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Michael Dorrie:

Hello, everyone.

Anthony Brown:

Hello. How you all doing today?

Michael Dorrie:

Good. How are you?

Anthony Brown:

Doing well. Thanks.

Malik Russell:

Bonjour, Mr. Dorrie. How are you?

Michael Dorrie:

Good, Malik. How are you? Long time, no see.

Malik Russell:

I know. I still don't see you, so still long time.

Michael Dorrie:

I know. Hang on. Turn the video on.

Malik Russell:

Look at you, out in the ...

Michael Dorrie:

The wilderness.

Malik Russell:

The wilderness.

Michael Dorrie:

[inaudible 00:03:34]-

Malik Russell:

Hey, did you see Anuj with his trim up? Did you just get an edge up on that beard?

Michael Dorrie:

I know. Look at that.

Malik Russell:

[inaudible 00:03:40] me see it.

Anuj Khatiwada:

From time to time, I do it. Time to time; takes [inaudible 00:03:47]-

Malik Russell:

Got the edge up tight. I feel you.

Michael Dorrie:

I like the TV hanging in the background. That's the way to do it.

Malik Russell:

Oh, that is the way do it. I appreciate that. That's a in-wall. That's a whole other level I'm getting ready to do.

Michael Dorrie:

I also like the clothes rack you have there. What is that, a Peloton?

Anuj Khatiwada:

Yeah, it's a clothes rack.

Michael Dorrie:

[inaudible 00:04:11]. I have a Total in the bedroom upstairs I haven't looked at in like three months.

Anuj Khatiwada:

Yeah, yeah, yeah. It's a nice towel rack for you?

Michael Dorrie:

Yeah, 100%.

Malik Russell:

What's that? You talking about Pelotons because that's my thing.

Michael Dorrie:

Yeah, just the lack of use these days.

Anuj Khatiwada:

Yeah. I'm actually starting to get back on it just because it's so hot here, that I can't be outside. It's just I step outside and I'm completely drenched.

Malik Russell:

I'm heading down to Asheville next week.

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Anuj Khatiwada:

Oh, yeah?

Malik Russell:

Yeah, yeah.

Anuj Khatiwada:

I wish you were going to be down there this weekend. I'm actually headed there tomorrow.

Malik Russell:

Mm-hmm.

Anuj Khatiwada:

Just going to miss you, Malik.

Malik Russell:

It's purposeful.

Anuj Khatiwada:

What are you going down there for?

Malik Russell:

It's a math conference.

Anuj Khatiwada:

Oh, [inaudible 00:05:07]. Have you been before?

Malik Russell:

Huh?

Anuj Khatiwada:

Have you been before?

Malik Russell:

To Asheville? Not particular. No. I've been in North Carolina clearly, but not there.

Anuj Khatiwada:

Asheville's cool. It's like a little ... That Breckenridge in North Carolina, just very crunchy, very hipster, lots of breweries. It's cool.

Malik Russell:

Okay. As you're in the uptight rally. Okay, I get you. You're so extra.

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Anuj Khatiwada:

I am who I am, Malik. Let me be.

Malik Russell:

Hello, Mr. Shabazz. How are you?

Khari Shabazz:

What's going on?

Malik Russell:

Just getting started, closing out, getting ready, getting started [inaudible 00:06:15].

Speaker 1:

[inaudible 00:06:17], and get \$1,500 bonus [inaudible 00:06:20].

Khari Shabazz:

I lived in New York all my life and didn't know that there was a airport in White Plains until last night.

Malik Russell:

There's also airport in Teaneck if you on that private jet level, that PJ.

Khari Shabazz:

I'm not that private [inaudible 00:06:54], but I was that dude that got bounced around all over the airport yesterday.

Malik Russell:

There's also a small airport in the Hamptons as well. There's lots of weird local airports that once in a while, you get bumped to; happens a lot.

Malik Russell:

Oh, look at Constance [inaudible 00:07:18].

Aaron Bothner:

[inaudible 00:07:18]

Malik Russell:

Just say "Oh, I feel that heat." This feels like June. I'm ready now. Thank you.

Aaron Bothner:

Okay.

Malik Russell:

See, I'm going to let that slide, Constance. So for anyone trying to get in shape ... I always love to see people in the background and people say this is great. When we're trying to get into shape, the best thing you could do is get really sick for like a month, and it's good, because I dropped 25 pounds this month, and so like that's my new diet concept.

Anuj Khatiwada:

How much?

Malik Russell:

25.

Anuj Khatiwada:

Oh, man, I need to get sick.

Malik Russell:

I'm saying it was ridiculous. Unfortunately, I got another 50 to go, but my point being [inaudible 00:08:13].

Aaron Bothner:

When I had COVID, I wanted to eat everything. I never have had that when I'm sick, but it was unstoppable. It was embarrassing. Okay. I know Jessica got held up at something. Sophia should be here soon. Let's see here.

Malik Russell:

Hi, Kisha, how are you?

Kisha Perez:

Sorry. Stuffing my face. I'm good.

Malik Russell:

That's my favorite of the new swag, is that long sleeve T-shirt. So I like that.

Kisha Perez:

Oh, yeah. Everyone likes it, too. I think we got to get it for everybody.

Kisha Perez:

Mr. Brown, you stayed in the building?

Anthony Brown:

The traffic was so bad that I wasn't able to get back in time. Yeah [inaudible 00:09:08].

Kisha Perez:

That makes sense.

Malik Russell:

That traffic from the Bronx to Brooklyn is real. You got to catch it, and I think it's literally 20 minutes if there's no traffic; felt like two hours if there is.

Anthony Brown:

Very true.

Aaron Bothner:

I believe Tim is the only "no RSVP." Am I right? So Jessica will be here soon. Alan will be here soon. I think we're good roll. I think we're good to roll.

Malik Russell:

Get started.

Aaron Bothner:

Okay. So I-

Malik Russell:

So let me see; pull up the agenda because I do my incremented thing, if there's agenda line-up, I can't really know what's happening.

Malik Russell:

Oh, great. Kisha, you have done the attendance and guests?

Kisha Perez:

Yes.

Malik Russell:

Okay, great. Thank you so much for that. And then Aaron, can you call the meeting to order?

Aaron Bothner:

So I officially call the meeting to order at 6:39 PM.

Malik Russell:

Then we'll have a quick review of the agenda?

Aaron Bothner:

Yes. So we will hit the school update with the finance committee update. We have the policy approval under the finance committee and also under the governance committee. There is a lot of policies. I think everybody did a good job getting them ready to go, so we'll be more or less moving straight to vote on those. I'm saying that because we have a lot of votes this evening, and we all know how fun that is virtually. So appreciate everyone's patience and paying attention while we roll call those so they don't take longer than they need to because we have the main portion of those coming up in the nominating

committee; otherwise, standard committee updates and then underboard governance, a few FYIs about things that are advancing or coming up for the next board meeting as customary. We have an executive session after that, which I think should be fairly limited in its scope. So hopefully we'll be wrapping up close to on-time, and I skipped over public comments, but we do have those on here as well. Where are they? Coming after the committee updates.

Malik Russell:

I really appreciate that, and then let's go to our official starting point, which is review of the three pillars and what resonates.

Malik Russell:

So I believe I'll have Mr. Dorrie read it and then add what resonates to him, both in his personal space as well as in the work that we're doing.

Michael Dorrie:

Thank you, Mr. Russell.

Malik Russell:

Thank you.

Michael Dorrie:

So I had the opportunity to reflect on community this week. So I'll just read that quickly. Our scholars ... and thank for highlighting this in red; makes it very easy. First, apologies for the background noise. I have some work I'm doing in the house. So please bear with me.

Michael Dorrie:

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

Michael Dorrie:

So I thought about this quite a bit, and I've reflected on the last six months of time, specifically on the board, and what I've found in that self-reflection is that I've felt less and less like I've been an active participant in the community as a board member and a member of the community. So over the next six months, that'll be my focus. Life gets in the way occasionally. We all have our day jobs with the exception of Khari, who might be an Instagram model at this point. We all have a nine to five, so that shouldn't excuse separating enough time to really commit. So in that reflection, that is my commitment for the next six months.

Malik Russell:

Thank you. I really do appreciate that. That's really thoughtful, and it is interesting, leadership meeting. One of the highlights that we talked about was community as we kind of closed the year out, thinking

just how maybe different spaces reaches us, and so I really do appreciate that reflection on that. What's also interesting is I actually think it also links very nicely to self-advocacy, and I appreciate ... That reflection is self-advocacy as well and kind of declaring yourself what you want to do over the next six months as part of the actions. So a lot of times people think that self-advocacy is just telling people what you want. It's also doing what you want, right? I really do appreciate that. So thanks a lot. Appreciate that.

Michael Dorrie:

Thank you.

Malik Russell:

Okay, great. So next we'll get started with the school update, which I will start off, and then Kurt will do K through eight, and just so newly to the agenda, we have added ... Obviously, Mr. Brown has been doing nine through 12, but now he's on the agenda. So we see that, and then thank you for that, Aaron, and then we'll be followed up with a operations update. So let's begin with me.

Malik Russell:

All right. So let's start with the attendance update and see where we are with that. You take a look at K through eight, attendance is down from its norms to 90%. Yeah, this is something we continually push for and is a sign that we really take seriously. Nine through 12 is at 85%. There is a little bit of strangeness in that with the regions that happened this month as well, and so that's something else that we are ... have to figure out exactly what the number is. Obviously, it's well below what we want it to be. And from a staff side, we are at 88% for our full staff, K through eight at 99%, 96%. Somehow, these numbers don't make exact sense to me, but I'll double check and see it. Our goal is 95%. I actually believe in June, we've been closer to our goal. I need to take a look at what the 88% is since we have 94%, 99%, and 96%.

Malik Russell:

So I actually think that we have, just from seeing it, been better as a staff as well. So just keep pushing on that. One of the things that we did around attendance is Kurt and Kisha actually have put together a letter talking about for next year ... One of my favorite quotes of all time is, and you'll hear it later in my thing, is the best ability is availability, and so we need your children here until we put out the calendar to make sure that whatever we have to do in life, we can work around what school's our priority. So we appreciate that and we are going to keep pushing for that, and I expect these numbers to continue to go up.

Malik Russell:

All right. Go the next slide, please. Then we'll talk about college readiness. A lot of this is some information we've seen, but also want to just talk about graduation, which was wonderful. I want to give a special shout-out to basically everybody on the school team, except for me since I was not integral with it, for the wonderful graduation that was. Mr. Brown, Mr. Davidson, Mr. Austin, and Kisha certainly, just really did a great job in getting the festivities going, and it's one of those times that gets you reflected on this perspective and we have the perspective of what a great job we have, and that's all of us, to be able to impact and touch these great families and great children's lives in even the smallest way is just a joy. And when you see the pride on both the scholars and the families face, it's something that really resonates with you and makes you think poorly of yourself forever having a tough day

because it really is great work we get to do, and we should all feel just so privileged to be able to do it. So I really do appreciate that, and it was a wonderful event.

Malik Russell:

And so, yeah, we said this before, we have 100% of our students apply to at least six colleges; 42 scholars have been accepted to at least one two-year or four-year university, \$3.1 million based on merit based aid, and approximately 100% of seniors are currently on track to graduate on time, and so this is the work that we're doing, and within these numbers, still have a lot of work to do. We have really talented kids, really special families that are super supportive, and we want to get that list of colleges up. I want to get more kids going away, and going away and have that experience to kind of see the rest of the world a little bit. I think one of our seniors said that they're going to go off college and want to experience the world, and I thought that was a great concept. They were going to Stony Brook. That's upstate, which is great, but I really want to get ... This college-readiness push is something that's at the forefront of what we do, and I think it's going to be a leader of what we do to kind of set the standard of how we do it. So I think we're only going to get bigger and better from this space and continue to grow with it.

Malik Russell:

So you've seen lots of these things, and so we really are pushing for things. I believe the college trips are going to be one of the biggest levers we have, and we started doing earlier and more often, and so having that experience and having ... and so we always see with the underclassmen, maybe the politically correct would be underclass people, are really thoughtful and thinking about college and being excited about it, trying to make sure that we start bringing that to the parents and the families and so just the expectation is coming all the way through. And truthfully, the ultimate goals of bringing that K through 12, but within the next year, we start really pushing that in at least seven through 12, and so we start really talking to parents and talking to scholars about the true opportunities that college presents and some of the milestones we need to reach for that.

Malik Russell:

Okay, next. So next is the June event weekend. I'm going to get the board ready. I'm going to give you guys a little bit of shade on this. So go ahead. So June, beautiful trip. We had a 12th grade end-of-year trip, which was lovely and exciting, and a lot of 12th graders having the chance to be themselves. Eighth grade dance, I wasn't there, but I heard wonderful things, and we had the eighth grade end-of-year trip. We had the [inaudible 00:23:10], the kindergarten end-of-year trip. Then, as I said earlier this week, we had the 12th grade graduation, and tomorrow we have the K and eighth grade graduation. I do want to say was disappointed with no one on the board coming to the 12th grade graduation. I understand people have lots to do, but this the work we're doing, this is a combination of it, and we have to really focus on making sure that we are there for these spots to remind us of how important it is.

Malik Russell:

And so if people can make it tomorrow to the K or eight, or both, graduation, you are appreciated, and you can see the fruits of your labor, which is really important for us, and that support from QE is also important for us. And then as I said, both as a parent, as an educator, there is nothing more great than a K graduation. Would you agree with that, Kurt? There's nothing more exciting. Parents are great. You see range a of outfits. It's wonderful, the entire thing. So if you have opportunity, please do that. So thank you.

Malik Russell:

So next we're going to go through our TNTP results. For those that aren't familiar, it's kind of a national survey that's given to teachers, and we'll go through our results and give a honest account for where we believe we are and where we're going to go. Go ahead. So basically, this is an outline what it is. There's 375,000, I used to say almost 500,000, responses in over 2,000 schools that's done, and it's helpful in the fact that it's kind of just ... I look at it more as a ... People have different ideas on surveys, and we have more conversations about them. I look at it as more as like a morale-commitment concept than an actual what the thing is concept in a lot of ways. There are some spaces to diverse from that, but that's kind of where I look there. Go next.

Malik Russell:

So the data was collected in K through 12 for both teachers and support staff, and then next slide, and it has 15 different categories of questions, all things that ... This is a lot of different paces, and we can walk through, and I won't read them out, but family engagement, acting opportunity, hiring process, information, feedback, instructional planning for student growth. Next slide. Professional development, learning environment, evaluation, leadership, career progression, peer culture, diversity, DEI, school operations, workload, and teacher compensation.

Malik Russell:

And so for our even just to frame it, the results aren't where we want them to be. They aren't as surprising. They're not as surprising. We'll talk about that, especially in the space that it is. Our takeaways are it's been a tough year, right? We have had a pandemic, mental health and unstable economic outlook, and unstable economic outlook we are really seeing as we go towards the end of the year. The other portion of it is, and I want to be really unapologetic and also give full credit to both Kurt and Mr. Brown, there's been a real push for excellence, and it's been an unapologetic push for excellence, even in the context of being a tough year, and that's hard to do, and that it should be appreciated.

Malik Russell:

We pushed for mastering, truly mastering, content. We pushed to make sure that we were intellectually prepped and we pushed to make sure that excellence is our normal. This is not something we do for a test day. This is not something we do on a Wednesday. This is something we do at 8:00 in the morning on a Tuesday and at 2:30 in the afternoon on a Friday and all other times, and that culture is key, and we need to be proactive about it. Truth is we led with instruction this year and we led with the [inaudible 00:28:07]. I think that was the right decision, but we knew that was going to have outcomes from that. We need skill before we can check the will, and so a lot of our culture team doesn't have the skills yet. So we're investing a lot of money and time. I think we've talked about that throughout the course of this year, to next year make sure that our culture team was there. And as I talked to you before, the best ability is availability, and we need to make sure that everyone is here and always here and just doing what we're doing. We're trying to provide a stability.

Malik Russell:

And then the last thing is, and this is something I will put squarely on me, morale. We push people a lot, and we pushed them ... We say we have to get better. A lot of times when you say you have to get better, you feel you didn't do well before, and that's a tough place to be. Now, we've had some wins, and we need to make sure that we're still pushing at the same level, but we're starting with positivity

and making sure that people feel good about the work that they're doing. We're starting to already see that, and so we're going to do that.

Malik Russell:

We also need to make sure that we stamp who we are. When we do things, we need to make sure that we're communicating all the great things that we're doing so people feel pride in the space that we are in. So we want to make sure that we are doing that and we're doing that deliberately and we're doing that over and over again. And then as just so you know, definitely Mr. Brown, Kurt, and Melissa are going to roll their eyes here because they've heard this at least 5,000 times this year, we've got to be a thermostat, not the thermometer. We have to make sure that we are setting the tone for the building, and we are doing that on a daily basis and we're doing it consistently.

Malik Russell:

So those are our takeaways of what we're going to do in going forward and thinking about, and then next slide please.

PART 1 OF 6 ENDS [00:30:04]

Malik Russell:

...going forward and thinking about. Next slide, please. And so what you'll see is, you'll see the national average. It would be interesting to see that on a state by state average. I think that number would look a lot different. I think New York has had tougher things, and we've had some indication that the New York average is well below the national average. And so, one thing, and we'll give a big shout out to the board, especially Shanta and the team, one thing we're above the national average on is teacher conversation. And I think that we can hold that for retention rates. And I know that sounds like a simple thing, and it's kind of joking, but it's something we've wanted to do, but we did it and it's been recognized. And so I think that's important to note that, we are doing that and we feel good about that. And just so you know, in the market this year, we feel better about it this year as we are adding talent and retaining talent. And so that is really important.

Malik Russell:

I would also like to just point out a couple of places, family and community engagement, that is a place where I think we've struggled. I think a lot of us struggled. The pandemic has been there, but that's not an excuse. We need to be better about it. Hiring process, I think we've gotten a ton better in the hiring process through the course of the year. But having to hire 30 percent of your workforce in like a two week period, right before school starts, does not make that happen. I will also own evaluation. We are rolling out our formal evaluation system this year. Don't think that we were ready for it last year. We need to do better at that.

Malik Russell:

And so, there's lots of places we need to do better. We won't be well above the national average, because more importantly than the individual categories, we want to make sure that people are proud to be part of Nuasin. That is going to be one of our priorities, to build pride in what we're doing, because what we do are doing is special. And so I'm certain of that. People have visited the building, have seen it, and there's no question that we are making steps up and we've made steps going forward. Next slide.

Malik Russell:

And then this is the support staff versus national average. One thing to note is that, we are getting close in the professional development space and the school operations as well as career progression. And so I think those are things that we're doing. I will also just say in this, there is no team that we'd rather have as far as a school leadership team than the people that we have. And part of this is that, we've been pushing people hard. And that's hard to do, especially getting pushback, and they've done it. And so I think those things are going to turn, especially from the school leadership standpoint. Next.

Malik Russell:

So strengths, or as I said before, around it, had a teacher conversation, nine to 12. There was a push [inaudible 00:33:26] school operations and leadership. And so I think there's been some wins. Yeah. These are some of the wins. But the truth is, we have lots to do. And as I said, I believe this is a morale, really understanding and embracing the direction we're going in. And I think we're getting there, but we haven't gotten there yet. Excellent.

Malik Russell:

Top growth areas, you see the family and community engagement, and that's just something... Actually, part of our renewal process was our conversation with the region. And it was very helpful talking to us about family engagement things that we could do and really focus on. In the upper grades, we really need to focus on our hiring process, which we've talked about for a long period of time, as well as evaluations throughout and instructional planning for student growth with that.

Malik Russell:

And so, we have a... and Kurt will be very excited about this, not three, five things this time [inaudible 00:34:40], five. It moved from three to five. A lot of these things are things we've already talked about that we have to get better at. So we feel like those are going to push us out of those spaces. And so we're having a culture [inaudible 00:34:54]. We are already planning for the summer. We've already hired different talent. We've already put people in a different space on it. It's a transformation to leaders, and it's a focus, for the summer, to get better and beyond to lead our culture in the way we need to go to. And then the staff investment, we already talked about. Positivity messaging, shout outs, all these different things to make sure that people know all the great work they're doing.

Malik Russell:

Sometimes, when you're pushing, you're pushing from your standpoint. You're appreciative, but sometimes when you just keep pushing, without calling out the positives, it gets a little lost. We need to get better, and we're getting better. The truth is, when I first wrote this slide, I left off the G. [inaudible 00:35:40] getting better. Right? And so I want to align the hiring process and better systems and routine. And so, as I said, I think this hiring process, this spring, we're vastly ahead of where we were last year. [inaudible 00:35:55] a different space and we are really focusing on aligning people who are aligned with what we want. Differentiate feedback and evaluations. We make sure our leaders are trained and [inaudible 00:36:06] that, and have a transparent... My worst worry of all time, and Aaron to attest to it, fear evaluation system [inaudible 00:36:15]. And then also really making sure that we continue to build on what we think we got better at, communication and making sure that it's timely, meaningful, and transparent. And that's our response. We feel we hit those things. We'll see our [inaudible 00:36:30] results increase greatly.

Malik Russell:

So here is a quick summer priority preview. I'm going to keep it short and sweet. We're really using the summer for our professional development. Culture, content community. And that's kind of what we are focused on. It's literally three C's in there, we really do appreciate. And I think our focus on that PDI is going to be making sure we get our culture right, making sure that we are masters of our content and that we have a strong community. The next one's going to be leadership training. We're going to [inaudible 00:37:14] expectations. We are going to make sure that we are prepared for each and every encounter we have, and we are consistently. And now you guys are starting to get up near Mr. Brown and Kurt on thermostat, not the monitor.

Malik Russell:

And then curriculum development, focused on rigor, engagement, and mastery. And then we're going to really have a big push for our first 30 days. And the focus is going to be on our culture, as we've said. We keep saying it over and over again. So you if you don't hear it in September, then hold me accountable, because we're doing something wrong. Consistency and community. And so that's going to be our focus for our first 30 days, as we go forward. And that'll be a foundation for a great year. I don't have a fifth one. So it was really just four.

Malik Russell:

And then I know you guys all look forward to the wonderful board retreat, July 23 [inaudible 00:38:13]. Yes. Wonderful. And so we're going to do that and we're going to try to make it engaging and going to really focus on some topics I think that are going to help us as an organization, you as a board really move forward and take this next step. And so with that, the theme will be... Nuasin is switching gears, so we are going to different spaces and we are switching gears. This year was about discovering who we were. We are rigorous. We embrace that. We're committed to our community. We're committed to our kids and we're committed to our mission. But we're searching. We're searching for people like us, and searching for people who want to be us, and searching for each other to bind together.

Malik Russell:

And so 2022 and 2023 is going to be being who we are, and that's going to be excellence. It's going to be excellence at every piece. It's going to be aligned. We're going to be aligned across K through eight, across K through 12. We're going to be aligned across operations, academics, culture. We're going to be aligned in the mission and idea. And we're not going to be searching, we're going to be rooted. We're going to be deeply rooted where we are and who we are. And so that's our gear shift and that's going to take a massive amount of effort from everyone on this call to switch different methods and have situational leadership that goes with this gear shift. Hit next.

Malik Russell:

And so with that, does anyone have any questions regarding the materials I just presented? Okay. I'm going to take that as great, or just everybody's worried about how long the agenda is, and just take it as a win. Now, I'm going to turn it over to the wonderful shirt wearing Mr. Davidson for his update on K through eight. The shirt's lovely. I told you that earlier, don't [inaudible 00:40:37].

Kurt Davidson:

All right. Good evening everyone. I know I shared last month that this is going to be a data heavy month. We did go through the numbers in depth with the ed committee on Tuesday. So I'm not going to spend as much time going through the numbers specifically, but please pause me if you have any specific questions, and we'll gladly dive in as well. All right. So obviously, I want to start off with our goals. We are keeping our goals high. As Malik was sharing, excellence is what we are looking for in all areas. We have been making a lot of progress this year. We are not at 80%, we're not at our goal and we're not going to be happy until we're there. But we are pleased with some of the progress that we've made this year. And we recognize that there is a lot more to be made. And obviously in the K through eight space, we don't have our end of year data with the state tests until likely September. And so that instant gratification that we all look for is not there. However, we do have several good metrics that we are looking at for the end of this year. So I'll start with the interim assessments in ELA.

Kurt Davidson:

Melissa, just go down one more. So I wanted to give you all a full snapshot of this in the entirety of this school year. What we've been looking at is, we did give a fourth interim assessment last week for both ELA and math. We understand that an assessment a week before the last week of school is something that is of risk, given that it is the week before the last week of school. Students have a certain mindset, and we are working to shift there. However, we are quite pleased with overall the growth that we've seen throughout this school year. I think one thing, particularly in ELA, we hope you noticed there's been a slow but steady trajectory upwards. One thing to note is, this last one did not include constructed response or no essay questions. However, we did not accept any assessments that did not have full annotations and main ideas written for each passage as well, so that we could get students thinking on the paper.

Kurt Davidson:

We're going to be spending a lot of time this summer as a leadership team. And then in the fall with teachers going through this final assessment piece so that they're able to get to know their students on paper and their students' work habits there. I think one thing I am most proud of is looking at our eighth grade, and that as we shared last time, we were experiencing a little bit of senioritis with the eighth graders. They truly bounced back here and really showed a lot of progress here. We just received a report yesterday giving us the standards analysis on the state exam. Obviously no details there, but from what we're seeing, eighth grade is looking really promising. And that for me is something that's really exciting, being that, that is the culmination of their work over several years. And this is a cohort of students that have really been our guinea pigs for close reading and moving our instructional model in that direction over the course of the past couple years. Obviously, with COVID being a challenge along the way, but sending students up to high school who are... Our strongest performing cohort is always a positive thing for me. And that is the culmination of the with us in K through eight. Obviously, you all have access to this. If you have any question on specific numbers, feel free to pause me or throw it in the chat. And I'll gladly pause and address those.

Kurt Davidson:

Could you go on down, Melissa? So we want to obviously triangulate our data with all different sources. The i-Ready assessment is a nationally normed assessment, it's the only assessment that we do give that is nationally normed. So these are the assessments taken throughout the entire country. i-Ready is the lead competitor to the NWA map assessment. One thing that we've been working on this year and we have a lot more work to do is, not just determining, but articulating and truly using this data and being

responsive to it, in that, we as a leadership team have not done a good enough job at really identifying and naming and truly getting teachers buy in on the purpose of the i-Ready assessment. It's just a purpose. A lot of the mindset around it is that, this is an assessment we do to compare our kids to kids around the country. And what we are wanting to use it in the future and going forward as part of our MTSS response intervention planning on the academic side, is that in that, it does provide targeted learning goals for students based upon where they are on a normed assessment that looks at them across the country.

Kurt Davidson:

I think one thing I do want to note on here is, there has been progress, not enough progress by any means. We're looking for 80% of our students on grade level, but we have seen a lot of universal progress here. A lot of the data on this IRA exam has been mimicking data on our interim assessments, where it shows cohorts that are growing. I put an asterisk next to eighth grade, in that we do have a significant number of students who we still have to get completed with eighth grade. So that number is the only one that we're missing about 15% of the pool of students there as well.

Malik Russell:

Can I just step in here? I just want to note that, the beginning of the year and the end of year, it's different. It's not the same level. And so the beginning of year kindergarten versus end of year. And so looking at that, coming off the pandemic, I think some of this information is really profound. Yeah. And as I said in the last concept, we aren't sure exactly how this is going to correlate to all our other pieces. But what it does show is, it does show growth. And it shows that we need a lot more growth. But having a double digit growth, and in some places, significant double digit growth and grades basically all the way through until eighth. And then if you put that in combination with the IA growth in [inaudible 00:47:47], there's been a focus on reading and we're seeing growth in that space. And so I think that's something to really be thoughtful about. And we are trying to be thoughtful about, what were the things that we did and how can we do them better to even get more growth?

Malik Russell:

One thing I do want to say, our first concept of proficiency and our goal is 80%. And just so you know, that's only going to be the goal until we hit 80%. The ultimate goal is always going to be a hundred percent. And so this is our goal now, because we think that's a rigorous goal and that's why we have it. But we can [inaudible 00:48:28] the push to it, to where we can tell you we're going to move that goal to another level. And so we have a long way to go still, but that is always going to be our proficiency level. So thanks.

Kurt Davidson:

And addressing Aaron's question around sixth through eighth grade, I think seventh and eighth grade is where we've seen a lot of the most growth when it comes to our interim assessments specifically. And a lot of this has to do with eighth grade. We have three years of really strong, consistent instruction in both ELA and math, that cohort has been really strong. Sixth grade, that is our one grade level where we have a brand new teacher in place. And so it is something that, we're still proud of there being growth. As we continue to develop this teacher and get him much more skilled, we'll be able to see a lot more growth next year as well. But in our middle grades, the intensive push with the strategic reading plan and close reading as a whole is something that's been very consistent there.

Malik Russell:

Yeah. And to add onto that, everything Kurt said. Also, growth points get harder earned as you go up in grades. That's just because it's just kind of more into it. So as a five year old, you can get a great degree of growth, because we're starting from a level zero and going up, while growth points in eighth grade are built on an accumulation of knowledge and reading ability and things of that nature, if that makes any sense. Does that make sense to you, Aaron?

Kurt Davidson:

Yeah.

Malik Russell:

Did he say yes or no? [inaudible 00:50:20]. I'm going to take that as a win with Aaron.

Kurt Davidson:

All right. Awesome. Let's move on to the next one. And so the other thing, when we're looking at i-Ready that is really important to us, the system sets targeted goals for students at the beginning of the year to meet their growth goals throughout the end of the year. And our goal here is always a hundred percent of our students meeting their goals. And where we did fall short in many cases was on students hitting their individual goal to not only reach grade level, but also if they're behind, catch up there. And so we are always looking for a hundred percent here. And one thing I want to note in this, until we hit a hundred percent of our students meeting our goals, we're not going to be happy. We want to see really a hundred percent of our students meeting our stretch goals across the board. That's something that is really important to us.

Kurt Davidson:

So if we go to the next slide, just want to share a couple of reflections that we've had over the year. I want to put a stamp on a lot of these things that we've been doing through this year. We're really proud of a trend that you'll see on the ELA side is, and math side is the growth. We're not a hundred percent there yet. And in many cases we're not close to a hundred percent yet, but we have seen progress in these areas. As I've shown you throughout the year, there's been tremendous growth in students who are actually utilizing the strategies that we've been talking about, and I've been sharing with you since October, November. I remember sharing the first IA where we're struggling with kids just putting the main idea on the paper.

Kurt Davidson:

At this point, we are seeing a lot deeper, more thoughtful main ideas from scholars. Which is really positive, because once you truly understand the literal and deeper meaning of the text and really understand what the author's message of the text is, you're going to be able to answer almost any question there. It's really about your understanding as a reader. We've seen since the beginning of year, a lot of an improvement on the scholar work stamina. I remember sharing with you all how on that first and second IA, once you got to the third and fourth passage, a huge petering out of kids. We're seeing a lot less of that overall. We're seeing kids who are doing well on later passages. I was looking at the seventh grade data in a lot of depth, and they're tied with the first and last as their highest performing passage there, which is a difference from the beginning of the year, where students did one or two

passages and they're like, "All right, I'm done." We're seeing that work stamina and that willingness for them to really face the struggle, improving.

Kurt Davidson:

We're seeing a lot more specific claims and ideas, or ideas in claims. I'm looking for even greater depth here. We want students to have confidence in defending their argument and defending the evidence. We're looking for more there, but we have seen progress this year. And then finally in ELA, we have seen growth in teacher intellectual preparation. I'm sure you've heard me say many times, intellectual preparation and scholar discourse have been our biggest priorities throughout this year. We've seen growth in that. We've seen growth in the buy-in of teachers truly buying into our strategic reading plan, which is great. I'll look at the inverse of that on the growth side, where, we're still working on our student buy-in of the strategic reading plan, and then really moving beyond the compliance side of things as well.

Kurt Davidson:

All right, Melissa. And so just on growth areas, I think one thing, as we saw in the survey data, Malik and myself and Mr. Brown, Melissa were all talking about, we look at the areas where we want to grow, we want to improve, and we really spend a lot of time there. Also, it's important for us to name where we have made growth. And so areas where I continue to want us to have more movement on is, students are doing a better job with their main ideas and their claims. However, I want to see our kids truly having the confidence that their ideas are better than the ideas that the authors of the text have, or that the Lavinia group provides as an exemplar or main idea. I want students to have that confidence that their ideas are great ideas. They can put that at the forefront, and they really have that strength of ideas there, that comes with student buy-in, that comes with student ownership. A big part of the three pillars around self-advocacy is, you have that confidence of your idea being the best idea. And we want our students to really have that confidence to move forward there.

Kurt Davidson:

I mentioned before, we really want to see more scholar investment in this, less of us nagging and pushing them. We want them to really see how the strategic reading plan helps them access any text, helps them access a science text in life, helps them access a legal text later on in life. We want them to see how this is actually helpful for them. We've seen a lot of improvement in class discussions. They're still largely teacher led. We really next year want to move forward to having students having more ownership of those discussions. Proud of the progress, but we want to move the ball down the field a lot quicker next year with that, now that we have a good starting point.

Kurt Davidson:

And then I think the last two are interconnected in that, the first one's on the teacher side in that, right now we have these distinct areas of literacy where in the primary grades, we have guided reading and we have our insight curricula. In the middle grades, we have close reading, then we have the core curricula. Then we have mastery. We want to have the interconnectedness of all parts of literacy really flowing together. We had a really interesting conversation with teachers a few weeks ago around, they loved mastery. Mastery was great. We really should start this at the beginning of the year and spend more time on mastery doing this, because we saw the results and kids moving. All mastery is, is close reading, just a little more rigorous and a little more accelerated. That was a big realization on our end in that, that connection of literacy and connecting things together is not there yet with teachers. And we

want to spend a lot more time doing that. And then lastly, we've made a lot of progress with data on our end on leaders and teachers, but we need our students to really own their own data. That is the next step here.

Kurt Davidson:

All right. When we look at math, similar story in ELA. We've seen a lot of progress, a lot of growth here. I know math has been, throughout the year, an area where we've really been struggling over the course of the past few years. And I think, towards the end of this year, we're really starting to see the fruit of our labor, particularly in our middle grades. I know we have a lot more work to do in third and fourth grade. Malik and I have been talking about that a lot offline, and that's going to be a big focus of our work next year. But what we're seeing on this last [inaudible 00:58:17] assessment is growth. And this is a culminating assessment, so this does include standards throughout the school year, not just standards in the fourth quarter. So there is a culmination of the work that's done throughout the year.

Kurt Davidson:

If we move on to the i-Ready, one thing I really just want to highlight here is, where we've seen the greatest growth has been fifth and sixth grade. When we do classroom observations, they're classrooms that we're really excited to have people go visit. We're really excited to see discourse and highlight the discourse at the front of the room, where students are standing up showcasing their work. They're having that quality launch. They're really looking at different strategies and buying into the conceptual mathematics. We're seeing that in fifth and sixth grade. Where we're seeing the most growth has been in fifth and sixth grade.

Kurt Davidson:

So there's a lot to talk about, how math has evolved and math instruction has evolved over the course of the past few years. What we have had is, we all know that learning conceptually is important. We will have a data point this year showing, not only is it helpful for kids learning and it's not just the research showing it, where we're seeing the most growth, we're seeing the most progress are on the grade levels where our teachers have embraced conceptual math the most.

Malik Russell:

Yeah. I want to say one thing. Just so you know, this is year over year data. We saw the most conceptual math [inaudible 00:59:44] was by Ms. Whitehead, who is now our DOI. Last year, we saw the greatest pass rates on the state tests, where we saw the most procedural things done. We saw our lowest pass rates last year. And literally, this all matches the same. And so-

PART 2 OF 6 ENDS [01:00:04]

Malik Russell:

Literally, this all matches the same. So, as Khari knows, we've discussed many times, I'm just saying that there's just no question that conceptual math is the way to go, and that is the way that you build up skills, confidence, and just ability in math is going in this direction. What's great is when we know what the data's going to look like because we know who the teachers are, and this matches the teachers.

Kurt Davidson:

Yeah. Great. Melissa, just the last one there. Like you'll see here where the target ... we're getting really close to where our target is, where percent of students are meeting their goals. In sixth grade, we almost hit 100% of our students met their goal, from the beginning of the year. That's something that we're really proud of, we want to highlight, and we really want to celebrate the work that we're seeing. That's been a lot of hard work with the teacher, with Ms. Mendoza, our sixth grade math teacher. Really want to shout her out and all of her hard work this year, along with Ms. Whitehead, who's been working hand in hand, coaching her and developing her to be a great math teacher.

Malik Russell:

Also, I give a big shout out to Kurt for getting her and retaining her. She's literally moving her home to a closer place to stay at our school. That is a huge deal for us and a big, big win. So want to give that appreciation.

Kurt Davidson:

Yeah. Yes. It's been a journey. It's been great. All right. So just want to stamp here, be cognizant of time, a few of our reflections of math. When it comes to our glows, we have been seeing transition of ... Melissa, could you just scroll down just a little. We are seeing a lot more movement when it comes to students who are talking about math, that's strengthening their constructive response. Where you see that, where they're not able to play the multiple choice game, they're able to really show their work. That's where you're able to see the power of those discussions, the power that discourse there.

Kurt Davidson:

In a lot of places we've seen students building in their ability around evaluating others' work. We're not all the way there yet. We're not all the way there. In some grade levels, we have a long way to go here. But where we have seen progress, when it comes to discourse, there has been a lot of comfort level and of the culture of students who are really evaluating each other's work. That's been really positive to see.

Kurt Davidson:

What we haven't seen, this is due to a lot of work on our development side, myself, Malik, Ms. Whitehead, we've all been leading sessions on different strategies to be used in solving word problems. Our collaborative planning meetings, our individual planning meetings with teachers are very much on different strategies and models. We're seeing a lot more models on student work. When we look at the interim assessments, kids are drawing models when they're trying to figure out a problem. That's something that is a huge first step to conceptual math. If you're able to visualize it, you're able to see it. That is really showing your understanding and breaking something down. We have a ways to go there, as well.

Kurt Davidson:

And then when it comes to grows, obviously, we shared, it's been no secret that math has been a challenge over the course of the past few years. That continues. We are really focusing in on four quarters. I know Malik loves his threes, but we'll go with four here. The first is around just our exposure and practicing staff to having more strategies. If they haven't seen the strategies themselves and staff haven't had the opportunities to learn different strategies, it is very hard for them to be able to turn key and teach kids different ways of learning. That's something that's really important to us. So we are really determined. You know, we're investing a lot of time on the five practices of discourse this summer. In

the fall, we are really learning ... we are realizing how much our teachers need practice at themselves on different strategies for approaching problems, and we want to give them that development space.

Kurt Davidson:

We are still working on deeper conceptual understanding for all different types of problems. A realization that we had was we had tried different models for multi-digit multiplication. For example, the area model, which is a different way of approaching it. I believe, showed you all an example a couple months ago with that. In some cases, that model was actually, despite it being a different way of doing multiplication, not just your standard algorithm, that was taught in some cases in a very procedural way, step one, step two, step three. It was a different way of doing it, but it still was in a procedural manner. We want to really nix the concept of proceduralism and really go into the conceptual and critical thinking of all problems.

Kurt Davidson:

We have work to do with when it comes to number stories and story problems. We're starting that work this summer. We're investing a lot of effort and time on our teachers this summer, developing them on number stories and implementing it, particularly in the primary grades. We have a lot of work to do in the primary grades in mathematics. That starts with number stories and that conceptual understanding of kids building that math competence is really important.

Kurt Davidson:

We've been building the culture over the course of the past year when it comes to everyone is a reader in the school. One of proud moments today, I was filling in for someone out sick. I was handing out summer reading books for our third graders and fourth graders. Kids were so ... in the past, could be like, "Wait, you're making us have a book? You're making us have a book? I have to do more reading this summer on top of all this work you made me read all year." I had, out of the 110 students, maybe two or three students were complaining about having books this summer. It was like a little book fair for them. They were really excited to receive books. We want to have that same cultural shift and that excitement around reading towards mathematics.

Kurt Davidson:

The concept of, "I'm bad at math," is something that we are really having to work on. From adults and students, we have to work on really challenging and conquering because math is problem solving. Math is critical thinking. We really, just as we want to have a culture of readers in the school, we want to have a strong culture of mathematicians as well. All right. I did promise y'all the past two months were shorter ones. This was a longer one, sorry. Any questions?

Malik Russell:

All right. Is that it, Kurt?

Kurt Davidson:

Yes, sir.

Malik Russell:

Thanks a lot. Appreciate that. That was thorough and thoughtful, and greatly appreciate. So now, I will turn it on over to the illustrious, profound, Mr. Brown, for the nine to 12 update. Did you like that voice? I thought was a good 1970s radio voice, like 98.7, like WPLS for the [inaudible 01:07:49].

Anuj Khatiwada:

Yeah, you should be hosting the jazz channel there.

Malik Russell:

Frankie Crocker is right. I appreciate it.

Anthony Brown:

Good evening, everyone. Well, I'm going to dig right into the data. If you have any questions or you have any thoughts, just please let me know as I move through it. Initially, we're looking at our humanities, ELA, history data. One of the things that we know is that it kind of flat-lined, but if you look over to where we have our certain spot percent and above, we've actually increased the number of scholars that have improved in terms of scoring 75% and above. Although, it is definitely not where we want to be. We're working each and every day in order to make sure that we do improve those particular areas. That's all I have to say about that. We can move to the next slide, if you don't have any questions.

Anthony Brown:

For our I-Ready data, if you notice, once again, we are trending upward. Those upward trends is what we are looking for. But one of the things that we always say is that we're definitely not where we want to be. And because of that, we're going to continue to work on those skills, those interdisciplinary skills, those particular targeting the needs of our scholars, be it IEP, general ed, or high performing scholars, to make sure that they get the necessary support in order to improve as they move throughout the year.

Anthony Brown:

As you see, 80% is our goal. It was interesting, when I was teaching many years ago, one of the things I had was called a 80 rule. If we didn't achieve the 80% or you weren't receiving 80%, it just wasn't good enough. So we are not there. Once again, we're working to make sure that we can get where we want to be. I would just like to say once again is, for the I-Ready data, we definitely have to create a culture around our I-Ready to make sure the scholars know that not only is it important, but create structures around it where that data is used in an effective manner so that the scholars understand why that particular data is really important to them, and how it can speak to them, not only developing, but also goal setting for themselves. So just creating a better culture around our I-Ready data is definitely going to support with performance as well.

Anthony Brown:

Humanities reflection. In terms of our goals, I think one of the things that has been happening from from K to 12 is our close reading strategies. As we began in the beginning of the year, we definitely ... there was definitely not much of any close reading occurring, very few annotations, but toward the end of the year, we had many scholars. They were annotating. They were doing close reading, in a way that was evidenced based upon reading, stop, jotting, and their jots became even more extensive and more thoughtful as their year went on. Which went into their ability to have improved text analysis resulting

from the more rigorous coursework that they had in AP seminar and AP lang. So that close reading went hand in hand with supporting our scholars to improve in analyzing texts.

Anthony Brown:

Another thing that definitely noticed is that, in the beginning of this year, it was very difficult for our scholars to have thorough and thoughtful, short and extended responses. But as the year went on, they became better at it. Their responses became more grammatically better. Their extended responses became more thoughtful and more extensive. So it was definitely improving in that particular area, all as a result of making sure that our close reading strategies were implemented consistently across the humanities. But also, it was just not humanities, that close reading strategies and annotations was interdisciplinary strategies in which we made sure that all the disciplines, from humanities into our science and math, were using them as well. So that they can understand that it just wasn't a skillset that was speaking to what happens in their ELA or history classes, it was a skill that was useful across all of their particular courses.

Anthony Brown:

For their grows, getting our scholars to take more ownership. And in doing so, we have to put things in place that is going to allow that to happen, more time for scholars to do scholar self-reflection, scholar self-analysis, scholar goal setting. Those things, we are definitely going to make sure that we do, not only in the classes, but in our advisory as we move forward, so that the scholars have the tools to take ownership. The more they are utilizing these tools, the goal is that they'll become more intrinsically motivated to reach their goals, to do these things on their own.

Anthony Brown:

The first step is to make sure that we put the tools in place for our scholars to do that, but also, make sure that we put the tools in place for our teachers to do that as well. Every week, we begin to make sure that our teachers are being reflective about their lessons. Self-assessing themselves. Looking at those assessments that their scholars give them at the end of the week so they can see the scholars' thoughts around what's happening with instruction as well. So it is huge for everyone, the scholars and the teachers and our entire staff, to make sure that we're taking ownership of the goals and the data within our classes.

Anthony Brown:

One of the things that we're definitely working on is increased scholar discourse. Although, it has improved somewhat, it's definitely not where we want to be. So we're definitely going to have to take some notes from ... with the K to eight, in terms of us learning better discourse within our classrooms. Also, we have to be better at having scholar-centered teaching strategies. Once again, to empower our scholars to take ownership of their learning. As you hear that the ownership piece is really big, so in order to do that, we have to support our teachers with professional development, consistent coaching, to make sure that scholar-centered teaching is at the core of what happens with the class, which goes back to the scholars taking ownership of their learning. We can move forward. Thank you.

Anthony Brown:

Now we're looking at our math data. I'd just like to first say that we definitely have to change the entire culture around math. I think that there's just a adverse mindset and attitude toward mathematics, especially as you move into higher math, which can become more complex. If scholars have already

developed this very rigid and stagnant mindset towards math, they're definitely not going to feel strong in those particular areas. So we're working to make sure we change those mindsets, to change the attitude. There's a book that I've been reading for a while called Rough Draft. So if we get an opportunity, please take a look at it. It's about scholars having the opportunity to look at math the way they look at ELA. You write an essay, it's just a rough draft, and you can improve upon it, improve upon it. But oftentimes, I think when you look at math and the sciences, scholars don't see it that way. So they have to see learning as ... they have to see their mistakes as learning opportunities, as rough drafts, as a means to allow them to get better in those particular areas.

Anthony Brown:

So once again, the data flat-lined across, not only during the IA 4, but also, when we look at 75 and above, definitely not where we want to be. Changing the mindset, once again, of our scholars. Making sure that we provide the necessary targeted support. And instituting the interdisciplinary skills so they can understand that it's useful, not only just in the ELA, but also the math. So they can see how all of that is essential for them to ... that helps them to do well in their math and science courses.

Anthony Brown:

Just, also, the shift from procedural conceptual mathematics is a huge shift, I think not only for our scholars, but also, for our teachers. Making sure that everyone has a better and a deeper understanding that. Because conceptual mathematics puts our scholars in a place where they begin to understand how the information is not just abstract, but also relevant. So just making a better ... doing better at making sure that that relevance component is part of all the things that we do in math and science.

Anthony Brown:

Once again, our I-Ready data is definitely not where we want to be. I would say that for our seniors, it's a very difficult task sometimes because ... And once again, we have to change the culture around it, because if you think that you are moving along and the information is not going to be useful, we have to make sure that we change the culture around that. Also, support them in using this data as a tool. So even once they get it at the end of the year, create a packet for them that they can use to see where they can get support as they move into their college life.

Anthony Brown:

Once again, just changing the culture on the data. Obviously, it definitely has trended up, but it's definitely far away from where we want to be. And just making sure that we are putting the necessary things in place, like the culture, the targeted supports for our scholars, and utilizing the data effectively within our classrooms so that we can get that movement that we're looking for in those outcomes that we desire.

Anthony Brown:

STEM Reflection. Some of the glows, once again, the annotation. Just making sure that annotation, like close reading, is something that all of our scholars are doing across the board. Because one of the things that we have a huge push for is interdisciplinary and transferable skills. I think that oftentimes scholars believe that information and subjects are disconnected and not integrated, but they are. So making sure that we have transferable skills, interdisciplinary skills and strategies that they can see, that is supportive throughout all of their classes, is always helpful to them.

Anthony Brown:

The nice thing about it, coming off COVID, before that particular time there weren't really many labs that ... well, they call virtual labs, which is not the same. So just getting back to making sure they had more hands on activities, more labs, more projects, they can actually do that was ... that they can really see the science at work, see the math at work, I think help our scholars enjoy the subject more and have a ... develop a deeper understanding, and reinforce the skillset that they have.

Anthony Brown:

A rigorous curriculum. Once again, we've transitioned to conceptual math. Which is, like I said before is a huge jump, but at the same time, we realize that the data shows that it's definitely more effective. So just continuing that trend to make sure that our scholars are utilizing those particular ... that foundation they use in conceptual math, but also, continue to support our teachers so that they can be better at implementation of conceptual mathematics.

Anthony Brown:

Some grows. Effective implementation and interdisciplinary strategies, specifically close reading. Once again, we definitely have to get better at that. We are working each and every day to make sure that those interdisciplinary and transferable skills are a part of everything that we do, because all things are interrelated, interconnected, and interdisciplinary. So just making sure that that is obvious for our scholars, and obvious also for our teachers as well.

Anthony Brown:

The implementation of conceptual-based learning, once again, that is a huge shift for us all. I think not only in math, but those conceptual-based learning within our sciences as well, so they could have a better understanding. And then see how those concepts and ideas are transferable, which is very important. Getting better at fostering personal strategies of our scholars.

Anthony Brown:

Oftentimes, as you know, in mathematics, it can be very difficult when you learn it one particular way and only see math in this very structured, procedural methodology. But in actuality, when you develop a deeper conceptual understanding of mathematics, you'll be able to find that there's many different ways to reach your destination. So getting better at that, but at the same time, our scholars, we want our scholars to get better at that. But also, I think it's also on the instructional side. We want to make sure that instructionally, we are better at making sure that we have a deeper understanding of the concepts of mathematics, so that we can open up the space and feel comfortable instructionally to allow our scholars to do it as well.

Anthony Brown:

And creating a space where our scholars have the opportunity to be innovative in their thinking, in their problem solving. Think oftentimes math and science, because things seem so rigid and so strict, it becomes very difficult, like in a biology class, to just say question photosynthesis. You think that that's just what it is. There's no other alternative way of thinking about it. But in actuality, there is. So we just make sure that we open up the space for scholars to be able to think beyond what they are learning in such a way that they can be the innovators in math and science. Also, making sure that what they are learning is very relevant to their lives.

Malik Russell:

Okay. Thanks. Anybody have any questions for that? All right. Appreciate that. So with that, we will move on to Melissa and Kisha. Just so you understand, the way that this works on this thing, you can only put one name by it. So that's why it says Melissa. It's not that people are not valued [inaudible 01:24:34]. So Melissa and Kisha, why don't kick off the operational update. Thank you.

Kisha Perez:

Good evening, everyone. This one will definitely be quick. We are on June. We are not enrolling any scholars right now at this moment, for this current school year of 2021, 2022. So that's why you see the seats to fill is zero for both lower school and high school. For withdrawals, we have had two this month. Just for this current school year, we have already started enrolling for the 2022, 2023 school year as well. If you see the applications for the 2022, 2023 school year, we are at 1,598 total applications. Still accepting applications as well. Any questions?

Aaron Bothner:

Do we have a sense of that, of why the significant drop in applications?

Malik Russell:

Yeah. I mean, the truth is that we're still well above what's going across the city. So we still have a long backfill list, which a lot of schools do not. I believe, I want to say, that if you look at the DOE numbers, I don't even think these are totally accurate to what it really is, is the students has went down from 1,003,000, 2021, into 967,000, into now about 900,000, which is, I think it's about a 8% drop, which is significant for a number of schools.

Malik Russell:

So enrollment's down. I think there are actually going to be ... From some of the things we've been talking about with charter schools and things of that nature, schools are going to be closing. So they're actually going to be a re-shift of schools. It's going to be kind of a realignment of schools that are successful or effective versus schools that are not. So enroll numbers, I think, are going to rebound in like the next two years or so based on that. So it's not going to be a creation of more schools, but actually that it has shrunked those schools as the population of children seems to be shrinking in New York. So I think that's what I would say it's about, generally speaking. If that makes any sense.

Aaron Bothner:

Did you say the district's down to 900 from 1.3?

Malik Russell:

No, it was from a million ... It was like a 1,003,000. And it-

Aaron Bothner:

Oh, I got it. I got it.

Malik Russell:

Right, right. Sorry. So [inaudible 01:27:34].

Aaron Bothner:

Yeah.

Malik Russell:

That's really significant numbers over a two-year period.

Aaron Bothner:

Yeah.

Malik Russell:

Yeah, that's very significant. And just so you know, that does not ... it's not like people are choosing different schools. It was like [inaudible 01:27:53] success in common, and AF is down as well.

Aaron Bothner:

Yeah. Yeah, okay. We're obviously still healthy. Just something to watch. Okay. Thanks.

Malik Russell:

No, no, no. It's something we're definitely watching. But really, if you were ... Melissa was on the call, and I spoke to Dan about the call. There's a significant number of schools over the next one to two years that are going to close just based on a lack of proficiency.

Aaron Bothner:

We got to expand faster.

Malik Russell:

No. It's a thing, for real.

Melissa Alston:

If I could note one other item about your question. This is their rolling applications. So when you see the 2,100, that's current, and we're always accepting applications, so it's going to continue to go up. So we will most likely acquire about the same applications. We still have months to go, so if we talk about that number. When we're looking at next year's numbers at this time, it's probably going to be around that 2,000 mark.

Aaron Bothner:

Thank you.

Malik Russell:

But year over year, I think there's still a decrease. A lot of people are leaving the city. I think that's true.

Aaron Bothner:

Right. Okay. Makes sense. Thank you.

Melissa Alston:

The next update is our hiring needs. We have seven total teacher positions open, five total leader openings. In the lower school, we have four openings. In the high school, we have three. And for K-12 positions, we have five. They're outlined by color, based on the category on the left, on the right-hand side. All of these ones with the asterisks are ones that we've identified talent. For varied reasons, they have not been given offer letters yet, but we're very, very-

PART 3 OF 6 ENDS [01:30:04]

Melissa Alston:

Reasons they have not been given offer letters yet, but we're very, very, very close to having the right people in those positions. So while it looks like a significant amount, we have made a ton of headway on this. We have also over hired by one, one position in the lower school, one position in middle school in regards to teachers, as well as a potential, we're looking at a potential over hire for leader as well. So we do have a ways to go. We are steadily acquiring great talent.

Malik Russell:

[inaudible 01:30:38] just hold on that for one second. And one just wanted to give credit to the lovely illustration ability of Melissa. I like this. I haven't seen this dot graph before. It's great. I do appreciate that. And I don't know if you guys remember year over year, she would not be able to do this. This graph would've worked on this page. There would've been a whole different page and we are in a spot where we are making good choices on who we have and the distance of the stars that we see are star. They're not asterisk to stars. And so we feel like we are gaining true talent that's helpful and thoughtful.

Malik Russell:

Literally, I think the high school dance teacher is like we have two of them that are in the process there. Just both so great and good. And we are the Dean of instruction. We had such a good interview process with that. We actually made an offer to one who we believed is going to say yes, who was wonderful. And then we had another one that was so good. Kurt had a great idea of bringing her in as a science teacher and she was excited about that idea. And so we gave her a science teacher slash some instructional coaching concepts. And so we feel in a much better place. As always STEM is a spot we have to get, right. For every reason, that's why we do conceptual math. So we have more people that can add and count, which be great. And so we're pushing, but it feels a lot better now. Just I want to be clear on this, that's where we at. And we are truly just looking for great people and that's what we're doing.

Melissa Alston:

Okay. So in regards to hires that we have done completed this month, these are signed offer letters on this page. So we have a second grade teacher that middle school over hire that we spoke about and a high school ELE teacher. In regards to the manager of talent acquisition and marketing updates, she is obviously most heavily focused on hiring at this point, but also intentional onboarding. There's a lot of things that we're doing that we've never done before, like bring in the teachers ahead of time and give them their tech and just give them information that they need. We just had a virtual meet and greet with everyone and we had a team builder. So there's just a lot of things that we're doing to make sure that were intentional about this and inclusive. And I think I feel a lot better about it already.

Melissa Alston:

So I think that this is something that's really going to help us and set us apart. We also have really good feedback from candidates in general about our process. So we feel really good about that. And people feel really informed ahead of them starting. It is a little weird because a lot of times when you start a new position, there's not a ton of time in between and with schools when you're hired, sometimes you're hired in May or June, and then you don't come in for months. So it's important to keep those folks warm and make sure that they have everything they need to be successful.

Melissa Alston:

Then a smaller project that she is working on is in regards to print ads, targeting staff and new scholars. So we're always targeting scholars, but just making sure that we are visible in spaces that are close to schools that generate great teacher and leader talent. So just another level of us trying to be strategic and doing things that we've never done before.

Malik Russell:

Yeah. And then I want to say one more thing about the onboard process I think is important is say, is that both Melissa and Claudia are doing a great job with this. So I was on the virtual meeting of new staff and I'm not sure how many people on it, but I would say 15 to 17, it seemed like a lot of new people that were on it and they were engaged, they were there. And we would talk about the mission and it was really well organized and really thoughtful. And that doesn't happen in other places. And also the feedback that we've gotten from both Melissa and Claudia, as far as being our outreach has been tremendous. Literally our new litmus test of people don't like Melissa and Claudia that are good people, that's why we are so excited. And during the interview process, while they're talking to me, Kurt and Mr. Brown and say, "Hey, let me tell you what. That Melissa and Claudia they're great." And so it's been really good and helpful for us as we go forward.

Melissa Alston:

Thank you for that. So switching gears a little bit here. In regards to expansion, we actually had a walk through again today and we walked through with the construction contact, the architect, the owner of the building and our broker. So we did a test fit, but now we're really looking to go into the actual design. We wanted to first see the test fit, helps us understand if we'll be able to fit in the space and fit in the space properly with all the rooms that we imagine we need. So now we are... So that was actually just this morning, this walkthrough. I have presented a map like this before, but if you all probably don't remember, but this is what we were using in order to acquire data, to see what would be the best fit for where we would move. So there are a ton more filters here and we utilize all of them to make sure we're making the best decision.

Melissa Alston:

But specifically here we're outlining public schools, other charter schools. And then you can see on the right hand side, what level those schools are. Also, newly constructed and proposed multifamily along with existing buildings, public housing, the roots for where a lot of transportation is and the one that you can't see, it's cut off these colors of the reds and oranges and yellows are the density of kids that currently live in these areas.

Melissa Alston:

So we have taken a data approach like we do to everything that we do to this as well. So this is something that we're very much invested in and just wanted to show you a little bit in depth now that we are narrowing our focused onto this location here 1980, Jerome. So you can see here, this is where Nuasin currently is, and this is where that new building is. Then you can see here, these are exterior pictures. So there are four floors and if we were to lease this space, we also would have a back area here. You can see here multiple spaces, it's a little dark. And then this is the train right here in Jerome. This is the inside of the building and the lease that we are requesting is going to, we are requesting a turnkey. So this is what the building examples of what it currently looks like inside.

Malik Russell:

And just to give a little more overview. There's a drama [inaudible 01:39:10] which is never thorough fair, obviously, as you can see here. And 56,000 square feet have very well shaped as in a rectangle. The cross streets is right by... What's, that train stop? There, Melissa.

Melissa Alston:

Burnside.

Malik Russell:

Huh?

Melissa Alston:

Burnside.

Malik Russell:

Yeah. So it's like one, whatever. What is it?

Melissa Alston:

Burnside.

Malik Russell:

Burnside, but what's the notice number right after them? Right or no?

Melissa Alston:

I don't know. 178, maybe.

Malik Russell:

Yeah. 178. And so it is there. And it's also like a very... Because it's a rectangle, there's not lots of weird design issues, which is really helpful and thoughtful. And so it's a good location. Proximity is right. Also, good location, there's a lot new buildings coming up right around there that are going to be apartment buildings built for families and things of that nature. So it seems getting lots of spaces. Sorry, go ahead.

Melissa Alston:

So this is a high level outline of costs that are upcoming. So in the potential costs here, you can see the total projected costs for each of these categories. And then this is broken down by month here. So we

are needing to work through the next phase of an actual layout for the school. And that was part of the reason the architect visited because before they were just walking, working off of the plans provided. So they had to just make sure that everything was accurate so that we can move to the next phase. The other big expense aside from project management will be the legal fees in order to negotiate the lease. So those would be the ones that I call out there.

Melissa Alston:

In regards to compliance, we submitted the May attendance. As you know, the attendance is manual submission. So we have submitted that one. And then in the future, we're looking to submit the June one. And then there's a ton of compliance items here in June, just because it's the end of the year. And there's lots of things that we need to submit. And a lot of them are tied to the grades that the scholars get. So we obviously have to wait in order to get those. In order to submit these last reports here.

Melissa Alston:

In regards to COVID, we've had three staff members and four scholars that have tested positive since we've met last time. In regards to my focuses, onboarding is a focus of mine as well as summer PDI for staff. So not only for new staff onboarding and existing staff, but a series of PD for the operations team as well. Normally we only do one and this whole year, we have been focused on more doing more PD. And we want to continue that obviously into the new year and take advantage of doing at least four designated operations PDs during the summer. And then to the tech transition, Keisha, myself and our tech operations associate are working on the transition for technology. And then in regards to... and then we spoke about operations, professional development. So those are my key focuses as well as expansion, obviously. The next thing here is just a reminder. Aaron, you're up with the mission at the next board meeting, which will be the board retreats. Thank you.

Malik Russell:

Big stage, Aaron. Big stage, Aaron. Don't get cold feet.

Aaron Bothner:

I get nervous, public speaking.

Malik Russell:

Yeah. We all know about your nervous about speaking.

Melissa Alston:

And then the winds continue to be the same on operations. And then the last piece is the reminder that the board retreat and board meeting will be on Saturday, July 23rd at the school. So please plan to be there for a full day after there will be dinner as well. So it will be a long day, but we hope you like us enough to be able to tolerate us for many, many hours on the Saturday.

Malik Russell:

Yeah. And just wanted to add in one thing about the board retreat. It is mandatory because it's important to me. And so everybody really make your best attempts to show up and do it. We're going to try and make sure it's really focused, thoughtful, and helpful for us to progress. And one of the things in line with our thoughts about community, and this will be followed up for the dinner portion of it and

significant people to you as individuals will be invited. So it's a plus one concept. And our ideas about community, we want to make sure that we all show up at the school as a whole person. And so we want to see everyone else that's involved in the work as a whole person. And so if there's a person that you would like to bring in, that's significant to you, we'd love to see that. And so that will be part of the dinner event after the retreat. That was really inarticulate. So I apologize for that, but hopefully you got what I'm saying.

Aaron Bothner:

I'm going to say it first. Malik and I talked about this. I'm really excited about this. This does not have to be romantic. Just if it's a family member friend, it's just really fun to get to know everybody beyond the person we see in all these meetings. So I love this idea.

Melissa Alston:

That's the end of the operations update. Thank you.

Malik Russell:

All right. Great. Thanks for that. That is the school update, which is over time because of Mr. Brown for the most part. Sorry. That was just a joke. I definitely went over my time. Sorry. I was just joking. So now we will send it over for the finance committee updates and we'll bring it to the illustrious Shanta.

Shanta Pressley:

Oh you would [inaudible 01:46:42].

Shanta Pressley:

Well, good evening everyone. I will be very, very brief as we go through these updates. First, happy to be in June, congratulations to the leaders for a successful year. We thank you. It has been a great one academically and financially, so hoping to see some savings this year, maybe.

Shanta Pressley:

But anyway, we are in audit season. Our audit has started as of last week hearing from Melissa and Rob or Bob. They are all having satisfying requests and no concerns at this point. I will get an update of that in July. I think it's July 14th, maybe. That is under on the way. Also, we have a meeting with JP Morgan on Sunday to discuss our investment portfolio. We talked about this a little bit at the top of the year that we will revisit closer to the end of second quarter, just so we can analyze the market, get some predictions. And now that we have a better look at our multi-year budget, we can better decide on what changes we need to make, if any, or to reinvest based on our financial needs. So with that said, that's a high level overview, and I will turn it over to Rob to give us the May financials.

Robert Keogh:

Thank you, Shanta. I will try to keep this brief. Just for the board, I did want to make note that you might see two new names on the meeting attendee list. I would just like to highlight Kyle Pellerin and Shaws Rasheed. Unfortunately, Eugene from my team left us for greener pastures. I know you've had some limited interaction with him on previous board meetings. So Kyle and Rasheed, Kyle's a finance director with our organization. Rasheed is a finance manager. Between the two of them, I think they have seven years of charter school finance experience with them. So I don't want you to be caught off guard when

you start seeing new names and hearing from some new people. So just wanted to take 30 seconds and introduce them.

Robert Keogh:

Melissa, can we start with the financial narrative if we could please. So just working through the financials quickly, as of May 31st, we had \$9.8 million in cash on hand of which 70K is restricted. And we actually seen a market increase in the investment account as of May 31st with investments, total weigh 5.1, \$6 million. I did just want to highlight that because I know at our last quarterly report, we've seen a drop given the market volatility that I think we've all seen over the last few months. Typically, your rule of thumb is when your equities start to go down, people are fleeing for very safe investments. And our entire portfolio consists of us treasuries backed by the US government. So when stocks go down, our treasuries tend to go up as a rule of thumb. Can you scroll down to the comparison please, Melissa?

Robert Keogh:

So this is just the summary of our financial position and the key metrics. You'll see that month over month from April to May, our assets went down by about \$300,000. Again, it's an intermittent month without receiving per pupil, but our current ratio has gone up and holds it 4.8. Again, the SED and the DOE metric there is 1.1. So we are incredibly healthy financially. And our debt to asset ratio actually went down a few ticks to 1.6. Again, very, very. Low our debt service coverage ratio sits at 2.5, which is more than 1.2 times where we need to be, so that continues to be strong. And Melissa noted no changes to the enrollment. We're not enrolling additional kids at this point. And your last set of financials were indicative of our last per pupil submission to the DOE. The only risk factor here are any enrollment updates that we might cover with the submission of the reconciliation invoice, which takes place in August. So year to date, revenue's 14 million against 12.8 in expenses, which yields us in net surplus of \$1.18 million.

Robert Keogh:

And this is again against a budgeted surplus of 354K and our forecasted surplus based off of our most recent budget amendment was \$593,000. Can we scroll to the PNL please? Oh, sorry. The dashboard, which is on the next file, Melissa. Thanks.

Robert Keogh:

So graphically, just looking at your current ratio, days of cash, total margin and debt, asset ratio. Again, we exceed all of the static state metrics here. Scrolling down to the enrollment, no changes again, compared to when you saw these financials the last month and you will see once we submitted our first enrollment submission with actual live student data for the year, starting in November, we've relatively flatlined or maybe ticked up or down a student or two. So that has been very flat with very little volatility, which is good because that means we're getting our kids and then holding onto them. Scrolling down.

Robert Keogh:

So just looking at your details. Total revenue is 14 million against a budgeted amount of 16.05. So we are looking good there. And again, just comparing where we are in the year. You know, we're, this is through the end of May, so not a lot of huge changes I think we could expect between our forecasted and our budgeted numbers. We continue to have some minor savings on the salary and benefit side to the tune of \$85,000. And then looking at our other than personnel expense, we've realized 4.5 million

against a budgeted amount of 5.8. So, our forecast assumes we spend up to that 5.8 numbers. So there may be some savings assuming we don't hit our target there. One cash inflow that we are expecting before 6:30 that's not necessarily baked into this budget is receipt of the summer boost funding that's been provided through the former Mayor of Bloomberg's \$500 million philanthropic grant to city charter schools this year.

Robert Keogh:

So they've said in writing, I think they're trying to get it out before six 30, but there's no guarantee. And they're dealing with almost every charter school in the city, as far as getting paperwork in and set up. So we may receive that cash before 6:30. So we would realize that on the financials, but that is TBD assuming what happens in the next seven days. So again, net surplus is \$1.1 million year to date. That's about three X of where we had budgeted. So again, another very strong year financially.

Robert Keogh:

And then scrolling down and then just on a cash basis with our budget being where it is, we projected a cash loss again primarily due to that \$1.2 million in our capital expense. So I think on this, we set money aside specifically for cash reserves, which is really cash neutral to the school.

Robert Keogh:

And then our contingency as well. We had budgeted a hundred K there. A little bit more than a hundred K and we don't anticipate needing that. So we will be in a better cash position for sure than what we had budgeted. And we'll be able to provide you some giraffe financials at where we ultimately land as of 6:30 at your next board meeting. Scrolling down.

Robert Keogh:

On the balance sheet. Again, just pointing out 9.5 million in cash. That's a million dollars more than where we landed last year. I think a lot of that is attributable to the sizable amount of one off stimulus grant funding that we've received. We submitted a large amount of grant claims. I believe we mentioned that kind of during the month of may, those have subsequently been paid, which is why you're seeing that decrease in your accounts receivable balance, which is good. We have more than seven figures and federal grants budgeted where we've been on a quarterly claiming schedule to keep that accounts receivable at a reasonable amount.

Robert Keogh:

Fixed assets have gone up 1.2 million. Again, very much in line with all the investments we made at the facility this year. And then not a real material change, I think to your other assets. Going down, looking down at the liability side, the account's payable balance has gone down almost \$200,000. Again, Melissa and her team are on top of bills as they come in. So I think we've seen a decrease there. Again, we've got cash flow to support timely bill payment and Melissa and Keisha and Jenna are super on top of that.

Robert Keogh:

And then the two big liability fluctuations accrued payroll is decreased. This is where we account for summer teacher salaries. Those bookings are made as of 6:30, once we know exactly who's returning and who's owed what as far as like a summer spread. So that account will be updated as we close the books for year end.

Robert Keogh:

And then that deferred revenue line, we are obligated to account for that the way per pupil is distributed every two months. So, that number will be very close to zero by the time you see the next round of financials as of June 30. Net surplus, that's where we're representing our year to date surplus. So anytime you're seeing asset a net total equity tick up, 1.1 million, that is indicative of a very strong year financially. So again, financials continue to look good. Your year to date surplus is running very much in line with what we've presented to you over the last few months. And we meet with Melissa's team by monthly and we are pretty in tune with any unanticipated expenses. So we do not expect anything that would materially impact the budget between now and 6:30. Does anybody have any questions?

Anuj Khatiwada:

Hey, Bob, this is probably completely off topic, but I got to do it. I got on inside information that you only wear one type of shoe regardless of meeting. So can we confirm that you're wearing flip flops right now?

Robert Keogh:

Actually, I don't know how you got word of that, but I do just wear Birkenstocks almost every day. I'm actually at my house right now, so I actually kick them off and left them in my bedroom. But I do only wear closed-toed shoes if I have to see somebody face to face.

Anuj Khatiwada:

I'm glad to hear that my inside information was correct.

Robert Keogh:

Don't know who told you that? But-

Malik Russell:

And just so you know, I also like the description what you said, you only wear one type of shoe. You didn't say sandals. You said Birkenstocks. So they were very specific.

Robert Keogh:

Definitely [inaudible 01:59:19].

Malik Russell:

Was like any shoes. It's just Birkenstocks. Get it right. Tell them to get it right. Don't play with you.

Robert Keogh:

That's absolutely hilarious. And then I did just have one more comment for this board. And this does not impact the school, but we were talking about district enrollment being down. So I did just want to make note of, and I just shared it in the chat that if you do pay attention to the news, the New York city department of education, very quietly announced that per pupil tuition or how they fund [inaudible 02:00:04].

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Robert Keogh:

... people tuition or how they fund schools at traditional district-run public schools actually ticked down by about \$30 per student, so schools are actually receiving less money. Traditional district schools are receiving that less money going into the fiscal year '23 budget. DOE is talking this up to less teachers in each building and teachers leaving that are subsequently being replaced by less expensive teachers.

Robert Keogh:

Charter school per pupil rates are actually going up \$792 per kid, so the thought in the charter space is predominantly, right now, there might be a little bit of blow back for charter schools in the media just because charter school tuition's going up 4.7% this year. It's even more when you consider the rent assistance component to that formula and public school tuition is actually going down. So just wanted to give this board a heads up that there might be some articles in charter school hit pieces in the news, but DOE was very, very quiet about that announcement and it's slowly making its way around the news in the last 24 days. Khari, also a great observation that there is uphill battle right now just given test results in charters between outcomes over school year '22 with very specific testing that you can compare apples to apples.

Malik Russell:

Thanks, Robert. I really appreciate that, that was helpful.

Robert Keogh:

Sure.

Shanta Pressley:

Thank you for sharing that. Any questions on May Financials? Hearing none, I move that we accept the May Financials as reported.

Aaron Bothner:

Second.

Shanta Pressley:

Thank you, Aaron. [Inaudible 02:02:12], thank you. Ready for the question, Anuj?

Anuj Khatiwada:

Aye.

Shanta Pressley:

Jessie?

Jessica Boulet:

Aye.

Shanta Pressley:

Kamaria?

Kamaria Brisseau:

Aye.

Shanta Pressley:

Constance?

Constance Barnes:

Aye.

Shanta Pressley:

Khari?

Khari Shabazz:

Aye.

Shanta Pressley:

Aluta?

Aluta Khanyile:

Aye.

Shanta Pressley:

Michael?

Michael Dorrie:

Aye.

Shanta Pressley:

Sophia?

Sophia Huda:

Aye.

Shanta Pressley:

And did I get everyone? Awesome, thank you so much. And we will move on with the agenda. Next on the agenda is the approval of the Financial Policies and Procedures. So as noted in the email sent out on Monday, thanks Melissa, for our policy and procedure, nothing major has changed. It was one addition, you can see the four bullets here of what was changed. The notable add was the Petty Cash Policy.

Shanta Pressley:

Operations asked if we can start having a petty cash in the school, so Melissa worked with Bob just to put together some operation procedures around that. And we did not embed the full policy within this policy, however, there is a link in there where you need to access it, you can do so easily. Other than that, we had the school changed, logo header, title changes, and that is it. Any questions on the updates? All right. Hearing none, I move that we accept the Financial Policies and Procedures for the 2022, 2023 school year.

Aaron Bothner:

Second and aye.

Shanta Pressley:

Thank you, Aaron. Questions? Aluta?

Aluta Khanyile:

Aye.

Shanta Pressley:

Khari?

Khari Shabazz:

Aye.

Shanta Pressley:

Michael?

Michael Dorrie:

Aye.

Shanta Pressley:

Jessie?

Jessica Boulet:

Aye.

Shanta Pressley:

Kamaria?

Kamaria Brisseau:

Aye.

Shanta Pressley:

Constance?

Constance Barnes:

Aye.

Shanta Pressley:

Anuj?

Anuj Khatiwada:

Aye.

Shanta Pressley:

Sophia?

Sophia Huda:

Aye.

Shanta Pressley:

Awesome, thank you all. And last but not least, the Donations Policy, I believe we talked about this last month asking that we hold up to an official vote for this until next month so that all stakeholders meaning Aaron and the school leadership has time to discuss fully. But it is just setting a policy so that when we begin fundraising, we have some standards in place so please feel free to review. If you have any questions, you can email them to myself or Aluta and we will review them as we look to make this final next month and that's it for finance.

Malik Russell:

Thanks a lot. Appreciate that, Shanta, it's always a pleasure. Thanks, Bob, for your support on that as well, as well as the additional insight. And so next, we will turn it over to Ms. Chen.

Aaron Bothner:

Ellen had to jump. Unfortunately, she had to jump on a flight, but I'm not aware of anything coming out of that so we can move ahead to external relations.

Malik Russell:

Okay, sounds good. So the educational update will leave to the school-based update, which I think a good space. And then, we'll turn it over to Aluta.

Aluta Khanyile:

Good evening, everyone. I hope everyone's-

Malik Russell:

Good evening.

Aluta Khanyile:

Congratulations to us as a team and the school as a whole for the graduation that occurred on the 22nd. I really wish I could have been there, Malik. Two things that day, my daughter's kindergarten graduation, and then my son's birthday all on the same day.

Malik Russell:

That sounds like it was a wonderful day for you, so I appreciate that. That said-

Aluta Khanyile:

An expensive day to pay that.

Malik Russell:

If you're walking by kindergarten's graduation, go to it, that's great.

Aluta Khanyile:

But I do plan on trying to make it to the graduations that are occurring on Friday tomorrow. [Inaudible 02:06:53] been getting a lot of good feedback from a number of different providers and as well as organizations wanting to participate in our event that we've been discussing over the past month. I do know for a number of folks, June was kind of rough and we forecasted the meeting for July 13th. That's tentative, I'm still waiting to hear back from a couple folks. I'm trying to get a 75% majority being able to participate, but we're getting good feedback with a lot of ideas coming from all those different parties.

Malik Russell:

All right, I appreciate that. Thank you. Anything else?

Aluta Khanyile:

Nope, that was it.

Malik Russell:

Thanks, I appreciate that. And he was updated regarding... And then I will turn over to Kamaria who I'm not seeing her in my neighborhood, in her new fancy office with a great view.

Kamaria Brisseau:

No, I'm home today. Today was my son's 8th grade graduation, so-

Malik Russell:

Oh, nice. Congratulations on that, that's wonderful.

Kamaria Brisseau:

Thank you. Well, good evening everyone. And I shared the same sentiments as the other members, we completed another year, so huge congrats to all of us. And graduations are on the way, so it's always calls for celebration. So it is that time of year again, where we're doing our board member voting. This year, things are a little bit different. We do have one board member who will not be renewing with us for the coming year. And I do want to take the time to acknowledge Anuj and thank him for all of his hard work with us over the years. We appreciate all that you have done for the board. You've been a

great vice chair, a great colleague, a great board member. And so I just want to say thank you and good luck with everything in your future.

Malik Russell:

[Inaudible 02:09:00], Anuj.

Aaron Bothner:

That's right.

Kamaria Brisseau:

So moving right along in the interest of time, we will be taking three votes tonight. One is to vote on those who are up for re-election, and then we will vote on the officers. And lastly, we'll vote on the committee members. So I did receive responses from everyone on the board, either you responded to me or Aaron, but we do have everyone's nominations and desires to be on committees. But if there are things that maybe you missed or you thought about over the last few days and you do want to join a committee that maybe you didn't send an email about, we can certainly make that change here.

Kamaria Brisseau:

So first up, I'm wondering if Melissa would... There you go. First up, we'll hold the vote for those board members who are up for re-election. All have expressed interest in continuing to serve on the board. And so first, I would like to move to roll this vote into one vote so that we can vote for all of the members up for renewal within one vote. Can I have a second?

Khari Shabazz:

Second.

Aaron Bothner:

And just quickly to clarify since what we're showing on the screen is actually the current class, the vote is for another two-year term for Tim Bryan, Michael Dorrie, Kamaria Brisseau and Aluta is the fourth.

Kamaria Brisseau:

This is the wrong slate, this is last year's. But the names that Aaron mentioned, those are the ones that we're grouping into one vote. We got a second, so I'm going to do the roll call now for the ayes. Jessica?

Jessica Boulet:

Aye.

Kamaria Brisseau:

Constance?

Constance Barnes:

Aye.

Kamaria Brisseau:

Anuj?

Anuj Khatiwada:

Aye.

Kamaria Brisseau:

Khari?

Khari Shabazz:

Aye.

Kamaria Brisseau:

Shanta?

Shanta Pressley:

Aye.

Kamaria Brisseau:

Aluta?

Aluta Khanyile:

Aye.

Kamaria Brisseau:

Sophia?

Sophia Huda:

Aye.

Kamaria Brisseau:

And Michael?

Michael Dorrie:

Aye.

Kamaria Brisseau:

All right. Thank you, everyone. Next up, we'll do the votes and nominations for officers. And so the positions that we were recording... Yes?

Aaron Bothner:

Unless I lost track, we have to do the actual vote too. So we just voted to do those four together.

Kamaria Brisseau:

Yeah, right. I'm sorry.

Aaron Bothner:

Yeah, okay.

Kamaria Brisseau:

Yeah, I'm going on my list. Sorry, I missed. I now move to vote to approve all the members that we just rolled into the one vote for re-election for the two-year period.

Jessica Boulet:

I'll second and I'm an aye.

Kamaria Brisseau:

Thank you, Jessica. Aaron?

Aaron Bothner:

Aye.

Kamaria Brisseau:

Constance?

Constance Barnes:

Aye.

Kamaria Brisseau:

Anuj?

Anuj Khatiwada:

Aye.

Kamaria Brisseau:

Shanta?

Shanta Pressley:

Aye.

Kamaria Brisseau:

Khari?

Khari Shabazz:

Aye.

Kamaria Brisseau:

Sophia?

Sophia Huda:

Aye.

Kamaria Brisseau:

Michael?

Michael Dorrie:

Aye.

Kamaria Brisseau:

And Aluta?

Aluta Khanyile:

Aye.

Kamaria Brisseau:

Thank you, everyone, and sorry about that again. Unlike Aaron, I do get nervous with public speaking, so please bear with me, everyone.

Aaron Bothner:

You're doing great. There's a million moving pieces.

Kamaria Brisseau:

Okay. So thank you, Aaron. So the next vote will be for the officers and so the positions that are up for re-election and nominations are the secretary, treasurer, vice chair and chair. Melissa, do you have a copy of the board committee slate? I know you mentioned it, there we go.

Kamaria Brisseau:

So first, we'll do the board secretary. So I will say everything was handled in the nominating committee, so the folks that were nominated will be presented here for the vote. If you would like to nominate anyone for an officer position and you didn't get a chance to before, now is the time to say that. Okay.

Aaron Bothner:

And this isn't written in here, but I'll say it too. I will and we will, the nominating in place is putting forward Khari for the vice chair so that will get filled in here.

Kamaria Brisseau:

Right. Thank you, Aaron. Yes, I know you said you wanted to be the ones nominated. That's why I was given the opportunity to [inaudible 02:14:17] nomination. So board secretary, we are nominating Jessica Boulet, board treasurer, Shanta, as Aaron mentioned, vice chair, Khari, and board chair would be Aaron. So these are the folks who have been nominated or are being considered for re-election within their

same position. With that, I would also like to move to roll this into one vote so that we can vote... Do we need to have a discussion, Aaron? I see your-

Aaron Bothner:

No, I wanted to actually give a news before we take the vote. Maybe the opportunity to talk about Khari coming to his role and how he feels about that since he's held the position for three years.

Anuj Khatiwada:

Oh, yeah. Thanks, Aaron. I think a couple of thoughts. So when I started in this role, I had no idea what I was doing and I had been on the board and kind of working my way through kind of what I was looking to get out of it. And when the opportunity came up, the thought that came into my mind is "Okay, I need to be a few things." I need to be somebody that is not only a good listener and tries to understand what is happening on the board, but somebody that can kind of push back on ideas if need be. Not just be the voice, not just be the yes person. And then two, I needed to make sure that above all else, no matter what was happening, if Aaron went rogue or if Malik went rogue or if anybody went rogue, the thing that I kept front of mind is that we're here for the kids. The kids come first, right? Every decision that needs to be made, the kids come first.

Anuj Khatiwada:

And I think those are things that I had to kind of figure out and work through. And in the past few years that Khari has been on the board, I think those are things that come natural to him. I think those are things that he excels at and he sets the tone with. So I am very excited to very soon be a yay for Khari kind of being the next person to be in this role, because I can't think of a better place or a better person that's going to be effective, thoughtful, and just overall a good leader for the future of what the school set in.

Khari Shabazz:

Anuj, thank you. I really don't know what to say, but I appreciate. I'm not even sure if I'm supposed to jump in and say that, but I appreciate your words and also your leadership, and I'm definitely looking forward to your counsel. I know we haven't had chance to catch up, but I'm going to really be relying on you because the one thing I've noticed about you is you're incredibly levelheaded. And I can certainly use that sort of adjustment to my temperament. So again, I'm looking forward to connecting with you. Thank you.

Anuj Khatiwada:

Absolutely, anytime.

Kamaria Brisseau:

Thank you both, gentlemen. Does anyone else have any comments or anything else they'd like to share before we move forward with the officer vote? Okay. So first, I'd like to move to roll the vote into one vote so we can re-elect the board chair, elect the vice chair, the treasurer and secretary into one vote. May I-

Anuj Khatiwada:

I'm an aye.

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Kamaria Brisseau:

Thank you, Anuj. Jessica?

Jessica Boulet:

Aye.

Kamaria Brisseau:

Aaron?

Aaron Bothner:

Aye.

Kamaria Brisseau:

Constance?

Constance Barnes:

Aye.

Kamaria Brisseau:

Shanta?

Shanta Pressley:

Aye.

Kamaria Brisseau:

Khari?

Khari Shabazz:

Aye.

Kamaria Brisseau:

Sophia?

Sophia Huda:

Aye.

Kamaria Brisseau:

Michael?

Michael Dorrie:

Aye.

Kamaria Brisseau:

Aluta?

Aluta Khanyile:

Aye.

Kamaria Brisseau:

Okay. Thank you, everyone. And so now I move to vote on the re-election of those that we just rolled into the one vote. May I have a second?

Michael Dorrie:

I second and I'm an aye.

Kamaria Brisseau:

Thank you. Jessica?

Jessica Boulet:

Aye.

Kamaria Brisseau:

Aaron?

Aaron Bothner:

Aye.

Kamaria Brisseau:

Constance?

Constance Barnes:

Aye.

Kamaria Brisseau:

Anuj?

Anuj Khatiwada:

Aye.

Kamaria Brisseau:

Shanta?

Shanta Pressley:

Aye.

Kamaria Brisseau:

Khari?

Khari Shabazz:

Aye.

Kamaria Brisseau:

Sophia?

Sophia Huda:

Aye.

Kamaria Brisseau:

Michael?

Michael Dorrie:

Aye.

Kamaria Brisseau:

Sorry, you second and aye.

Michael Dorrie:

Yes.

Kamaria Brisseau:

And Aluta?

Aluta Khanyile:

Aye.

Kamaria Brisseau:

Thank you. Okay. Next, so what's presented on the screen right now include all of the emails or nominations or requests to join certain committees prior to today. If there are any change, please take a minute to look at it and make sure that you are listed where you expected to be listed. If there are any changes that need to be made, please speak up now. Otherwise, we'll move to the vote and I'll roll it all into one again.

Aaron Bothner:

So one message I told Kamaria that I wanted to pass along here and you'll notice that I elected to step away from the education committee. In talking with all of you, I think we have been very fortunate of the long tenure that we're going to have here. We'll be heading into our fourth year with the same group, which is great. So a lot of trust I think has developed, I hope, between board of trustee members. We will have some major decisions to make this year as we go through the expansion, so choosing to be a part of a committee is going to be ever more important because we're going to need to be trusting each other to get the work done that we have delegated to those committees throughout the year.

Aaron Bothner:

So by making the choice to be in the committee, make sure that you are also making the mental commitment to yourself out of respect to the group and to others here that you're going to be present for committee meetings. You're going to be communicative when you can't be. And you're going to engage with rigor and with our two other pillars as well in that work, because the committee work is going to be critical for the upcoming year. So I think this is a great slate. I just want people to take a moment to pause and make that commitment to themselves so that we're ready to rock and roll this year.

Aaron Bothner:

With that said, if anybody has any comments? Okay. With that said, the other thing that we have to do that I would say we should just roll into this vote is the facilities committee. It's actually an ad hoc committee, it's part of the bylaws. So we authorized that last year, I think more or less to be in existence as needed for the ED and senior leadership as we start to explore expansion options. So I would propose that we do the same for that committee and Kisha, the minutes should reflect this that we're proposing the continuance of the facilities committee as an ad hoc committee to work with the ED and senior leadership on the expansion as that process progresses. And so we can include that in the vote. Kamaria, I want to be sure that that's on record and in the minutes. And Kisha, we can clean any of that up offline if we need to.

Kisha Perez:

Thank you.

Aaron Bothner:

That's it.

Kamaria Brisseau:

Okay. Thanks, Aaron. And thank you for the motivating speech about joining committees and keeping everyone on their toes. So if nothing else needs to be added, no changes, first, I'd like to move to vote on rolling the committee member vote into one vote. For all of the members that are listed in the committees that are currently being shown on the screen, do I have a second?

Shanta Pressley:

Second.

Kamaria Brisseau:

Thank you, Shanta. Jessica?

Jessica Boulet:

Aye.

Kamaria Brisseau:

Aaron?

Aaron Bothner:

Aye.

Kamaria Brisseau:

Constance?

Constance Barnes:

Aye.

Kamaria Brisseau:

Anuj?

Anuj Khatiwada:

Aye.

Kamaria Brisseau:

Shanta?

Shanta Pressley:

Aye.

Kamaria Brisseau:

Khari?

Khari Shabazz:

Aye.

Kamaria Brisseau:

Sophia?

Sophia Huda:

Aye.

Kamaria Brisseau:

Michael?

Michael Dorrie:

Aye.

Kamaria Brisseau:

And Aluta?

Aluta Khanyile:

Aye.

Kamaria Brisseau:

Thank you. And so now I'd like move to vote on electing those members that we just rolled into the one vote into the committees that are listed on the screen. Do I have a second?

Shanta Pressley:

Second.

Kamaria Brisseau:

Any ayes?

Aluta Khanyile:

Aye.

Kamaria Brisseau:

Anuj?

Anuj Khatiwada:

Aye.

Kamaria Brisseau:

Constance?

Constance Barnes:

Aye.

Kamaria Brisseau:

Khari?

Khari Shabazz:

Aye.

Kamaria Brisseau:

Sophia?

Sophia Huda:

Aye.

Kamaria Brisseau:

Michael?

Michael Dorrie:

Aye.

Kamaria Brisseau:

And Aluta?

Aluta Khanyile:

Well, I gave my eye. But I also wanted to say, I feel if Anuj is giving any more ayes, he has to extend it. He has to hold a note just a little bit.

Kamaria Brisseau:

Okay. Well, we'll see if the challenge is accepted. Before I hand the floor back over, I do want to remind all of the current committee chairs to please schedule and hold a committee meeting before the next board meeting. You will need to hold a vote for your committee chair. You should nominate the individual and also hold the vote to put them into your office, into the position. Are there any questions about that?

Shanta Pressley:

With the exception of finance and governance.

Kamaria Brisseau:

Right. Thank you, Shanta, because those are officer positions. All right, well, thank you, everyone.

Malik Russell:

Oh, I want to add one thing. It's not you should, it's you must hold the vote.

Kamaria Brisseau:

Yes, you must hold the vote. I apologize if I misspoke. So with that being said, nominating committee is done and I handed it back over to Malik.

Malik Russell:

So I think with that, we are going to move it over to Aaron for public comments.

Aaron Bothner:

Sorry, I messed up Zoom. There we go, yes. Okay, so this is the public comments portion of the board meeting. The board has a public comments policy that requires any guests that wish to speak, welcomes them rather to register for a designated time slot to speak during this time. I do not see any guests that are present in the meeting that registered to speak, Melissa or Kisha, is that the case?

Malik Russell:

Hey dude, no. Sorry.

Aaron Bothner:

Well, maybe Malik has someone? No? Okay.

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Malik Russell:

No, I apologize. I was just talking to someone.

Aaron Bothner:

So hearing none, that wraps the public comments portion of the board meeting.

Malik Russell:

Well played, thank you for that. I appreciate that, always well done. And with that, I will give it to the board to do the board of governance segment that we have to the illustrious, spectacular Jess. So thank you so much.

Jessica Boulet:

Hello, thank you. Good evening. Vote number one, I will move to approve the May 2022 board meeting minutes.

Shanta Pressley:

Second and I'm an aye.

Jessica Boulet:

Thank you, Shanta. Khari?

Khari Shabazz:

Aye.

Jessica Boulet:

Aaron?

Aaron Bothner:

Aye.

Jessica Boulet:

Kamaria?

Kamaria Brisseau:

Aye.

Jessica Boulet:

Anuj?

Anuj Khatiwada:

Aye, extended.

Jessica Boulet:

Aaron, what note was that?

Aaron Bothner:

B flat.

Jessica Boulet:

Nice. Sophia?

Sophia Huda:

Aye.

Jessica Boulet:

Constance?

Constance Barnes:

Aye.

Jessica Boulet:

Aluta?

Aluta Khanyile:

Aye. That was a great note.

Jessica Boulet:

Michael?

Michael Dorrie:

Aye.

Jessica Boulet:

All right, I think that was everyone. Next series of votes we have are for the school policies, which I believe everybody has taken a look at. To recap one more time, the policies that we are looking at to review and approve again this month are the Public Comments Policy, the COVID Safety Plan, which has been updated in accordance with current COVID needs, not the Compliant Policy, the Complaint Policy, the Grievance Policy, which just to clarify that again, the Complaint Policy is for the family handbook, the Grievance Policy is for the staff handbook, then we also have the Data Security Policy and Complaint Form and the FOIL Policies and Notices and Subject Matter list, et cetera, as required by law.

Jessica Boulet:

Most of these do not have any substantive updates, whatsoever. Mr. Brown has been added to the Grievance Policy now that he is the high school contact. And the Public Comments Policy has not actually changed, there was just a slight discrepancy in how many minutes. So we clarified that as three minutes for public comments and-

PART 5 OF 6 ENDS [02:30:04]

Jessica Boulet:

So we are going to vote now to approve all of these policies that you should have received on Monday, I believe. So I will move first to roll the approval of all of these policies into a single vote, unless I hear any disagreement. And I would like to second-

Aaron Bothner:

[inaudible 02:30:28].

Jessica Boulet:

Thank you, Aaron. Khari.

Khari Shabazz:

Aye.

Jessica Boulet:

Shanta. And Kamaria.

Kamaria Brisseau:

Aye.

Jessica Boulet:

I'll come back to Shanta. Oh, wait.

Shanta Pressley:

Aye.

Jessica Boulet:

Awesome. Thank you. Anuj.

Anuj Khatiwada:

Aye.

Jessica Boulet:

Constance.

Constance:

Aye.

Jessica Boulet:

Sophia.

Sophia Huda:

Aye.

Jessica Boulet:

Aluta.

Aluta:

Aye.

Jessica Boulet:

And Michael.

Michael Dorrie:

Aye.

Jessica Boulet:

Awesome. Thank you. And now I will do the vote. I move to approve all of the policies listed here.

Aaron Bothner:

Second in line.

Jessica Boulet:

Thank you, Aaron. Shanta?

Shanta Pressley:

Aye.

Jessica Boulet:

Sophia.

Sophia Huda:

Aye.

Jessica Boulet:

Michael.

Michael Dorrie:

Aye.

Jessica Boulet:

Aluta.

Aluta:

Aye.

Jessica Boulet:
Anuj, and then Khari.

Anuj Khatiwada:
Aye.

Khari Shabazz:
Aye.

Jessica Boulet:
And Constance.

Constance:
Aye.

Jessica Boulet:
And Kamaria.

Kamaria Brisseau:
Aye.

Jessica Boulet:
All right. And then just a final note on these policies: there is one more policy that we have that's lurking. It's a legacy policy on, basically, how the board interacts with stakeholders a lot of times in the context of a grievance or a complaint. So that is a policy that many of you may remember that we put together in late 2019, early 2020, last time that this was something that we were looking at. And obviously, it's still got the met name on it. And we need to update that as well and make sure it's harmonized with the grievance policy and the complaint policy. So depending on how that goes, you may be receiving the grievance and complaint policy again next month, when we also look at the stakeholder interaction policy updates. So that's just an FYI. And then that should any that should wrap up the policies. I don't see... Let me pull up. I don't know what's next on the agenda, if I have anything else.

Kamaria Brisseau:
Oh, Nope.

Aaron Bothner:
We actually skipped over the goal-setting reflection, if you want to do that.

Jessica Boulet:
That. Oh, thank you. Yes. Yeah. Whoever came up with that name, I like that one. Trustee goal-setting reflection, as you all may recall, this is where, monthly, somebody reflects on what they've been working

on, on their own time towards, enhancing their own capacities and interests in relation to our board work. So Khari agreed to share with us this month.

Khari Shabazz:

All right. Thank you, Jessica. So started thinking about how I wanted to improve my capacity as a board member when we began talking about this. And so, for me, I've been engaging in deeper study. And most of my study is bringing me back to a few basics. And the purpose of this is to expand my ability to help Malik and his school leaders really chase excellence but also secure it, and support and build institutions that protect and advance the interests of black and brown children and communities.

Khari Shabazz:

And my study has brought me back to really looking at public education in this country, which is said to be born from six principles: that the public should not remain ignorant, that public education should be paid for, controlled, and sustained by interest in public, inclusive of all children from all backgrounds, non-sectarian, grounded in the spirit methods and discipline of a free society, and that the folks who deliver this education should be well-trained professional teachers and are highly equipped to do the work, right? And this is from Horace Mann, who's considered to be the father of American education.

Khari Shabazz:

And I've been in this space for 25 years, 10 years as a youth development professional, 15 years in schooling. And I've concluded that the purpose of public education is a radical departure from Mann's vision. I believe that education in this country, at its core, is a sorting machine, and that this machine is purposefully designed to determine who has access and does not, who are the haves and who are the have-nots. And to be clear, the process has been disproportionately brutal for black and brown people since our violent introduction to Western civilization.

Khari Shabazz:

The gaps in education have widened since *Brown v. Board of Education*. And what was funny about *Brown* is that black folks actually celebrated that 1954 landmark Supreme Court decision, and they really sloganized it to say in their communities that we would be free by '63. We know that is not true. Again, those gaps have widened. And I actually believe that black and brown children were better off before *Brown* and better off in racially segregated schools. Again, this is what I've been noticing in the space.

Khari Shabazz:

And as I continued my study and thinking about ways in which I wanted to, again, deepen my role in this particular space, I came across Paulo Freire *Pedagogy of the Oppressed*, a book that I have read a number of times. And he has said this, and I put this in a chat for your reflection: there's no such thing as neutral education. Education either functions as an instrument to bring about conformity or freedom. I just want to let that sit there for a second. And it is through this reality that I will engage the board and the school. This is the lens in which I will conduct my school observations. I'm going to up the ante on that to make sure I can get to the school at least twice a month. That's going to be my deliberate goal. And I'll be looking for and expecting to see our school engage in liberating ideology, liberating practice, and liberating instruction. And that's the first part of my my dual mission to be improved as a board member.

Khari Shabazz:

On Tuesday and Wednesday, I was in Michigan, where I trained 200 teachers and school... Most of them were teachers but some of them were school leaders, and they have an extensive charter network that consistently performs below the state average in Michigan. In fact, there's been several years, five to be exact, where 0% of their kids grades 3 through 8 were able to pass the state exam, which... Just to be clear, I looked at those exams, and they're Mickey Mouse. It's almost like you have to actually try to fail. And I just want to be clear, this is around the country. Wherever there's a school on a Dr King Boulevard or a Malcolm X Avenue, right? Wherever you see black and brown children, there is systemic failure. And so all their schools were title 1 schools, and so my training at this particular day was really focused on helping them move from educating kids who are dependent learners and moving towards independent learning. And this is going to be my second part of my dual mission as I approach my work with new Austin.

Khari Shabazz:

I closed the two-day training that I did, with these teachers with a quote from James Baldwin. I'm not sure if you know this, but I think that James Baldwin has been the most influential and important philosopher that has ever been produced in American society. And I wanted to leave you with this: we, American society, that's who he's talking about, do not trust educated people and rarely produce them. Furthermore, we do not trust the independence of mind, which alone makes a genuine education possible.

Khari Shabazz:

And as you think about this particular quote and reflect, you should know that it was written probably around 1967, 1970. And I'm hoping that you're thinking about how this particular quote connects to 2022, the year that we're currently in, and beyond. And for me, it's this independence of mind, it's this liberating practice, it's an ideology that we must move our kids from participants in a capitalist society where they're brutalized to power brokers, where they reimagine the world in a way where oppression is no longer the mood of the day. And so I wanted to say that I appreciate this opportunity continue to work with the board. I wanted to lay out my dual mission for you and couch that in between two of my favorite philosophers on education. And that's my presentation for tonight.

Jessica Boulet:

Great.

Malik Russell:

Appreciate it. Thank you for that.

Jessica Boulet:

That was fantastic. Thank you, Khari. I'm all wrapped up for my portion with that. It was very moving.

Aaron Bothner:

So I will take this opportunity to say to Khari that I'm looking forward to working with you and serving alongside you as chair and vice-chair, especially after that reflection. So it's game time. And that is also a good transition for the board succession plan, which is... And FYI, I first mentioned... Well, I've been talking about this for quite a while, but over the past month, myself, Nora, Anuj, and Malik have spent a good amount of time putting into draft form a succession plan for the board, that addresses both

emergency departures for board members, officers, and committees, as well as plan departures. That is nearing point and form where it'll be ready to share it with everybody here in draft form. So committee chairs should know that this is coming. In fact, you all already do. So you'll see that. It'll be, I would imagine, a lot to take in.

Aaron Bothner:

So I'm going to think through exactly how to get feedback from everybody in a way that's structured, with the goal still being that we approve this at the July board meeting. And what I know this will do is trigger some work that needs to happen at the board level, which I believe is aligned to priorities that we established not just in this past year when we did the reflection through the spring but also in years past. So generally, expect a lot of alignment and look forward to the opportunity that this is going to present to further build out a lot of the things that we've we've wanted to work on for quite some time. So that is coming. And look forward to, hopefully, getting that finalized with the next month. And Melissa, I think I passed it to you.

Melissa Alston:

Thank you. I just wanted to give a quick overview of our proposed and projected changes to the handbook. So first is the staff handbook, the changes we are looking to go over. And just these are the sections we're just going over one more time, so they're just things. We did a huge transition with the handbook last year for Nuasin and really making a lot of new policies and revamping things from what we had with the Lighthouse Handbook. So just in continuing with that and continuous improvements and things needed, we are looking to do a change of the time-off policy. So just adding in a prorated payout based on when you enter into the school year and how much PTO and sick time you have. For the leave policy, just specifically outlining a compliance piece of PFL with the New York State credits that are received.

Melissa Alston:

Normally, the policy is that if you go on parental leave, you only get 67% of your pay. Our policy is that you are made whole, so we pay the employee fully for the time that they're out, for the 12 weeks, and the leaves are on concurrent. But just the piece of compliance is around making sure that the employee understands and knows that we're doing that. And in doing that, we will be receiving the credits ourselves. So we'll pay them 100% and then, through the PFL leave, we will be reimbursed because, obviously, they also can't double-dip. So while that is the policy, it is not stated in the handbook. So that is the piece there. Jessica, you had a question? Oh.

Jessica Boulet:

No, that was an applause.

Melissa Alston:

Oh, thank you. Sorry. The next thing is just general updates. So these are just general things we need to update every year, the school year calendar, the blackout calendar, updating the executive director welcome letter and the forward, so just general things. The general policies, so this is just all those policies that you all just approved. Anything that is embedded in the handbook will be updated as well. Holidays, just adding in Juneteenth. So there's just like a little section that says, "These are the holidays that we recognize as a school," so adding that in there.

Melissa Alston:

Breaks for nursing mothers, so you all approved a lactation policy a few months ago. And that was after the handbook, so we will be adding that. There is a section already, but it is just wording. It doesn't have a policy because, at the time, we didn't have a policy, so just adding that link in there. Jury duty, just re-looking at the language there. I don't anticipate there'll be significant changes.

Melissa Alston:

Sorry. In regards to safety, TriNet and the school did a walk. So while TriNet is mostly HR-focused and payroll and such, they have a safety component. That's also included in our partnership. And we did a walk with them, Kisha and myself, the facilities operations person, just to get their perspective around what our safety protocols look like and what they would, what they thought was going well and things that we could improve. So luckily, it was very, very minimal, the items that could be improved. The walk was really good. But they also provided lots of resources, and so we just kind of want to bulk up that section of the handbook with those resources that they provided. And that is all for that.

Melissa Alston:

In regards to a preview for the scholar family handbook, I'm not an expert on these changes but these are the pieces that we are going to be looking into. So, again, same thing, we took a lot of time last year, creating the handbook essentially from scratch. We wanted to make sure that the things that were written in the handbook were the things that actually were happening in practice. In the process of the renewal, the DOE also provided us feedback on our discipline policies and proposed what the changes should be, also looking into the lens of what that looks like for special populations and ensuring that all of that was compliant. So with that, they want to re-look at the parent compact and focusing on the ownership that the parent has in the same vein as community and everyone has a responsibility, making sure that the responsibility is on the parents as well. Just re-looking at the restorative practices section and just making sure that, again, like I started with, that everything that's in there is what we do and making sure that it's correct and that we live by that.

Melissa Alston:

The creating policy, there's a big portion there. This is something that K-12, we're going to be looking at, and just making sure that things are clear, that things are defined, and that the parents understand what the expectations are and then the scholars understand as well. Then these last two pieces are around attendance. Obviously, we report to you all, what attendance looks like. It hasn't been up to the goal or the standard that we would like to see it at.

Melissa Alston:

And some of the piece of that is, and why we asked you all to hold off on approving our school calendar, was just to make sure we align with the DOE. So we're hoping with that change... And we did do that. With that change, we'll be able to help this last piece a little bit, because if you have a vacation, the DOE has a vacation the first week of June, and we have it the second week, parents have to then pick and choose what they do. And we just want to make sure that we're taking that kind of stress off the parents, as well as summer school attendance, a focus there as well and just making sure there's a section in the handbook that specifically outlines attendance in all aspects of the school.

Melissa Alston:

That's the review of those proposed changes. And you'll see those next time. So we will share them out as soon as they're available so everyone can review those. And then we would like to put those two up for a vote at the next board meeting.

Aaron Bothner:

Great. Thanks, Melissa.

Jessica Boulet:

Thank you.

Aaron Bothner:

So everyone should keep an eye out for those in advance of the July board meeting. Melissa, thank you for being so organized and providing us exactly what's been updated. It really helps, I think, streamline the review process. Okay. So coming back to me here, we are going to move into an executive session here shortly, which I'll make the proposal for in a second. New logistics this time around... Melissa, if you could, I think, make me a co-host. I don't know that I am.

Aaron Bothner:

We're just going to stay here for the executive session. So what I'm going to do is I'm going to move everybody who's not coming to the executive session to the waiting room, and then we'll pause the recording, we will conduct the executive session, and then, per custom, we need all trustees to rejoin us after the executive session so we can adjourn the meeting. And any guests who would like to return for that point, I will, of course, let you out of the waiting room. So guests who want to stay around should just stay in the waiting room, and then you'll be able to rejoin after all of that. So said differently, all board members stay put, and Malik who will be invited as a guest. Everybody else, if you're wishing to stick around, I'm just going to push you in the waiting room, then I'll let you back in.

Aaron Bothner:

Any questions about logistics? Okay. So motion to move into a proposed executive section to discuss the personnel matter with relation to senior leadership of the school. Do I have a second?

Anuj Khatiwada:

I second and I'm aye.

Aaron Bothner:

Thank you. Aluta, Jessica, Anuj.

Jessica Boulet:

Aye.

Aaron Bothner:

Kamaria, Shanta.

Kamaria Brisseau:

Aye.

Shanta Pressley:

Aye.

Aaron Bothner:

Constance, Khari.

Constance:

Aye.

Khari Shabazz:

Aye.

Aaron Bothner:

Michael, Sophia.

Michael Dorrie:

Aye.

Sophia Huda:

Aye.

Aaron Bothner:

Okay. Great. And then I neglected to say I'm inviting Malik Russell as a guest as well. I assume that does not change any votes. Okay. So I'm going to move everybody to the waiting room and then we'll let folks back in. Give me one second here. It's like they moved. Melissa, do you know where they moved? It used to show up under "participants." Do you know where the waiting room feature got moved to?

Melissa Alston:

I do not. But would you like to do a breakout room instead, potentially?

Aaron Bothner:

Yes. If we can do that with maintaining this, that works as well. Let's see here.

Melissa Alston:

I can do it for you, if you like.

Aaron Bothner:

If you're able to, yeah. That'd be great.

Melissa Alston:

Would it be better to put you all in a breakout room, because the breakout rooms are not recorded anyway, and then everyone else can-

Aaron Bothner:

Perfect. Yep. That's great. And then do you need-

Jessica Boulet:

And he's out.

Aaron Bothner:

What'd you say?

Jessica Boulet:

And I said, "And he's out." I guess your job is done here.

Aaron Bothner:

Just when I think I have Zoom figured out, it changes. And then, Melissa, what will board members need to do to just switch back here?

Melissa Alston:

You can just text me and then I'll close the room.

Aaron Bothner:

Okay. Great. Okay. So motion to end the executive session and return to public session.

Jessica Boulet:

Second and aye.

Aaron Bothner:

All those in favor.

Group:

Aye.

Aaron Bothner:

Opposed, abstain. Great. All right. So that brings us to the end of the meeting. Anuj, it's been a wild five years. I am going to turn it over to Anuj to formally adjourn the meeting. But before I do that, Anuj, if you thought you were getting out of this meeting without getting embarrassed, you're wrong. So we're going to adjourn, but we've put something together for you. So we're going to adjourn and go into a "virtual happy hour." I don't know why I put that in quotes. So I hope you don't have any plans. Actually, I know you don't have any plans because I made sure you don't have any plans. So-

Anuj Khatiwada:

I appreciate backwards hats, by the way.

Aaron Bothner:

So I'll turn it over to you to adjourn the formal session and then we'll kick it over to a virtual happy hour. We've got some stuff for you.

Anuj Khatiwada:

Cool. Yeah. What a wild ride, right? Listen, when I started... I'm going to cry, y'all. When I started on this board, it was for selfish reasons. It was, one, because I wanted to get back into education and do something. I missed it. And I didn't know what that was going to look like, I didn't know what that could look like, and the board seemed like a good place for me to try that. And then two, I thought it I was building my resume, right? I want to be really honest about where this started and where this is. And then I remember the first board meeting, I was like, "Oh, my God. I'm a fraud. I shouldn't be here. I shouldn't be making these decisions."

Anuj Khatiwada:

And over the past five years, as we've grown as a board and made decisions, the decision to join the board has been not only one of the most fulfilling decisions for me but to meet all of you wonderful people along the way that have helped me grow... And hopefully, we have helped the school grow in five years. That's what I'm going to take away from this. And what I've told Aaron is we got the five-year renewal, and I'm hoping, before that renewal's up, I'm move you back on the board. So you guys aren't losing me forever. I'm hoping that, when I move back to New York at some point, I will be on the board. It just didn't seem right to not be living in New York City and be on the board. It felt like it would've actually been fraudulent.

Anuj Khatiwada:

So thank you guys all for making this experience incredible for me. I have loved every single minute of it. And I can't wait to see all the great things that y'all do. And with that, we're going to close out the board meeting. I'm going to move to adjourn this thing.

Aaron Bothner:

Second.

Group:

Aye.

Jessica Boulet:

And how do I get to the [inaudible 02:59:33]?

Aaron Bothner:

We're just going to stay here. Melissa, should I just hit stop on the recording? Okay.

Anuj Khatiwada:

Well, if this is the happy hour, I'm going to go get a beer. I'll be back.

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Malik Russell:

I got to do the same thing. Hold on.

Aaron Bothner:

Well-earned.

Kamaria Brisseau:

Let me go read my...

PART 6 OF 6 ENDS [02:59:49]