

New Speaker:

Okay, I think we're all set for recording now.

New Speaker:

Thank you so much. Appreciate that. All right, Khari, if you roll through it,

New Speaker:

[inaudible 00:00:25] Am I supposed to screen the agenda items? So we've had our opening remarks. Fatima's recording. It's called to order. We're going to have Jessica deliver what she just did and [inaudible 00:00:44] we have our school update from our executive director. We'll have a K-8, 9-12, and K-12 update from different forms [inaudible 00:00:52] that will be heard, Anthony and Melissa. Then we will deliver our [inaudible 00:00:57] school safety plan. Then we'll move into our finance committee updates. And from there, we'll have our education committee report, external relations committee report, then a report from our nominating committee. Then we'll move into our board governance discussion. We have several items for discussion. We'll move into public comments and then we'll go into executive sessions and while we're uploading items, we'll adjourn the meeting.

New Speaker:

Sounds great. And so thank you, Khari. Appreciate that. And so, I will start with the school update. And I'll start and usually say the least relevant stuff, and then we'll hand it over to the more important people, Kurt, Anthony and Melissa and her team. Okay, good. So let me start off now. So here is when we root ourselves in what our priority areas are. For this year, we really decided that we were going to really focus on intellectual excellence, and really just trying to make sure that we are really thinking about it on a day to day moment from a leadership standpoint, from a teacher standpoint and from a scholar standpoint. And so that it really, that being our bar, I think we kind of set a bar last year where we kind of saw it and I want us to really live it this year. Then, and help us get to that place, I'm still this next last one, to help us get to that place to a culture of data, making sure that it's a foundation of what we do that drives us towards intellectual excellence and not really data for data's sake.

But we talked about test scholars, but that's the data. That's not the outcome we want. That's just a line that helps us know that we're on our way to get there and giving us their better. And then the last is growing the whole child and make sure that's the foundation of what we've done. And as you know, we made large changes to our culture team and how we do that went more from being responsive to proactive. And so that was overall the larger priorities for the school that was then matched by both the high school and the lower school. Go to the next. I'm on the phone. [inaudible 00:03:37] I know. I'm literally talking right now. All right. Sorry. Next. Okay, I'll get you a bandaid [inaudible 00:03:46]. Okay, thank you. I'm on the phone, literally. Sorry. Daisy is not really into what I'm doing, generally speaking. So then, how our progress to goals as we did this, this was just a kind very high overview. And then from operations, there was a little different than the rest of the school because it made a little more sense what they do.

And one just being on brand and so making sure that the focus is making sure that we build the brand of who we are. Thinking about our expansion, making sure that we are always our best selves in every space. Focusing on kind of more print marketing and also cohesion between ops, instructional and everyone else to make sure that we're all on the same page all time. Then the next big one from an operating standpoint is moving them obstacles and that's going to focus on development and communication. Communications obviously get to started and then we can't be cohesive without

communication. And then really thinking about developing people on the ops team as well as doing PD for that development as well. And then excellence is the only option. Focus on lasting sustainable fixes. So making sure that we do the work to make things sustainable for excellence and not just do... My least favorite word of all time is workarounds. Because workarounds mean something doesn't work. And so let's fix what doesn't work and kind of do that and do that.

And with that has had some other more detailed things such as revamping the ordering system and things of that nature. And then K-8, from Kurt's standpoint, these are all provided by them as well. Basically this priority of lunch school year. Just really creating exemplar, which I think I we're going to go and reflect on. We definitely are moving in the right direction. I don't know if we got to exact so far we want yet, but we feel differently. It feels differently. And then anticipating misconceptions to reaching exemplars. Thinking about using our experience to make sure that we are knowing what's going to happen so that we already know what to overstep so that we get to the place that we want to get. And then the prior for October, November is, Kurt has talked about this before and he'll talk about again today, is really rooting his leader team in data meetings and then also doing this analysis on a day to day basis. And so it's part of our DNA on a daily basis. And then growing the whole child, there's just like this new vision for advisory, looks much different.

We talked about we had a SEL thing as well as we are being responsive to the fact that we are going to have social media workshops as well. And then just be proactive in support. And one of the things that they've done that was really great was this wonderful SEL thing they did, they IT in K-8, actually, in the middle school and it was wonderful and focused on lots of really important things. It was well done and it was preemptive. It wasn't a response, it was preemptive because we know what kids need and what supports they need. Then nine through 12, really just focusing on purposeful instruction every class that you go into and nine through 12 making sure that if you walk in what the class is about, because if the class is about then the students know what the class is about and the teachers know what the class is about and we have a better chance of actually achieving our target. And then the types of data, kind of looking at how purposeful we are through this lens of the coaching SEL sessions and academic counseling. And then the hotel, just really making sure our advisory is getting to where we are.

And we talk about the pillars as adults and as a [inaudible 00:07:49] team, make sure we're starting to really do and talk about that, and incentivize that, for our scholars as well. Okay, next slide please. Thank you. So next we going to get to the succession plan, which we kind of talked about a little bit. And just kind of said like, hey, our current state is not good. Ad-hoc reactively addressing gaps, new goals as is needed, before manage varies by leader and then be more proactive, right? We're trying to do that and it's a long process to do it. In organizational structure reviews, proactive section plans, new roles aligned to broader people strategy, meaning we're thinking not just about this year coming up, not just trying to fill a hole that we have but thinking about managements we want to grow and expand rather than just fill gaps. And then structured goal setting and development, which kind of rolls into all of that. Next slide, please. And so, this is kind of where we are now.

We're starting to look at the review process and building out a performance management process for both ops and leadership kicking off the one that we have for our teachers. And that's kind of where we are thinking about... And that's the work that we're doing right now. And so, where we are today, teacher evaluations, we're going to have the observations this month. We're going to have the teachers give their self-evaluation and then debrief on that set up plan, development plan based on those evaluations and move to that in the process of getting our leader evaluations done... Sorry about that. Sorry. And then, for operations staff, really going through a process to think about what we want operations to look like and how a backwards plan, what our developmental slash evaluation tool will be based on that. And so we're in the process of doing that now, much to the chagrin of the operations

team. But yes, next slide please. Attendance. I was actually having a conversation with Kurt and we were trying to figure out where it is. We're still not where we want to be at.

Obviously, there's been a lot of both COVID occurrences but also just sicknesses and colds and non-COVID things happening, and we're trying to figure out how we stem this and get us to where we want to be at, especially on the staff attendance piece. Next slide, please. Scholar said there's also, there's been somewhat up and down again you'll see that actually in certain places it looks like our middle school is the strongest, with our high school kind of lagging. But I feel like we're going in a positive direction there. And so still just trying to make sure that we let everybody know that the best ability is availability. And so, we are following up with talking to parents, making sure that they're here and also just making sure we have a good product and that they want to come here. And so, we're doing that. But people are just also just very sketchy. If someone has a sneeze, they keep them home, where traditionally people might send them to school.

And so we're trying to figure out how we're going to be thoughtful about the time we're in but also make sure we're pushing for everybody to get here. We really want that. All right. Expansion efforts. So expansion efforts, we identified the place that we're in. We had a six week hold up on just getting our kind of terms of interest and letters of interest done. I think we're pretty close to doing that. We have another call tomorrow morning to see exactly where we are. But once we get this kind of OI done, then we can really start to negotiate it for the actual lease terms and things of that nature. So still going in a positive direction, just slower than we'd want to go. And so, still pushing that space. Next slide, please. And so, the expansion process still in the conversation, their renewal meeting is next week. We have had conversations with them trying to finalize a member of understanding, which we think we will be able to do next week. Have some other Ts to cross and Is to dot.

But still definitely in that space still think it's seems like a target. They also do some things... They outpace the district and city in their SPED scores aren't where we are from a general population, but they do seem to do things well in both SPED and L. And so that's also something that's interesting for us to know about. Next slide, please. All right, so we got some more information actually from Nora and her team at the district level. And so wanted to just show you a little more of a very plain way, the 3-8C exams and how we did. And so look here, this is basically how 3-8 just combined as an average. Just because obviously we have other information which we've showed you before, grade by grade. But I think this is just good to see as a general concept. And so the red line, you see where we are. So let's sit, let's call us at... Yeah, 30% kind of in 2016, '17 and then going up into 47% this last year. And then also seeing how we have truly at the being at the same level as our district in 2018, 2019 being over 15% above the district now also looking at us in 2018, 2019 being 34% away from the other high performing charters and now being 6% away. And so, just sort of how we're closing those gaps in light of the pandemic and then looking, as compared to the state, kind of traditionally being below the state and now in ELA especially being on par or slightly above. And so, that's our 3-8 state exam ELA comparison. Next slide, please. And then just looking at math, which is something we talked about last year, we really did invest a lot into our ELA, and I think we saw that come out. But it is also very interesting to see the district and the state, how they dropped significantly. Obviously much more for the city district, our district, district nine. And then looking at the charter schools and how big the drop was.

And what is interesting, I was trying to think about that today, is the high performed charter schools went remote for two full years and I think their math results really show that. And so I think that you'll see some leveling of the city and district and the comeback was based on that. And so, wanted to take this opportunity to get props to the board, to Kurt, Mr. Brown, Melissa and all the people that were here to get us to have that the hybrid concept and also to get through a year when other people were enjoying. And so, appreciate that and think it's that we're seeing the benefits of those spaces. And so,

the idea is that we think that this year we are investing a lot, and Kurt has talked about it, he'll talk about it more, in math. And so we look at this as a big year for us to have a big jump in our math space.

But, I think it's interesting to look at this over time and kind of see how we've increased our level of performance against the district and against the state. And close the gap with some of the more higher performing charter schools. Next, please. And then, based on that and based on what I see in school and based on the people that we have in the building and based on our family's commitment, these are our goals. I've seen it before, they are [inaudible 00:17:39] and they've put us in a top 5% school in the state, and I think that's where we should be. And so, I want to have an average of 70% proficiency in ELA. And in math, regents at 90%. And to get that, we're going to need our scholars to read at least 30 minutes a night outside of their homework. And so, that's our push for this year and that's where we're going to go. I think that's my last slide. Anyone have any questions, if we go from this-

New Speaker:

I have a question. Can you hear me?

New Speaker:

Yes, I can. I can't see you, though. Let me see if I can figure this out.

New Speaker:

All right, that's cool.

New Speaker:

Can you stop sharing the screen so I can see.

New Speaker:

For context, Success Academy, and from each charter school, they tested approximately 11,000 kids. You see us still staying with them and still being able to be in that conversation that you put us within right now given that context tested 11,000 kids, coupled with the growth that you plan to have with us and also fully some other charter schools, taking on charter schools. Do you anticipate that happening and just of say more about what that like?

New Speaker:

Yeah, I think that's a great question. I think that our scaling concept is well within our ability to scale our results in our school, otherwise we wouldn't do it. And so, we believe that we can do that and, even with expansion concepts, still close the gap and surpass in that. I do want to say this clear this, you'll always see the state test scores numbers and we'll show that to you, but that's not our goal. Our goal is well past that. And so, we hope to surpass some of these other people on our way to what we're really looking for, which is based on our utter respect, love and appreciation for the communities that we really serve.

Knowing that we can have true intellectual excellence at our school that will be graded by the level of achievement that our scholars do both in college and kind of beyond. And so, that's kind of where we're really pushing towards. But yes, I think this is all in the same space and then, in certain ways, right now, especially the early on scales that actually help us push forward our concept, even a little earlier than it would've done before. So I think it actually helps us because it gives us access to more resources, allows us to do more testing of our concept in other spaces. And this is still a small amount of time. And so, I

think this push, this small amount of time, I'm really excited to see what we do by the end of this year. Did that answer your question, Khari?

New Speaker:

It does. I have, maybe, a second part. And just in terms of all the goals that you articulated, also the prediction, or do you have a predictive model that's based upon whatever you're seeing right now on the results?

New Speaker:

So my predictive model is my brain. My, hey, as I told you, my ambition, right? And hopefully I'm [inaudible 00:21:28] with some talent and hard work. And what I am definitely matching with is a great team. And so, I think that just looking at the growth that we saw given the challenge that we had, I kind of thought, what would a successful year this year look like? I've been a person that have turned around schools and seen an upward swing, and this just made sense to me. And so I felt it was a challenging concept but achievable. These are goals that I really believe we should achieve. Knowing the teachers we have, knowing the place that we are in, I feel we should achieve them. I think the ELA one is a little more suited and felt in exact results. But seeing that and also knowing math and knowing how we're approaching it and seeing the teachers that we have now and the leaders that we have in the space, I believe we can make those same jumps in math as well. Do you disagree with my analysis?

New Speaker:

I'll put notes-

New Speaker:

Just so I can tell you're wrong when I'm right.

New Speaker:

Wait, do I agree?

New Speaker:

Yes.

New Speaker:

Well yeah, I get exactly what you talked to me about in terms of the analysis and just doing it, thinking about it, the trajectory, I certainly understand. Of course, I'd like to spend some more time here during it. I think you're having a Mastery Season, so I certainly want to see what the student work looks like and what your IA2 starts to look like. I think that's important to see how the work is developing. But I definitely agree with you, if all that comes into line and we still have to see that level of excellence, you're talking about that in work product, student work product, I think that's going to be golden. It's going to be great.

New Speaker:

I would say we started this year in student work product about the same place we started Mastery Season last year. How far ahead I think we are.

New Speaker:

Oh, that's great.

New Speaker:

Kurt, am I overstating that?

New Speaker:

Yes. I think where we are right now is where we were in late January, early February time, last school year.

New Speaker:

So I feel... So that's kind of like what [inaudible 00:24:02]. Just think of [inaudible 00:24:04] those indicators during summer school. Summer school was really helpful for us this year to feel where we were, gave us a chance to see some teachers who had been working really hard, maybe not feeling as effective as they were, kind of come back in and then be like, oh wow, we really did do a lot last year. And so, I think summer school we started seeing it and that's kind of where the seeds of our priorities and goals kind of came from.

New Speaker:

Malik, I just wanted to add, I think the key for us, in order to continue to say... Well, we could say we're successful, especially in the other aspects that you were talking about. Because we get that the state test is the low bar and so our kids achieving academically is not the only way in which we measure it. But I think in the standardized environment, if we can maintain this level of growth and excellence as we increase the number of kids that we test, that's where I think the conversation lies in terms of us being right there in that conversation.

New Speaker:

Yeah. And I feel good about that. I feel like I think, hey, I kind came into this with a game plan and was fortunate. I had people going in that direction anyway. And this where I wanted to be at. So I feel like it is [inaudible 00:25:13]. But yeah, hey, we got to see all of it, right? At the end of the day, as I always say, my nickname was Missouri because I'm the Show Me State, and so anything else I'm saying doesn't matter unless it happens. But feel in a good spot to do it. And just feel that like hey, I think we're ready to show that can, and this is monumental growth, just so you know, if we get to this point of average 70, we're talking about basically during this kind of five, six year period going out 40% in our pass rates. And so that's impressive. But I think that's something that we can do. And I think we know how to... It's not by accident. We know how to do it. This was all on purpose.

New Speaker:

Are you finished your report? Any other questions?

New Speaker:

I don't have anything else. And only thing is, because I remember Tim asked a great question, I think this is maybe two retreats ago. He's like, well, how do you know if it's working or not? And I think we're starting to get some idea. We still don't know if it's working or not, Tim, because we haven't got to where we want to get to. But it looks directly the right way.

New Speaker:

Any other questions from any other board members?

New Speaker:

All right, so then I'll turn it off to the less talking with Kurt.

New Speaker:

Good evening, everybody. Apologize for not being in person this evening. I'm excited to see you all. Next month back in person. So we're going to jump on in just recapping our goals or our priority areas for this year. I'll be spending a lot of time discussing our goals and details around that following up from last month's, presentation and going a little deeper into a specific area as well. So three priority areas, obviously remain intellectual excellence, strong culture data, and growing the whole child. So for my report, if you go on down, I think two slides down. Awesome. All right. Can you click it, Fatima, and see if the pictures show up, or...

New Speaker:

[inaudible 00:27:57].

New Speaker:

All right, that's fine. No worries. So we're in culture. We have goals on both academics and culture. I wanted to highlight the culture ones to start off with. And, as I shared last month, we've had really strong participation in family events and our positive feedback from families is remaining quite high. Just the comments that we get every day from families coming in and dropping students off when I'm at the front remains really positive and we're really excited about that. We're also looking at a way to ascertain some data mid-year prior to having the end of year survey that we get all the time. And so a few highlights, just to mention for this month. Malik spoke to it and was really excited that he was able to see one of a major event, our socio-emotional learning day with middle school that was focused on social media.

Our new leader of school culture, Miss Mena, who we pulled out of the classroom teaching fifth grade at history to be a leader of school culture, really identified that coming back from the pandemic and coming back in person are a lot of our students' lives have remained online. And she came up with a way to have a series of workshops, a little mini conference with all of our fifth through eighth grade scholars where they're able to go to different sessions that were inclusive of boundaries, identity, protecting yourself online, and then an in-depth study with scenarios around our school's Big Nose where we had different sessions and all leaders were partnered with teachers. And I was partnered with a fifth grade and a seventh grade teacher and we had a great opportunity to lead through a series of discussions and decision-making where kids were analyzing scenarios.

And entire Thursday morning, just over a month ago, or just under a month ago, where we dove really deep into a need preemptively before it becomes a problem. And this is an example of the work that we're trying to do on the culture side to be proactive, preventative, as opposed to always reacting to where there is a need. Also, culture highlights, just know we're really proud of the growth we've seen in middle school advisory. Both in the middle school and the high school advisor's been bit of a challenge for my Mr. Bryan and myself over the past year. And middle school, we've been really prioritizing, moving it to the middle of the morning, happening at 9:30 after two academic blocks. And having walkthroughs, and having slides for teachers, and a Monday journaling day, for example, and Thursday

academic progress day, really focusing in on the themes and the development of that and monitoring that as...

New Speaker:

In on the themes and the development of that, and monitoring that has been something that we're really proud of. So, we feel very confident in our growth and advisory, and how it's impacting our culture when it comes to looking at the data and the reduced number of behavioral referrals, and suspensions, in school and out of school, we've seen in middle school compared to prior years is something that we're seeing some translation to that along with what we were saying. As Malik mentioned earlier, in middle school, we're seeing relatively high attendance as compared to the K-4 in the high school and we're proud of that, and we think advisory and culture is a big factor in that.

However, something that has not been great in the middle school has been tardies, as you can imagine, our middle schoolers and our high schoolers love to take their time in getting to school. Basically they don't ride the school bus, and we've been working on having strong interventions to address that as our classes start at 8:02, and instruction starts at 8:02 and we need to be sure that our students are at school on time.

New Speaker:

All right, go on.

New Speaker:

So, just a recap of our goals, Malik shared these, but I'll leave this up on the screen for just a moment, have a chance to read through those that we dove deep into last month. All right, Fatima, can you move on? Thank you so much.

So, this month as we spoke about the priorities, I really want to dive into the culture of data, make sure that there're a couple of highlights here, but I want to spend some time diving into what we really mean when we say culture of data. As Jessie shared earlier, community and growing the whole child is the foundation of so much of the work that we do, and is critically important, and is why I always want to share and shout out the work that we're doing on our culture team, and why we're trying to build the strong community, and because when kids want to be somewhere we're going to see increased positive performance from them. However, this month we're really wanting to focus on what we're doing in culture of data and these were some of the bullet points that I shared last month and the month before, and we're really excited now that we are up and running with this. I want to share what we're doing here.

So, go on to the next one. Thank you. So, how we're approaching this year... And we're very intentionally framing this as culture of data as opposed to just data driven instruction, which is typical in every high functioning school there should be data driven instruction. We really believe that we've tried data driven instruction year after year and really at the root of everything comes down to the culture of an organization, and as Malik has shared in his priorities when it comes to our school wide vision for culture of data, it's around, data's not just a snapshot on time, it's living and breathing, it's how we operate, it's how we use on a consistent basis. And how in K-8 we've been looking at this is, four different elements come into our use of data, so as compared to prior years, we've already been up and running much quicker when it comes to tracking our data around core elements of our work.

So, we are tracking on the math side, and this is starting in 1st grade, we are launching kindergarten next week, but in 1st grade we've been going for the past few weeks, 1st through 8th. We're tracking

our number stories, we very much have selected specific story problems based upon the scope and sequence, and what we saw in the first round of where kids were struggling of what we are tracking, and we have trackers for story problems. We have trackers for exit tickets and math along with trackers for both the main idea and the written response on Mastery Day and close reading that we are tracking on a weekly basis to see where kids are before we get to the IA, to see where their work is going. So, we look at numerically, and this is just a snapshot I believe, this is from 1st and 5th when I was making this. This Looks like this is 5th grade, and how we're coding our trackers and we spent time with teachers on norming around scoring and what that looks like.

Data's also connected to the actual scholar work, so a core element of all of our planning meetings with teachers and teams along with our professional development on Fridays is rooting it in the work that kids are actually doing. Even as we are giving interim assessments yesterday and today, we really chose where we would fit spending a lot of time. And teachers, as they were proctoring the exam, they had a checklist around scholar annotations and scholar main ideas today and yesterday around work shown and annotations on the math problem to really track what kids are doing in the moment as well. And we're looking at the work that they are doing in conjunction with the tracking.

This leads into our staff development, and this is an example from last Friday where Ms. Adams, our K-2 assistant principal is leading a... let's just call it Teachers Theater, it was a project that she, myself and Malik worked on where we really gave teachers the opportunity to... not just us do a model lesson and participatory lesson with students, but went through the entire planning process of a challenging and combination story problem where the teachers acted as some of their most challenging students and we were able to, in the first half, dive into how we access all kids through the launch and then noticing through the scholar work study and the tracking, four individual students in a class where their work was not where we wanted to be, and Ms. Adams was really modeling and practicing that, and showing teachers how to do that.

And then it comes to our planning where our leaders are planning one-on-one and we're bringing the data into that. And when it comes to every week as we are co-planning with teachers, we're very strategically choosing what lesson we're going to co-plan and dive really deep into with them. And we're using the data from the tracking of the student work to determine which lesson for the next week we're going to spend that extra effort with the teachers to really dive into as a co-plan lesson as well.

All right. And so, we're looking at work and I wanted to provide an example of something that we're looking for when it comes to math, being that we talked about this last month, and I wanted to make sure that I brought this in and want to share an example of this, this is a couple of weeks ago, I observed a story problem in 5th grade. And this is a relatively simple multiplication problem. One thing that I was really interested in showcasing for you all where our work that we're trying to do when we're talking about approaching math in different ways, is I imagine the vast majority of us know how to solve this using the purple, that's standard algorithm manner.

However, what made me happy about what I believe was Duda's work, him showing three different ways of which he can get to the answer here, and showing different ways to solve that's not just the same old standard algorithm.

Now, when it comes to the next steps, and I have spent a lot of time around this, and what we're really diving into is we've seen a lot of progress when it comes to variety of strategies, we're seeing more students use different strategies, we've seen more teachers get more comfortable with different strategies. Where we are looking to spend our time going forward is, on the plan and addressing a problem in having that plan. This is something that is not new, we've had my math plan before, and it's something we really emphasize in mastery season, but we want to bring this in and really elevate this so that our students, now that they're building a bank of strategies, they're now able to use that bank of

strategies that we've been working on building for them to have a plan to solve a problem that on its surface may not necessarily be clearly multiplication, division, or any other operation there. So, Malik, were you going to jump in?

New Speaker:

No, I was just going to say appreciate this, and just wanted to bring out that I think this is implicit in what you're saying, but more directly said, the reason why we do focus on the multiple different strategies is because that's where we get and understand the kids' understanding of the problem, not just the understanding of how multiplication works, not just an understanding of a strategy, but we are trying to make sure that they are truly reading and understanding the problem, then using the tools they have, and understanding they have to do that. And so, the truth is these are three things, but we all might do it different. So, like me, I like to use easy numbers, so I would probably start it with saying, "I'm going to assume it's 30", do the multiplication in my head and then minus out three of them, right? Because that's like 159, and I'm like, "Okay, I think I could do that".

But the whole point is, whatever you're doing, making sure that you are showing thinking, not just showing rote memorization of something to do. And so, I think we're really pushing in that direction, and I think it's a hard push, but I think we're getting there. I think all the members of the team are on board and going that direction, which is why we've already seen this level of push, but I think we can even see a lot more.

New Speaker:

And I think absolutely, obviously this is not a perfect example, but this is an example of the direction of where we're going. And I think one thing I want to name... and Malik hinted at this earlier, around the power of summer school this summer where we really dove deep into story problems. We've used them but we haven't used them as well as we could. And the level of buy-in we've received from teachers compared to years past, and you're deconstructing some of the habits of going straight to standard algorithm and not looking at different models has been something that we've been really excited about.

And the shifting of the stuffed mindset in mathematics has been really positive, doing this through both story problems but also our core curriculum with Open Up that we've grown to really love already when it comes to exemplifying our core values of how we teach math and how we believe kids learn. So, I wanted to stamp that as well. All right, Fatima, could we go one more slide? All right. So, I wanted to give you all a little bit of work, and for those of you who are in person Shahzada has some copies to give you, I hope. For those of you who are online, I'll send you a link.

I have two problems that were, on the IA yesterday, among our two lowest performing problems with their respective grade levels. I want to show you the level of thinking that we're expecting kids to do, being that this is early on in 3rd grade, this is not a multiplication problem. However, there were plenty on there. However, this was a problem that students really struggled with. And then in the 7th grade example, it was one that I initially... when we were doing our predictions last week with staff, this was one that we did, and some students will be successful at this problem. I actually listed this one myself as of most, and I was wildly incorrect on this one. We had very low performance on the 7th grade example.

So, I'd love to give everyone just a couple of minutes to take a look at these problems and think about what are some of the skills that you think kids have, and also what are some of the challenges that you think kids might've had accessing these two problems?

All right, cool. So, let's look at this 3rd grade problem here, so when we went through this one here... I'm curious if anyone has any ideas as to what threw kids off on this one?

New Speaker:

Well, even before that, why don't we just start and ask-

New Speaker:

Yes, what do you need to do to get there?

New Speaker:

... what do you need to do? What are different things you need to do so you can access this problem?

New Speaker:

You have to interpret the table.

New Speaker:

There's more.

New Speaker:

You have to be able to read the bar graph, and then understand that black is what you're solving for. So, there's a number of things you have to interpret on the table, I think, in order to solve the problem. Well, it may be simultaneously unpacking the question, so you have to go between the table and the question to be able to access it.

New Speaker:

I think I point out white as an example there, in 3rd grade we noticed a lot of scholars, it's implicit for us with the skip counting by twos, that white would be nine instantly. A few scholars did not make that implicit connection as well.

New Speaker:

But one thing Khari should say that was, good just to the starting point is having two different data points, two different places you're getting information from is difficult. It's like looking at multiple documents to get something that automatically is a different level of executive function, that's harder. Then, I think, Kurt's point is, "Hey, even within this, I have to make assumptions and understand how charts work, and know that these are equal lines, and zero to two, the one in the middle is one, that's how it goes". And so, you'd want to see someone labeling those numbers to show that they understand that.

New Speaker:

Yes, it was interesting when I worked on this one myself, I actually instantly set up an equation, I did $S+B=R+W+SBL$, and I plugged in the numbers there. And of course, 3rd graders, this algebraic thinking is obviously part of the standards, but it's not algebra for them. I'm curious if anyone could guess where kids made the biggest mistake.

New Speaker:

I'll guess.

New Speaker:

Please, thank you.

New Speaker:

There's two or three steps to the problem, depending on how you look at it, so I feel it's really easy to forget the last step, which would be subtracting the total. Sorry, subtracting the number of silver cars from the total of red, white, and blue cars.

New Speaker:

See, Jessie, you've got to speak with greater confidence, because that was precisely it, it was exactly in it. The answer that was most commonly chosen by our highest students was 15, they forgot the last step of subtracting the six silver.

New Speaker:

Kurt, that's if it's procedurally talks.

New Speaker:

Yes.

New Speaker:

Maybe if they set it up so that maybe if some kids recognize both sides of the equal sign, they wouldn't have to do any subtraction at all.

New Speaker:

That's true.

New Speaker:

And so, when you teach the kid... and this is my point, you teach them procedurally, then you're not able to have this conversation that Jessie and I are having. Jessie said they forgot the last step, because that's a procedural way of looking at the math. But if they set it up in a way in which they never had to subtract and just recognize the difference between one side of the equation and the other, so if they set it up $4+2+9=6+?$, then they would never have to do another type of operation.

New Speaker:

But, I mean, I'd push back on that a little bit. I think there obviously procedural on feeding feeds into that, but it's also just making sure you're always thinking about, "What is the question asking?", and, "Did my answer, answer the question?". And especially the multi-step ones, with multiple different locations, kids can get lost in there. What we're trying to do with conceptual math is make sure it's always rooting in, "What is this question asking me?".

New Speaker:

Let me push back, because that's not what Kurt asked. Kurt asked, "What did kids forget to do?".

New Speaker:

I know, but I'm just saying.

New Speaker:

That was the question, just to be clear, he asked what the kids forget to do, then Jessie said, "They forgot to subtract in the last step".

New Speaker:

What I'm trying to say, what they forgot to do could be proceduralization, it could also be not focusing on what the question's asking them on, so the point of all of that is, you're always thinking about what's your procedural thinking, you're not just thinking about what am I trying to do, I'm not forgetting-

New Speaker:

That I got an answer, and that's why I almost forgot the last step.

New Speaker:

... But I guess what I'm trying to say is, I actually go against the whole idea of steps, is my point. I guess I'm not thinking about it in terms of there's steps to it. The last step? I don't know what your last step is, everybody would solve this differently.

New Speaker:

I'm only saying that's what Kurt asked us to consider.

New Speaker:

I know, but now I'm answering. So, what I'm saying is, I think the larger point where we're trying to get to is, if people are always thinking about what questions are asking them, and doing the work that way we won't be procedural, but we'll also realize when our answers don't make sense, because we're thinking about the question and then have a good idea, if we really understand the question then we probably have a better way of going to a solution. And so, I was just saying that sometimes we don't even need to talk about steps, we're proceduralizing things, because I don't know what your last step is. As long as I can see it, I think I'm fine.

New Speaker:

Kurt has the face of somebody who didn't realize a 3rd grade math problem could cause as much controversy, so my question is, as Kurt Instructional Leaders, as a board member, so when I read this I just intuitively grouped red, white and blue in my head, and black and silver in my head, noticed it red and blue equal silver, so white had equal black. So, I guess when you're working in a classroom, you just said there's multiple ways that anyone could have done this, and you lay this out, what is the first thing you see students do if it's a highly rigorous classroom? If it's a classroom that we're trying to create, and what's the first thing that happens if it's not that?

New Speaker:

So, if it's a highly rigorous classroom, what I'm seeing is the way you solved it and the way Jessie solved it, I'm seeing both of those with different students, depending on how they approach the problem. If it's a lower rigor classroom, I'm seeing as Khari was bringing up, and the framing of the question was lackluster, I apologize for that. Where as Khari's bring up, if you're seeing, okay now, step four here is

you are going to subtract fifteen minus six, and you'll get your answer, and you see every kid doing that, that is something where we'll see as low rigor.

I think for us seeing the high rigor is exactly your line of thinking and a different way of approaching it along with someone else, such as Jessie's line of thinking, how she approached it, not that her way of doing it linear in three steps, but if that works for her and she's able to access the problem that way, we're not advocating against use of standard algorithm. We're advocating against exclusivity and advocating against proceduralism when it comes to everything.

Everything has a step to it. And so, it all connects us to the work that we're doing with this, in our student work analysis I'm going to go look and see at our work for this specific problem, how many kids labeled the graphs? How many kids wrote a number four above the red bar graph just so that they have it and wrote a number above each number there? How many of kids when they annotated the problem, did they code anything in a different manner? I want to look and see their level of understanding to what Malik is saying, and our shift to looking at the plan like, "What is the question actually asking them to do?", and I'm looking to see as how much of them are gaining the access to that, and where is their work showing that.

And then I'm looking to see those who, once we got to that point, are making a strong effort to solve it. I'm looking to see what that work is looking like. And if I'm seeing the same thing over and over again, then we'll see if it's procedural, and if it's low rigor. Does that answer your question?

New Speaker:

Yes. And I think, just to add onto that, it remind me of like, "Hey, what you see in a rigorous classroom was like when we did that Noah's Arc question", you see people doing things just to access and understand the question, however they do it, whether it's the way you did it, Aaron, or the way Jess did, or drawing something out. There is a productive struggle where I'm taking all the information in here, I'm making sure I understand the question, and I'm going to figure out some way to solve, and then over time I'm going to make that more efficient. But the real portion that you see, you see that, when you don't see that is you see either a bunch of hands up right away, you see random numbers put into algorithms that don't make sense with the problem, and you see people waiting for teachers to tell them the answer.

New Speaker:

Yes, or on the piece of paper you're seeing this lovely anchor chart at the front of the room, then we look at the student work, they all happen to look the same.

New Speaker:

And the issue is that when you look and it looks the same, we know that, that's just for that one problem, and whether or not you got this one problem right, the teacher talks to the problem and you're going to hear a problem that's totally different than this and you're going to do some crazy stuff.

New Speaker:

And so, when we're looking at this, and I want to understand how are you using this information and hopefully it's an example of how we're going very deep into individual problems on a consistent basis. If this was a problem that we used as a mastery problem or a story problem for a day, what we are doing is, with teachers and in our team planning meetings, we're going in and we're creating exemplars, and then we're looking for a series of anticipated strategies or strategies that we want to push on for kids to

try so that we're able to address this. Obviously this is in the form of an assessment where we are not providing the supports there or the discourse during the doing it. However, after the fact, this is a great problem to use as a class and that'll bring out a lot of discourse when it comes to problem solving. So, I will pause there, I won't make us go into 7th grade because I want to be respectful of Mr. Brown's time as well. But if there are any questions, I'll gladly answer any other questions.

New Speaker:

Thank you, Kurt.

New Speaker:

All right, cool. Thank you all so much, and I will go ahead and turn it on over to Mr. Brown.

New Speaker:

So, I'll be sure not to bring any high school math problems as they [inaudible 00:59:02]. So, Real interesting to go through some of those problems. Good evening everyone, I just want to go through a few highlights initially, right now we do have our after school support program that we have for our scholars, to support them, not only in areas where they're not doing well, but also we've launched our i-Ready after school support. These are for scholars that have underperformed in i-Ready, so they have three or more grade levels below where they should be, they're going to after school support. So, we have had a strong showing with our 9th graders at this particular time and we plan to make sure that we build on that with our 10th and upper grades as well.

Because we know one of the areas that we found is going to be some of the greatest support to our scholars improving is their reading and comprehension, and so we're trying to do everything within our power to ensure that all that support is there in order to improve their reading and comprehension skills. Also, we've launched our math essay and our algebra one and algebra two classes, I would say that it's always a struggle, I think, not only for the scholars but also for the teachers as well, because it's a change in the mindset in terms of how to view math, to explain math.

And so, as our scholars struggle through it, our teachers struggle through it as well in order to see math and also demonstrate math in a different capacity. One of the things that I'm doing with the teachers as well is, as we look at the work that our scholars are providing, not allowing them to provide work that is subpar, because sometimes when you do something new, the teacher will say, "Hey, it's okay, I get what you provided", but it's not okay. We have to continue to push our scholars toward excellence. And just like that book that I like so much, *Rough Draft For Math*, it's like these math essays, learning math is a rough draft, you continually have to go through and revise, and ultimately you'll get to your destination. I do have a short sample of what a math essay entails, also with a short snippet of what a scholar provided. November we'll launch on Mayan Renaissance, and all that is, is our literacy and reading program.

New Speaker:

This is our literacy and reading program because we are revamping the advisory in order to include one day a week right now where scholars are just focused on reading. Right now, we want to restructure the advisory. On Mondays, is going to be academic counseling. On Tuesday we will have literacy. Wednesday we will have our SEL and circles, and Thursday there will be college readiness discussions or discussions around looking at and preparing for college. And also, we're launching our incentivizing our pillars. Because right now I just want to make sure that there's a strong shift toward incentivizing what

we want [inaudible 01:02:51] Boston Scholars to be and to look like consistently. So, incentivizing rigor, what does that look like in the classroom? Incentivizing community, what does that look like? Incentivizing self-advocacy.

So, we're putting in place the Dean's list and the 90%, the honor roll, the mastery and all of those things to make sure that we are incentivizing and we consistently are acknowledging, recognizing, appreciating scholars that are doing well and are really reflecting who we are as at [inaudible 01:03:30].

New Speaker:

For the advisory part, are we planning to have outside resource to help us?

New Speaker:

Yes. [Inaudible 01:03:43] is one of the outside resources that we use consistently to help us build many of the workshops that we have for [inaudible 01:03:55] scholars. But, yes, we do plan on getting additional outside resources. Because the SEL portion, I would have to say, can be challenging not only for our scholars but also for our teachers as well. It's not as if we're asking them to be experts in those areas. So, having outside organizations come to support us is really important.

New Speaker:

Mr. Brown, do you want to share your screen?

New Speaker:

Yeah, I'm going to log in on my old... It'll all work out this lifetime. I can show my screen. Okay. I just shared my file with you [inaudible 01:06:41].

New Speaker:

This is Melissa's computer.

New Speaker:

I can share, one second.

New Speaker:

Which slide did you want to go to, Mr. Brown?

New Speaker:

12. Oh, that's... Did you... One that I shared with you?

New Speaker:

Is the one?

New Speaker:

It should say October 22nd. Yes. No, that's-

New Speaker:

No, this is, sorry.

New Speaker:

All right. So that room first and then we'll get to the math. Thank you. Sorry about that. So initially I'm going to go through our priorities and then I'm going to speak to the math essay portion of it. Our [inaudible 01:08:19] for the high school, they're coming up this next week. And so we'll have data for everyone during the next four [inaudible 01:08:27] as well. And it works out so as you can see what they are, if we have [inaudible 01:08:34], close reading to see where we are in terms of what we need to do differently in order to improve the outcomes for our scholars. For intellectual excellence, I'm working on just purposeful instruction, just making sure that throughout the entire instruction, but the teachers are very clear about what they're teaching. The scholars are clear about what they're learning and the scholars can demonstrate and articulate their learning by the end of the class period. Just really focusing on that in all of the classes, I know this may seem very elementary, but it is a huge component.

If we can just have every teacher be very clear, every scholar that you walk to, you are circulating and you have them articulate and demonstrate what they're learning, then that's a huge stride toward ensuring that our scholars can really get to where we want to go. They take small steps before we get to the largest steps we wish to go. So the focus, it says the purposeful instruction that goes into our learning targets, our enter and engage and our closing. Just looking at how the lesson flows and by the end, can our scholars really articulate and demonstrate their learning for that day, and have the teachers done a good job showing how to get to that particular destination, as well as summarizing what they've learned for the day. One of the things, like I said before, this is a true mind shift for our teachers and scholars.

For the scholars to begin to trust their processes and how they process and problem solve. Oftentimes, especially in math and science, things are so procedural that it comes to the point where many times procedural is what they've taught, what they've learned. And so they believe that that's the way they have to continue to learn. But in actuality, we're trying to move our scholars to getting to the point where they trust how they are able to interpret the problem, process it in their own special way or unique way, and then be able to explain why they did what they did. Because if you speak to the why, it's no longer that you feel like you have to memorize procedures. And so that's what we're trying to move towards. So get away from the procedures and get toward, I understand why I'm doing what I'm doing so that I want to feel like I'm memorizing tons and tons of procedures.

And also just teaching our teachers that it's, many of our teachers teach how they've been taught and that in of itself is also various, So just getting our teachers to understand there's different ways to perceive problems, there's different ways to solve problems and be open to that. And for teachers to have not just one exemplar, but multiple exemplars in terms of how they can go about solving problems. So that mind shift is huge in terms of not only our teachers but our scholars as well. Strong culture of data, just really getting into everyone, taking ownership and accountability of how we acquire the data, how we analyze it, and how we respond to the data. Right now, the teacher and admin responses that we are looking at, weekly data review during our coaching sessions. So every teacher that comes in, we talk about data. Okay, where are your scholars?

How many scholars are above mastery? The scholars that are not doing well in your class, so who are they? What instructional moves are you making in order to address the needs and target [inaudible 01:12:35] scholar? Are you doing any intentional grouping in order to support this scholar? So really using that data during our coaching sessions in order to speak to the needs of our scholars and our scholar response to that data is during our advisory period, during the academic counseling, we have the weekly academic counseling where scholars actually look at their grades, see where the assignments

they're missing, and begin to create an action plan to say, "Okay, this is what I need to do. This is the teacher that I need to talk to. I know that I can get support during Tuesday and Thursday from these particular teachers in order to support me in developing my understanding in that particular area."

So that's the scholars' response to the data at this particular time. And right now, growing the whole child, once again, we are all, like I said before, we are revamping our advisory in order to speak to the whole child. The literacy, the social emotional, the college readiness, as well as ensuring that our scholars have the time to really reflect on that, their academics as well. This week we had a couple trips. One we had to UConn, the scholars really enjoyed that. There was also a trip to Till, in November that came out. I don't know if anyone heard about it, Emmett Till, and so there was a trip there as well. And then we always have our SEL and community circles. This week we talked about mental health and scholars would give stories around times when they worked through some mental health challenges. And actually it was an open discussion to that particular time.

And it seemed like they were very comfortable sharing their stories. So we want to continue to create those circles in the community where scholars are really comfortable with one another. So that one of the things that I'm pushing very hard for is to make sure that we really value each other's humanity. Valuing each other is really at the core of what I sincerely believe. You have to value yourself and others. And when you do that, you respond if you respect each other in a different way, and then when something happens, you find a way to resolve and solve it in very healthy and peaceful manner. So I want continue to move in that particular direction. Go to the last slide.

New Speaker:

Sorry, [inaudible 01:15:19].

New Speaker:

Yes. So this is just the math essay that I was speaking about. It's set up very similar to a... And that's the reason why is that one thing is that scholars have this thought process that math is just numbers and symbols and it's not just numbers and symbols. And I want to make sure that we continue to force them to think beyond what they're accustomed to in math and in science. So I mean, it starts out very similar. It goes into why is this interesting? Why is this relevant in real world? Give some background. So it's very similar that you would find as an essay in a ELA class. You know, you talk about your argument. Why did you choose that particular strategy? Once you go into that strategy, you actually not only go through the computation itself, but you explain why you perform each one of those steps.

The why behind is deeply important. You have a counter argument. So find another method that someone could use in order to solve that problem. So now we want you to think beyond what they're accustomed to as well. Cause now you can see the problem in a different light. Why is this method not as good or accurate, et cetera. And then during the conclusion, you explain why yours is the best method. What modifications can you relate to it? Is it applicable in similar situations? What is the interdisciplinary component that you've learned? And explain how this ideas connected to other concepts or ideas in math.

So one of the scholars, we had a presentation, we have a movement for this as well. He just talked about, and I should have put what the idea was, it talks about why in exponential functions that the line always crosses at the zero one point. And so they had to explain that. And so $y=ax$? Or we asked if you raise anything to the zero power, we always get one. So you're going to always get that zero one coordinate every time. Just having, I mean it's really fundamental, but for them to be able to think

through it and understand that concept on a deeper level. And so they're doing math essays on our topics that are the most impactful throughout a course over the year.

So that's it for me. If you have any questions. Oh, that's...

New Speaker:

I love the idea of a math essay. That's so cool.

New Speaker:

Yeah, it's real understanding of the concept and how to explain things.

New Speaker:

So is that a satisfying [inaudible 01:18:31]?

New Speaker:

I would say that, and this is where I want to push the teachers. We want to push the teachers and say, "You know what, we see that they're moving in the right direction, but we have to work on the graph. We have to work on the explanations." And I think sometimes when the teachers are doing something new, they accept less and we shouldn't accept less than excellence at all points when we're doing anything within our school. So-

New Speaker:

Best part of that math essay is the counter argument section. That is the, that's the joint.

New Speaker:

Devil's advocate, right?

New Speaker:

It's a okay explanation. I mean, for example, 0.01 the coordinates [inaudible 01:19:18] always, which is true, but any further explanation, a deeper understanding of the why beyond it. And so that's what I'm making sure that I not only push scholars voice, but also push the teachers to push the scholars voice, right? It's a work in progress. We're going to make sure that it's done right, you know? Very soon.

New Speaker:

All right. Thank you Mr. Brown. I appreciate that. Anyone have any more questions for Mr. Brown? As he fixes his, he gets a professorial join on. He has his... [inaudible 01:20:13] waiting for some questions. Nothing. All right. Thanks a lot, Mr. Brown, I appreciate that. That is the first sign of a good presentation. Is no questions, good. And then we will move from Mr. Brown to Ms. Alston.

New Speaker:

Well Melissa, do you want to do the audit vote? Since we have guests, we're a little bit behind the schedule. Do you want to do that first? Before your operations?

New Speaker:

What's that?

New Speaker:

Yeah-

New Speaker:

I took them-

New Speaker:

I was just asking if she wants to do the audit vote first since we have guests on and we're behind schedule.

New Speaker:

Sure. I guess I can't really say no cause you just said that. Well, okay. Yes. Finance committee, I guess. I mean, I like to put it all in a row just so that schooling's all schooling and so it doesn't feel like it's different, but okay. It wasn't. Otherwise, I would've called it. But, listen.

New Speaker:

[inaudible 01:21:23].

New Speaker:

Go to finance.

New Speaker:

Can you hear me?

New Speaker:

Yes, we hear you.

New Speaker:

Melissa. This right here?

New Speaker:

Crap. This is not so much.

New Speaker:

This one? Goodness gracious.

New Speaker:

Is it like ding?

New Speaker:

Yeah.

New Speaker:

Really?

New Speaker:

[Inaudible 01:22:23].

New Speaker:

Well, there is another one.

New Speaker:

You say no good Jordan now-

New Speaker:

Do you want to share one?

New Speaker:

Jordan now or Jordan back in the-

New Speaker:

It doesn't matter. [inaudible 01:22:39]. That's interesting.

New Speaker:

If there're...

New Speaker:

Why?

New Speaker:

No, I like, open it up, knock it down. I have no idea what it looked like.

New Speaker:

Got to ration yourself a little bit. You know?

New Speaker:

That is good.

New Speaker:

Hi Melissa.

New Speaker:

Hi Kate, how are you?

New Speaker:

Good, how are you?

New Speaker:

Good, thank you for coming on. Shanta, do you want to start, [inaudible 01:23:33] from MMB?

New Speaker:

Sure. Good evening again everyone, happy Thursday. Hope you are well. So we will skip the agenda a little or reset the agenda a little bit and get our audit report. So we have Kate van Verma on the line from MMB and she will take us through the audit report that was completed last week.

New Speaker:

Awesome. Thank you. Do you want me to go ahead and share my screen or do you want to go through it? What's easiest?

New Speaker:

Melissa, what's easier for you?

New Speaker:

Verma can share. Are you sharing right now?

New Speaker:

She's sharing it now. Perfect. So Kate, if you don't mind, as it's going, you can share right in.

New Speaker:

Absolutely. Yep, that sounds good. I'll just start on page two or page three and four. So that is our independent auditor's report. I'm sorry, this is actually... Melissa, this is actually the required communication letter, not the full audit report. Do you have the financials?

New Speaker:

It's in there.

New Speaker:

Yeah. Give me one second. Yeah.

New Speaker:

Perfect. Yes, these look better. So we're going to start with page three and four and this is our independent auditor's report. We did go through these financials at length with the finance committee, so I'm going to try to stick to the high level, but if there are any questions, please feel free to shout them out and stop me. So page three and four is a clean unmodified opinion. For those that were on the call last year, you will recall that it's gotten a little bit lengthier and that's really just due to a new accounting standard that has dictated that we changed the ordering a little bit and of course add some paragraphs. But getting to the same opinion that's in that second paragraph, which is a clean, unmodified opinion on the financial statements. We are missing a couple of things which we are working through with management.

So we will be in a position to issue by the end of next week, but you will notice that the opinion date is blank on the next page, and we will date that according to when we receive all of the information. If you

want to go to page five, that is the financial position statement. Really just showing the change year over year. Couple of things that I will point out for your benefit. So you will see it a decrease in cash there of about 250,000 year over year, really just due to a function of the operations as well as the timing of those receivables coming in. So you'll see a jump in that receivable number, which is three down year over year of about 650,000. Again, most of that is due to the asset funding, which has been spent and recognized for part of this year, will continue to be spent and recognized in each of the next two years.

But in that number is about 650 of, an increase of 650 related strictly to ESO. So you will see that obviously sitting on your balance sheet in terms of receivables versus cash year over year. Looking down the page a little bit further. Property and equipment, about \$3.4 million of additions offset by the normal one off of depreciation of about 973 year over year. Looking down the page a little bit further into the liability section, the increase in that accrued payroll and payroll taxes, a function of the head count, and you'll see that corresponding increase as well in the salaries line in the next pages, when we're talking about income and expense. The overall bonds payable, so there's a current portion as well as a long term, really just the normal repayment of that 355 that was made in the current year offset by the accretion of the bond premium, as well as the amortization of those issuance costs.

So no significant change to that number. Are there any questions on that? Okay, perfect. I'm going to go on to the next page then, on page six, which is your statement of income. You will see an increase in the per pupil line of about \$300,000 year over year, function of the increase in the weight, as well as the fluctuation in the students. The next line is where that ESO money is for the current year about \$1.5 million recognized. So a significant increase there, and you'll see that here, as well as on the single audit report year over year. Obviously the function of investment loss is a function of the market, which we are all experiencing and not immune to this school either. Forgiveness of PPP loans that occurred last year and you would expect that number not to have repeated and it did not. So then just looking into the expenses line a little bit, just wanted to point out that you're right in line with where you were in terms of that allocation.

Year over year, about 74% being spent on general ed, about 12% being spent on the support corp, and 14% related to management in general. So really right in line with where you were last year, no significant changes that I'd point out for your benefits there. So then if you go on to the next page, that is the statement of functional expenses. I know, break out your glasses, I apologize that it is small. There we go. Thank you. I'm really just complaining about my own old eyes here. So you will see an increase of salaries expense of about \$2.2 million. More positions, a lot of those positions will be replacements of the old CMOs, which was terminated in the prior year. So you'll see that in a couple more lines in that management fee. The expense was there, it's kind of translated in some positions to additional salary costs.

Looking down the page a little bit further, the depreciation line increased about 362,000, as you would expect with those significant fixed asset additions in this. And in the prior years, that number continues to increase for the normal runoff of depreciation. Further down the staff development and recruiting. So most of that increase of about 183,000, almost 142 is related to staff development by itself. So a significant amount going into the investment of your people, as you would expect that number to increase. The last item I'm going to point out is that student services line, and this is actually an old draft, but I can explain it. So you'll see a significant number in that other, we actually reclassified from other into that student services. So it's ending up being an additional expense of about 325,000 in the student service line. Obviously allocated across, and the difference there, the 216 is staying in the other line, more comparable to last year.

But we tried to capture the senior activities, the scholar activities, the field trips, and the sports teams all adding up to that student services line, which is a little more representative of what the money was actually being spent on. I didn't want to see a half a million dollars in the other line in case the leader actually did want more of a breakdown. So it makes a little more sense and that is included on the draft number too that you should have. Any questions on that. Okay, perfect. So then page 8 is really just the cash flows, much of which we've talked about at this point. You take the change in your operating income, add back any non-cash items, and then add and subtract any non-cash fluctuations in your balance sheet. Coming down to an overall cash provided from operations of almost \$1.5 million in the current year. Cash used for investing activities consists mostly of those properties.

New Speaker:

Cash used for investing activities consists mostly of those property and equipment purchases in the current year. And then the financing down the page a little bit further is just the normal repayment of the bond coming down to an overall decrease in cash of 253 in the current year. Any questions there? Okay, perfect. So, then the next pages really just the additional items related to the cash flows, but page... Nope, I'm sorry. Page 11 or 12 keep going. Yep, 10. So, page 10 starts the footnotes to the financial statements. Note A includes your significant accounting policies. Certainly no significant changes here. So, nothing that I would point out to your attention on page 10. They continue on page 11 with no significant changes. Page 12, I did want to stop at the bottom of that.

So, page 12, you'll see in that bottom paragraph does include a significant number, that 2.666 number, that represents the ESSER money that has been awarded to the school, which has not been spent and therefore not recognized. But that number has been awarded. So, you'll see that number coming into revenue and expense over the next two years. But it is a pretty significant number. Wanted to make sure that the committee and the board was aware of that number. You'll also see that in one of the COVID 19 disclosure that we have at the end of the financials. So, then note A continues with your significant accounting policies. Nothing I would really point out to your attention here. You can just keep breezing over them. I think we end up on page 15 of 16. Keep going.

Did want to touch on, we did talk about at the very end of note A there does include the disclosure that the lease standard is coming into play next year. I know that we've talked about it in the past and that will come into play for the fiscal year that we're currently in. That will require the school to record the right to use asset on the balance sheet and the corresponding liability. I know the management is really in tune to this. It just wanted to bring it to the board's attention that that is coming into play in this current fiscal year. So, then note B is the liquidity and availability disclosure. Really just giving the leader an indication of what assets are held on the balance sheet at the end of the fiscal year that can be spent on upcoming operations for the subsequent fiscal year.

No significant changes that I would point out for your attention there. So, then continue note C gives a detail of the net assets without donor restriction. What's invested in the property and equipment line, net of cash and what is undesignated? Note D gives a detail of the restricted cash, which is restricted for purpose related to the bonds. You can see didn't have a significant change there. Okay, you can continue to note E, which is a detail of the property and equipment line as well as the accumulated depreciation against that property. Note F is a detail of the lease agreement. So, the expenses paid as well as the future minimum payments for the next two years. Okay, you can continue to page 19 and it continues with that lease agreement from the related LLC as well as the future minimum payments related to that.

Note H gives a detail of that PPP loan and that it was forgiven in the prior year. Represented on the statement of activities. Note I gets into the bonds payable. Really no significant changes here. So, you'll

just see the we payment according to the terms, the accretion of the bond premium as well as the amortization of the debt issuance cost. But no significant change to this. Continuing on the next page I think will give you the future payments for each of the next five years as well as the interest. Note J, a detail of that debt reserve which is carried on the balance sheet. Note K does speak of that management and fee expense, which was incurred last year, did not continue this year. So, as the lighthouse agreement was terminated, you will see that fluctuation, that expense was not in that management fee.

Note L is a very standard contingency footnote. No significant change there. Note M, goes into the concentration. So, the concentrations made up of what's in the receivable coming from the federal government and majority of that receivable is due from the government as well as the per-pupil funding making up a significant portion of your revenue as you would expect. Note N, gets into the retirement plan, the contribution percentages as well as the dollar amounts. Note O, is the fair value measurement, footnote related to the investments, no significant change here. So, no change to the leveling, no change to what it's actually invested in, which gets into the US treasuries on the next page.

Yep. Good. So, then we give a detail of what makes that investment up and they are all in treasuries in each of the last two years. So, you'll see that as a level two carried forward. Okay, keep going. Okay, good. Note P gets into how we have allocated the functional expenses between program and management in general. Note Q, just a footnote related to COVID 19, the impact on the organization as well as that significant amount coming from ESSER. What was recognized this year, that 1.5 million as well as what represents grants that have not been recognized but have been awarded to the organization of that 2.6. And those will come in through the next two years. And that is it. So, the other financial information really just consolidates the school as well as the support quote.

So, if you want to just scroll down there, you can see the consolidating information. But those consolidated totals, once they have the eliminations taken into account are what we talked about on the fund schedule of the financial statements. Any questions on that report? I know I went through it pretty quickly. Okay. The other one that I wanted to go through is the single audit report. Do you have that available?

New Speaker:

I don't believe I do. If it wasn't the first one, that was awesome.

New Speaker:

Okay, well we can go through the first one and then if you want me to share my screen or I could just talk about it. So, as dictated by your federal awards. If you receive over \$750,000 of federal awards, you are required to have that single audit report. We did go into it in detail, it was a clean unmodified opinion related to that. We did test ESSER. That was the major program that was determined. So, the ESSER funding for us represented about \$1.5 million of the total \$2.3 million of federal awards. So, that was the major program we did as a function of our testing deemed the auditee not a low risk auditor, not a low risk auditee. And that's really just a function of the fact that you haven't had a single audit in each of the last two years. So, not a product of the organization at all, but just a product of the fact that you haven't been required to have this single audit done.

And then lastly, if you want to go into that report, the first report that you pulled up, if you want to pull that back up, we can go through that pretty quickly. So, this is actually the report to the finance committee, but as it was distributed, I can certainly go through it with this level. The first page really just reiterates our responsibility in terms of the financial statements. Goes on to say that we do review your internal controls as part of our planning process, but we do not issue an opinion on those. If we did

know anything in those weaknesses in the internal controls that we have deemed a material weakness or a significant deficiency, we would put those in a separate letter and that has not happened. So, we didn't know anything during our audit process in terms of the internal controls. If you want to scroll just to the next page.

So, no change to the scope and timing, no change to our independence. So, the significant risks identified, if you can just scroll down on that a little bit because this has been a conversation piece. This poor letter gets no love for years and years and then there's a new accounting standard that has come out 136, which requires us as auditors to communicate to those charged with governance any significant risks identified. And I do want to cover this because management override, improper revenue recognition, misappropriation of assets. So, those are significant risks that are pervasive in 99% of audits that we do. The difference between... And they were pervasive in your audit. Those are potential risks that we've identified in the past. The difference this year is that we are required to communicate those to those charged with governance of this, the board and the finance committee.

So, that's why they're appearing in this letter. They are not an in... The fact that they're communicated is not an indication that risk has occurred. It's not an indication that we found anything related to management, but they are, because they are pervasive risks in every audit, we are required to communicate those. So, just wanted to make sure that everybody was aware that there wasn't a finding, there wasn't a problem doing our audit, but there's a standard that is requiring us to communicate these. Lastly, and I think I may have mentioned this on the finance call, but this is really a report to the finance committee. So, you are not required to share this letter with any other organization. So, one of the questions that has come up on a couple of my calls has been, what's going to be the reaction to this? And there's not going to be one because you don't have to share this letter with anyone, which is really communicating to those charge with governance.

So, this isn't the single audit report or financial statements that are going to be passed along to anyone. This is just going right to the internal organization. But did want to clear up that in case there was any confusion on those significant risks. I know that isn't the prettiest of wording, so it can raise a lot of questions. So, that's really... The rest of this language is pretty standard. We go into talking about no day containing significant accounting policies, financial statements include all of acquired disclosure, no difficulties with management, no corrected or uncorrected misstatements that were material. So, a real clean opinion. Just wanted to make sure that we covered that significant risk so that there wasn't a question of was there something that needed to be communicated? So, were there any questions I guess on any of the reports or do you want me to go into any more detail?

New Speaker:

Any questions from anyone? All right. Just to give you where the finance committee stood on it last week, we didn't have any question. Well, the questions we had were addressed and Kate has already identified those with the findings as well as the clarifications on the date. So, given that there are some outstanding documents that MMB is waiting for, I ask that we go ahead and give a preliminary pass of the audit and go ahead so it can be filed on time and properly with the DOE. So, I move that we accept this audit report.

New Speaker:

I second that. I'm an aye.

New Speaker:

Thank you Tim. All ready for question?

New Speaker:

I'm an aye.

New Speaker:

All righty. Aaron?

New Speaker:

Aye.

New Speaker:

Aluta?

New Speaker:

I'm an aye.

New Speaker:

Kamaria.

New Speaker:

Aye.

New Speaker:

Ellen.

New Speaker:

Aye.

New Speaker:

Jessie.

New Speaker:

Aye.

New Speaker:

And I think that's everyone. And John?

New Speaker:

I'm an aye as well. Michael.

New Speaker:

Michael, I'm sorry [inaudible 01:47:59] awesome. Because I can't see you guys. I'm sorry. All right. Thank you so much. Is Sophia in there as well?

New Speaker:

Yes.

New Speaker:

Hi Sophia. All right. So, I thank you all for accepting and passing the audit. So, now are we going to do the financial report now or we jump back to operations?

New Speaker:

Let's do the financial report now.

New Speaker:

Okay. Joe, would you mind giving us the monthly financials for September as well as the investment report?

New Speaker:

Sure. Melissa are you going to pull it up?

New Speaker:

Joe, I'm just going to, I'm cut you off before you start. I just wanted to drop off, but thank you so much. We appreciate this relationship. So, have a good evening everyone.

New Speaker:

Thank you Kate, you as well. Thank you so much.

New Speaker:

Thanks so much.

New Speaker:

Melissa, you're going to pull it up. Great. Okay, so here's the narrative which is, this is for the first fiscal quarter that ended on September 30th. Total cash was 8.7 million of which 70,000 is restricted. The investment account was 5.1 million. There was a decrease of 41,000 in the principle of those T-bills. But there's no effect on the interest that was expected to be earned there. The income of 823,000 for the year to date. And we have a projected surplus of 179 for the year end versus originally a projected deficit of 33,000. So, that positive change is due to a couple things. Some of it was funding as well as federal grant revenues that will be spent mainly in the last three quarters of this year. Summary balance sheet, current assets increased to 10.6 million. Total assets increased to 14.1 million. Liabilities increased a little bit, total net assets increased and that reflects, that's the surplus that we talked about.

Current ratio is very strong. 4.5 versus the standard of 1.1. Debt to assets, very low. Cash on hand, 8.7, that's cash plus investment value. Expenses per day is about 40,000. So, the amount of days cash is 182 and that's well above the any authorizer standard. Debt service coverage ratio is strong at 1.89. In terms of the overall P&L or statement of activities, budget enrollment is 676. I think we might be invoicing at

675 in November, but it's still very strong enrollment. And as I have said before, a lot of Charter schools have had enrollment negative or Roman shortfalls this year and Nuasin has not. Revenue of to date 4.4 million and total expenses to date, 3.6 million for the 823,000 that I mentioned. Okay, next page.

This is just graphically shows the same information I just showed and you can see that on all the benchmark, all the ratios, we're in good shape and better than the benchmarks. I think we can go to the next page if you want. So, this is the detailed balance sheet. We talked about the current assets, total assets of... This isn't like the columns are reverse order now. So, this is going left to right. You can see the assets are 14.1 million. Go down below on the liabilities that you can see the changes. The deferred revenue is 1.2 that was higher at the end of August if you recall. And that's just because of the way the state funds the school and that we recognize the revenue.

You want to go to the P&L? Detailed P&L, you can see we have changed our forecast a little bit on the revenue based on the strong enrollment, slight potential decrease in special education revenue. I'm looking at the fourth column here where you can see change versus budget. That's related to the number of students who have 60% plus bucket for special education. Again, that's hard to predict at the beginning of the year. And then the other income is the summer boost in terms of the expense changes in our forecast, we had actual salaries that are increases that we gave were a little bit higher than were budgeted. And that's the main explanation on instructional and admin. And then on support, we have some vacant positions. So, overall the revenue is up higher by 360,000 and expenses are up higher by about 148,000.

We have not done a deep dive on the non personnel expenses yet, but we will be doing that in the upcoming months to revise our forecast on the non personnel expenses. Any questions about performance to date, balance sheet and or statement of activities? Okay, do you want to show the investment report Melissa, or don't have that? Okay, so here's a summary of the investment report which shows the 41,000. It's basically that when you have treasury bills that are paying 2% and the market rate goes up, the interest rates go up, the value of those bills goes down. But the value of the interest that we expect does not change. So, as Malik says, it's a mark to market situation. And if you go down a little bit, you see that there's a maturity coming up on January 15th of 23. Shanta, is there anything you want to say there or you all good with that?

New Speaker:

Yes, we're fine with that. This is fine.

New Speaker:

Okay.

New Speaker:

Thank you so much Joe.

New Speaker:

Thank you.

New Speaker:

Any questions on the monthly financial or the quarterly investment report. Before we take the vote, I just want to say that I did have a conversation with Malik of how we are. Yep Aaron, how there is cash sitting in the investment account at this point and we need to figure out what our next move is based on

the capital that will be needed as we go through the expansion phase. But Joe... Aaron, you want to ask the question to Joe because I do not know offhand.

New Speaker:

We can talk about it offline. It's more from my knowledge.

New Speaker:

Okay, perfect.

New Speaker:

No worries. Thank you.

New Speaker:

Thank you. So, are there any questions? All right, hearing none, I move that we accept the financial reports, the monthly report for September and the quarterly report for the investment account.

New Speaker:

This is Tim. I'm second, I'm an aye.

New Speaker:

[inaudible 01:56:04] but I need to remind everybody who is not present here. If you share your address ahead of time and you turn on your video, you can vote. So, if you'd forgot to turn on your video last time, please do it this time and re-say your aye for the last vote at the same time. Did that make sense?

New Speaker:

Yes. Thank you Jessie.

New Speaker:

Thank you.

New Speaker:

So, being on camera, same motion to accept the financial reports. Aluta.

New Speaker:

I'm an aye for this.

New Speaker:

Thank you. Michael.

New Speaker:

Aye for both.

New Speaker:

Thank you. Kamaria.

New Speaker:

Aye.

New Speaker:

Thank you. Aaron.

New Speaker:

Aye.

New Speaker:

Sharon.

New Speaker:

Aye.

New Speaker:

Jessie.

New Speaker:

I'm an aye.

New Speaker:

Ellen

New Speaker:

Aye.

New Speaker:

Sophia.

New Speaker:

Aye.

New Speaker:

Khari.

New Speaker:

Aye.

New Speaker:

Thank you. Did I get everyone? Awesome. Thank you so much. And I turned the meeting back over to Malik.

New Speaker:

Thank you. Appreciate that. Thank you so much. I appreciate that. And let's go back to, sorry. One more second... Let's go back to Melissa and the operations.

New Speaker:

Okay everyone, I'm going to start with the [inaudible 01:58:27] update. Our over enrolled in the lower school and a bit under enrolled in the high school. This is a trend that we had the entire school year. Overall our current enrollment total school K-12 is 673. We don't enroll new scholars in 11th and 12th grade. So, that's why we over enroll in the lower schools to offset the balance there, so we're at 673 versus all kinds of enrollment of 676. We're continuing to enroll scholars as we acquire them and we'll do that. I'm hoping we can keep on that in November, but we will be flexible there after we have not acquired the scholars. By then, we continue to recruit for the current school year and next school year. Our current applications in total for this current school year are 1,916. Little bit down but as I said from months ago, we acquire applications all the time.

So, we will probably match or exceed once we continue to get applications there. In an effort to continue to react to the climate of flyering scholars. I have already opened the new application for the next school year. Normally we don't do that until mid-November. I made that change through COVID before that it was December where we would open the applications and parents were able to apply. I just opened it on Monday and a continued response to just acquire the applications whenever the parents want to do them. And what we were able to grasp the applications. I think that's really important because it is much, much, much harder to acquire scholars, but it's not impossible. As you can see we are in a better place but it's just much harder. So, I would rather open that up a month earlier and I'm hoping that we continue to see success there with having done that.

In regards to hiring needs, we have seven teacher positions open. Most of those being in the high school, sorry Mr. Brown. Those positions are much harder to source for them specialized. And we want to make sure we find the right candidates there are. We aren't just waiting for the candidates to come find us. We are actively pursuing candidates as well with the proper skillset and just doing different things. So, just for example, I asked Mr. Brown, I'm like, "Mr. Brown, can you just call this candidate, make them feel really special that they get a special call from the principal?" And he's like, "I'm on. I got it." So, not something we normally do, but you have to do different things to get the results that we want. So, that's just what is happening. Okay. Moving forward, I'm happy to announce we have three new staff members, Rakhia, Jayden and Amadou.

These are high school ELA AND SpED and lower school drama teacher. So, we're super excited to [inaudible 02:02:06] come on. In regards to compliance updates, Fatma has submitted a ton of reports. She has been very, very busy this month. We've had... This is one of our big times, the October deadline for lots of reporting. So, as you can see she has run the gun with there all different kinds of reportings that are due to the DOE. And then she just has a couple more. So, it looks like she's on vacation for November because she only has a couple there to submit. In regards to COVID, we have had four staff members test positive, no scholars. My priorities continue to be the same. This is the same thing that you have seen last month. And then in regards to reminders, just a reminder, meetings are in person. We just need one board member picture to be complete, 100% on the website and-

New Speaker:

Who is it? Who is it?

New Speaker:

It's Michael Dorrie.

New Speaker:

[inaudible 02:03:20] right.

New Speaker:

I looked at it this morning and then I forgot.

New Speaker:

I think the answer to any question [inaudible 02:03:31].

New Speaker:

It might be the answer.

New Speaker:

Michael, can you just take a selfie, a frat boy, old, white backwards cap selfie.

New Speaker:

I'll do one right now.

New Speaker:

And then lastly, if you have not done your predictive index survey, if you could please do that survey we're wanting to analyze you all as a team-

New Speaker:

... wanting to analyze you all as a team. So, seeing you guys work together, give you guys your profile separately. It's work that we're doing in the school as well for staff members. Current and ones that are applying and we're interviewing. So, it is going to be a very, very interesting exercise. So, we just need everybody to do it. So, I think we have a couple folks that have not done it yet. So, if you can please look in your email, the link is there for you to take the survey.

New Speaker:

Right. And just so you know, the productive index is part of us trying to get, in the world of investment banking, what they would call Alpha. Just like acquiring talent is the biggest thing that we need to do. And if we do that well then we'll be good. Kurt becomes a much better principal when he has great teachers. And so we're trying to figure out what characteristics really stand out and predict great performance. And so we want to look at that from both, obviously a teacher standpoint, a leader standpoint, and a board standpoint and start looking at some of it. Now that's going to be the all end be all, but just start seeing if there are any trends we see. So if you put that into us, that would be very helpful. Has anyone taken it?

New Speaker:

I actually have.

New Speaker:

The answer's always Michael Dorrie. I know. It doesn't matter. Participate, not participate, still Michael Dorrie. So what'd you come out or you don't want to share now that you're on the spot?

New Speaker:

He's a maverick.

New Speaker:

Dorrie, you're a maverick? That makes sense. Did you just watch Top Gun too, with Tom Cruise? Makes sense.

New Speaker:

I did indeed.

New Speaker:

See, there you go, Maverick. Just so you know everybody under the age of some age that Dorrie is, doesn't know what that is. Top Gun was a movie. It's not just a remake of a movie. Tom Cruise was a star before the movie. Sorry, go ahead.

New Speaker:

Do you need me to do it?

New Speaker:

Yeah.

New Speaker:

The school safety program. Okay, so we're going to do a motion here. One second to vote on school safety plan. Just to put it on the record here, this was sent around earlier today. There are no material changes and there are no need for a material change to it. So if you'd like to reference it, that's where it is. Motion to approve the school safety plan as shared by the Victor board. Do we have a second for that?

New Speaker:

I'm a second. I'm an I.

New Speaker:

Thank you, Tim.

New Speaker:

I'm an I.

New Speaker:

I.

New Speaker:

I.

New Speaker:

I.

New Speaker:

And there's the camera. Hi.

New Speaker:

Okay.

New Speaker:

[inaudible 02:07:40] sorry, early flight.

New Speaker:

Oh. [inaudible 02:07:42].

New Speaker:

All right. Yeah. Anything more, Aaron, than that or no?

New Speaker:

Are you good?

New Speaker:

Mm-hmm.

New Speaker:

All set on operations.

New Speaker:

All right, great. All right then. No questions or thoughts or comments. Okay, good. Next, let's go to the education committee in Ellen.

New Speaker:

Right. So the presentation from both Kurt and Anthony should provide you a really, really good view on the continuous enhancement that we're conducting in a very consistent manner. So for example, with Anthony's program, with regards to the scholars response, we are teaching them how to advocate for themselves, right? Self-advocacy. We're building in our three pillars into every single aspect of teaching and learning. So with that said, we also understand that in order to keep improving, we need to hire

outside help as well. So I always appreciate the board's support on spending good investment in our staff. So we'll be excited to look at some IA data. There may or may not be a dramatic change, but it will come in a very consistent manner. All right, thank you.

New Speaker:

Thank you, Ellen. I appreciate that.

New Speaker:

Yeah.

New Speaker:

Great. And then Aluta. External relations committee update.

New Speaker:

My mic wasn't working. Good evening, everybody. So this month I had the opportunity of participating in my alma mater. So Brook University, the Alumni Association held an event where they were presenting on fundraising for non-for-profits, where they were able to provide some good feedback in terms of different strategies that one can utilize in various different organizations to raise funds, strategies for how to publicize and make that a forefront. And I know that's a continued conversation that we've had amongst the board and with the school. One of just the ideas that stuck out was really surrounding the website and how we present that there and generating traffic to our website and organization where people learn about it. And not only just to learn, but then one inspired have the ability to donate. And then also as we've discussed, having strategic donation activities. Something I want to discuss with Malik, unfortunately Malik, we haven't gotten a chance to meet since the last board meeting, and I do apologize. I actually started a new position.

New Speaker:

He has the rest of it.

New Speaker:

So going through that onboarding, it's been a bit challenging, but we're definitely going to connect and we can build some more on that.

New Speaker:

Sounds good. Oh, new position. You got new track lighting. Looks good. Beautiful out here.

New Speaker:

Just to add on to the donation part, Fatima did a wonderful job in creating a website for me and my husband to use with regards to our wedding donations. Fatima, please. Show and care. So this is fantastic, right? So we do set a goal there and there are options that goes up to however much you want to donate. And I love the fact that... Go down a little bit further. Okay. No, no. Go up a little bit. Where apply my donations too, right? So there are, I believe, three options here. And they target very different needs that our kids would require in order to provide the opportunity. And at the very bottom there is a really good... It can go all the way down, please. There's a really good paragraph that tells them, look

what your donations mean to us and how we're going to use it properly. So yeah, board members, I will be sending you guys this. So thank you, Fatima. Thank you so much. Okay.

New Speaker:

All right. Thanks a lot. Appreciate that. Thanks, Aluta. Thanks Ellen for also putting that on there as well. Usually do we go straight to board governance? Okay. And we'll do just for that. Thank you.

New Speaker:

Yeah. Constance might be on.

New Speaker:

Oh sorry, sorry. Yes. I missed that. Constance, sorry, nominating committee update. Apologize for that.

New Speaker:

She may not be in a position where she can talk. So I'll jump into board governance because that will probably dictate most of that.

New Speaker:

Oh, I can add a little bit to the [inaudible 02:14:25] committee.

New Speaker:

Let's get stuff hurled up and then we'll...

New Speaker:

Okay.

New Speaker:

There's stuff coming, get excited is the punch line. All right, into board governance. I'm going to move really swiftly through all of this. For folks who are virtual, just to expedite votes so we can move on out of here if you could just keep your cameras on while we run through this because this is essentially all votes. And what I'm going to do is just do the in person and then push to virtual so that if the record is there, if we ever need it that way. So just trusting that everyone puts on camera and votes in accordance with the rules since we're all adults here. Okay. So we have to do these as individual votes. So first of all is a motion to approve the August 22nd, 2022 board meeting minutes. So I have a second for that.

New Speaker:

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

New Speaker:

In room, Is?

New Speaker:

I.

New Speaker:

I.

New Speaker:

No NAS or abstention. Virtual eyes?

New Speaker:

I.

New Speaker:

Michael, I'm an I.

New Speaker:

I. Aluta, I.

New Speaker:

Any nays? Any abstentions? Excellent. Motion to approve the September, 2022 board minutes. Do I have a second?

New Speaker:

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

New Speaker:

Great, in room.

New Speaker:

I.

New Speaker:

I. In room Nays or abstention. Virtual Is.

New Speaker:

I.

New Speaker:

I.

New Speaker:

Great. Annual review of academics, we are so moving ahead to C on the agenda, annual review of academics. We're going to table that, I think, for a more strategic conversation happening at the next couple board meetings. Into dressy goal setting reflection. I think Jessica was actually supposed to share this month or was there somebody else? Okay, so Sophia's going to take us through the goal setting

reflection. So this is our part where trustees share what they're working on, their personal development board or on the board.

New Speaker:

I don't know, I didn't prepare very well for this. I guess for this board or my contribution to this board, it's something that I want to bring onto is an expanded understanding of education that is more inclusive and helps our particular students who come from backgrounds where their parents are [inaudible 02:17:08] that they might be first generation, lower income, going to university, et cetera, et cetera. And how to get them to better appreciate and enjoy their education. Another aspect is because I work on environmental issues, environmental health and justice issues, particularly in this community, that I'd like to bring that to this school and also to better understand the place of charter schools in the education system. So to that point, I recently attended a webinar of my academic name, perhaps you're familiar with them, Christian Green who talks a bit about some of the challenges charter schools have in the overall field and the challenges they pose to public education and to overall education of students.

I thought it was really interesting. I recommend looking at his writing. I don't know if a lot of the problems he talks about with charter schools are particular to New York state, but definitely in other states, he outlined some serious issues. And I think it's interesting to have a look at, to the point of expanding students appreciation of their community and environmental health and understanding how it impacts where they live. And this area, I've been trying to push with Mr. Brown many initiatives to get students that are more interested and involved in that. And I definitely have. Always thinking of potential activities for the school to get involved in. I do have quite a few in mind and hopefully we can eventually make them happen at this school. And in general, just trying to broaden my understanding of the challenges of this particular student set and of this community and how I, through my work, can help evolve, help strengthen the school's mission. [inaudible 02:19:15] questions.

New Speaker:

Not at all.

New Speaker:

Okay. I just went to one webinar. That's all, I'm interested.

New Speaker:

We're a charter school organization, but hey, I'm willing to revisit these articles to zero.

New Speaker:

Okay. Yeah, that's it.

New Speaker:

Yeah. Okay. Thank you for sharing and love to hear what Mr. Brown is going to... What the problem. Okay, so next item up here is the board succession plant. This is long in the making, so very excited to bring this to a vote tonight. Two things that I want to note. One, everyone has had this now for well over a month. I've incorporated all the feedback that I've gotten from several people. There were no changes from what was shared, I guess end of last week for everybody to review. So what was in there is what we'll be voting on. And then secondly, Malik and I had a lot of conversation about making sure that what he laid out earlier, both the dimensions that he's talking about, also the calendar year and what shifting

gears from our last PDD means for all this. So just want people to know that very intentional efforts are being made to align from the board all the way up, down through that.

So with that being said, I'm going to bring this to a vote. I noted in the email, I think and then, but definitely the document too, there are open areas of the succession plan that will be filled in over the course of the year. This will be something that we annually adopt each year in August because it will get updated each year. So we'll have a year or two to tweak and incorporate and fill out some of the open pieces of this that were left open to better do in practice versus trying to conceptualize ahead of time. So motion to approve the board succession plan for the 2022 to 2023 school year.

New Speaker:

I will second that. And I'm an I.

New Speaker:

Great. In-room Is.

New Speaker:

I.

New Speaker:

No nays or abstentions. Virtual Is?

New Speaker:

I.

New Speaker:

I.

New Speaker:

I.

New Speaker:

Virtual nays? Virtual abstention?

New Speaker:

I'm an I. I was on the mute button.

New Speaker:

Thanks, Mike. Okay. Okay, fantastic. So the luckiest person here now is Constance because this created a whole bunch of work for her. So a lot of this will come through here. Her will obviously coordinate with committee chairs, so on and so forth. So with that, we moved to the trustee pledge and the attendance guidelines. This was first mentioned, well, we've been talking about doing a trustee pledge since possibly two school years ago. So really excited to get this in front of the board for the first time. Jessica can provide further detail offline since she's shepherding this most of the way through. But essentially what

this is, so folks know what they're looking at. So I want people to know what this is. So here, what I have to say for two minutes so that you can review it and think about it before we vote on it next month.

This is a big deal because it's establishing, I guess, a more explicit set of values and mandates for board members that we believe we want to be explicit about in support of our values, mission pillars, and programming that we have at the school. So the first is the trustee pledge, which will be in the folder for everyone to review over the next month. This is a, I don't know if I call it a common tool, but I think a very thoughtful tool that boards use to put their commitment in writing when people join the board so that it's more than just a resume pattern. I think that this was very thoughtfully prepared by Jessica with input from a lot of other people. And I think we've been talking about this for a while and definitely have buy-in from most of the board. So excited to see it in writing.

Please share feedback with her over the next month directly if you want to have a bigger picture conversation. Get on the phone with her so that we're able to vote on this next month. Obviously this creates more explicit expectations, I guess I should say, for all board members. So be mindful of what some of those things are and what we're all committed to do and why we're committed to do them, which I think is the most important piece. The second piece is the attendance guidelines. The important things to note about the attendance guidelines is two things. One, charter law in New York mandates board meetings happen on a monthly basis at the school. So this is done in conjunction with the trustee pledge so that this is spelled out for everybody, one.

And then two, while we all know and value, and I know place importance on having a culture of being in-person for board meetings, which I expect will be much more consistent as we make this permanent transition back out of virtual. There are certainly situations that arise throughout the year. This is a large organization. We have a lot of people on it with a lot of different professional and personal lives that they need to plan around. So in anticipation of that, we wanted to develop an explicit and thoughtful process for what to do in situations where board members or trustee members have situations that arise that need to be dealt with largely that functions around that trustee member.

One, obviously not understanding that, being proactive about communicating their situation, it's responsibility on a trustee member to do that. And then secondly that they'll work closely to have good relationships developed with the board chair and the CEO to really figure out what to do in the individual situation. So high bar adapted to what we needed it to be adapted to. That's the goal. All rooted in what Charters law requires of us and what we believe are the standards for high performing board members for a high performing organization, I should say. So that is the background on all of this. Malik, I know you've given a lot of thought to all this as well. Anything you want to add to that before folks digest what's in it over the next month?

New Speaker:

Yes. No, I mean I think the idea is yes, one, I appreciate all the work that Jessica put on this. I think it's all for it, it makes sense. And I think just to a pragmatic portion of it is basically the idea is that we're committed to this and we do the things we do because we care about it. And so in certain ways we can't ever codify that. But I think this pledge is something that'll last beyond us to show that people that are involved in this institution and organization, we expect the same and broadbands things.

And yes, we have different things that we can use and the law, but the idea is that I think it's important that we codify and we think this is important and this sustain that we're holding ourselves to and anyone that follows us needs to be holding themselves to that same standards. And so I appreciate that for this. And yeah, I think it's good you don't have to do it. It's that we didn't have to do, but I think it's something that we should done because we just have a bunch of people that really care about what we

do and we want to make sure that anyone that takes the seat after us has that same level of care. That was it.

New Speaker:

Great. Completely, completely agree. Thank you. Excuse me. Too many La Quas. Okay. So that will be, I guess, uploaded at some point soon if it's not already up in the November, 2022 board folder. Fifth amended bylaws. Last piece of board governance here. The fifth amended bylaws were circulated. This is part of our annual update of the bylaws. Jessica wanted me to pass back to everybody that all of the updates that were contained within the bylaws were clarifications and updates to make sure that the organization comports with federal New York and local laws. So everything that you saw, I think there were not material changes to anything outside of updating language. So any questions about that before we take a vote here? Okay, so motion to accept the proposed changes and adopt the fifth amended bylaws as shared in the board documents.

New Speaker:

I'll second that. I'm an I.

New Speaker:

Great. Are there in-person Is?

New Speaker:

I.

New Speaker:

I.

New Speaker:

And this one by the way, we have to have a two-thirds vote on this. So I'm going to make sure that we get to all of that for this one. So all the in-persons were Is. Any nays? abstention? Virtual Is?

New Speaker:

I.

New Speaker:

I.

New Speaker:

I.

New Speaker:

Kamaria, did we get you or Tim?

New Speaker:

I.

New Speaker:

I.

New Speaker:

Great. Right, Another round of bylaws in the books. Okay, that is it on board governance. The only thing I'll add on the end here is a reminder to all board members and committee chairs that the November and December board meeting schedules get a little bit wonky and travel schedules create all sorts of issues for people. So reminder, we're-in person. We need to get back to the culture of being in-person at the school. Everyone needs to both use best efforts to be doing in their committee meetings and also in-person at the board meetings.

We also need to show each other grace and be flexible to make sure that we get done what we need to so that our leadership team staff and students have what they need to get through the end of the calendar year here. So that'll be the next two board meetings. And then I'll go straight into public comments. So my monthly spiel, we board has a public comments policy. That comments policy is adopted and put on the website. Don't have any members of public in the room with us. I don't believe there are any on online as well. So we will move ahead of that. There is no executive session this evening. So I'll turn it back to Malik for any closing remarks.

New Speaker:

Malik, you're on mute.

New Speaker:

Good thing you told me because that would have been some really stuff. Literally it was like nodes and ether right there just now. That was great. So now you got to get it in real time. Hopefully I can recreate. No, but just want to thank everybody for all the work. And the one thing I guess I want to say is generally I speak during the first year that I was here, I was always really negative. I mean, somewhat positive now, but my positivity means that we need to work harder, not the other way around. So we started having a little bit of a trajectory-like and we need to really focus and really dig in to get the results we want. And so all this has shown us is that it is possible and now we have greater obligation and responsibility to actually make it happen. And so I appreciate everybody's work here and appreciate in advance the continued work and effort to give our students, families and community the school they deserve. So, thank you. That was it.

New Speaker:

Everybody, in person in November, motion to adjourn.