payment, a lease, for to hopefully speed up the process, and us being able to acquire a space so we can stay on track, for our timelines for expansion. In regards to compliance we submitted the reports that were due, April attendance, and the class entry and exit report. And then we have next, at the end of this month, due at the beginning of next, is the May attendance.

Melissa Alston:

In regards to COVID, we had two staff members test positive this month, as well as three scholars.

Melissa Alston:

In regards to ... My focus is, we're looking to hopefully, we'll be explaining a little bit later, at the board meeting today, a tech transition. We've done a lot of work. And what that look likes, as well as my involvement with talent acquisition, and the continued push for operations team development.

Melissa Alston:

So this a new initiative. We want to make sure that this is more organized. So this reflections that we do at the beginning of each meeting. So the mission, rigor, staff adequacy, community. We have a chart here. So we will be much more organized with this, in our planning for this.

Melissa Alston:

So in your calendars, on the 15th, the 15th falls on a weekend, then it's the next closest business day. You'll have a reminder in your calendar right now. Until next June. Not next month. Until next June. For what is the topic that you would be discussing, that we would like you to discuss that month, for that board meeting. So you'll know ahead of time, at least one week ahead of time, so we can make sure that it's more organized going forward.

Melissa Alston:

And then this is going to start this June. So next month it will start, with Michael doing community.

Melissa Alston:

Then in regards to some other events that we have, there's lots going on in June, and everyone already shared out. But we do have the end of the year staff party on the 10th, love to see everyone there. So let us know if you need the addy, as the kids would say.

Speaker 6:

That's more like 30 year old says.

Melissa Alston:

Well, I'm 30 something. So also the leader dinner is on the 16th. And then we have the last day of school on June 20.

Melissa Alston:

In regards to Wednesday reminders. Although, we did have a few cases this month with COVID, we continue to have a really good response to COVID. That has been what we're super proud of. It went for

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us for a very long time. So that is great. As well as our wellness program and reporting being on time. And our compliance, in general. In regards to [inaudible 00:53:38]. Just a reminder, again, [inaudible 00:53:41] we still need a few more [inaudible 00:53:42] and pictures.

Mary:

[inaudible 00:53:44].

Speaker 5:

Why you looking over here?

Mary:

I need another list [inaudible 00:53:52].

Melissa Alston:

It is much shorter, but it is not [inaudible 00:53:56].

Mary:

Okay.

Melissa Alston:

And last thing [inaudible 00:54:00]-

Kisha Perez:

Mary, do you see that there? What it says right there, the last bullet? Rooftop celebration.

Kurt Davidson:

I'll go ahead and tender my resignation now. This is what I'll go out on.

Kisha Perez:

We would like to celebrate the rooftop opening, now that we've actually had it open, the next board meeting, starting at five o'clock. We're going to have a cool show. And some appetizers. Thank you. And look out for the invite. I wanted to share it out first before sending out the invite. Okay? It's going to be fun.

Kurt Davidson:

[inaudible 00:54:33].

Kisha Perez:

You can come dressed however you like, but if you want to dress to impress, just to go with the vibe, that would be cool.

Malik Russell:

[inaudible 00:54:45]. Just to be clear. [inaudible 00:54:45].

Aaron Bothner:

I think my fist conversation ever with Kisha was, "Hey, can you add this to the board agenda." [inaudible 00:54:50]-

Kisha Perez:

Every single time. And I would be like, "There's no updates, Aaron." But now there is. So look out for the information. I'll be sending it right after the meeting.

Speaker 9:

Is it in June?

Kisha Perez:

In June. Like June ... Okay, cool.

Speaker 9:

[inaudible 00:55:06].

Kisha Perez:

I brought pens, too. Just in case. We were looking for a picture of you, Aaron, but we couldn't find one. So ...

Aaron Bothner:

I sent you a picture, like a month ago.

Kisha Perez:

No, an excited one. For the [inaudible 00:55:24].

Kisha Perez:

We'll have to take one, and then we'll use it every time. Anything exciting.

Aaron Bothner:

This is going to turn into a meme.

Malik Russell:

Thank you so much. Melissa, Kisha, Kurt and Mr. Brown, I appreciate those updates. And now we're going to move towards the finance meeting update. And I will turn it over to Shanta.

Shanta Pressley:

Thanks, Malik. Good evening, everyone. So in addition to this month's financial updates. We're also going to have the extensive review of the budget for next year. We must vote on the budget tonight. Must vote on the budget tonight.

Shanta Pressley:

Similar to how we voted on the personnel budget in March, this budget is going to show the expansion, the instructional, operational needs. And the movement to new real estate. So please pay attention. Pay attention. Please ask all of your questions. Do not be frightened by some of the numbers that you see. All the balances have been put into detail with ... Put through reasonable scenarios and things like that to make sure they keep up with inflation and have multiple contributors and things like that.

Shanta Pressley:

And then Melissa will give us the tech transition that she's proposing as she mentioned earlier. So I'll turn it over to Bob.

Bob:

Firstly, my apologies for the 30 minutes of financial word vomit that is coming your way.

Shanta Pressley:

It's appreciated, Bob.

Bob:

Sure. Starting with the financial report, as of April. So looking at your statement of financial position, your total cash as of April 30th was 10.8 million dollars. 70K of which is restricted. The market value of the investment account was about 5.1 million dollars. That's just a tick down, given the market volatility from what you saw last month. Total net assets are relatively when compared to last month. That said, your financial ratios are very much in line with your authorizer requirements, your current ration, debt to asset ratio are both very, very strong. And meet the department's financial metrics by a wide margin. Days of cash on hand is 262 days.

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

Bob:

... and is \$262. 262 days rather, which is very high. About four times your authorizer requirement. And your debt service coverage ratio went up from last month. So that is well within your guidelines. We submitted your last per pupil payment at the end of April. We've subsequently been paid on it. So this was updated for last month's financial. So you won't see any change in enrollment from last month. Your year to date revenue is \$2.7 million against \$11.2 million in total expenses, yielding year to date net surplus of \$1.5 million, which is very much in line with how we've been running historically month to month. Next page, Melissa.

Bob:

The financial dashboard. Again, the sections in the middle graphs. You can see you're well above all of your authorizer guidelines. Then scrolling down to the enrollment section. Again, relatively flat from month to month. I think Keisha mentioned two student loss between your March and May billing period. So just a small tick down for the two student lost. And your special education population between the March and May per pupil submissions drop nominally by one student. We go to the next page.

Bob:

So your year to date net income is \$2.7 million against \$16 million budgeted. That is, considering these financials are as of the end of April, running where we would've expected. We continue to project salary and benefit savings to the tune of \$85,000. Again, just given vacancies, staff attrition and timing of high [inaudible 01:00:04]. Scrolling down on the operating expenses. Our projections are still very much in line with the last budget amendment that you submitted. So we have \$4 million in OTP expenses against \$5.8 million budgeted. Melissa and her team continue to have regular budget versus actual check-ins with ours. So we don't anticipate any financial cost over run through the end of the year.

Bob:

So again, year to date, net surplus is \$1.4 million against an anticipated surplus of 470K. Considering we're running so high right now. As of June 30th, which is coming up, that's kind of when a lot of these expenses will catch up as we kind of put on year end like salary accruals for our instructional staff and accrue some similar expenses as well. The capital expense line we would just like to draw attention to, considering it's such a large line item. And we have \$1.45 million in forecasted expenses, of which we've spent almost \$1.1 million. So that leaves us several hundred thousand dollars remaining. And Melissa's very cognizant of this number as she makes some year end capital expenses for the building. So on a cash basis, we have a 700k surplus here to date. We budgeted a loss here, so we're well ahead of that. So I do anticipate [inaudible 01:01:31] the year in a better cash position.

Bob:

Moving onto the balance sheet. So our cash ended last year at eight and a half million. We're to the good on that, about \$2.3 million. And our accounts receivable balance has actually decreased, as we received a number of grant claims year to date. That fixed asset number has moved up \$1.1 million, from 3.1 to 4.2. Again, Melissa spent about seven figures in capital outlay for the rebrand [inaudible 01:02:08] upgrades. So we'll depreciate those expenses over the life.

Bob:

And just kind of scrolling down to the bottom. Accounts payable balance is only 70K. Considering your budget is eight figures, that's a super small number. And then deferred revenue. That number jumps off the page at \$2.3 million. That's just us recognizing your per pupil payment. That was paid a few days early, prior to the end of April. So at the end of the day, year end assets have tipped up about \$3.3 million. Again, just a testament to the strength of the organization. Sorry, 3.3 from where we were a year ago. And it's moved 10 million to about 11.5. So up 1.4 total. So all in year to date, incredibly strong financial picture.

Speaker 11:

[inaudible 01:03:05] questions on [inaudible 01:03:08]? All right. [inaudible 01:03:11] none, I move that we affect the [inaudible 01:03:12].

Speaker 11:

Thank you. [inaudible 01:03:17] for question. All ayes?

Speaker 13:

Aye.

Speaker 11:

Any nays?

Speaker 14:

Aye.

Speaker 11:

Awesome. Thank you.

Bob:

Okay. So this is your fiscal year '23 budget. Again, just keeping in mind that the goal of this is to approve the '22, '23 operating budget. We do provide kind of a five year outlook as well on top of fiscal year '22, '23, just because I know expansion at the front of everyone's mind. So it does include some soft projections there. But we did want to make sure that you were getting kind of a holistic view of what the school's financial outlook looks like considering the significant investment and growth that we are about to undertake.

Bob:

So just contextually, I think Malik will kind of talk through some of the key drivers of the budget, things that he's been considering. And then we'll kind of get to the nuts and bolts of that once he's done.

Malik Russell:

Okay. Thanks Rob. Appreciate that. And so just obviously just, one, just show like the context [inaudible 01:04:38]. And a lot of this is stuff that we've been saying over and over again, but I think it's important that we go through budget, that you kind of understand how we are looking at it holistically. Just generally [inaudible 01:04:50] landscape, coming from being in, however you want to describe it, a worldwide pandemic, has just been tough. And we've all, in almost every industry, but especially in ours, have felt lots of different changes during that time. That's [inaudible 01:05:10] regarding kind of labor and staffing. There's been a migration of teachers out of New York. There's been a lot of kind of unrest and movement within it.

Malik Russell:

Additionally, just even just regarding just actual employee salaries. [inaudible 01:05:34]. And additionally that is meeting at the same time with this [inaudible 01:05:42] in the process of negotiating their teacher salaries. And the charter schools usually give surveys once every two years. And it just happens we [inaudible 01:05:56]. And so that's like kind of the landscape that we're coming from. And just to be [inaudible 01:06:03], we've navigated really well thus far. And we have put ourselves in a strong position based on some of the moves that we've made. Things that we still have as challenges is we need to bolster the high school programming. We talked about that before. A two cohort high school just doesn't have enough offerings to be competitive. And more importantly, to prepare our students for what we know they're capable of. We're still going to be in the middle of a labor crunch. That's going to happen. And I expect it to probably even tighten up this summer.

Malik Russell:

And there's a need for us to have competitive salaries in that space, because it's going to be hard enough to attract people, which I think we're doing based on who we are. We need to make sure that we don't lose them based on a couple dollars here and a couple dollars there.

Malik Russell:

And the pandemic [inaudible 01:07:07] it's ongoing. And we still don't know what they're going to look like. Right? And so from an academic standpoint, from a social emotional standpoint. And our community has already told us and let us know they need us even more than they've ever needed us in the past. And we know that. And so [inaudible 01:07:28] expand the high school. Normally we give a three to 5% salary increase for our teachers. We gave 7% for our leaders. We gave a 5%. We are also making sure that we're meeting our community where they need us. And that's for [inaudible 01:07:53], making sure that we have a ICT kind of model going all the way through, because we have a lot of learners with differentiated learned needs, and we want to make sure that we're doing it. And our staffing and curriculum and professional development, this was already mentioned earlier. We're making that so that it's not ready just for now but also for the expansion as we kind of push into that space.

Bob:

So I just want to discuss, again, just some key drivers and assumptions that we're making throughout this model. So the primary driver is obviously per pupil revenue. We've seen a per pupil increase of 4.7% this year. The current year's rate is about 16,800 per student. That's going up to 17,633 per student. This project has been approved by the department and the state education department. So that number is really locked in. Our out year, out year projections are very conservative. We kind of assume a two and a half percent increase to per pupil throughout the out years. We do think this is conservative, as over the last three years on average per pupil has gone up four and a half percent.

Bob:

On the special education side, we did increase our projected 60 population of special education students that are over 60%. And this means that students spend more than 60% of their classroom in a special education setting. For students in this category, they yield an additional \$19,049 per student. Malik kind of mentioned a focus on ICT, which is integrated co-teaching. So because of our investment in that program, we will receive more special education funding. And this investment yields an additional \$300,000 in revenue to the organization. For the sake of conservative budget forecasting, Kisha mentioned our enrollment targets for next year. We do assume that we hit 98% of this target. So that does give us a little leeway in case we lose students to attrition or can't fill a particular grade span at capacity.

Bob:

You should remember that these financials also include a significant amount of one-time federal stimulus funding as well. So we did just kind of want to call this out, because there is a federal funding cliff at the end of this fiscal year, because these funding sources will have been exhausted. So as part of ESSER 2, we were drawing down 698K of that, which will exhaust the grant. And ESSER 3, or what's also known as the American Rescue Plan, we budgeted \$1.88 million. And again, that will exhaust that grant as well.

Bob:

So our full enrollment is projected at 676 kids. This includes 468 students at the lower school and 208 students at the upper. And again, just we assume we hit 98% of these targets. As far as out years go, it assumes we can backfill all of these grade levels to capacity. And then again, just reiterating the increased SPED population versus fiscal year '22, which is yielding this additional 300K in revenue. On the per pupil side, we assume continuing rent assistance for our grades six through 12. It also assumes, as we grow and plan for a second facility, that we receive rent assistance for the additional students that are coming in within these grades. Just on the federal funding, all in we're assuming about \$3.1 million in total federal funding. This is inclusive of the two and half million dollars, which was just mentioned on the previous slide. So that means about 600K in funding and continued receipt of Titles I through IV, IDEA, and eRate funding.

Bob:

So this is just a snapshot all in of our enrollment, so you can see how we plan for last year and how we are planning for this particular fiscal year. So I would just call out on the budgeted line very much in line with exactly how we projected last year. So 666 students is our budgeted enrollment against a target of 676.

Bob:

Malik, do you just want to talk through this specifically on the staffing positions that we've added and how that supports our growth?

Malik Russell:

Yeah. So as we discussed before, we're looking at a very tough landscape. And so one of the things we wanted to do was make sure that we had strong pipelines to support us. And so with that, we have expanded our relationship with the NYU Fellowship. We have seven individuals that will spend one year kind of ramping up and the following year become full-time teachers. We are also putting in a data manager and a SPED coordinator. As we are moving to an ICT space, we wanted more instructional support of our SPED teachers, and also more support of our differentiated instruction overall. Additionally, we've invested a lot into Power School and Illuminate, and we are doing IAs, and we are really focusing on it. We need a data manager to make sure that we are utilizing that data and being responsive to that data accurately. So that's another space that's going to just really support the entire school.

Malik Russell:

From an operation standpoint, going through this expansion. And with just the [inaudible 01:14:33] that come up, we're adding a special projects manager to the operations team. And we're moving in that direction just because there's just so much support needed in so many different spaces from an operational level, that that's just something that we need going forward.

Malik Russell:

Then from a conversation and staffing, as we said before, we basically are giving a 7% jump year over year for all of our teachers, and a 5% jump for our [inaudible 01:15:08]. And as always, we will factor in degrees and other things to make sure that we keep in line with those spaces.

Bob:

Thanks, Malik. And again, just to contextualize on those raises. Things that historically this organization has pegged to has been the DOE union contract. The union contract is set to expire in September. So there's no [inaudible 01:15:44] DOE salary scale for us to peg to for next fiscal year. And given the record levels of attrition kind of across the education space, just because of the last two years, I think we might need to be aggressive with our wages as well.

Bob:

And thirdly, this is an in between year for the compensation survey that the Charter Center runs. They run it every other year. So this happens to be an in between year. And also with record levels of inflation, a 7% raise just seems right to do by our teachers. I think it is a little bit higher, which is good than a lot of schools that we're seeing across the space. I think the consensus has been about five and a half, 6%. So again, we're going above and beyond that to make sure that we retain our best people.

Bob:

And then just a note on the operations department. This department has traditionally been funded by kind of [inaudible 01:16:43] 25% of the per pupil funding at the lower school and the upper school, [inaudible 01:16:48] hold that percentage just so we can pay for things like custodial maintenance, rent, and kind of their shared expenses for Malik and Melissa's department.

Bob:

So this is just kind of a graphic representation of where we are in fiscal year '22, and kind of how we're spending our money bucket by bucket going into fiscal year '23. So our anticipated expenses are that \$15.53 million figure in the red bar. And then the other amounts as we move left to right are how much more or less in a particular category that we may be spending to get to our proposed fiscal year '23 budget, which is on the right, which is that \$17.7 million figure. So you'll see that the compensation obviously is the biggest mover. That \$1.9 million is inclusive of all of the raises that we're giving our returning staff. The salaries for the new hires. And also an increased cost to benefits and employer taxes as a result of the increased staffing costs.

Bob:

You'll see about a six figure increase, I think, in staff development and recruitment. This is for obviously bringing in good people, but also making sure like Claudia and Kisha and their team have the resources they need to go out and get kids. Because just given the nature of the changing demographics within the city, I think enrollment is a key concern for everyone in the charter space in New York. Considering the size of your budget, I think there're some nominal changes in things like professional services or curriculum or occupancy costs as we're looking forward. And I think obviously the one ... like if you can even call \$50,000 material, is just an investment in school culture. Again, for increased staff and keeping your people happy. Next slide.

Bob:

So this is just kind of a side by side of our total staff counts of where we kind of are right now, and the net amount of the positions that were added. So we're adding 10 positions at the end of the day. You will see some fractional positions at the lower and the upper school. That's a result of like positions that may be shared across like K through 12 grade spans, or middle school and upper school grade spans and things like that. So that's why we have some fractional positions. But a majority of those positions are the NYU teachers that we will be bringing in. It's super cost effective to the budget. You're getting more

instructional bodies in the building, and you are paying a fraction of the price kind of per dollar as they're non-certified college kids. Next slide.

Bob:

So with staffing being your biggest expense driver, we did just kind of want to highlight some details within that movement as well. So salaries and benefits again on the left for this fiscal year are \$9.2 million. The 7% and 5% raises for existing staff that Malik mentioned are costing us \$1.1 million, while the new hire salaries are running us a 415K. There was an increase in the stipend in the bonus pool this year to support things like Saturday school after school programming, and just providing some resources again for our kids through various extracurricular programming. And taxes and benefits we paid special mind too, just because the past like three years health insurance costs have almost been inflated by eight to 10%. So I think we were conservative in our budgeting for those costs. So at the end of the day, your total salaries and benefits costs are taking up from \$9.2 million to about \$11.2.

Bob:

So this is just an executive summary, like your 10,000 foot view. So we did stack kind of your income statement on the left for this fiscal year, just so you can see the movement. So this year, fiscal year '22, we have a projected net income of 470K. Next year, again just investment in people, some investment in growth, we're projecting net income on an accrual basis of \$33,000, which considering your budget is \$17.7 million is effectively breakeven. And then excluding depreciation, which is a non-cash expense, we are projecting a budget of about 307K. On a cash basis it's, again, some nominal movement up. We are projecting this [inaudible 01:22:05] to end the year with about \$9.2 million. And then with the cash adjustments we are projecting a very, very small cash uptick to about a 9.3 million.

Bob:

So this is just, again, a little bit more detail, a side by side comparison. So overall on revenue, we're projecting an increase of \$1.7 million [inaudible 01:22:34]. Salaries and benefits are moving up \$1.98 million, and we're spending an additional \$256,000 on our other personnel expenses. So again, that's 17.7 in revenue against 17.7 effectively in expense to get to that budgeted deficit of about 33K.

Bob:

And then we did just, again, want to highlight some planning for growth. So basically looking at our target enrollments as we continue to grow out. And again, on the revenue side, assuming a 3% inflation rate year over year, and continued receipt of rent assistance to support and offset our facility costs. Some key expenses that we're layering in for our out years are obviously related to staffing. Supporting grade level expansions, so additional teachers and co-teachers and operations positions that kind of help us grow to scale. And then we also just kind of leveled off expenses, which are inflating at the same rate as revenue at 3%. You will be seeing some big numbers on the following slides, but we do look to be in deficit posture on the short term, and then kind of returning to surplus once we hit our capacity at growth by fiscal year '27.

Bob:

So this is kind of how we ... Malik, do you want to kind of talk about the concept behind how we're planning for growth and what [inaudible 01:24:19]?

Malik Russell:

Right. So just the general idea that we are planning to go from K to five and have three cohorts rather than two. From six through 12 have four cohorts rather than two. And the idea is, one, we are starting out in the kindergarten, sixth to ninth grade, which are our strongest enrollment years, and letting that waterfall through. It won't be until full capacity until 2029 when you have the entire K through five being three cohorts joining the six through 12 being at four cohorts. And so the idea here, and this is something also I thought we were very thoughtful about as far as like the expansion, it's a mixture of pushing the high school program to where it is, also developing a middle school that can be a true feeder to that high school program. So to minimize numbers of back filling. And then also really focusing on grades of need that our community has already set out.

Speaker 10:

From 2023 to 2024, there are like two grades that need to double immediately. So are we basing these numbers on our current, I guess, attraction? Or how are we calculating these estimates?

Malik Russell:

Yeah. I mean, these aren't estimates, these are what the design is. And so these are based on ... we're utilizing these grades because we have more than enough capacity based on our waiting list in these grades to support the growth.

Speaker 11:

Is this assuming we get new space? Or can this-

Malik Russell:

Yes. No, we need new space to do this.

Speaker 11:

By which year?

Malik Russell:

That's assuming that ... We wouldn't do it unless we had the space. And so that would be ... right now we're assuming in the 2024 year. So not this year coming up, but the following year after that.

Speaker 11:

Okay. What was the last thing you said?

Speaker 12:

Not this ... not next school year, not-

Speaker 11:

[inaudible 01:26:57].

Speaker 12:

... the '23, '24.

Malik Russell:

Right. Not this next [inaudible 01:27:01] coming up in September, it's the following-

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

Malik Russell:

Have this next junior coming up in September. It's the following school year after that. Any more questions?

Aaron Bothner:

What for boredom have not been living in this for the last four weeks. What I would take away from this slide and the next slide is the contours of what we're talking about here. So obviously based on what we just shared, this is very contingent on getting new space. I know team's hard work at tackling that for that school year, but the purpose of this exercise is more making sure that now that we have the authorization, we can get the numbers work and the design works to get to what that is. I would expect shifts in this, as that evolves. And if not, this forecast is incredible and someone go like portfolio.

Speaker 15:

Well, so why is fifth grade remain as is constantly?

Malik Russell:

Sorry? So fifth grade is not remaining as is, it's a waterfall. So basically we are starting with adding one cohort in kindergarten. And then as you kind of go through the years, you see that waterfall backfill into fifth grade, so in 2029 you would see fifth grade be at 78.

Speaker 15:

Oh, got it. Got it, got it.

Bob:

So this is kind of the out year planning, right? At least detail. So we did just kind of want to lay out some assumptions for you and be clear about them on the left hand side. So this does assume growth into a second facility starting in fiscal year 24. So not this year, but next year. And we made some baseline rent assumptions, which include a first year rent of about \$1.5 million, which is about what we're paying at our current facility, and then some stagger growth after that. So, and most developers are very mindful of how charter school growth works. So it kind of ramps up in the first three years and then kind of flattens out to an annual escalator or percentage increase after that. So we assume \$2 million in year two of the lease, 2.5 in year three of the lease, and then a two and half percent escalator in our out years growing up on that, we did want to be mindful of our cash on hand target as well, because this is one of the key ratios that the city looks at SED looks at, and also potential lenders or funders, right?

Bob:

Because they do want to make sure that you are financially responsible and it's just a very easy variable to digest that needs digested. So I mentioned the April financial update, you at about 240 days worth of cash now, on the very bottom of table on the right. You will see kind of a rolling days, cash calculation. So fiscal year 24 and 25, we are projecting kind of seven figure losses. And the reason for this is you're

assuming a seven figure expense for a new facility. Right now, you do not qualify for rent assistance at your elementary school grades K through five. So unfortunately we do have to assume some additional rent costs that is not subsidized by the department. And then you're talking about adding, I don't know, almost 200 more kids in a year. So that comes at a cost with staffing and organizational supports your staffing expenses going up another \$2.4 million.

Bob:

It's another million and of half in rent. So we are projecting kind of a loss over the big loss over the next two years. But again, the strength of your balance sheet, we can kind of assume that your cash on hand goes down from 193 days to 110 days, but even at a low point, which is kind of through fiscal year 26, you are still at 66 days. The baseline for the department of education is 30 days of cash out of hand, 60 days, you still get top marks as far as financial strength of an organization. So organizationally you still meet that after discussions with the finance committee, even after growth. Our target is to be back on 90 days of cash, which we get back to at the end of your next charter term, effectively in fiscal year 28, which is when we are at capacity. So assuming the growth goes well, and we get into a facility at relatively the same price that we are projecting, then 27 and 28. This organization is back to generating some of those seven figure surplus figures as we grow to scale that historically you've seen.

Malik Russell:

And then, one thing I also want to say is, thank you, for that Bob, appreciate that. Also the deficit portion that we see that to me is an opportunity for fundraising. And so we will be looking and we'll be asking more about a fundraising campaign to raise between three and seven million that will kind of also help us and allow us to utilize our balance sheet for better structures and financing, rather than utilizing our cash, especially since this is a perfect kind of concept to fundraise around. It's expansion, it's a building, it's something people, it's tangible, and it's a great space to do that. And obviously that would offset a lot of these losses as well.

Bob:

Next slide, Melissa.

Bob:

And again, just kind of getting back to that fundraising concept, we did just kind of want to stack some fundraising kind of sensitivity or source in use numbers if you will, side by side. So we are assuming a deficit posture from fiscal year 23 to 26 as the school scales to capacity. But I think we would lean heavily on our balance sheet equity to kind of support the expenses on the right. So the net amount of the deficit that we are looking at over the next three years, subsequent to fiscal year 23 totals, about 4.5 million as we are exploring a second facility the best course of action, as far as competitive interest rates and things like that involve an equity contribution on the front end from the school. We have 9, 10 million dollars of cash on hand. We put that money aside specifically because we knew we were going to have some big expenses coming down the pike, but with kind of using a median number for Malik's kind of fundraising concept and a three, four year capital campaign, however you want to frame it, our all in number for the deficit and equity outlay for the building is about \$8.4 million.

Bob:

So this just highlights how much we would kind of have to tap into that 10 million of balance sheet equity that we do have to support this growth. And also what that total looks like on an all in number.

Should we be able to raise kind of that 5 million that, and which is right in the middle of that three to seven, that Malik just mentioned. So this equity injection of \$3.4 million would yield that 90 days of cash that our finance committee wants to see at the end of this growth cycle. And I think this is the last slide. I know that was a lot to digest in 25 minutes, but happy to take any questions that this board may have.

Speaker 16:

Hey Melissa, could you flip back two slides? I had a quick question to the P and L. Slide 18.

Bob:

Slide 18, Melissa.

Speaker 16:

Slide 18. Bob, as I'm looking at this, these G and A salaries. And, if I'm going too deep just let me know, man, because I understand that this is a projection, but with your students, with your building, I just assumed that there would be a larger increase year over year for G and A salaries. Is there a reason why it flattens out? I know the big jump. Why that makes sense, but it seems usually flat to me thereafter or slight increase. What is the reasoning behind that?

Bob:

Sure. I think we discuss with Melissa and Malik kind of what their network needs are kind of, kind of on the front end. And I think their thought process is layering in some positions at the very front end of growth, which are directors of curriculum instruction that can immediately start working with the new students at new grade spans. And then also some support for Melissa's position, for in HR and recruitment type positions. But that's why you're seeing kind of a \$500,000 jump between fiscal year 23 and 24. And that's some natural growth, but the thought is to give them anything that they need on the front end. And we did not identify a need to hire a new principal or assistant principal, down the line. It's really just the [inaudible 01:37:37] providing support immediately. And then just kind of inflating those positions starting in fiscal year 24.

Speaker 16:

Sure. And the next question you don't have to answer, actually, I prefer for you to think about it a little bit. This is just the exercise I do with myself. I would love to get a cut on what do you think this P and L projection is its weakest. I live in a worst case scenario world. So just want to make sure that I'm aware and the board is aware of just kind of where if, we think about the worst case scenario, where are we kind of sensitive to that. Again, but not trying to put you on the spot, but just something I would like to see maybe at the next board meeting or prior to it.

Bob:

Yeah. The way I think about that, just as far as strategic planning grows, are risks and opportunities and then doing a thoughtful, sensitivity analysis around those risks. If we miss our enrollment targets by 5%, that blows up some numbers and then obviously those numbers inform changes that Malik and Melissa need to make as it relates to the staffing model or things like that. But then the opportunities, I think we were conservative in our revenue increase year, over year. And we use a 3% inflater for most of our expenses and that is kind of a hedge, at least on the staffing side, because for this, we assume no staff attrition. Naturally in the real world some people leave, we replace them with cheaper people. So 3% on

salary expense inflation is a little bit in the middle, but all that to say yes, happy to put together a sensitivity analysis that kind just gives you catastrophic case scenario. Right?

Speaker 16:

Yeah. That would great. Thanks. Thanks Bob.

Aaron Bothner:

Maybe more, what you're asking is around just a narrative more qualitative around where we feel we might be most exposed first actually running and crunching all the numbers. I think the reality is that we wanted to know that a stabilized budget here works and that the reasonable path to getting there, and then what the impact of that path would be on what we need to fundraise in addition to what's on our balance sheet. So instead of pretending like we know exactly how it's going to happen, I wonder if it's more just getting the board grounded and where, if we're off, we could be most off.

Speaker 16:

Yeah. Yeah. You actually just saved me an email to Bob there that I was starting to type already. I don't necessarily, I wasn't necessarily a full sensitivity analysis, but just awareness of where, how, what, and again, this will be the numbers or not the numbers, I think I'm more looking for, what should we be aware of and how can we offset those risks? Just more risk management than we do have.

Bob:

So that ask makes all the sense in the world to me. So we'll be happy to work something up for the next finance committee meeting that we can share with the full board in June.

Speaker 16:

Thank you sir.

Speaker 15:

I'm just looking that way. Bob or Malik, so I'm sorry my phone [inaudible 01:41:41] when you were presenting. So I may have missed this. I apologize if you have to repeat this again, but for the \$5 million development and philanthropy revenue estimate projection. I'm very optimistic about it, I just want to know if they plan in case if this is something that we're working together with external relations committee or are we hiring a consultant or hiring a development person? I just want to know if there is a plan in place or if there's someone on staff already that has these transferable skills that, I don't know...

Malik Russell:

No. I mean, A, I think we're in the process of coming up with a plan for that level of development, there are some things that I'm doing initially now based on some contacts that have, there's been a lot of money put the charter schools and they are just be totally honest. They're looking for charter schools that are led by minority leaders to put some money into. And so I'm trying to tap that as it's an initial concept, but then obviously come up with a kind of longer term fundraising strategy that will either utilize internal people that we add to the board or external consultants.

Speaker 17:

Luda has been our, we had two external relations from committee meetings. So one [inaudible 01:43:14] in addition to the relationships and also Ellen recommendation on a donation policy. So going to take the time to come through that and present it to Erin and Malik.

Speaker 15:

And just being mindful that we are backing or layering the salary down, putting people in place so that in 24, it'll just be building or the rent that we can get the heavy burdens off the table.

Aaron Bothner:

So, three last things that I have to say about this, I promise. First, I do want to thank Shanta and Melissa, Malik, Bob for a really productive conversation over the past month, it was a lot of email. I apparently gave some people flashbacks to their investment banking days. So I hope they have since recovered from those flashbacks. But I think I wanted to just really feel like the rigor was there on what I said earlier about what are the contours of all this, or are we going to end up in a place that we think is right? And so wanted to just add my endorsement to all of this, to the extent that people find that meeting Polish. The other two things I would, let's take a quick step back here to think about your question. And then in news, I'll also give you kind of where my head's at on the answer to that question today.

Aaron Bothner:

So much of this expansion is a function of what we were going to be authorized for the student count really drives what we can do in future. And so the range, even from 12 to 1400 to 1500 has implications that the organization space salary model design that they have been spending so much time on over the few months, really the past year as we've done the [inaudible 01:45:28] application. So I think now that is known a lot of the questions that I think Google will require to operate on all this, which I know is easier where your headless, I think we've had a basic, I think, for that to start to be digested. So I think knowing all that, a lot of this starts to crystallize.

Aaron Bothner:

Now we've all been working towards this for years. So I want to acknowledge and thank everybody as well. So I think that will start to become clearer now and a lot more concrete. The last thing, is a news in terms of what keeps me up at night, and I'm hoping you can answer this, the hardest part of all this is going to be sequencing the timing the school year start of the year. So to get a lease done right, to get staffing done right, what have you, we have to get the stars to align, to speak, to drive all that. And so when we talk about shifts in the budget, why we pull salaries forward, things like that, I think globally, that's the biggest question mark to me simply because there's so much that has to happen. And a lot of which is frankly, outside of our control, the real estate market, things like that. So I share that so people know how I'm thinking about this, how I'm thinking about the risk. And I don't want to speak for Shanta, but I think we've talked this a lot or pretty well on the same page. That is a summary of probably really three years, but more closely to six months of conversations between Shanta and I, and so wanted folks to hear that me, that is all. That is all I will say.

Speaker 15:

Oh, you said, oh, well. All right, hearing no other question. I moved that we accept the 2022 to three budget all in favor.

Group:

I.

Speaker 15:

Oh, come on, Michael.

Michael Dorrie:

I. Sorry I'm a little slow on that unmute button.

Bob:

Thank you all.

Speaker 15:

Thank you such we appreciate it. Thank you too. Bob, Malik, Melissa, for all of the hard work, I know this wasn't easy, but let's move forward and grow. Thank you. I turning off Melissa for tech transition.

Melissa Alston:

Thank you. So, in regards to the transition, this is a request to transition out of our current technology company to a new company. I'm not sure exactly how detail I can get in the regular session, so I will try my best to be high level. And then if anyone has questions talked about them. So our current technology company, we have three big buckets of concerns there in regards to communications slash customer service, integrity, and professionalism.

Melissa Alston:

There are pieces of this partnership prior to the transition. We had concerns through the transition. There was one big initial integrity issue that we found in regards to the transition with Lighthouse, handing everything over to CTS. There was a scope of work that was duplicated. And CTS was requesting that we pay for something essentially that Lighthouse already said that they would cover and pay for within the transition. But from that there's been super inflated invoices for work that was outside of the contract, but just inflated work that I would say, to be specific, literally a scope of work of \$8,000, a different company would do for \$500.

Melissa Alston:

So for the integrity piece, and then communication piece is there's lack of communication with the part with the project, from the technology company, we did Malik and I spoke to the CEO of the company through that. It was decided that we would have a different project manager that would fix the issue. We were then inundated with communication, but it wasn't helpful. So I think they were just trying to do different things to try to make us happy, but they weren't really listening to what the real issues were. So we weren't really looking for necessarily more communication, but better communication.

Melissa Alston:

So then again, our concerns were unanswered as far as we concerned there. Overall, in regards to the partnership, this is a partnership that began with the prior management company Lighthouse. And as we look to, because we're always looking to make sure that we are, we have the best of partners at our school. We do not feel like the technology company is aligned with our mission and our pillars. And while I am on the business side of the school, I understand that people need to make money, but also

we can't have, and I feel in good conscious, work with a company that is taking so much money for things where we could use for expansion, or we could use kids to do something nice for them, or put that money into making sure that we have better curriculum PE, et cetera. So in good conscious, I can't continue to put my name behind this company with that said, I'm requesting that we switch technology companies as soon as possible. So I will show you all. I started this process in February. I put out an RFP for other companies. I requested the proposals from nine different companies. Three answered us, you can see that third column is the existing company that were using. The other ones are the ones that did answer.

Speaker 18:

Can I ask a question? Is this a board decision or a money management decision?

Aaron Bothner:

[inaudible 01:52:29] contractor. You didn't get that?

Melissa Alston:

So affirm technology. So once I put out the RFP, the RFP was answered and my team and I proceeded to interview all of the companies. The Affirmed company is a very small company, felt like they had the ability to handle our school now, but also we want a company that will expand with us. So in thinking about that, we decided that was not the company that we would go with and having to potentially have this conversation again, and that they may not have the capacity to scale with us in regards to edIT, this is the company that I'm recommending today. They're an established company. Their entire mission is to ensure that it's got the best education, that the money stays in schools. And they're very much aligned with what we're trying to do at Nuasin.

Melissa Alston:

And the client relationship manager is the president. That's the way that they work their entire organization. So that goes to show you how important it is that even just that the level leadership is involved, doesn't run the day to day projects and things, but it's very available and has been through this process with all the questions that we've had. And then in regards to MetComm, they were not familiar with power school. And while they had, they do support other educational SIS. We felt that was a skillset that was very much needed. It is our system where we take attendance, we use it for records, for health records and our grading system and all of that. So it wasn't that it just wasn't an appropriate match, even though that they do SIS in that, you may have some questions about the red boxes here.

Melissa Alston:

This is solely a representation of what was presented in the RFP. So while these things here are red, these are all things that we followed up after, and we ensure that they are going to provide it just, wasn't something that they outlined specifically in the proposal. As far as security and the senior level leadership, all of those things are things that they have robust answers to, and we feel really confident in, but we also, if this is approved by the board, we will ensure that this is in the contract. So we make sure we have it on record, that all of these services will be provided. So to get down specifically to the numbers, we pay our current company about \$12,000 a month to provide our services. And we are looking to improve that the boards approval to edIT where we'd get the same service for better, for a fraction of the cost and have about a \$10,000 savings per month. That we'd be able to put into other more important things that are tied to scholar outcomes, as well as an abundance of other projects and

monies that we had to pay to them because every kind of project, so for example, getting all of our Chromebooks back from kids to refresh them for the next school year, we have to pay per device for that transition. It is not just because we already have.

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

Melissa Alston:

Her device for that transition... It is not just because we already have them and they're being refreshed. That is included in our contract. They kind of nickel and dime us for everything. It's not just this 10,000 dollars worth of savings. It's going to be hundreds of thousands of dollars in savings. I'm very passionate about this, for what that's worth. I think that even do not [inaudible 01:56:23] here tonight, which I hope we do, but if we don't get it for NIT today it must be a different company.

Speaker 19:

Melissa [inaudible 01:56:33] me some of the experience she has gone through with them. Hopefully we can [inaudible 01:56:40] contract as soon as possible so that we can transition to another company. There are some points where we still have to use CTX, however we can think about ways around that. [inaudible 01:56:55] versus keeping them on from now [inaudible 01:57:01].

Aaron Bothner:

Those are like [inaudible 01:57:03].

Speaker 19:

Right. Any questions to Melissa?

Speaker 21:

Just out of [inaudible 01:57:12] responded. Are they [inaudible 01:57:17]?

Speaker 19:

[inaudible 01:57:18].

Speaker 21:

[inaudible 01:57:22] people of color.

Melissa Alston:

One of them is.

Speaker 19:

I think at some point that we [inaudible 01:57:36]. I will also share [inaudible 01:57:40] so I will be advocating for [inaudible 01:57:47]. Just something to keep in mind. Obviously [inaudible 01:57:53]. Any other questions or thoughts? Was there something you want to think about or are we ready to move forward tonight?

Speaker 20:

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I think we're ready to [inaudible 01:58:11].

Speaker 19:

Awesome. Let me take Melissa's recommendation of doing a contract with NIT for our technology services for now through the next school term.

Aaron Bothner:

[inaudible 01:58:27].

Speaker 19:

Thank you. All in favor?

Group:

Aye.

Speaker 19:

Opposed?

Michael Dorrie:

Aye.

Speaker 19:

[inaudible 01:58:37]. Awesome. Thank you, Melissa.

Melissa Alston:

Thank you [inaudible 01:58:46].

Speaker 20:

Thanks for all hard work and the research. Appreciate that.

Malik Russell:

Great. [inaudible 01:59:01]. Great. Thanks so much, Shanta. I appreciate that. Thank you Bob and all partners and everybody there for being so attentive and thoughtful during the time. Now I will turn over to Ellen for the [inaudible 01:59:26] updates.

Ellen Chen:

[inaudible 01:59:28]. Ebony covered it all. I will the board know when the next hiatus are available to share. I suggest that we all take a look at it and ask [inaudible 01:59:44] me or the team with any questions. Also, if possible, please attend the next ed committee as we meet to approve a few months worth of meeting minutes. Thank you. All right, Malik. Back to you.

Malik Russell:

Thank you so much. Appreciate that. Now Aluda [inaudible 02:00:10] committee update.

Speaker 22:

[inaudible 02:00:11].

Malik Russell:

Is that on? Okay. Then we can move to the nominating committee update and to Meria.

Meria:

This is just an FYI. In June we will be in selection [inaudible 02:00:36] again and we will be bringing board members who are up for election as well as making them [inaudible 02:00:49]. These are the board members who are up for reelection. We will be making a decision at the June board meetings. I will be selecting our new committee and committee chairs. Now is the time to start thinking about which committees you're interested in joining. If you have questions you're welcome to reach out to committee chairs in terms of expectations for those committees. And if you have nominations be prepared to [inaudible 02:01:20] at the June... Are there any questions?

Aaron Bothner:

I think we want them to email [inaudible 02:01:29].

Meria:

We're going to have a [inaudible 02:01:35].

Aaron Bothner:

Yeah, but they'll need to have them [inaudible 02:01:41] the board for the June meeting.

Meria:

Okay. What Aaron said. I will send out an email. [inaudible 02:01:56].

Aaron Bothner:

[inaudible 02:02:08] this the next board meeting is the-

Meria:

25th.

Aaron Bothner:

23rd. Yeah. We can coordinate and finalize [inaudible 02:02:23] offline. I have spoken to, I think, most of you over the past month. There's a few I will talk to in the coming month. I think a lot of people already have a good idea about what they're thinking for next year but just want to let folks know that they'll have that opportunity. And then it'll be this [inaudible 02:02:47] that gets voted on. It's the four officer positions, which per our bylaws are annually. Then the committees are also selecting annually the committee chairs. Finance and governance committee chairs are the treasurer and secretary respectively and the education committee and nominating committee will pick their chairs within the committee. That will be [inaudible 02:03:15]. The board voting will be B slate, not to be confused with [inaudible 02:03:22] the four officer positions and the committee...

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Meria:

Back to you, Malik.

Malik Russell:

[inaudible 02:03:51]. All right. Appreciate that. Thank you. Now to Aaron for public comment.

Aaron Bothner:

This is the public comment of the meeting. The board has a public comment policy that is available on its website. I am looking around the room and also online and I don't see any members of the public that are interested in or registered to speak. So we're all set.

Malik Russell:

Okay. Appreciate that. Thank you so much. With that I will turn it over to Jessica for board governance.

Jessica Boulet:

All right. I will start by moving to improve the [inaudible 02:04:49]. Then secondly we have the individual role setting [inaudible 02:04:57]. We're going to share what you've been working on lately.

Speaker 21:

Absolutely. I will...

Jessica Boulet:

Thank you for agreeing to [inaudible 02:05:08].

Speaker 21:

Some of my personal [inaudible 02:05:14] I'm always working on personal growth. [inaudible 02:05:15] really honing in on what I hold dear to me and that's [inaudible 02:05:26] diversity, inclusion, equity, and access throughout the spaces that I [inaudible 02:05:36]. It's for my job and anywhere where I can be an influential advocate in that type of capacity. Some of that work includes joining the Equitable Economies Collation in November of 2021. We're just now getting off the ground and we're going to be asking many different nonprofits to sign on to this sort of promise to consider BIPOC vendors when they're making those selections, to include more equitable policies in their policy designs. A lot of that work includes reading a lot of books, going to seminars, attending conferences. I am a member of SHERM and I like that. They have also taken that shift and there's a lot of resources through that company. That's where my personal growth is.

Jessica Boulet:

That's awesome. What's the name of the organization? The collation?

Speaker 21:

The Equitable Economies Collation. I am on LinkedIn.

Aaron Bothner:

I meant the organization, but thank you.

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Speaker 21:

The organization does not [inaudible 02:07:04]. Literally we just... We hold monthly meetings. And actually [inaudible 02:07:08]. We started out with about [inaudible 02:07:12]. This is really the [inaudible 02:07:19] but anyone is welcome.

Jessica Boulet:

[inaudible 02:07:27].

Speaker 21:

[inaudible 02:07:27].

Jessica Boulet:

Up next is the school calendar. [inaudible 02:07:39].

Speaker 23:

I can take it. This is the school calendar. We presented this last meeting.

Aaron Bothner:

We're back.

Malik Russell:

I think we presented this last [inaudible 02:08:00]. Can you hear me? There's a school event calendar for the following year. It's compliant with our charter and our regulations and that sort. Kind of outlines the days that we'll have on and be out as well. I think similar to this year as far as what days that we have off. If anyone has any questions regarding the calendar, please feel free to reach out and ask.

Jessica Boulet:

And do we need to take a vote on this?

Malik Russell:

Yes. We have to approve the calendar.

Jessica Boulet:

Hearing no questions I move to approve the 2022 [inaudible 02:08:59]. Sorry. Everyone in favor?

Group:

Aye.

Aaron Bothner:

[inaudible 02:09:24].

Jessica Boulet:

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[inaudible 02:09:24] turn on their video cameras anyway. [inaudible 02:09:29]. And in terms of the board calendar [inaudible 02:09:41] we have on our calendars already.

Speaker 19:

Not yet actually.

Jessica Boulet:

Not yet.

Aaron Bothner:

Okay. [inaudible 02:09:56]. We looked at this last months. I think that the adjustments that we made last year worked really well this year, so those were largely the same, meaning that October and November and December are each all about a week forward so that we roughly keep a [inaudible 02:10:13] holidays. Spring is also straightforward. February, actually, I think [inaudible 02:10:22] this year since it falls outside of [inaudible 02:10:25]. Appreciate it, board. Any questions after looking at the [inaudible 02:10:31] month? Great. Move to approve the 2022/2023 board meeting calendar.

Jessica Boulet:

Say aye.

Aaron Bothner:

All those in favor?

Group:

Aye.

Aaron Bothner:

Aye, Michael. Oppose?

Michael Dorrie:

Aye.

Aaron Bothner:

I'll take that as an Aye.

Anuj Khatiwada:

You guys can't hear me?

Aaron Bothner:

[inaudible 02:10:50].

Anuj Khatiwada:

Aye.

Jessica Boulet:

[inaudible 02:11:01].

Aaron Bothner:

Yes. I'm excited about this. Have been saying this is the thing that I wanted to prioritize. I think over the past few months I've talked with a lot of you about this in varying capacities. We added this to K6 [inaudible 02:11:22] when we did the renewal with them to build out a comprehensive succession plan to describe what the [inaudible 02:11:32] will look like. That will essentially be a kind of playbook, succession plan, that the board will approval. My goal is to have that approved at the July retreat or board meeting, depending on how those fall. We all know the basics of a succession plan: what to do in an emergency, who follows who, all that stuff. Some of that's already in our bylaws. The purpose of this is actually to take on a more comprehensive look at how we recruit, retain, develop, and manage board members. That, as you can imagine, touches all parts of the organization.

Aaron Bothner:

I expect this to be an integrative process, meaning as soon as I have a working draft of it, which I should have next week after Memorial Day... At that point, once we start to see things come together, I am sure that will bring up questions for various committees and leadership, so on and so forth. You can all expect to start hearing from me about that throughout June. We will vet it where it needs to be vetted and of course follow the bylaws and all that stuff. We had a kickoff call on this with Asic two or three weeks ago now and I chatted with Nora briefly last week. She said she's well underway and she'll have the working draft to me next week. A lot of people will be expecting that.

Aaron Bothner:

I will also say part of the involvement with committee chairs is, I think... Not I think. I know this will trigger some work that needs to get done at committee levels. The example I've been using is the onboarding process that will likely end up going through nominating committee, potentially the governance committee. I expect that there will be other things like that. Again, this is all in support of this idea that I talk about a lot: that we want to, as trustees, leave behind an organization that [inaudible 02:13:40]. That's why we're doing this. I'm seeing a lot of nods. I think everyone gets it. Any questions about that before we start to take on the substance of it [inaudible 02:13:53]? Great. Thanks everybody in advance for your contribution.

Jessica Boulet:

Then a quick FYI. We're coming up on our annual review with school policies. I just received those from Melissa. Thank you so much. It looks like not a lot has changed but we should all take a look at [inaudible 02:14:18] next week. We will discuss it in governance committee meeting and we will take a look next month. Great. That's all from the governance committee.

Malik Russell:

Thanks a lot. Appreciate that, Jessica. Now I will turn it back over to Aaron to adjourn.

Aaron Bothner:

Plot twist. I'm going to turn it back to Jessie [inaudible 02:14:47].

Jessica Boulet:

This is the last item. The cadence calendar, which you all can see [inaudible 02:14:53]. Melissa, did you want to give us an overview of how to read it?

Melissa Alston:

I sure can. If you look at the top portion, it starts with the ET, then it's academics, which would be presentations from the principals, operations presentations from myself and Kisha, and that is all the committees in different colors on the top. Then those match up with the left-hand panel with what all is going to be discussed per subject. Then per month. If you go down July you'll see what the entire... the topic should look like for the July board meeting based on all the factors that run across the top [inaudible 02:15:43].

Jessica Boulet:

[inaudible 02:15:46].

Aaron Bothner:

[inaudible 02:15:57]. This is going to be a link that is shared, right? Everyone, when you get the link, bookmark it. Melissa is going to have a one-time-only policy on [inaudible 02:16:18].

Jessica Boulet:

Yes. This is a very good way to track, also, major recurring reports and conversations that need to happen within your committees as well. Right now you'll see that some committees are a bit more built out and others don't have as much things. Chairs, and especially new chairs, you'll be taking a look at this and making... This is a place to plug in everything that you're working on. Obviously this will evolve as we do. I'll just draw your attention right now to one thing that is on every committee's cadence calendar right now, which is the strategic planning and reporting, which will be a bit more formalized going forward in this year than it has been in the past. Basically, for every committee that starts with reporting out... or with developing an annual plan, after elections in June... that will be around mid July [inaudible 02:17:34] development timing and then the plans, once they're approved in committees, will be presented out in August to the full board. Then that will have more specific metrics [inaudible 02:17:47] so that we can have clearer benchmarks to report out on quarterly for the rest of the year. [inaudible 02:17:56]. Any questions?

Aaron Bothner:

Just to emphasize what should committee chairs [inaudible 02:18:02].

Jessica Boulet:

First, to become chairs.

Aaron Bothner:

Outgoing committee chairs should be able to say either to themselves or to whoever is taking their role, "Self, or new person, if I was in your shoes these would be the top three things that, if they get done by me in the next year, [inaudible 02:18:25]."

Jessica Boulet:

So succession planning starts at committee level now this month regardless of whether or not there will be a new chair. It's good to have that kind of framing in mind, even for yourself. You are succeeded yourself. [inaudible 02:18:57]. I will move to approve our new cadence calendar. Everyone in favor?

Group:

Aye.

Jessica Boulet:

Anyone opposed? Anuj, I see you. Are you an aye?

Anuj Khatiwada:

I am in favor and an aye.

Michael Dorrie:

I am an aye.

Jessica Boulet:

Awesome, thank you Michael. Now that's all from the governance committee.

Malik Russell:

Sorry about that. I just read off the cards. If it says it, I just say it, like anchor man.

Aaron Bothner:

[inaudible 02:19:34].

Malik Russell:

You got to wait until I hand it off to you to adjourn, Aaron. Slow your roll.

Aaron Bothner:

Apologies.

Malik Russell:

[inaudible 02:19:48]. Anyway, I want to thank everybody for coming and appreciate you putting in the time. Also really do appreciate the engagement and the support. Also, just want to note that there have been a lot more people coming to visit the school, which I appreciate a lot. Susan came to visit this week. [inaudible 02:20:11] couple times. I really appreciate seeing you in the hallways and seeing our school as we grow. As we have started this, make sure we keep all the things that we do front of mind and in context of the larger world and make sure that we're there for each other, because this is a trying time. So appreciate that. Now I will give it over to... that's what you call a pregnant pause... Aaron.

Aaron Bothner:

I was going to say this up front because I know that every time I speak last Malik points out that I always speak last, but unfortunately I was also late so that's two strikes against me tonight. But I do think [inaudible 02:21:02]. Two things. One, I just want to echo what Malik said. I was here two weeks ago.

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Mrs. Brown, Kisha, all spent time with me. It was fantastic to be here during the day. If you have not gotten here, try to get here by the end of this year. At the very least we have the graduations coming up, which I know a lot of you are trying to be at. Really hope to see everybody there before the June meeting. The last thing that I'll say is I know this is a very heavy time and a very heavy week to be in education and I just want all of you to know, particularly our folks here on site, that I think about you guys every day. Throughout that heaviness I draw inspiration from working with and looking around this room and seeing the dedication, courage, and the willingness to do the right thing every single day. I want to thank you all and say we go to build a better world [inaudible 02:21:59]. Thank you. That is the end of the May board meeting. Motion to adjourn?

Group:

Seconded.

Anuj Khatiwada:

Aye. Bye y'all.

PART 5 OF 5 ENDS [02:22:17]