

This transcript was exported on Aug 29, 2022 - view latest version [here](#).

Malik Russell:

Hello, Melissa. Who are we waiting for?

Kurt Davidson:

Hey, good afternoon. I know both Shela and Kisha, they should be on in just a moment. We just have a lot of lingering parents, so they're helping with, but-

Malik Russell:

[inaudible 00:11:48]

Kurt Davidson:

... but they should be on in just a moment.

Malik Russell:

Okay. Thank you, Kurt. Appreciate that.

Melissa Alston:

Hello.

Speaker 1:

[inaudible 00:11:58]

Melissa Alston:

Aaron said that he will be on around 6:40, so I'm not sure if you want to wait the five minutes or get started.

Aaron Bothner:

I actually just hopped on, Melissa. Thanks, go ahead.

Melissa Alston:

Oh. Awesome, thank you.

Malik Russell:

Okay, so we can get started, and say hello to everybody. Appreciate it. How is everybody doing today? People can get off no cameras and such, so I can see them. Oh, we've got John, deep in Capital One branding. Appreciate that. Shela [inaudible 00:12:33]

John Scott:

I apologize for the [inaudible 00:12:35] background.

Malik Russell:

No, and I know, that's the wallpaper in your house, I'm guessing. Looks good. All right, great. Hey, Tim. How are you?

Tim Bryan:

Hey. What's up, sir?

Malik Russell:

Oh. Okay. And then, do you want to get started with the shared screen, with the itinerary? Or Aaron, would you like to do an introduction of John, as a starting point?

Aaron Bothner:

I'm happy to do that, and then I'm actually running back to my desk from an appointment, so I'll punt to anybody who is at their computer to run through the agenda. But John, really happy to have you joining us this evening. This is our monthly board meeting. We typically meet on Thursdays, so for our board of trustee members as well as staff members and other investors with us this evening, this is John Scott. I'll let him give his own brief bio, but the board's excited to invite him to attend the board meeting today and interview with the board later today, and likewise give him the opportunity to get to know the board and get to know our organization better. So welcome, John, and I'll let you say a few words about your personal bio.

John Scott:

Sure. Thanks, Aaron. Thanks for having me today. Nice to meet all of you who I've not yet met. Good seeing those of you who I met previously. As Aaron said, my name is John Scott, and I am, if you couldn't tell, a part of the legal team at Capital One, where I manage the commercial bank litigation team. I've been there for two-and-a-half years. I joined in January of 2020, and before that, I was at a law firm in New York called Reed Smith, where I was in the financial industries group and practice, financial services litigation. I am a lifelong New York resident. I grew up in The Bronx. My parents still live in The Bronx. My wife and I live in Long Island now, but my dad is... We're celebrating my dad... Actually, I'm in Myrtle Beach now. My [inaudible 00:15:00] are celebrating their 50th wedding anniversary, and that is sort of... It coincides with my dad celebrating his 50th pastoral anniversary at a church in Harlem, where he's been for the last 50 years. So I am a New [inaudible 00:15:13] through and through, and really am happy to be here, happy to meet this team, and thanks for having me.

Malik Russell:

He also left off one of the most important things, is that he's known me since he was like 11 years old, which is number one on all those things, I think.

John Scott:

Yes. Well, I should have mentioned. I definitely have known Malik since I was 11. We were both in a program called Prep for Prep, and one of the reasons why I'm so excited to be meeting all of you today is that I am a beneficiary of a great education, and I [inaudible 00:15:57] of a great education, and I'm really excited about the work that this team is doing with the school. When I heard Malik talk about the school and the board, it made me excited, and that's not an emotion I feel generally, so I was happy to talk to him about it, very good meeting Aaron. Had a great [inaudible 00:16:17] with him. But yes, I have known Malik for I guess over 30 years now, without dating ourselves.

Malik Russell:

Yeah. Yeah. Probably five years. All right. Thanks a lot, John. Really appreciate that. Also just want to [inaudible 00:16:33] as well. I think Tim went to Fieldston. We don't hold that against him. Was it Fieldston, Tim? Is that right?

Tim Bryan:

Correct. I was just trying to figure out if it's a benefit that John knows you, or is that a negative?

Malik Russell:

It shows the grit he has, and perseverance, to last through a relation that long.

Tim Bryan:

Touche.

Malik Russell:

So yes, appreciate that. Okay, so Kisha, do you have a record of the attendance and guests?

Kisha Perez:

Yes.

Malik Russell:

Thank you so much. Appreciate it. And Aaron, hold on a second. Are we going to start with... Melissa, do you we usually start with the reflection, or we wait until the meeting's called to order? [inaudible 00:17:17]

Melissa Alston:

We usually call the meeting to order, go through the agenda, and then do the reflection.

Malik Russell:

Okay. All right, so Aaron, I'll let you call the meeting to order, and then [inaudible 00:17:28]

Aaron Bothner:

Can you hear me?

Malik Russell:

... do the agenda. Oh, Aaron might have jumped off. Okay, so are you here?

Aaron Bothner:

Yeah. I think I'm here, if everybody can hear me. I'm not sure what's... I'm having reception issues here, but... And I've just checked. I think we do have quorum, so at 6:41, I officially call the meeting to order. Again, this is our July... I'm sorry, this is August 2022 board meeting for Nuasin Charter School.

Malik Russell:

Okay, great. Do you want to review the agenda?

Aaron Bothner:

Sure, yeah. We have a agenda this month that follows our customary [inaudible 00:18:18] calendar for the month of August, so we'll have the customary committee updates, the one addition to that being that each committee is laying out what its strategic priorities are for the upcoming year, a translation of that being what are the two to three stakes each committee is putting in the ground that are going to be... that the committee's determined were the most applicable to the year ahead. We do have a couple votes that we'll be taking later on, on a few policies during the government section, and then we'll be doing the interview with John Scott later as well, followed by an executive session and then adjournment for the evening, and our customer public policy, our public comment section will happen in accordance with the public comments policy.

Malik Russell:

Thanks a lot. I appreciate that, and we'll get started now with the school update, and I will start with my piece first. I also just want to let everybody know that I have some personal things to deal with, so I'm going to kind of do my update, and then I'm probably going to roll off after that, and I'll let the school-based team kind of run the rest of the meeting, so I just wanted to say that in advance.

Malik Russell:

All right, great. This is the update for the board. As always, we start with looking at our three pillars, and focusing on them, so I'll give everyone a chance to one, just read through them, one minute to go through that, and then I'm going to read rigor out loud and talk about my reflection on that piece. All right, thank you, and then, I will do my reflection on rigor now.

Malik Russell:

Rigor was my starting point in this space, and one of the reasons why I start there is because what always strikes me is the idea that we as adults, and as educators, know that life requires a certain level of skills and a certain level of intestinal fortitude, a certain level of intellectual ability, but then, we don't give that to black and brown kids all around the country. And we have lots of excuses, and we actually... It seems like societally, we actually protect and hoist ourselves up on actually not providing rigor for these children.

Malik Russell:

The reason why we don't provide it is that we don't believe that they can do it, and then we don't provide it because we don't believe they can do it, and then as they turn into adults, we then don't allow them the opportunities, and make all sorts of different demeaning concepts, and put them in different buckets where they don't belong.

Malik Russell:

So for me, rigor is about belief, right? It's about believing in people. If people don't ask you tough questions, that makes you believe that they don't think you can answer those tough questions, so [inaudible 00:22:22] believe in our students, families, and I believe in them. That's why we have a rigorous program all the way around. And that goes from our staff, to our scholars, to our families. It's because I know that they can do it. I know that they have more talent and more potential than I can even imagine.

Malik Russell:

So, the idea around rigor for me is less about some arbitrary test scores or other things of that nature, and more about a belief in these kind of communities and these people. So with that, rigor is always one place I always start with, and I think all these can become circular, and they rely on each other. But it is not because of just some arbitrary standard I think that is there. It's because of respect, belief in the community that we serve, and it would be disrespectful to not give them a rigorous education, and to not challenge them. That's kind of why rigor is one of the central pillars for me in this work. Thank you.

Malik Russell:

All right, so now we're going to go to our PDI recap. Some of this is going to be repeated. I'm going to try to keep a more high level in mind, as Kurt and Mr. Brown will also be doing similar. You can go ahead. We started, as you know, I'm a big theme person, so the retreat thing was the same kind of concept that we utilized in here, and it was like switching gears. Like last year, we were kind of building the plane as we were going, and coming out of a pandemic, and doing this. And this year is really being deliberate, and thoughtful, and driving to excellence, and thinking about everything. I don't know why Melissa gave me this small of a car. I think she just thinks it's funny, but that's the car she has me driving. I know, the car's terrible. And also, I guess I'm in London, because I'm driving on the wrong side. But you know, it gets there, so I appreciate that. Next.

Malik Russell:

[inaudible 00:24:40] We talked about kind of what we're doing and how we're going from the setting the vision to meeting the vision, and kind of going through this. It's the similar stuff that we went through in the retreat, but this will also... I'm not going to stop, Melissa, just because you made the picture, so I thought it looked great. So we kind of really talked about and kind of set the stage for that in that time.

Malik Russell:

Then we really went through this intellectual excellence, and strong culture of data, and growing the whole child as our priorities, and where it's been really good is this has been something that I've seen in all of the different sessions throughout, as being kind of the priorities and really sharing that with the entire team. Melissa?

Malik Russell:

Based on that, we kind of then wanted to set up some yearlong goals on kind of what we're thinking of in those priorities. That's something that we've, as a leadership team, have been thinking about putting together now, and here are our yearlong goals. For intellectual excellence, we'll talk more about math and state tests, and this is not our permanent goal. This is what I believe... I truly believe that we can achieve this year, and will get us really in that direction.

Malik Russell:

Every single grade from three to eight will be 60% or above in proficiency. We'll have at least two grades above 80%. As of right now, I believe we'll be maybe seventh and eighth, maybe more than that, and our average proficiency will be 70% across. These are numbers that we haven't seen before here, but I'll talk more about that. Given the work that Kurt and Mr. Brown are doing, I believe that we're going that

direction, and these are achievable for this year. Like, this is not like an out-of-the-year concept. This is for this year, and that's kind of where I kind of [inaudible 00:26:53]

Speaker 2:

[inaudible 00:26:53]

Malik Russell:

And then, the next is... No, can you go back? Sorry. For regents, we want to meet at least 90% pass rate. Last year, the first year that we had regents [inaudible 00:27:07] we fell well below that, but this is something that we believe we can do, given that now we have a runway. Mr. Brown has a year under. We increased the staff and increased the potency of things, so we believe that we can do that. And then 70% of our scholars will get above an 80% or above on the regents. Again, the regents is not in any way our kind of bar for things, but we need to kind of push the envelope. We got to kind of master this kind of low bar before we can move to the other.

Malik Russell:

Then the other thing is like what you're going to talk about, what's going to be around our school the entire year, in every place, is reading. I'm a big believer, since getting an education, I'm the biggest believer in reading that there is. The truth is, it's like practicing critical thinking on a daily basis, so at least 90% of our students will be reading independently, outside of their homework, outside of their classwork, for 30 minutes per night. You will see reading being talked about, you'll see books being talked about, in kind of every nook and cranny of our community this year, and that's something that we are really focused on. So those are kind of the three kind of goals and priorities within this intellectual excellence piece. Next.

Malik Russell:

Next, strong culture of data. One, this is kind of a tough one to kind of look at outcomes, but survey results. Yeah, I want surveys of our teachers and our students to say that we are a data-driven culture, which means that we have to be showing them data on a weekly basis, which means that it's going to be part of our weekly messages, and we're going to have data reports, as well as date reports, see how they were doing. That's just a joke, because there's a little typo there. But we'll make sure that all that is in our messages.

Malik Russell:

And then, we're not doing data just because I like to say data, even though data is a very nice word to say over and over again. It's because we want to see outcomes from it, right? So we want to see double digit growth in 30% of our lowest performing grades in scholars from beginning to end of the year. If we are using data correctly, that's going to allow us to differentiate and really push our students early, like really focus on and diagnose what the issue is, and give that differentiated learning, and really provide that. So that's kind of our goals within a strong culture of data.

Speaker 2:

[inaudible 00:29:38]

Malik Russell:

Next. Growing the whole child. Again, this is another one that's a little bit more soft, but it's something that we really do care about. 80% of surveys are positive from families and scholars. I really want that... Can you hold on one second? Sorry. So really want to make sure that we get those positives from scholars and families there.

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

Malik Russell:

...really want to make sure that we get those positive scholars and families there. Additionally, want to make sure that we have participation from an events from 80% of our families. And that we have that on an ongoing basis, and really, really keep that going. We'll know from our community if we are doing the right thing. And I don't believe that we can grow the whole child without engaging and investing our families. That's why we're making sure that's the case. And then, the other one is advisory. And already Kurt and Mr. Brown have invested so much more in that space, but that's the 100% concept. Every single day, advisory is going to be a time that is really cherished and planned for, and it's going to be meaningful, and going to be super deliberate, and it's going to be executed 100% of the time.

Malik Russell:

As I said before, the thing is on our tests, Kurt's going to go through it more. We've invested a lot more in ELA, and we've seen lots of growth from 2019. Some grades, we've seen outlandish growth. I think one of the highest grades is, I think, seventh grade is from 20% to 60%. I believe eighth grade is also up 20% from those. We've also seen limited growth in math, only 5%. But this is the year of math, where we are doing it and doing that as well. I also want to give a little context to this. The fact that, and I know this from schools like Success, AF, Uncommon, all the large networks, most of them have seen double-digit losses. So, the fact that we didn't have any losses and just growth is during this time period is truthfully a big, big move. Just to be honest, our numbers are now on par with Uncommon on par with Achievement First, right now, across all grades. A lot of that's them coming back, and a lot of that us going up.

Malik Russell:

But I think that during this time, where we've seen a lot of people have losses, large losses, we have seen, especially LA, with where we have invested, we've been talking about a lot. We have seen either staying the same in some of the grades that I think were the highest impact grades by the pandemic, to really pushing forward to some of the other grades. We feel like what we're doing is working, and we feel that obviously, we still need to move greatly, and it's not a relative conversation, but we have been in pandemic. There has been a lot of drops, and we feel that we're really going the right direction. And we have a new curriculum this year in math, and I think we're going to really see the benefits of that almost right away, similar to the way we saw it in ELA.

Malik Russell:

Next, new opportunity alert, new opportunity alert. I like that. That's a nice saying. It sounds like a [inaudible 00:33:19]. Also, this is a new opportunity for Daisy to give me my thing because she doesn't care what I'm doing. All right. Okay. Go ahead, Daisy.

Daisy:

Well, because I love you.

Malik Russell:

I know. I appreciate that. Thank you. You see, she knows the right things to say, so I can't be upset with her. Yeah, I know we have the expansion that we're looking for for the high school, and that's one thing. But as we said, this is a very new space. Our partners have given us a potential acquisition I want to mention with you now. I socialized it with some members of the board, and I've had a chance to meet the school. We are still in very beginning phases, but wanted to introduce that to you now. The next, sorry. The school is Emblaze Academy. It's on Garrison Avenue. It's on the...

Daisy:

[inaudible 00:34:12] kicked me.

Malik Russell:

I'm sorry. Wait a second. It's a five through eight... Can you hold one second? Sorry. Sorry. I apologize. It's a five through eight school located on Garrison Avenue, which is on the other side of the Bronx. It's about four years old, and it was started by Building Excellent Schools. And you can see the location here. You see where we are, and then, where they are. It's on the other side. One of the things that we are excited about is giving us a little bit more of a name brand across the Bronx. And especially as we're growing the high school, having a five through eight, another five through eight feeder school will be something that's very helpful for us.

Malik Russell:

These are the things that we thought we aligned with and why we are even considering it. One, their focus is really on rigorous curriculum, and they really want to do that. The truth is, I don't know if they've done it as effective as they wanted to as of yet, but that is the standard. That is their mission. And they want to push that in that space. Also, we are focusing on scholar preparation. We have the same kind of high concepts. They've always wanted to prepare their students for not only high school, but for college. So, there's a college ready program for middle school. Additionally, from a community standpoint, definitely very committed from the community, people working there. A lot of focus on the students and have very similar to us in that space. So, this is why we think that this is an alignment that made sense for us. And we thought that there was right now, we are looking at that as a potential acquisition because we feel that they are aligned with us and would also support our mission as we go forward.

Malik Russell:

And so, just the rundown of the dashboard here. The enrollment is 245. But the eighth grade is actually the larger grade. I believe that has 77. And then, seventh grade has 70. Those spaces that we struggle with, as far as our demographics, they have really strong numbers as far as number of kids with IEP as well as ELL. They are an NYSED, as opposed to us being DOE. And they have a long-term lease in their space. So, that's also not a problem as well. And they have a staff 39 and a board member, a board of five.

Malik Russell:

This is things that we've done. Dan and Nora made the connection. They were looking for a partner, and he thought we made a good conversation. We had a first meeting where we talked virtually to the board chair and the senior leader there, the head of school. Then, we went in, me and Melissa went and spoke



to their head of school as well as their director of operations. And then, had a conversation with the board, with Dan, the board, and also, had Shante and Nicole as well just talking about what we would need for that. And then, what we're doing now is we are going to talk to, introduce myself to the board, come up with some kind of concept or proposal. And obviously, at that point, will be more formal conversation with our board regarding next steps. And then, also notifying our authorizers and trying to start kicking off a process of start with a partnership, and then, a year-long due diligence working with concept and the idea of moving towards acquisition, but with that coming at the of the year. All right. Next slide. Next slide.

Malik Russell:

The ways that we think that this really is going to support our expansion plan, it allows us to really provide best practices, resource sharing, as well as obviously a feeder, additional feeder for our high school. It gives us a chance to expand our program, also expand opportunities within our staff, for leadership opportunities by increasing that kind of footprint to do that. Increases also gives us more access to more money, as well as additional grants, brings support for that. And that has us be able to grow the expansion, and be able to get more grants, and do other things as well. And then, also just expands our name brand for what we do as far as a Bronx community-based school. So, this is what we're looking at.

Malik Russell:

How could it look? I think immediately, we'd be looking at focusing on renewal support. We'd also be during that time, they're going through a renewal process right now. So, we would go in, I would go in and really support them on getting that, on getting renewal, on the process, help them through that process. By December, we'd have to have a merger application due through this year. We just be us providing services, a leadership consulting and operations consulting for that. Obviously, there's lots of things that we need to go through to make sure that this is one, a match that we think makes sense for us as an organization. And secondly, doesn't open us to any different liabilities, nor dilute the brand that we have really pushed hard to create.

Malik Russell:

The idea would be doing a consulting agreement through the first year with a merger going into next year. And the leadership consultant, just so you know, the leadership consulting and other concept and the operations consultant would basically be me and Melissa figuring out whether it's, say, one day a week there, they really pushing them on that level would be helpful. And obviously, also would help be supportive of them, be helpful for them in supporting them and getting a solid renewal, which we would need to be able to do access anyway. that is my update. Anyone have any questions, thoughts, ideas? I'm going to scroll through the phases and just see...

Michael Dorrie:

Malik, can you hear me?

Malik Russell:

Yes. I can.

Michael Dorrie:

Just a question. This is amazing. Absolutely amazing. I miss one board meeting, and all this happens. It's incredible. You mentioned there's 77 students in the eighth grade. Do we have space in the high school for that many students long term?

Malik Russell:

Well, yes. If we're growing the school, we wouldn't have... If we only going to 100, so that would be more than we have. But just given the fact that there also is, when we go to a new building, we think that retention is going to be a little bit different. We feel that it makes sense in that space.

Michael Dorrie:

Thank you. Good job.

Malik Russell:

Because we're also looking at retention numbers. And so, our retention numbers are really strong. As we're in the same building with just two cohorts growing, we feel like we think that would be helpful for our space.

Michael Dorrie:

Thank you.

Ellen Chen:

Malik, what would be the timing for this acquisition as well as the timing for purchasing of a new building?

Malik Russell:

Well, both of those are in flux now. Again, as I said, we are in the beginning stages of this. But as of right now on our timeline, with lots of potential moves and things of that area, there would be at the same time. '23, '20...

Ellen Chen:

And are we thinking about keeping all the talents? Or are we thinking about doing an assessment to see whether or not the instructors are aligned with our new conceptual learnings?

Malik Russell:

No. Even in these initial conversations, again, just say these are initial conversations, we've been very saying, "Hey, from an instructional standpoint, now, the way that we approach instruction is our way. It's going to have to be something that they take to." Additionally, the answer is it's always going to be assessment. One of the things that we is this idea that we could go in during this renewal process and get a chance to really see what they're doing, what their belief system is, how they react to coaching, and things of that nature.

Ellen Chen:

Because optics would be very important here.

Malik Russell:

Of course.

Tim Bryan:

Hey, Malik, sorry if I missed it, but what's overall, you want to do this? You're still to be determined? What's your point of view?

Malik Russell:

My point of view was, hey, I think I spoke a little bit during times of dislocation. I think there's opportunity. This pandemic is a very much of dislocation. Dan had talked to me about these opportunities might come up. Previously, I went into it skeptical, and I've grown an interest since then. But there's still a lot of wood to be chopped. I need to get in there and see what there is. But I've been presently impressed at each stage so far. I thought the school leaders seeing the line, what we're talking about, the mission stance, [inaudible 00:45:35] and what we're saying, the approach to education, the reason for being there seems to align. But at any point, that could be misaligned, and then, that totally changes it. From a personality stand, I think I'm neutral, but I think if it does work and it is aligned, it could be a great opportunity for us. And I think it would be helpful for us in our mission, if all things are what I think they are.

Tim Bryan:

And were you skeptical of the idea, or this school in particular, or all the above?

Malik Russell:

I'm not skeptical of the idea. The idea makes sense to me. I'm just skeptical just because until you know, you don't know. That's like, hey, I was skeptical when I was an investment banker with me at acquisition. You always have to get in there and get further to know that. So, I think I'm skeptical in the fact that I want to make sure that I'm being very thoughtful. We've done a lot to build our brand. And the only thing I want to do is that something that's additive, not even neutral because it's going to be work. But I think it's looking better and better.

Tim Bryan:

And sorry, one final question. Assuming you, we want to get this done, would it just be their board agreeing to it besides the DOE signing off or would there be other... Who are the decision-makers here?

Malik Russell:

The decision-maker would be, it has to be our authorizers, both, their board who is onboard for this. I think that's not an issue. Just one of these lots of different reasons. A five through eight school is difficult. A Building Excellent Schools concept is really based on the founder who has gotten all the training to run a school. The fact that that person left means that they need that. So, it seems like it makes sense from all parties from that standpoint. So, I don't think there'll be any pushback from that sense. And from what Dan has said, and Nora has said, the authorizer seemed very interested in this concept.

Tim Bryan:

Thank you.

Ellen Chen:

I may have missed this, Malik, but how did they do with their renewal?

Malik Russell:

They're going through a renewal process right now. So, they've put in there. Dan and Nora are actually consulting with them, similar to they did with us. So, they have not got a date for their visit yet, but one of the things, just even initially talking to them, I think that we can immediately be helpful in is helping them and giving them some kind of substance on their renewal visits. And I think a lot of the people that they met, that their authorizers are some that we've already met with, and seen our school, and had positive things to say about it. So, I think that would lend them credibility in that space. They're going through that renewal process now.

Ellen Chen:

Thank you. And one last thing very quickly. I see that there is quite a bit of distance. Are we planning to get buses? What is the plan around commute?

Malik Russell:

Well, no. They serve their local commute. We have ours. High school, just to be honest, is less about commute. That's what I was saying. I don't think it'll get the full 77, but having a brand new high school that's state of the art, which is what we're looking at doing, would be something that's very attractive for fear school, even though it's not geographically right there. For a high school, you actually want to get less small community and actually grow, as we double the size of the high school, we need to grow our geographic input.

Ellen Chen:

Great. Thank you.

Malik Russell:

Any other questions?

Khari Shabazz:

Hey, Malik.

Malik Russell:

Yes.

Khari Shabazz:

They only have a state test scores on record for 2019, as far as I'm looking at now. Do you know what happened in the four years before that? Or was it just because they started?

Malik Russell:

They've only been around for four years. This is their fourth year.

Khari Shabazz:

All right. They opened K through four, a K level?

Malik Russell:

[inaudible 00:49:52] They opened five, I'm guessing. So, they're five through eight now.

Khari Shabazz:

Got you.

Malik Russell:

Basically, they opened. They had the first year, first year and a half, their founder left, and they had the pandemic for the next year and a half to two years. However you want to put it. And then, this is the next year.

Khari Shabazz:

Copy.

Aaron Bothner:

Malik, I just wanted to add that I'm becoming very thrilled and energized that this conversation has gotten a lot more concrete around this idea. I think perhaps faster than maybe even a lot of us expected it to, as we turn to focus on the high school this year. But for the board's sake, just to hear from me that we've had a lot of good conversations about this over the past few weeks and are taking this step by step, understanding a lot of the questions that have been shared here, so on and so forth. As Malik mentioned, a lot of wood to chop here, but wanted folks to hear about it for the first time here altogether. And know that that is becoming an increasing part of the discussion here. So, look forward to this where this goes and just want to emphasize my excitement and energy over the potential that this conversation, I think, offers the organization.

Malik Russell:

Thank you for that. I appreciate that. I love to hear excitement in your voice at all times. So, that's really good. Gets my blood going. That's good. All right. There's no more questions. I'm going to let Kurt go and give the K through eight update. Aaron, are you going to be staying on? Aaron?

Aaron Bothner:

Yes, I'll be staying on. They're doing insanely loud construction in my office. So, I had to move to another room. I'm on my phone, so I can figure out with the team how we want to best do this. But yes, I'll be here.

Malik Russell:

Okay, great. I'm going to have to jump off, like I said before. Really do appreciate everybody being here. And if you have any questions, everybody can reach out to me directly. And the reason why I'm leaving is not because John is here. I don't want John to feel that way or slightly in any way, shape, or form. So, thanks a lot. And I'm going to jump out. So, thank you. Appreciate it.

Kurt Davidson:

Good evening, everybody. Hope everyone's having a great night. I'm going to jump right on in here. We have a lot of data. We have our state test assessment data that we want to go through and want to make sure we have plenty of time for you to be able to internalize and to ask any questions that you see are important. But I first want to start off with our priority areas, as Malik shared. I believe he shared this exact same slide in his presentation, this part of our alignment K through 12, ensuring that there are three big areas of intellectual excellence connected to rigor, strong culture of data connected to self-advocacy, and then, growing the whole child connected to community. Those are three lines, hopefully, you'll see in both mine and Mr. Brown's presentations throughout the entirety of the school year.

Kurt Davidson:

The data. Before I jump in, I just want to give the same caveat I give the ed committee meeting, ed committee this morning. This data is still under embargo. So, we are allowed to share this with core constituencies, such as the board. And we have been sharing individual student data with scholars, with families in our orientation today. However, this data is under embargo and not to be shared in a public setting outside of the board meeting in this context. So, please don't go and screenshot this and text all your friends. We'll start off with ELA.

Kurt Davidson:

First thing I do want to make a note. We did do a state assessment last year, 2021. However, the last year, there are a few caveats to the state test last year in that far fewer schools, the overall pool of number of students who took to test statewide was limited. There were some repetition of items on the state test. So, we want to make sure that we are making that comparison to 2019, which is the last year where there was a complete blind state test given to scholars. The theme with ELA that we're really proud of, and I'll go through this in a moment, is our growth over time and our growth when it comes to our scholars as specific cohorts, in particular, six, seventh, and eighth grade. I'll share that in a moment, illustrate that a little more.

Kurt Davidson:

The trend as we've seen over the course of the past few years, a steady upline, upward trend. Obviously, 48% proficiency is not our goal. Malik was sharing overall, our goals of baseline of 60% everywhere with a couple of cohorts at that 80% with an overall average of 70% is something that we are aiming for in the coming year. There are different grade levels that have different... That is a heavier lift for. We're really, really proud of the growth in seventh and eighth grade particularly, in that obviously, I don't like having 31% of my students not be proficient going into high school. However, this is by far our greatest proficiency rate that we have had before in eighth grade going to high school in the history of the school. So, we're really proud of that movement.

Kurt Davidson:

One thing just across, we are very acutely aware of the areas where we have areas of growth as well. And I think a couple of major things we've looked at, it really comes back to the intensity of our close reading instruction, the intensity of our writing, and true emphasis on writing, which we had seen a lot more in the middle school over the course of the last year and a lot of growth there. Melissa, if you go to the next slide, I just want to illustrate a little bit of the movement when it comes to our cohorts.

Kurt Davidson:

If we're looking at 2019 to 2022, the same number, the students who are in yellow are the same who were... This past school year, the students who are in yellow were in sixth grade. The last time they had the full state test in 2019, those same students were in third grade. So, we're looking at cohort. It's not just a simple, we're just go downward one box. We're looking at our overall trajectory here. I think historically, the third grade assessment, both ELA and math, has historically been the easiest assessment overall. We tend to see pretty strong performance. Obviously, 32% 2019 was not strong, but broadly, that is the trend.

Kurt Davidson:

In ELA, this is a strong indication to us that over time and with our instructional model, particularly with the work that we've been putting in the middle school, we're seeing incredible progress when it comes to ELA. We attribute this to our close reading instruction. We attribute this to true emphasis on writing. We just overall improved levels of teaching. We've worked really hard with our teachers. And despite the challenges with the pandemic, we're proud that we're seeing growth cohort among cohorts of scholars in ELA. So, we attribute that to so much hard work on teachers, leaders alike. And we're really proud of the growth we've seen here. And when you look at this, look at this, and then, with all of the barriers in there, Malik's ambition for that 70% overall, it seems far less ambitious. It seems far more possible here. And we're really, really excited about that growth. I'll pause here before we go into math and see if there's any questions specifically to ELA.

Speaker 3:

No questions. Just congratulations.

Kurt Davidson:

Thank you. Appreciate that. It's been a long road. As Malik previewed, I'll jump on into math. In math, it has been slower growth. And math has been a struggle for us over time, and it is our complete shifting of our mindset to progressive conceptually driven learning in math has taken us more time, and we're seeing slower movement with the results. I think one thing I want to note, we are still up compared to where we were several years ago. However, we are not up nearly as much as we were in ELA. And no one's happy seeing 42% proficiency. I think a few things that we want to bring out on this data. I'll give you very similar graphs that I just gave when it comes to cohorts and in a moment for transparency of data. We have seen, one of our big theories is just as is pretty commonly known education sphere that it's a lot...

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

Kurt Davidson:

... is pretty commonly known education sphere that is a lot easier to move. Students' performance in math is easier to move, easier is the wrong word, is quicker to move than it is on ELA. ELA is a long game. It's all around your reading levels and boosting kids' reading proficiency before you get to assessment proficiency. In math, you're able to see gains quicker. However, I think one thing we did note you're able to see drop off quicker. And the COVID drop off really was something that was pronounced along with our shift in instructional, how we're doing pedagogically when it comes to mathematics and how we're treating math. So yes, we have a five point gain here. However, I am very... it is not a number that I'm excited about and not a number that we're proud to brag. However, we are very aware of where the challenge is. And when we talk about PD in just a moment, we'll show you how

we've been addressing this from the beginning of this year and really making some strategic moves as well.

Kurt Davidson:

So, go ahead, Melissa. If you look at this, it's the same, similar cohort, and you'll notice we've seen slight growth with our third to sixth grade cohort, significant growth from fifth to eighth. I think there is somewhat of an asterisks there. I want to note that has 69% of students passing the algebra regents, it's not apples to apples comparison toward versus 22% passing the proficient on the eighth grade state test in 2019. So, just want to make a note of that. This looks different than the ELA data we saw. We've seen less growth when it comes to our cohorts of scholars here. However, I wanted to look at last year as well, and we'll see if you can move on here.

Kurt Davidson:

I want to do a little bit of an illustration of last year's assessment, because last year we did not do well in math, and that was despite some of the potential assets where there was not a hundred percent new test. Students may have seen questions through practice early in the year. And if we're looking year to year, among cohort to cohort, from last year to this year, we are seeing nearly double digit growth in almost every cohort, and I guess double digit growth in every cohort, and more than others. So again, I don't get excited by seeing 28% on a paper of proficiency. However, we did see 15% growth with those same students from their year prior there. And that is evidence that we're seeing progress there, despite it not being the progress as much as we want to see as well. All right. I'll pause here, just as I did before. Obviously, there might be some more questions with math, and I'll gladly tackle those now.

Khari Shabazz:

Kurt, do you have a section count or are you going to get to that part? Is that going to be in your presentation? Or if not, can you talk to us about how kids are performing in their grade [inaudible 01:03:45] section, particularly in middle school?

Kurt Davidson:

I'm sorry. Can you rephrase?

Khari Shabazz:

For example, how many third grade sections do you have?

Kurt Davidson:

We have two, two per grade. Yeah.

Khari Shabazz:

And so we'll be able to see how they're doing together, or does that come later?

Kurt Davidson:

Yeah. So, this is an aggregate. One thing to note, ELA and math, it's the same teachers for both sections. So, that's often what we're looking at, is difference. We did see... In third and fourth grade, that is where we do have different teachers, so class 301 has a different teacher than class 302, but in fifth through eighth, they are departmentalized, so your fifth grade math teacher is the same teacher for both classes.



We have been diving into that three, four particularly. We have noticed in third grade, a decent divergence in two classes, and in fourth grade, less so, fairly consistent performance between the two classes. And in math in both grade levels, it's been consistent. ELA was one that we saw a little bit of a divergence in the 01 versus 02. I think we're still diving into our special populations data. I don't have that for you tonight. So for our students with special needs and our English language learners, we're diving further into that, and I'll gladly have that as a follow-up in the coming days.

Ellen Chen:

That was interesting question, Khari. I'm very glad that you brought it up. So, it would be very interesting to really see how we can, well, coach one another, right? So, when one section is doing particularly well over another, I know that there is a lot of collaboration amongst teachers, but it would be interesting to see how that progresses in the next coming school year.

Kurt Davidson:

Yeah, I think absolutely. Two years ago, the conversation we're having in ELA was, not that was truly around the core of our instruction, is what we have to focus on to get better. If you're at 30% proficiency in anything, that is a core problem. That means 70% of kids are not where they need to be. And we've spent a lot of time, over the past year, focusing on our ideology of instruction for mathematics. We've talked with you a lot about that, around conceptual understanding, the depth of really visualizing mathematics and approaching problems using multiple ways, really giving kids opportunities to try different strategies and practicing with different strategies. We've been doing that broadly, where this summer we've made a major curricular change for this upcoming school year to open up, which really brings what we've been trying to do with mathematics onto the core instructional level.

Kurt Davidson:

So, we've had a curricula over time that was still a remnants from our prior network. And we didn't want to switch curricula until we found one we really liked, and we've found that. So, over the course of the past year, year and a half, we've been shifting our approach to mathematics, still bringing this approach and how we approach math using core materials that were still using the old materials from eureka math, where now we've truly found something that is truly aligned to our approach mathematics that has the five practices of mathematical discussion embedded in the curricula relates directly to story problems through [inaudible 01:08:23] group, which we're doubling down on this year, and really lends itself to our belief set with mathematics. So, our hope is with that, and truly focusing on the core, we'll be able to see significant gains this year as well.

Ellen Chen:

Thank you, Kurt. And I'll repeat this from earlier today, is that I do wholeheartedly believe that first, we'll see a vast improvement in ELA, and then math will follow, right? Because a lot of times it is to truly understand what the problem is asking. So, yeah. Thank you, Kurt.

Kurt Davidson:

Any other questions? I know this is the big data points, so I want to make sure everything is thoroughly addressed.

Khari Shabazz:

What's the math curriculum that you decided on again?

Kurt Davidson:

Open up resources.

Khari Shabazz:

Okay.

Kurt Davidson:

Yeah. Malik and Ms. Whitehead, our math coach, they actually attended that a professional development in June together on this, and we brought in then some of the authors of the text this past Friday and to go over with the teachers, and we've received a lot of buy-in and an alignment there. All right. If nothing else, we'll go in. This update will be on behalf of both Mr. Brown and myself around our Professional Development Institute, or PDI. As Malik shared, our theme is consistent. Y'all seen it before shifting gears, drive into excellence. Over the course of the past two weeks, we've had over 70 sessions with teachers, where there've been a wide variety of teachers who are being able to present their work and us really driving our message.

Kurt Davidson:

And our goal is, obviously on our three core pillars, but it is our strong instructional culture as well. So, if you go to the next page, we want to be data driven across everything that we are doing. We doing daily surveys. And this is an aggregate of the first week. So, these are three of... I believe we have six or eight indicators that we're surveying folks on a daily basis, so this is an aggregate of every single day. And on a Likert scale, we are getting strong agreement around two of our biggest areas. I think one that, for me, is among the most important is the first one around, do teachers feel like they are growing as a result of the work that we're doing? And anytime that we are also using this data on a daily basis to address and address concerns that maybe that 16% who do not agree, figuring out how to address that so that we're increasing teacher perception of the value of what we're providing.

Kurt Davidson:

And just wanted to give you all at glance of what a day's been looking like. So, this is from just Tuesday of this week. So, even bringing in breakout sessions. There is a wide variety. We're running 8:30 to 4 during PD. And the first, we started off with breakout sessions. I know I, myself, led the five practices session. Mr. Brown led an observation and feedback one as well for his team. We have some state mandates in there that are required that we have to throw in. But one thing is, this is an indicator of just how we're being really thoughtful of launching our core instructional programming and giving teachers opportunities to dive really deep and walk away with exemplary work done. So, for example, in our number of stories or story problems, we went through as a team and they create did their first lesson plan for their first number of story in week one, and then they had opportunity for teachbacks to participate during that time.

Kurt Davidson:

And then obviously, you were doing a number of different sessions that applied to different folks as well. So, let's just answer over the past two weeks and how we've been spending our time with staff to get prepared for the school year. Good. Pass it on Mr. Brown.

Anthony Brown:

Thank you. Good evening, everyone. I don't have data points to share. It's just... Pretty much, I'm going to speak to what we are doing differently this year in order to strive toward excellence. Once again, you see the buckets that we presented during the retreat. We have the intellectual excellence, our strong culture of data, and drawing the whole child. In each one of these particular buckets, I'm just going to explain what we're doing differently in order to make sure that we can reach our goals. I have a slide that speaks to the goals that we've set as a high school, and also a slide that speaks to the interdisciplinary courses that we've created in order to support us with our goals as well.

Anthony Brown:

Could you go back to the other slide for me, please? Oh, thank you. I appreciate it. So, one of the things that we're going to do that we have included, our interdisciplinary courses. Part of the reason why we're doing that is, we are building our literacy within the school to make sure that our scholars have the reading and comprehension skills, and also the writing skills to be successful. By developing literacy across all disciplines is going to allow us to be better in our math and our social studies, our history across the board. And also these are just... Having those courses also allow scholars to enhance their transferable skills, and also become independent thinkers, which we're pushing toward each and every day. To address some of the shortfalls that we've seen last year, every week, we are checking to see how many scholars are passing courses on a weekly basis.

Anthony Brown:

We have set a goal that 90% of our scholars should be passing each and all of the courses on a weekly basis. If not, we've set up an afterschool support program for those particular scholars, if they're receiving a 69 or below, but also any scholar that have scored one or more grade levels below on the iReady diagnostics, and any scholar that has an individualized learning plan. And scholars that have an individualized learning plan are scholars who are under credited. And so we want to ensure that not only do they graduate with their cohort, but more importantly, they develop the necessary skills to be successful, not only at their grade level, but also as they progress from [inaudible 01:16:14]. We've implemented an AP for all our juniors. They're all in AP Lang to ensure that they develop, once again, those essential literacy skills to be successful as they move into the senior year. It will create the foundation, so that, once again, they'll be at or above grade level as they move forward.

Anthony Brown:

Another area that is really important is that all teachers, each and every week, receive the necessary coaching, regardless of their course or their experience level. That support will allow us to make sure that we press forward on our progressive pedagogical model in all the spaces and all the courses, and ensure that the scholars are able to get the level of instruction needed to learn, understand, grow, and achieve the outcomes that we know that they are able to achieve. Our strong culture of data. Once again, every week we are monitoring certain goals through the benchmarks that we have when we get to the goal slide, I'll go through some of those for you. We are centralizing all the data. Power School is a place where all of our outreach will be located. So, any type of outreach that we have to our families will be logged in Power School.

Anthony Brown:

Last year, it was just a little... We had a place, but Power School is easier access for everyone to see when that outreach has occurred. Illuminate is going to be the, well, is the location where all of the

teachers will either create their assessments or exit tickets or upload that data into Illuminate, so it's easy to gather that data, either to parse through the data and to see how everyone is doing across the board. Growing the whole scholar, we have developed a strong advisory. Definitely appreciate all the work that Mr. [inaudible 01:18:23] have put into doing that, where we engage our scholars on a weekly basis so that they are self reflective, there's academic monitoring every week, there's social, emotional learning, and there's college planning for all of our scholars at each particular grade band. And also just making sure that we have open and consistent communication with our scholars and families on a weekly basis so they'll know what's happening throughout the school year.

Anthony Brown:

We can move to... Any questions? We can move to the next slide. Thank you. And our goals. And so I've shared some of these goals earlier, but I will make sure that this is shared with everyone. These are some of the high school goals. The key at the top was placed there so that our newer teachers that weren't familiar with, some of the acronyms wouldn't feel lost as they were reading through some of our goals. We have instructional goals. We have our college and career readiness goals, and we have our culture goals as well. So, if we go back to the top, I just want to speak to a few of the instructional goals. Once again, I said on a weekly basis, this will be tracked. All teachers are required to update their grades before leaving on Friday. So, on Monday, we can pull that data to determine which scholars are not earning at 70 or above in their courses.

Anthony Brown:

During that particular time, we could [inaudible 01:20:04], and then we have after school support, right now on Tuesdays and Thursday, to support those scholars and making sure they get the skills, the knowledge, and understanding in order to do well in all of their courses. I put a special note because this has been an issue that we're addressing very directly. Our EIP and ELL scholars must not overrepresent the 10% of scholars earning the 69% or below. In many cases, that has not been true, so they should only represent what our population is. So, if our population is 20% IEP and ELL scholars, then our EIP and ELL scholarship represent more than that number when it comes to scholars perceiving a 69% or below. We have a mastery set that 85% or higher is deemed as mastery, and we are looking toward that 90% of our scholars retain mastery in each of their courses by the end of the year. Our growth, we're looking for growth in their IAs from the beginning of... For IAs that we're going to have throughout the year, a minimum of 5 to 10%, depending on their initial level of growth.

Anthony Brown:

And so I just wanted to highlight a couple of those. We do have a college and career readiness goals as well, but I'll make sure that I send it to everyone so that you can actually read through those particular goals and provide any feedback or comments that you may like. Does anyone have any questions on any goals at this time? We could move down. We have our culture goals. 95% daily attendance for all grade bands, which is where we were looking for last year. And we have protocols in place and attendance team in place to ensure that's the case, and also to do all the necessary outreach as well. And our college and career readiness standards. Once again, a hundred percent on time graduation, 70% of scholars graduate with Advanced Regent diplomas. And I would say that because we are in a space where some of the scholars have completed or received exemptions, some have not. And so just looking at a realistic number for our upcoming graduating class, 70% seem more realistic in terms of who...

Anthony Brown:

But ultimately, we are moving toward a hundred percent in all areas, even in terms of our passing Regents rate as well. Any questions? All right, we can go to the next slide, please. Some of our highlights. We had some of our undercredited seniors, 90% of those scholars... We did have summer school, but we did have a special APEX learning program this summer to support those scholars that were undercredited. 90% of those scholars earned one and more credits so that they can be on track to graduating on time. And once again, all of those particular scholars are on individualized learning plans to ensure that they get the support they need, they learn, get the skills necessary, and ultimately graduate with a cohort.

Anthony Brown:

There's one particular scholar. I just gave his abbreviations. He was a very difficult scholar. He missed many days. Myself, Mr. Jason, Ms. [inaudible 01:23:59], and several others actually visited him home throughout the year to get him to come to school. This summer, it was an amazing turnaround. He attended the summer support and he received five credits through APEX learning program. So, it was really amazing that he came pretty much every day and worked on that and got the support that he needed.

Ellen Chen:

Do you know what changed? I'm sorry to interrupt you, but do you know what shifted?

Anthony Brown:

I would have to say that I would give a lot of credit to Ms. [inaudible 01:24:36]. She was definitely... She, once again, did a home visit, talked to the father, talked to his grandparents, and I guess just the consistent outreach and her consistently making sure that she followed up each and every day with him motivated him. And I think also, because he was by himself, he didn't feel the pressure of being older and in class, which allowed him to be able to focus on doing his work with Ms. [inaudible 01:25:16] throughout the summer. So, I think those were some drastic changes, just that consistent outreach every day to the families. And because he was by himself, I guess he didn't have to act in a way that was contrary to him learning during the school year.

Ellen Chen:

Well, congratulations on that. I'm sure that it was a challenge. Yeah. Yeah. And we need more people like her.

Anthony Brown:

Most definitely.

Ellen Chen:

Yeah.

Anthony Brown:

Our interdisciplinary courses were developed, and I'm just going to go over a few of those that, once again, speaks to us ensuring that our scholars have... we speak to the literacy across all subject areas and that we're working to prepare our scholars to be able to navigate and think about the world in a different manner as well. Could you move to the... Yes. So, our interdisciplinary and college readiness

courses, we've introduced financial literacy for our 11th and 12th grade scholars, ethics and morality, anti-racism, a data science course, composition and debate, AP Lang for all of our 11th graders, a college math course, and also a natural science course. What happened in the past, many of our scholars who have not done well in algebra or living environment and they have to retake those courses, it can be very difficult, and sometimes it can be very frustrating going through the same course again.

Anthony Brown:

So, in order to speak to their needs, but at the same time, speak to their potential, they're going through a college math course, those in algebra that did not pass it the first time. And during that first semester, they're going to be engaged in intensive learning around algebra so that they can pass the Regents in January. The second half of the semester is dedicated to learning different aspects of college math. So, at the end of the course, they'll be able to take the CLEP and receive college credits. So, if we believe in the unlimited talent and intellectual potential of all of our scholars, we have to have a pathway for all of our scholars to see that potential. And so having classes that allows them to do college level work and potentially receive college level and college credit is one way that we're doing that. And the natural science course were designed for living environment scholars to do the same. I think that's all for me. If anyone has any questions, I'll definitely take those at this time. Thank you all.

Melissa Alston:

Hello, everyone. I'm going to take over the agenda. And my section is next. So Kisha, if you can start us up, that'd be great.

Kisha Perez:

Good evening, everyone. Can you put up the information? Good evening, everyone. We are at only two seats to fill for the lower school and seven seats to fill for the high school, with a total of nine to fill with our internal goal. We're at zero if we're doing our authorizer goal, which is 676. We're, right now, at 682 for the current year. Oh, that is something very, very good to hear and know. We have worked really, really hard. Also, a lot of parents are still coming into the building, trying to enroll their scholars, so we have a lot of applications. So, we are at 1,781. And every day, we continue to get more. Does anyone have any questions? Concerns? Awesome. Thank you.

Melissa Alston:

Thank you, Kisha. So, we have... Yeah. Sorry. So, these are all the positions we've hired for since the last board meeting. All of the resumes are in BoardOnTrack if you'd like to see, but we have hired a dance teacher for the lower school.

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

Melissa Alston:

teacher for the lower school, which we're very excited about. Some of these have started already. What I'd like to pay special attention to is, one of the leaders that we have hired, she is here. Fatima is the new manager of special projects so I want to welcome her to the team and to the board meetings. She will be taking over board relations so a lot of the items that I was doing, so she will be sending you all an email a little bit tomorrow to introduce herself and provide her contact information. We have hired a lot of people. I think sometimes as the board doesn't get a chance to come in person a lot, we thought it

would be nice to change it up and kind of show you the faces behind just the resume and the black and white. So these are all of our new hires.

Ellen Chen:

This is amazing, Melissa.

Melissa Alston:

Thank you.

Ellen Chen:

Wow.

Melissa Alston:

So Claudia really has done a really good job with getting us really great talent that we're super excited about. As you can see, we have a lot of new folks.

Speaker 4:

Melissa, can you give us a total of the number of people hired this summer?

Melissa Alston:

I can. Let me see. I'm just going to do a quick count 1, 2, 3, 4, 5... 23.

Speaker 4:

Beautiful. Nice.

Melissa Alston:

We still have some hiring needs. Transparently, most of these were last minute resignations. The fifth and sixth grade ICT math teacher and the stem interdisciplinary teacher for the high school were two positions that we are still looking for the right candidate. Those are the ones that have been lingering for a while. We've been just trying to find the right people to fill those roles. However, all of these other positions that are open are newer since the last board meeting.

Melissa Alston:

Just to kind of go back in regards to retention, in April, we reported these numbers that you see here, and we were bubbling this up to 97% projection of staff retention. Here is a breakdown of our retention numbers most recently. These numbers here that you see, the variants here, is the difference between the total number of those that are no longer here, versus the number of those that we did not ask back, versus ones that left on their own. We thought it was important to share both of those numbers. We are at 93% retention, excluding those that we did not ask back, and including those that we did not ask back, it's 87%. You can just see that here.

Melissa Alston:

The next thing is, Claudia has really been obviously focused on hiring, but she's also very focused on onboarding. So we wanted to make sure, especially, we learned this last year, with hiring so many

people last year. I believe we hired 38 people, 15 more than this school year. We realized that onboarding is just as important, if not more important, to ensure that everyone gets acclimated to Nuasin and can feel successful, and obviously wants to stay with us. You only get one chance at a first impression so that's super important. She's been really most recently focused on onboarding. And then in a few, you will see some of the ads. We are trying to take over all of New York so you will see that in a minute.

Melissa Alston:

So one thing we implemented brand new this school year was a new staff member orientation. Normally, what would have happened in the past is, the new staff member's first actual day was the first day of PD. That could be overwhelming. You don't know where to go. You don't know who to get what from, and everything is so new and hectic. We thought that we should have a new staff orientation the week before. We had a presentation by Malik. Everyone had a chance to get their technology. And then we had a nice hibachi lunch outside on the terrace for everyone. So out of that, we felt that it was very successful and we also saw that immediately then starting on Monday, there was comfortability. They knew at least each other, being new, because they were all in the half a day event. We felt like that was a very seamless integration so we'll keep doing that year over year.

Ellen Chen:

That is great. It reminds me of the new analyst class organization. It definitely builds camaraderie.

Melissa Alston:

Yes, we definitely saw that. Thank you. Another thing we did was provide all of the new teachers with a supply cake. So kind of welcoming them, obviously giving them needed supplies, but welcoming them in a more special way, and our ops team built these cakes themselves.

Melissa Alston:

Then Nuasin went to Chelsea Piers. We had a team building event. It was a full day event. We had lots of team building activities in the morning. In the afternoon, we did a lot of physical activities. We went rock climbing, we played sand volleyball, we did charades, it was really, really fun. We had a lot of really good feedback. This was the view of where we ate breakfast and lunch, which was super nice as well. And that really, really helped us. That was the third day. So it was really great to kind of start out heavy, make sure that everyone... Kurt and Mr. Brown did a great job with planning the PD and starting it right away and setting the tone. And then we kind of took a little bit of a break to do some PD.

Melissa Alston:

So taking over New York, here we are. We are everywhere and we will continue to do this. Now, just for Nuasin, hopefully, maybe for Emblaze Next Generation, who knows, soon. And then obviously for the new high school on Jerome, if we finally secure that location.

Melissa Alston:

I also want to give a brief PD recap. I know I've been talking about the last few board meetings, really prioritizing professional development for operations specifically. It's very easy in operations just to go and do, and we sometimes need to slow down just to make sure that we are all on the same page. And



all of the protocols that we follow and all of the things that we do are always looked at, we reflect on them and make them better. These are the big key points here on operations.

Melissa Alston:

I think one call out is, we had a customer service professional development, I think was probably the one the team liked the most. I think in a school, I guess when people hear customer service, it seems like that would be a more service oriented employment, maybe retail or a bank teller, things like that that are really customer facing, but we have customers, all of our stakeholders are customers. I think kind of just level setting on that and making sure that we know exactly what the standard is for customer service to the school, to the families, to the scholars, to the teachers, to the staff.

Melissa Alston:

And then we had our regular compliance PDs as well. And then tomorrow, we will be having this fourth one here, which kind of just prepares everyone with the protocols and such so they can be successful as school starts and scholars come in. So in regards to expansion with our original plan, we are still in lease negotiations. We're hoping that we're toward the tail end of that, but we are still on track here to hopefully sign next month.

Melissa Alston:

Compliance, so this is the boring stuff. We have submitted a lot of reports. Some of these reports were way ahead of time, because they're due September or October and that's really a busy time for us. It's the beginning of the school year, so anything we're able to do upfront, we try to do so we don't have to worry about them. And then there's one big submission for some compliance items to the city in October. We're working on those now.

Melissa Alston:

Then, as far as COVID is concerned, we had two staff members that tested positive for COVID and no scholars. In regards to my priorities, I continue to focus on closing out completely our tech transition. We did transition August 1st, successfully, and we are just working on kind of streamlining some processes and kind of leveling up on all the path and everything that we do, and just the integration of the different softwares and such so we can make sure that we are optimizing our technology and our supports there. Professional development, and then we're still obviously focused on hiring, unfortunately, but we will soon close out those few teachers that we have, mainly in the high school, and one leader position and onboarding.

Melissa Alston:

So checking in, asking specific questions, it seems simple, but sometimes you just say, Hey, how you doing? And someone might have five things on their mind, but they just say, oh, I'm fine. So making sure that we're being very intentional and asking questions that really get us to make sure that we're asking meaningful questions and it creates a conversation. It's not just like a, Hey, oh, how you doing, kind of thing. That is definitely yielding us really good results and things that we can kind of nip in the butt right away. But we've also heard really, really good feedback thus far. Just a reminder, Shanta, you are up next month to have a reflection on self-advocacy.

Melissa Alston:

And then lastly, I know this is very annoying, so I appreciate everyone being on top of your email, but the emergency order that the Governor approves, she's approving it only one month at a time. So as of right now, September is in person. Usually around the middle of the month we find out. So as soon as I can let you know, I will, but right now, we are in person. Also, there are two board members that I need pictures of the pictures of. The pictures that we had, they didn't work digitally. They really have to be on a very clean background. But if you are going to come, those of you that don't have it on the website right now, if you're going to come in person, we can just take the picture in person. That works as well and that's probably the easier one.

Melissa Alston:

And then the last thing was just the manager of special projects take over of all board communication. I have given Fatima a kind of recap of everything that I do for every individual board member, if anything. So she is pretty well prepared, but obviously I'm not going anywhere. I will be able to support her with anything as we transition to make sure that that's successful. Are there any questions for me? All righty. Thank you. We'll continue with the finance committee presentation. Shanta?

Shanta Pressley:

Good evening, everyone. Happy Thursday. I will begin with quick general update. So our investment portfolio changes, these are still in the works. We have.... Oh, sorry. Before I begin, I'm going to send it to Aaron. Aaron?

Aaron Bothner:

That's okay. I was going to let you go. Two things. One, I do want to commend senior leadership here for the extraordinary work on staff retention. It's very difficult out there, not just in schools, but generally across education, not for profits. So that effort is not lost on I think anybody here, and I want to be explicit saying good work on not only carryover from last year, but also it sounds like starting very strong from this year and I really enjoy all the Instagram posts so thank you. Secondly, we're going to run through committee updates here. We are a little behind schedule, so would ask chairs to be mindful of what is shared, mind in managing that a little bit.

Aaron Bothner:

Melissa and I are working for the committee goals tier, This is the first time that we've done this. This has come out of a conversation around ensuring that committees are driving intentionally towards, in an aligned way, towards where we needed them to be going throughout the year. Melissa and I are working in the background to figure out how to keep those goals front and center throughout the year. But the main purpose of tonight is just to share specifically what the goals are and why. So as chairs are sharing, let's stay simple and straightforward here, and would invite for the discussion or feedback on the goals to happen within the committees themselves because that's really who should be setting those. So this is just the chance for the chair to briefly share what they've identified and we'll move discussion elsewhere. Thanks everybody.

Shanta Pressley:

Thanks Aaron. So briefly, general updates. The investment portfolio changes. We discussed that last month, that based on financial need, we would ask our representative from JP Morgan to make some shifts based on our need. Bob has provided him the budget for next year so we are waiting for that reallocation. We'll keep you updated as we continue with that change. And as far as audit, pre-work was

done in June, and our audit will begin in the middle of September, about the third week of September. I will turn it over to Bob who will give you June financials. We will hear July and August next month. Bob?

Robert Keogh:

Thanks Shanta. Just by way of the financial update, there's not a lot of value add in presenting July financials, just because it's only one month into the fiscal year. So just to give you an update on where we landed last year, we did present kind of a rough close last month. This month is really just kind of an update on where we landed. Just by way of the statement of financial position, net assets, we ended with about \$11 million there and you continue to see our year to date metrics. We closed the year super strong, any current ratio over 1.1 is considered very good by your authorizer. We're at 5.8 and your debt to asset ratio is 1.3. Your debt service coverage ratio, you're obligated to maintain a ratio of 1.0, so you have about 2.4 X that, which is good. And no real material changes to enrollment. Next tab, Melissa? Next document.

Robert Keogh:

So again, brass tax again, there weren't a lot of material changes to any of the financial ratios on the dashboard. But scrolling down, I just do want you to focus on the number that's highlighted in green. The number you saw last month was about 300 or \$400,000 higher. But as we continue to prepare your books for year end, we have to accrue for some expenses as invoices become available. We put bonus accruals and paid time off accruals on the books and we right size your accrued salaries for your teachers that are continued to be paid over the course of the summer. All that to say, net surplus, roughly what we'll be turning over to the auditors the second week of September, shows about a million dollar surplus. Considering we budgeted at a \$350,000 surplus this is very good news. Primary driver of this was we budgeted at a percentage of target enrollment on the revenue side, which we exceeded because of the efforts of Melissa and her team.

Robert Keogh:

We had about \$400,000 in expense savings as well. So that's driving an additional surplus of \$645,000, which is great. And then on the cash side, which is also good news, considering we didn't have to touch our contingency and depreciation where it landed, our cash surplus kind of for the year was in the black, almost six figures when we were targeting about a \$750,000 loss. So suffice to say that is all very, very good movement. Can you just scroll to page three? Just so we can just talk through some key things on the balance sheet, Melissa. So high level cash on hand equivalence ticked down a little bit, but the offset for that is your accounts receivable going up about \$400,000 year over year. We have a number of year end grant claims that will be paid again.

Robert Keogh:

We received several million dollars in stimulus funding. So because of those grants are being paid on a reimbursement basis, we will be claiming all of those to close out the fiscal year and just waiting on the state to remit payment. Noticeable decrease in accounts payable year over year, and scroll down just a little bit, Melissa. And about \$100,000 uptick in accrued payroll expense, which I think makes sense, just given one, higher salaries and two, higher staff count. Deferred rent continues to be relatively flat and about \$1,000,000 uptick in total equity at the school.

Robert Keogh:

So anytime we're seeing a total equity increase with no real material movements in cash, good news. I think financially, we're in a great position to move forward on both the facility and potential merger. Audit will be able to provide some material updates. I think probably this time next month, we should be at the end of our testing there. We met with the auditors at the last finance committee, just talking about no material changes to what they'll be auditing. We are subject again for the second year in a row to a federal single audit where they do some significant testing. Again, because we receive more than \$750,000 in federal revenues, and yeah, same scope of the audit. Same audit team and audit partner as last year so it should move swimmingly. That concludes my financial update. Any questions? Great, thanks all.

Shanta Pressley:

Thank you, Bob, so much for that update. Before I go into strategic goals, any questions on financials from June, end of year? Hearing none, I move that the financial report be accepted in placed in file.

Tim Bryan:

This is Tim, I second that.

Ellen Chen:

I'll second that.

Shanta Pressley:

Thanks Tim, thanks Ellen. Aaron? Constance?

Constance Barnes:

Aye.

Shanta Pressley:

Kamaria?

Kamaria Brisseau:

Aye.

Shanta Pressley:

Jessie?

Jessica Boulet:

Aye.

Shanta Pressley:

Sophia?

Sophia Huda:

Aye.

Shanta Pressley:

Khari?

Khari Shabazz:

Aye.

Shanta Pressley:

Michael?

Michael Dorrie:

Aye.

Shanta Pressley:

And Aaron? Aaron?

Aluta Khanyile:

Aluta's an aye [inaudible 01:53:05].

Shanta Pressley:

Aluta? That was coming to you. Aluta, thank you. All right. So thank you for that. Quick update for strategic goals. I've been presenting this same side since April. Everything remained the same. Our focus for this quarter would be partnering with Aluta and external relations, and supporting Malik in his fundraising roadmap. And identifying additional grants and funding that will lead us to where we are, or where we need to be this time next year. We will continue to move forward with that in mind. Thank you, Melissa. And I turn it back over to Aaron or move it to Ellen.

Ellen Chen:

Great. Thank you guys so much. Two points that I want to make first. Kurt, great data. It's vastly different than from years prior. I do appreciate the thought that the team has put into how to show the board, in a very concise manner, of our progress and where we need to improve further. I really like the correlations there. Super. Can't wait for the high school data. We'll definitely keep an eye on that. Point two is to talk about our goals. We had a conversation earlier today, and if I may speak for all members of the education committee, is that we really want to get a better understanding of the curriculum.

Ellen Chen:

Now that the whole world has shifted, our ideas and concepts of what we've learned is changing. A lot of the courses that Anthony had presented earlier are things that we, as a board, really do want to get a better understanding of the progress. We see test results from ELA, math, all the regions, but these quote unquote soft courses that are very much necessary, in order to prep our kids really to enter the world, right? They're currently right now in this learning bubble, family and school bubble, but outside the world, it's a whole other beast. One of our goals is to really focus on the curriculum and learning more about it.

Ellen Chen:

Another one is to help understand how to progress this curriculum. Sophia brought up a really great point is, what about environmental justice? It's a huge topic. I know that not all the schools have any focus on this environmental part, and we see it as a huge impact into our lives for sure. The third goal is to talk to the principals more about the special or recurring projects and programs that we need funding for. So for example, Anthony and I had a brief conversation about financial literacy. That's not a one time training course, and then everybody knows how to be financially responsible, and how to view money in a different way than we used to view it.

Ellen Chen:

This may be a recurring yearly update to train our teachers. Therefore, hopefully, they will incorporate this mindset into their class lessons as well. So with these projects and programs, a part of our goal is to really prioritize and help the rest of the committee members, as well as the board, to really move things forward in order for our teachers and principals to achieve the academic goals. I'm a part of the finance committee and I'm very passionate about fundraising as we learned today, that there's a lot more that we want to do. A part of my personal goal is to connect the three dots together. Any questions, comments? If not, we can move forward.

Khari Shabazz:

I was a little confused about... Is this in addition to the curriculum that's already happening? Is all this in service of excellent academic outcomes? What are we talking about? What's the end game?

Ellen Chen:

Which part are you referring to?

Khari Shabazz:

I'm talking about the financial literacy and those things that you mentioned. Yeah, let's start with that.

Ellen Chen:

Yeah, it's for the overall knowledge for our kids. We do know that even outside of our school, many public and charter schools don't really teach financial literacy. So when kids grow up and start to make money, it's harder for them to understand how to manage their money. That's a huge part of day to day life, adult life. So as a part of rigor and self advocacy and community, is to really know what money means and how to use it officially. Did I answer your question, Khari?

Khari Shabazz:

Yep.

Ellen Chen:

Good. Anyone else? All right.

Melissa Alston:

Aluta, you're next. Would you give us an update on external relations, please?

Aluta Khanyile:

Sure. Good evening everyone. Real quick, just to keep it short, the external relations team, we met recently to discuss

PART 4 OF 6 ENDS [02:00:04]

Aluta Khanyile:

We met recently to discuss some of the strategic plans for this next upcoming year to define what direction we want to go in as Nuasin. There were two major things that came out of our conversation. One of them being for fundraising, especially for the expansion of our school, and the additional funds that's going to be needed from that. So there's going to be an absolute need for a push for that, as well as continued community connections. So underneath the guise of fundraising, just further defining the process of how we're going to do that, how we're going to present that. I think this is going to be a continued conversation amongst the board as to like which direction we want to go with that, specifically with Malik.

Aluta Khanyile:

And it's a conversation that has been developing over the past months, but as the need has become more present, it's definitely something that we have to put a timeline on. I'm thinking by November having a strong process in terms of how we receive and request funds from various different organizations and individuals is going to be important for the school as a whole. And then also just developing corporate partnerships with the mono funds that we need to raise. It's not going to be done just on smaller events. We need high level investors to be able to invest in the school and invest in the direction that we're trying to go in. With regards to community partnerships, continuing with the idea of fundraising, the community partnerships, when we're invested in the community and community sees the work that we do with them, they will also further invest back into the school and organization, whether it is within participation of families attending the school or supporting the school as a whole.

Aluta Khanyile:

And then also just continue pushing forward the branding. I was very happy to see Melissa's presentation with regards to where we're everywhere, having that brand everywhere, outside of just visually, but just also involved where the community that we are involved in can see the effect of the school, the positive effects of the school, rather. So that's part of the strategic goals that we have going on. With regards to the involvement day that we had, our involvement there with various organizations participating. That's something I'm going to have a further discussion with Melissa and Malik about certain logistics, just to ensure that we have the capacity to ensure that we can make sure that the event can go well. Does anybody have any questions? Okay, great. Last thing. I'm sorry, Jessica, where are you? I don't see you. Yeah. So then we also did the vote. I'm not sure how to present this one, Jessica. Could you help me with this? With [inaudible 02:03:37] the vote for the-

Jessica Boulet:

Sorry, what?

Aluta Khanyile:

we did the vote with regards to the-

Jessica Boulet:

For the chair?

Aluta Khanyile:

Yeah.

Jessica Boulet:

Yes. I will just say, I believe that the last of the chair votes happened for ed committee and for external relations. I don't know if any other committee was waiting on that, but exciting development.

Aluta Khanyile:

There we go. But other than that, if nobody has any other questions, we can move on the next section.

Jessica Boulet:

And congratulations to Aluta and Ellen in their continued chair [inaudible 02:04:22].

Aluta Khanyile:

Thank you.

Melissa Alston:

The next section is public comments.

Aaron Bothner:

Okay, great. So this is the public comments portion of our meeting. As a reminder for all in attendance, the board has a public comments policy. I cannot say that tonight. Public comments policy that the board has adopted. That is available on the Nausin website, which allows members of the public to join us and speak. I am not seeing any members of the public present this evening. Melissa or Kisha, have I overlooked anyone here? Okay, great. So that brings this section of the meeting to a close. And then we'll jump to nominating committee here. Kamaria, would you like to maybe kick it off by sharing the chair announcement?

Kamaria Brisseau:

I'm sorry, can you repeat that?

Aaron Bothner:

Yes. Do you want to share the chair announcement with everybody?

Kamaria Brisseau:

The chair announcement.

Aaron Bothner:

Who the new nominated committee chair is?

Kamaria Brisseau:



Yes. It's Constance. I made the announcement at the last board meeting.

Aaron Bothner:

You did? Okay.

Kamaria Brisseau:

Yes.

Aaron Bothner:

All right. That's my mistake.

Kamaria Brisseau:

Yes. And we are happy that Constance is in this role. I don't see Con... There you are. And so, yeah. I'll hand it over to her if she has any words she wants to share.

Constance Barnes:

I don't think I do. Thank you for the nomination. And thank you Kamaria for hopping on and chatting with me and Aaron for giving me some time also this week. I guess we can jump right into talking with John. Looking around. Looking around for some guidance here. Okay. I think that's a head nod from Aaron.

Constance Barnes:

So John, I know you gave a brief intro. This is the portion of the meeting where the board has the opportunity to ask you a few questions primarily around what brings you to Nuasin. And I know you shared. And we know that you know Malik and have known Malik for a very long while. Kamaria, Ellen, and I had a chance to chat with you a few weeks ago. So we were able to lean some more insight on your community engagement in both Harlem and the Bronx. So this again is the time for the board to ask any questions of John that they might have. I think I will kick it off. John, could you tell us just a little bit more about what excites you or what draws you to this particular board membership and what might you contribute to our board?

John Scott:

Yeah. So, as I said when I spoke earlier, I really think education is extremely valuable, as we all agree. And I grew up in the Bronx and I feel like I, in some ways, received a unique opportunity. I was selected when I was in fifth grade to participate in a program. I got a scholarship to go to Trinity for middle school and high school. And that's not an opportunity a lot of students get. And I spent the last 20 years practicing law, primarily a law firm, where I didn't have an opportunity to do things like this. And one of the reasons why I left the law firm was so that I would have more time, not only to spend time with my family. I have a son who is entering high school this year. And I think it's really important for me as a Black dad to be present for my Black son as he's becoming a man. But I also wanted to be more involved in community efforts.

John Scott:

So this is something that I decided to pursue. I also have recently gotten more involved in the Harlem boys and girls club where I will be... I'm a co-chair of their golf outing this year. I'm not on the board

there yet, but I'm just pursuing a number of different opportunities to get back. It's something that's extremely important to me. [inaudible 02:08:45] mention before, my dad's a pastor. So I grew up in the church and value service, and value doing good things for people that need help. And not to suggest at all that their students... Well, to say it the other way, I think there are ways that I can add value in a setting like this as a Black man who grew up in the Bronx, who was fortunate enough to go to college, go to law school. I feel like I have an opportunity to give back. And I'm looking forward to doing it. So that's what brings me here, Constance.

Constance Barnes:

Thanks, John. And we will open forward to the board. John's resume is uploaded in [inaudible 02:09:33]. If you haven't had a chance to look at it, please take a peek and feel free to ask questions.

Shanta Pressley:

Hi, John, it's a pleasure to meet you. Question for you. Given the various reports you've heard tonight, and the [inaudible 02:09:59] where do you think will best suit your skills or that you can provide the most impact?

John Scott:

Yeah, it's a great question. And something I was thinking about actually as the chairs were going through their respective reports. I think the community affairs pillar, if you will, is probably where I would add the most value. I think that I have a somewhat charismatic way of meeting new people. And I think that engaging the community, and I assume there's an opportunity to convince folks who are in the community that Nuasin is a great opportunity for their individual students. And so I would look forward to doing that. I also, as a lawyer and a financial services litigator, I do have some finance background. And so while numbers are not my favorite thing, I do have some experience there as well.

Ellen Chen:

What are some of the committees that you're thinking about joining?

John Scott:

Yeah, so absolutely the community affairs. I don't know. I think I'd need to know a little bit more about what the education committee does, Ellen. From my perspective, this is all about educating the students. And so it all starts there. And to the extent that I felt like I would be able to make an impact in that space, that's also something that I'm particularly interested in. But I don't write textbooks. I [inaudible 02:11:38] my kids figure out their individual assignments. But to the extent that I would be helpful on the education committee, like I said, that's something I'd be interested in as well.

Jessica Boulet:

I would just like to say that governance committee has not had its chance to do its pitch yet.

John Scott:

Well, I will say Jessica, I recently led a pro bono clinic for operational things, not for profit, need to know. And so I think in the governance committee, I could probably add some value there too.

Jessica Boulet:

And we don't do numbers.

John Scott:

Even better.

Jessica Boulet:

I see I'm torturing Aaron.

Constance Barnes:

All right, teacher wait time, it looks like. Does anybody else have questions for John.

Ellen Chen:

John, just FYI. If you have any questions about the responsibilities and or goals of the committees, I highly suggest this book. Can you focus? Wait, can we see this? Well, yes. Wait, sorry. I'm trying to...

Kamaria Brisseau:

The computer's too smart. It knows it's not a face. [inaudible 02:13:06] Blur.

Ellen Chen:

I know. [inaudible 02:13:06] The computer's scary.

John Scott:

There it is.

Ellen Chen:

And here is what the education committee does. So you and I will have conversations.

John Scott:

Absolutely.

Constance Barnes:

Looking over at Aaron for a little support here. John, did you have any questions for us? I think that's fair as well.

John Scott:

Look, I think I have tons of questions. First of all, I think this has been extremely eye opening for me. Hearing the principals from the middle school and from the high school talk about the pillars and how their visions fit into execution on those pillars, has been extremely, extremely, like I said, eye opening. One of the questions I have, I guess for you, Kurt, is it looks like at the eighth grade level, those students are performing very well. I forget the numbers, but I think 69% in ELA and even the math numbers were among the highest. Is there any reason for that? Is that because those were the first students to come into the school, so you were more selective around those students or how do you explain that?

Kurt Davidson:

Great question. We actually discussed this a little bit during ed committee earlier today. And part of it is particularly in ELA, we do feel that it is indicator of growth in our instructional programming, in that we've had several years with students with being really following our instructional model and focusing truly into close reading. Not just talking about close reading, but really closely reading and going depth into writing and even in history, the depth of work with primary sources and bring in DBQs there.

Kurt Davidson:

I think that's something that's really, it is over time, the growth there, I think that's why we're seeing that. With eighth grade particularly, I will say, I just want to note it has overall been a strong cohort since they've been with us. So it was above average cohort throughout overtime. So it's not just that. And I think one thing I'll note that we've been diving deeper into this and we have this data for our regions data for eighth graders among students among the eight students who are new to our school in eighth grade, who took the eighth grade algebra... Took Algebra Regents in eighth grade, only two of those eight passed it.

Kurt Davidson:

That's far below the 69% average. So that's an indicator that as we have students over time, and we're able to really build them up, where it was able to get the vast majority to where they need to be getting into high school. Obviously 69%, that's positive. That's above average, particularly for District Nine. However, that's not where our goals stopped at. We're looking 80 to a 100 as well. But I think it's a combination of a few things. Overall slightly above average cohort, but also a culmination of three to four years are really of our work changing in ELA. A lot of progress. And it's like a culmination of work. So I am really proud of that growth there. But I can't isolate to a single factor.

John Scott:

And you should be proud. I think one of the most compelling things I saw today was the chart reflecting the variance between 2019 and 2022, and showing actually the increase in percentage. That's what this is all about. So there's a lot to be proud of there. And I guess the only other question I had, I heard reference to a new high school. Is there a plan to build a new school or enter a new building? Or did I mishear that?

Melissa Alston:

I can take that question? So the plan is that we lease another building. And we are looking right now, we are K12 in one building. So we're looking to move out the high school. And then in addition to that, as was stated earlier, we have two classes per grade. So we're looking to do a tiered structure that eventually in 2028, if we're able to start next year as we plan, we'll be built out to four classes per grade in the K-8 and the 9-12 in both of the two separate buildings at that point. And we're looking to strategically tier out the enrollment where the entering grades will initially start at kindergarten, sixth grade and ninth grade, adding one section. And then having them backfill over the grades as we go year over year.

John Scott:

Great. And I said that was my last question, but really this is my last question. How much interaction do the board members have with the students at the school? What do those opportunities look like?

Kurt Davidson:

The more the merrier. Come on in.

Shanta Pressley:

[inaudible 02:18:44] you like.

Aaron Bothner:

I was waiting. I was waiting. So the expectation for board members, John, is that each board member is present in the school at least once per year. Certainly try to make a concerted effort to be more than once to the extent permitting. Malik and senior leadership have been very open and welcoming to board members being on campus when school is in session. So I think most definitely anytime you wanted to be there, they'd welcome you with open arms.

John Scott:

Excellent. Excellent. That's all I had.

Jessica Boulet:

I have one more question that I can throw. Hello, John. Nice to meet you.

John Scott:

Same here.

Jessica Boulet:

And thank you for sharing everything about what brings you here. Definitely, I think everything you said resonates with, I think, all of us in various ways. But I'm wondering if I can just to get to know you a little better. You mentioned that your son is in high school and something that I'm curious about is for as his father and thinking about his educational experience, can you think of maybe for example, one thing you liked or one thing you didn't like or something that you've learned as he goes through his experience that informs your perspective on what you hope that the kids at Nuasin could experience in their education?

John Scott:

Yeah, it's an excellent question. So we are fortunate enough to send both of our kids to private school in Long Island. And one of the things that I don't like about the school is school itself is pretty diverse, but the teacher population is not at all. I think there's one Black teacher, and there are maybe two Latinx teachers. One of the first things I did when I was talking to Malik about your school or our school is that I looked at the staff list, and I was just impressed by the diversity of the staff. Looking across this brady bunch box of screens in front of me, also impressive there.

John Scott:

And so I think that would be an opportunity that I think my son has missed. He doesn't have any Black male teachers in his school. That being said, he has tons of role models. I guess, because of the way I grew up, I have a bunch of friends who are doing a lot of things professionally in different areas and we're all still very close. And so my son gets to see that modeled in front of him on an almost daily, at least weekly basis. And so I think that would've been an opportunity for him. We've been able to fill that

gap elsewhere, and it looks like at least among this group that you are filling that gap for a lot of the students that are in your school.

Constance Barnes:

No further questions for John? Aaron, I'm looking at you for the next piece.

Aaron Bothner:

You've got it totally under control. So John, thank you so much for, one, spending time with several of us over the course for the last couple months. Great to have you at the full meeting here. You're more than welcome to stay for the rest of the meeting. It's been great having you if you'd like. Otherwise, the way that our process works is that we debrief in an executive session after this. And then obviously we'll be in touch, but truly appreciate your interest in our community and our students and everything it sounds like you want to bring to the table.

John Scott:

Yeah. Excellent. And very nice meeting all of you. Thanks for your time Aaron and Kamaria and others, Ellen, Constance, who I met most recently. Just thanks for all of your time. And for having me participate today. I will tell you that I am in Myrtle Beach right now and I'm sequestered in a bedroom while my kids play downstairs. So I am going to accept the invitation, Aaron, to drop from the call. But again, very nice meeting you. And if anyone has any questions, feel free to reach out. Thanks so much. Take care.

Aaron Bothner:

Absolutely.

Kamaria Brisseau:

Thanks John.

Jessica Boulet:

Thank you.

Aaron Bothner:

Great. And Constance, I'll jump into the next section here since I promised you I would do this part. So appreciate the thoughtful questions from everybody. We will convene as a group in executive session to debrief from here. The next portion of the nominating committee agenda for tonight is [inaudible 02:24:10] a housekeeping item. So per our bylaws, we have an executive committee. The executive committee is mandated to have five people in that committee. I believe that is actually a New York state law requirement for executive committees. But in any case, the five people on our committee are stipulated to be the officers, chair, vice chair, secretary, treasurer. And then an additional member that would be nominated. At least one additional member that would be nominated and approved by the full board. So that is something that we need to actually do for this year. It's done on an annual basis.

Aaron Bothner:

So it gave this a good deal of thought and talked us through with the nominating committee. And we just consolidated the nominating committee meeting into the board meeting tonight on who we want to put forth there. And a major portion, and folks will see this when they see the succession plan, which I'll

give an update on in a little bit here. But a major portion of the exec committee's functions is around succession planning for the organization. And that's both emergency succession planning and also planned succession planning, which includes the growth recruitment development of our board members.

Aaron Bothner:

And so in light of that specific mandate for it, as well as given everyone's familiarity with Constance and her leadership on the board so far, we would like to put Constance forth as the fifth member of the executive committee for this school year. I told Constance as a practical joke, I was going to make her nominate herself for it, but she told me she wasn't going to do that because we all know how humble she is. So that is what this vote is on here for. So I nominate Constance Barnes to be the fifth member of the Nuasin board executive committee. Do I have a second for that?

Kamaria Brisseau:

I second.

Aaron Bothner:

Great. Thank you. Quick vote here, Kamaria, I assume that's an aye.

Kamaria Brisseau:

Aye.

Aaron Bothner:

Great, Sophia.

Sophia Huda:

Aye.

Aaron Bothner:

Jessica.

Jessica:

Aye.

Aaron Bothner:

Aluta.

Aluta Khanyile:

Aye.

Aaron Bothner:

Ellen.

Ellen Chen:

Aye.

Aaron Bothner:

Tim.

Tim:

Double aye.

Khari:

Aye.

Aaron Bothner:

Michael.

Michael:

Aye.

Aaron Bothner:

Shanta.

Shanta Pressley:

Aye.

Aaron Bothner:

Great. Welcome Constance. And back to you for the third item under nominating committee.

Constance Barnes:

Thank you all. I just have a few quick bullet points for the update and Melissa has so graciously uploaded those. Thank you so much, Jessica, for this wonderful template. It does not look as exciting as yours. But wanted to highlight a few things. Melissa, you can go to the next slide. So definitely wanted to give credit and kudos to Kamaria because I came on the board in 2020 with Khari and Sophia. We were in the middle of a pandemic. We did not get to meet in person. So I know the work that Kamaria put in to getting this board to where we are with the nominees and a lot of the work that she did over the past two years. So I just wanted to give kudos to her for that. The purpose of the nominating committee, in my opinion, it is the backbone of the board because you nominate the candidates who then become the trustees. And so that is the primary purpose of the nominating committee to identify those folks for candidacy for the board. Melissa, you can go to the next one.

Constance Barnes:

So just again, a quick summary of what has happened over the past two years since I've been here. Again, the recruitment of new board members, which brought us up to 12. We know that Anuj moved. So he resigned from the board just recently. And so we do have that 12 slot. Our bylaws allow for us to have up to 15 board members. So again, with Anuj leaving, we are at 11. We have a candidate tonight that would bring us up to 12 if the board approves. And then we have three additional slots. We also



know that in the past two years, a lot of the work of nominating committee was working to get Malik in place working with Pasek. And so that was primarily, I think, the... And Kamaria, feel free to jump in. The three main things that I noticed that the nominating committee was doing over the past two years. Melissa, you can go to the next slide.

Constance Barnes:

And so moving forward, I think that this is where we are right now, and where we should be going. One of the things I noticed in the bylaws is that, and I think we've talked about it a little bit, that we do have in there to recruit one parent to become a member of the board. And I don't think we have quite gotten there yet. So would love to see how that would shake out as we move forward with recruitment. And as John mentioned, we are a very diverse board, but just again, making sure that we are reflecting the needs of the school committee and that the board is somewhat aligned. And then I think we've all talked about fundraising. We know that is a key component and I think we've all expressed that that is something that we would like to see on the board.

Constance Barnes:

Someone who is steeped in fundraising efforts and has a little bit more of that experience. So that would be something that we would be looking forward to in the next quarter or yeah, next quarter, which starts next week, right? Because September starts next week. And as far as... And these came from the board flywheel. So I did copy a little bit from what Jessica has, but again, it's not as elaborate as hers. So new member onboarding, we know that we have to... Kamaria shared with me the onboarding from when I came on. It does need to be updated. Aaron has some things that he will share with me a little bit later. So we need to work all those into the new member onboarding process. So again, that folks who are coming on are completely aligned with where we're going as a board. Evaluation-

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

Constance Barnes:

... we align with where we're going as a board. Evaluation and calibration, I think again, aligning with the Governance Committee to make sure that all of us and new members coming on are staying true to the bylaws and to the pledges that we make as board trustees. And then, finally, the outcomes, one board, one voice. We know that we move as a unit and speak as a unit. So, by the end of Q4, to recruit the additional board members to get us going for this next year, as we look into expanding the school, and again, fundraising. And that is all I have. I know we're saving questions for... I think we can move to the next section.

Aaron Bothner:

Straight ahead to governance.

Jessica Boulet:

First order is always, I move to approve the July board meeting minutes.

Aaron Bothner:

Second.

Jessica Boulet:

Are you an aye?

Aaron Bothner:

Yes, I am an aye.

Jessica Boulet:

Constance?

Constance Barnes:

Aye.

Jessica Boulet:

Khari?

Khari Shabazz:

Aye.

Jessica Boulet:

Tim?

Tim Bryan:

Aye.

Jessica Boulet:

Melissa? Or wait. Whoop. Not Melissa. Sorry. Shanta?

Shanta Pressley:

Aye.

Jessica Boulet:

Sophia?

Sophia Huda:

Aye.

Jessica Boulet:

Kamaria?

Kamaria Brisseau:

Aye.

Jessica Boulet:

Aluta, and then, Ellen.

Aluta Khanyile:

Aye.

Ellen Chen:

Aye.

Jessica Boulet:

And Michael.

Michael Dorrie:

Aye.

Jessica Boulet:

Great. Thank you, everyone. And then, I'll hand it over to Kisha for OML mid-year audit.

Kisha Perez:

Hello, everyone, again. This is a brief update on what I have been doing for the OML audit. Just a quick little reminder of what it is. It's where I look up all the board meetings, all the minutes, and just do an audit that if we're on-time with our public agenda, with our notice, if we met quorum, all of those kind of things, I look up during the board meetings in the minutes. From the month of January to June, we have done great at almost everything. The only time, I believe, is for July, because we didn't have the minutes because of the board retreat. That one is the only one that would say, no. But other than that, everything has been, yes. I always check periodically as well for the open meeting blogs to see if anything has changed after any audit. We will continue to do this every single year as well. Does anyone have any questions?

Aaron Bothner:

Kisha, be honest-

Jessica Boulet:

This I great. Thank you.

Aaron Bothner:

This is the most fun part of your job, right, Kisha?

Kisha Perez:

Definitely just writing, yes, and just...

Aaron Bothner:

Thanks for being so attentive to detail.

Kisha Perez:

Of course. Thank you, guys.

Jessica Boulet:

Thank you so much, Kisha. And just great time to remind everybody that our annual OML audit is also coming up in... It's still a little ways off, but we'll be starting that up October, November. And that committees are also responsible for keeping tabs on themselves. You don't have to have a beautiful spreadsheet, but you could, if you wanted. Next step, I think we have this month, Tim to share his individual development board development goals. Wait, where did Tim go? There you are.

Tim Bryan:

He's here. He was talking to a mute button. The prompt I had was three things. One was sharing a new opportunity, a resource that you found others might be interested in. Via my job actually, we did a DiSC assessment. Has anyone ever done one of those?

Michael Dorrie:

Yes.

Shanta Pressley:

No.

Tim Bryan:

Either way, it's like a Myers-Brigg strength finders. I actually found that it was quite interesting. I'm a strong C, FYI. And actually, for this board, it's a long time ago, we did strength finders at one point. I know it costs a lot of money, but I think it's an interesting way to assess your strengths, and also, just how to work together as a team. So, maybe something for us to consider moving forward. Questions on that?

Jessica Boulet:

That is really interesting. What did you find most... Is there anything particular like that you found most useful about it or that made you think of the board?

Tim Bryan:

It gives you a sense of what your strengths are. It gives you a sense of the other people that you're on the team with, as long as they share, which I think is the whole point, what their strengths are and how to communicate with other people. It wasn't necessarily completely unexpected. I had never done it before, so I didn't know the different... There's basically four different quadrants that you could fall into. And then, there's a spectrum within those quadrants. I really didn't know anything about it going into it, but I thought it was interesting. I always like hearing about this stuff personally and enjoy having some type of framework or some type of a sense of what you're good at, frankly, what you're not good at, how you like to communicate. So, that's what I thought was useful.

Ellen Chen:

You have the book also, right?

Tim Bryan:

I do not have the book. What do you mean the book?

Ellen Chen:

There's a strength finder book 2.0.

Tim Bryan:

Oh no. I'm talking about DiSC. But yes, I do have the strength finder book because we actually did strength finder with this board, shit, it was probably like six years ago. I forget what I was at that point. But yes. Sorry. I was referencing strength finders, Ellen, because actually, we as a board did an assessment strength finders, which was a specific one.

Ellen Chen:

It would be interesting to see how people have evolved. Because like you, I remember after undergrad, I was working at Credit Suisse, and they made all the analyst class take a Myers-Brigg test. And then, I took that test. Years later, I'm like, "Whoa, am I a completely different person?" No, it's just that we've grown, and we've evolved, and adapted to our environment, and our thinking changed. So, that could be very interesting.

Tim Bryan:

Just as a quick response to that. One of my colleagues who I did it with, she had actually done one early in her career, and she had some movement too. And she had attested that to some of her own maturing and it made sense to her. So, you're right. They're not fixed things, they're moments in time.

Jessica Boulet:

Very interesting. Thanks for bringing that up, Tim. Definitely something to think about, especially if it's something that the board did in the past and was interesting at that point.

Tim Bryan:

The other prompt was sharing an insight you had regarding a challenge facing the board. What led you to that insight? Not unique at all, but I've constantly thought about the fact that I think we just need more community engagement and participation on the board. And I'm not necessarily talking about external relations, although that is great. Sorry I missed the meeting this week. Aluta is the last minute, but my bad.

Tim Bryan:

Either way, I always think that early on in the board, actually, when I first started, there was someone who was a community member was on the board. I don't think we've ever had anyone who was just a straight up community member. Maybe that needs to be defined. Maybe not. Since then, looking at the document that you shared, which was somewhat the framework to think about this, Jessica, it's like, I should definitely attend a Highbridge community meeting to see if there's someone that could be recruited or someone who could be identified. Especially now that we're almost at the point that we're going to have 12 members. That's great. But I think this is something that we should consider. It's a voice I think we're missing.

Jessica Boulet:

I like that. Great thought. And yes, Ashley, I think Aluta shared that he was attending some community board or attended a community board meeting, and he found it really interesting. But also, good opportunity to remind us all that anybody interested in this topic, whether or not you're on the committee can join any committee meetings. And certainly, I think it will be something that comes up in external relations and something that Governance Committee may also be discussing from time to time.

Ellen Chen:

And I know that we do need a parent. Well, we would like to have a parent on the board. Maybe that parent could fill both roles as a community member, as well as a parent member. I'm just thinking through of how to be as, I don't know, as efficient as possible. But yes, because we do have three spots left. We need a fundraiser person if we can get one, a parent, and or a community member. So, it will be great to have a leader in a community to join. Well, Constance, I know that you have the year of this city council, I believe, so great. Thank you, Tim.

Tim Bryan:

Cool. And then, the final thing was just describe something you've done recently and how it informed your perspective on your work on the board. Again, not necessarily unique, but just frankly feel somewhat fortunate because I've been reading these articles about board members for schools across the country and the turmoil that they have to deal with. I think their turmoil is probably a direct result of the fact that these are campaigns, are positions that they campaigned for and are voted on the public. But the idea that you could actually get a death threat for being on a school board seems actually crazy to me. So, I think we're actually quite fortunate.

Jessica Boulet:

Truly. I was actually reading today also about the crisis, in reading about generally various crises in education, but today, reading about the teacher recruitment issue that's happening nationwide and how awful it is. And it just made me really appreciate also more the amazing efforts and success that everybody... Thank you to our leadership at Nuasin for making that not something that we're worrying about right now.

Tim Bryan:

I don't know if you read the same thing, but I get a daily newsletter from the Washington Post, and that was a lead in it. It's like the Wash Post 202, which is great. Side note, but yes.

Jessica Boulet:

Love the 202. Anyway. Thank you so much, Tim. Just in the interest of time, I'll try to move forward, but if you have anything else to add. That was wonderful. Great food for thought.

Tim Bryan:

Thank you.

Jessica Boulet:

Moving right along. We are voting today on the trustee pledge that we developed. We had our first look at that last month and had one last addition to add, which was a request to add a couple points. Basically, a little bit more focused on culture, which you will have seen are just a little small highlighted

paragraphs in the document that's uploaded to our folder. Without further ado, unless anybody has any questions on those or feedback, I would like to vote to approve that. And then, just to remind everybody process then after that is that one day, we will meet in person. Maybe we can sign them digitally. I don't know. We can discuss this. And that that will be an annual reminder and document that we can reference back when we think about what is my role as a board member and how am I fulfilling my responsibilities? Does anybody have any questions on the pledge? Great. Well, I will move to approve the trustee pledge.

Kamaria Brisseau:

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

Shanta Pressley:

Aye.

Jessica Boulet:

Thank you, Constance.

Constance Barnes:

Aye.

Jessica Boulet:

Sophia.

Sophia Huda:

Aye.

Jessica Boulet:

Aaron?

Aaron Bothner:

Aye.

Jessica Boulet:

Tim?

Tim Bryan:

Aye.

Jessica Boulet:

I see you have... wait. No, nevermind. That was my cursor. Thank you, Tim.

Tim Bryan:

Aye.

Jessica Boulet:

Kamaria, you already were an aye, right? Then, Shanta?

Shanta Pressley:

Aye.

Jessica Boulet:

Khari?

Khari Shabazz:

Aye.

Jessica Boulet:

Aluta and Michael.

Aluta Khanyile:

Aye.

Michael Dorrie:

Aye.

Jessica Boulet:

Great. Thank you, everyone. Annual committee priority update. Whoever gave me two minutes for this is probably going to be sad, but I will do my best. Let me pull up my slides that I got really into. There it is. And thank you, Constance, for the credit for this slide format, but I definitely stole it from the beautifully-developed slides from our staff, but they are great.

Jessica Boulet:

When I wanted to share of the Governance Committee strategic plan for the year, I thought the best place to start would probably be just focusing on what does the Governance Committee do and what is our role? Because even though it feels like we've been going for a while now, technically, this time two years ago, we had never even had a meeting, and we had just been created. So, it's definitely a question that has been an important one to think through and get right over the last two years. The conclusion I came to basically was the Governance Committee role, our mission is to ensure that on the board, we have the conditions that we need that enable all of us to contribute at our best.

Jessica Boulet:

And so, in some ways, that means we will lead. In some ways, that means we will support other functions. But essentially, it all comes back to this flywheel, which is the spokes really, or the different pillars of what makes our board successful. Areas in which the Governance Committee leads would be bylaws, policies, compliance, for example, not exclusively. And then, sometimes, the support would be with nominating committee, recruiting the right people, making sure that we have an environment or financials. We're not really taking a leading role on that, but it is creating, making sure that everything is in place for those committees to do their best work as well.



Jessica Boulet:

Not to get too into the process, but to get a little into the process. Basically, what I did is I went through and I looked at each element of the flywheel, and I tried to turn it in my head to a specific board goal. If we're doing this right, this is what it looks like. And then, I thought, what are the tasks that the Governance Committee performs that contribute to that goal? You see some of my thinking here. And again, this is, we're starting with a strong mission, the right people, making sure we have an effective environment in which to work, in which we're living out that mission, and respecting those people, and supporting them. What are the core actions that we undertake? Are we monitoring how well we're doing and calibrating accordingly? And then, what are the outcomes that we are tracking? Do we know what those outcomes look like and are those the right ones?

Jessica Boulet:

To go back a little to just situate us in where we're starting from at the beginning of this year, I looked back at where we've come. I fudged the dates a little, but we technically started meetings a little at the end of 2020. But 2021, 2022, what were our major of progress milestones that we had? One of them is that we were established. I think that I have felt at least that in the Governance Committee where the committee chairs, not only the committee chairs, but definitely the committee chairs and a lot of leaders on the board come, and they get to talk through things on a regular basis. That has been really wonderful to see develop.

Jessica Boulet:

And then, something that we said after our board assessment in January was that we wanted a little more clarity around how do individuals contribute? What has come out of that is now the pledge. Also, these sharing moments of our individual board development goals, which hopefully, everybody else is enjoying as much as I am. Then, also, we've done some work on the evaluation and calibration piece. This was the first year that we had the CEO evaluation cycle. It's been wonderful working with Malik through that, getting to see the evaluation rubric that is really meaningful to him. And then, have those conversations, which are the first to set goals around this.

Jessica Boulet:

And then, the open meeting law audit, which in and of itself, it was brand new. People don't normally do that, but was cool not just in its own right, but also, as to figure out what that looks like to implement that as a process going along. Then, where are we headed next year? A lot of it's going to be around solidifying these practices and building on what has gone well so far. The CEO evaluation is obviously going to be a huge piece. Last year was transitional and new. And this year is going to be the first opportunity to incorporate year over year data. The presentations that we saw today already were really fantastic in seeing those stakes in the ground, seeing what kind of progress we're going to be measuring ourselves, expected progress we're going to be measuring ourselves against.

Jessica Boulet:

And then, by the end of the year, it should feel really good. We should feel like we have a good grasp on this is how it goes. This is what we're getting out of it. This is what we want to see for the following year. And we should feel good about it. That's number one. Number two, the strategic planning piece, what's happening right now. All of our committees sharing their annual goals, thinking through timelines, really having this communication and culture around strategic planning, and making sure that everybody feels comfortable with how that goes, and is happy about it.

Jessica Boulet:

And then, what we really want to see also in terms of results is that come through in the self assessment. So, we'll be going through those specific questions saying, "What answers should we be looking at on these questions? Or what do we want people to be saying on these questions that would reflect that we did a good job on this piece?" And that's not just questions about strategic planning, but questions about are the committees hitting the goals that they say they are? Because if all of us are doing strategic planning right and implementation right, that should follow. We should be hitting those goals that we're saying. So, looking at that.

Jessica Boulet:

And then, finally, what we're all really excited about, I think, is our mission-driven culture, being really community-centric in our work. This is not something that Governance Committee is necessarily leading on, but especially as we heard from finance or from the finance committee, and from the external relations committee, this is something where a lot of work is happening. And so, the Governance Committee is going to be really committed to making sure that... Or to being there to support and facilitate anything structural that where people may... Or where that is necessary to help that work move forward smoothly.

Jessica Boulet:

And then, also, just in a bigger picture way, what does that mean across every committee? What does it look like when we are community-centric in every single aspect of the work that we do as a board? Those are the three priorities for Governance Committee this year. And all of them are process-driven or they're... Maybe not. They're processes with periodic check-ins, and they build on things that we've been doing. None of this should look totally new, but basically, these are the points, the repeating points where we'll be seeing that in action. And so, yes, I think that I welcome any questions that are short right now, or that are long, in Governance Committee to preserve the length of this meeting. How do I stop sharing? There it is.

Aaron Bothner:

We will be working off of... Or sorry. The committees will be working off of the priorities that they've laid out here going forward. In speaking with each of the chairs individually, and then, also with Malik, I think there's a healthy amount of alignment here. I believe Malik feels the same way, but I'll let him weigh in on that himself. So, good to get these stakes in the ground as we launch into the fall here, and look forward to looking back at the end of next year and seeing what all everyone has been able to accomplish in the coming year.

Aaron Bothner:

That brings us to the executive session portion of the meeting. We'll move into that shortly here. It's been a while since we've done this. So, just to remind folks, what we do is we move into the executive session to discuss the board of trustee interview. In doing so, we also invite senior leadership and staff as guests to offer any perspective they feel the board should consider, to make sure that we've heard from everyone before the board will come out, and then, make a final vote on that. Likely make a final vote on the appointment.

Aaron Bothner:

With that said, for guests joining, you're welcome to join us at the end, again, for the vote and the adjournment. Otherwise, I want to thank everybody for joining us for the August, 2022 Nuasin board meeting, and look forward to seeing everybody, again, at the end of September, when it is hopefully cooler and school is in full swing. Thanks, everybody. And the formal motion is a motion to propose executive session for the purposes of discussing the potential appointment of a board of trustee member. And let the minutes reflect that the board is also inviting the guests, school leadership and staff members who are present on the call here. Do I have a second for that?

Khari Shabazz:

Second.

Aaron Bothner:

All those in favor?

Group:

Aye.

Aaron Bothner:

Opposed, abstentions? Okay, great. We've actually streamlined the exec session process after two years. Finally got something right here. What we're going to do for exec session is everybody just stays here. I will pause the recording. We'll be able to have our conversation. And then, we'll unpause the recording. For folks who are not joining the session, which will be everybody here for the initial part, you'll just be moved to the waiting room, as will be any guests that wish to join. They will then be allowed back in once we move to adjourning the meeting after the exec session. I'll go ahead and pause the recording now to be resumed for the public session of the meeting once we've concluded exec session.

Aaron Bothner:

Great. the board is returning to public session for the August 22nd, August, 2022 meeting. Vote to resume public session.

Ellen Chen:

I'll second that.

Aaron Bothner:

All those in favor?

Group:

Aye.

Aaron Bothner:

All as opposed? Great. And I'll note that a guest has been added to the meeting. Welcome, Potato. Good discussion throughout the meeting today. I would like to make a formal motion to extend an offer to

John Scott, who interviewed with the board this evening to join the board as a board of trustee member. Do I have a second for that vote?

Ellen Chen:

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

Jessica Boulet:

I'm an aye.

Aaron Bothner:

Ellen seconds and is an aye. Jessica, I think I heard an aye out of you. Constance?

Constance Barnes:

Aye.

Aaron Bothner:

Kamaria?

Kamaria Brisseau:

Aye.

Aaron Bothner:

Khari?

Khari Shabazz:

Aye.

Aaron Bothner:

Tim?

Tim Bryan:

Aye.

Aaron Bothner:

Shanta?

Shanta Pressley:

Aye.

Aaron Bothner:

Ellen? That's my bad. And Michael.

Aluta Khanyile:

This transcript was exported on Aug 29, 2022 - view latest version [here](#).

I'm and aye as well.

Aaron Bothner:

Sorry, Aluta. You moved around on me. Thank you. Michael, one last shot. Otherwise, I think we have... All right. Either way, that gets us to a majority, so we will extend the offer to John Scott. Thanks, everybody, for all the contributions this evening. Have a lovely end of the summer. And I'll see everybody in September. Motion to adjourn.

Jessica Boulet:

Good to see you all.

Group:

Good night. Thank you.

PART 6 OF 6 ENDS [02:59:52]