APPROVED

Next Generation Charter Schools

Minutes

Board Meeting

Date and Time
Thursday March 26, 2026 at 6:30 PM

Location
Join Zoom Meeting
ID: 96370544823
Passcode: 569498

(US) +1 312-626-6799
Passcode: 569498

Meeting host: melissa.alston@nngcs.org

Join Zoom Meeting:
https://metlcs.zoom.us/j/96370544823?pwd=5aJm4n7MmaOYbzaafKMLqpqWQBkmU0.1
launch
Joining instructions

Mission
At Nuasin Next Generation, we believe in the unlimited talent and intellectual potential of our scholars and our community. We cultivate this talent and intellectual potential through a progressive education that focuses on deep exploration, thoughtful questioning, relentless curiosity and critical thinking. Nuasin Next Generation Charter School implements a progressive K-12 educational program and an unyielding commitment to cultivating our scholars' innate intellectual talents to empower our graduates to achieve excellence in their postsecondary paths and make positive impacts on the broader community. Every single one of our scholars have the potential to be great and change the world, at Nuasin Next Generation we prepare our scholars for that opportunity.

3 Pillars
The Mission of Nuasin Next Generation stands firmly on the foundation of our three pillars: Rigor, Self-Advocacy, and Community. These three pillars are the guiding principles for our school and culture. Please find a deeper explanation of our pillars below.

Rigor:
We use the word “rigor” not in the stringent or inflexible sense, but in the sense of an unyielding need to challenge and push our scholars because we understand and believe in the potential, talent, and ability of our scholars and community. We challenge our scholars to build their confidence and help them realize what they can achieve.

Self-Advocacy:
Our scholars are empowered to advocate for themselves, their families, and their communities. As our scholars come to understand that their voices are valued and needed, they learn to advocate for themselves. Our scholars are seen and valued; they understand that not only do they have the right to express their opinions, views, and perspectives, but it is their obligation to do so.

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

Trustees Present
A. Bothner (remote), A. Khanyile (remote), J. Boulet (remote), J. Scott (remote), K. Shabazz (remote), M. Dorrie (remote), S. Huda (remote), T. Bryan (remote)

Trustees Absent
D. Billing-Burford, E. Chen, K. Brisseau, N. Orakwue

Guests Present
A. Brown (remote), C. Polanco (remote), J. Culler (remote), K. Davidson (remote), M. Alston (remote), M. Russell (remote), R. Johnson, S. Kochar (remote), S. Rasheed (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

K. Shabazz called a meeting of the board of trustees of Next Generation Charter Schools to order on Thursday Mar 26, 2026 at 6:55 PM.

C. Review the Agenda

Khari reviewed the agenda as written.

D. Board Meeting Updates

E. Approve Minutes

A. Bothner made a motion to approve the minutes from Board Meeting on 01-22-26.
K. Shabazz seconded the motion.
The board **VOTED** to approve the motion.

II. Mission and Pillars Board Reflection

A. Community

Reflection on community was not done as we did not have quorum at the time.

III. School Update

A. Update from Executive Director

MR, shared the following

- Of the students that we have, specifically**.** And I feel like you're, you know, like, I'm excited to see… I'm starting to get, like, really excited to see what they do, kind of you know… high school, college, and beyond, just because I think they've shown such talent now, and I think that's been fostered and cared for in a very, thoughtful way, and so I'm really excited.
- To see him, you know, I think about, like, when… Khari comes to visit, and like, you know…his favorite scholar, always asks about him, just like that. I think that those relationships and that… impact is something special that we get a chance to do, but also, I just can't wait to see what they do. And we need them to do it now more than ever.
- These were the, priorities,
    - Our working behind challenges our normal…
    - **Making sure that we just do this on a daily basis, and not something that we have to, like.** ratchet up as we're in mastery, I feel that the rigor…it doesn't feel as steep a charge, because I think the rigor has just been a little more always there, so it's not like a big switch.
    - And then independence is respect, something I see every day, and, you know, I think that we see as a society every day, and I think it's important for us to respect every member of our community as an independent thinker, that has feelings, thoughts, and things to add.

- **Staff Attendance**
  - 18% of lower school, Marked tardy, which is down from 22%.
  - 6.4% were of the staff marked absence, which is up from 4%. This is the January numbers, we kind of put the two together.
  - 14%, of the lower school class, down from 26%.
  - In that same space for staff. For middle school, and then, 3.44% of high school So absence is down 9.33%
- And so, this is the overall summary, still exactly, you know, it's not where we want it to be. Feels like going in the right direction, and, you know, also, this is a tough time of year, not to make any excuses, it's just a tough time of year with sickness and weather and other issues.
- **Student Attendance**
  - student attendance, increased to almost 90%, And it has highest rate of 93%.
  - On January the 8th, and then his lowest weight at, 83% on January 30th. Again, lots of… Change has to do in that with, weather and other obstacles.
  - And then we are up, still not where we need to be, to 83%. In January for, the high school, we got up to 87%, with the lowest being at 73%. Again, we need to really focus on, family involvement, which they've been doing, doing home visits. We have lots of…**kids in high school, specifically, that have unstable, kind of, homes and situations, that, you know, make it more difficult, but I think the high school teams are doing a good job**
  - lower school summary, for staff attendance, 22% late, 6.5% absent, 15% late, 4.7% absent. And again, these numbers are higher than we want them to be, but also definitely correlate at a high level to… Weather and other, kind of. Sickness epidemics that we're sort of going through at this time.

B. K-4 Update

JC, shared the following;

- Third grades… did a culminating unit.
- In third grade, where they created podcasts, it was super cute.
- We had our third and fourth grade honor roll ceremony, and just, I want to say the week before last, we had a parent workshop on understanding assessments. It was led by our social workers, which really incorporated SEL and what are some things that families can do at home to support with anxiety around testing? I was able to just give some knowledge about testing and the format of the test and what the expectation is, so it was a pretty good turnout for that.

- All in Mastery, we have our March Madness Mastery going on. This year, I focused my attention on teacher preparation and daily planning meetings. So prior, we would do team huddles.
- We transitioned from that to just daily team meetings where teachers are coming together each and every day to…
- Look at main ideas together, compare notes, really discuss misconceptions, and talk about what their launch is going to look like, and what the discourse is going to look like in order to really align.
- Of course, it looks different class to class based on the data, but these are just two examples of the teachers' planning and how they're setting the tone for what we want Four squares to look like with our students.
- Two of my other focal points have just been goal setting in small groups, so every student in the picture all the way on the left has a goal card that is on their desk.
- With a numerical goal for the day, but also what they need to do to hit that goal. So every single day, they take the moment to read over their goal, they go over their four squares each day to see where they can improve, and then, that's filled out.
- Data from the mock exams, which we've been taking the past 2 days, so we can really use that data to make sure that our small groups are useful.
- We'll focus on ELA until, the ELA test… well, for about the next two weeks or so, and then we'll revisit the data to see who needs to be in an ELA small group, who needs to be in a math small group, because both are going on at the same time.
- And just really quickly, I'm really pushing teachers for individualized feedback and coaching on four squares. That's just a quick win where students are getting back their four squares every single day with, glows and grows on it, that they're able to take that feedback and utilize it the next day on their four squares, and through the launch and the discourse, really try and boost their score daily.

C. 5-8 Update

KD, shared the following;

- The first would be our Black History Month showcase, where the week after our winter break, we has **all of our homerooms and advisories presented. They had different themes on each grade, each floor, and we did a museum where we invited, students and**
- Some other grades, along with their peers to come visit and showcase their work. Different students did different… did poster boards, some did, slideshows, some did their own presentation.
- My favorite was the 8th grade theme was around, Afro futurism, which was really, exciting, like, concepts that kids were bringing, forward.
- We also had our quarter two awards, same as, 3-4 did, and then, you also will notice there's quite a few younger friends here. This is a shared experience with,

- Joy and myself, where we had our Eid celebration, celebrating the end of Ramadan. That was just on Monday of this week, in that we had a large number of students, and there was many siblings in both the lower school and the middle school participated there. A huge, huge shout out to both Candy and our culture team for, their work in not only us providing a safe space for students to fast and pray throughout, Ramadan, but also having this celebration at the end.
- Moving on, very similar to Joy, I want to share our approach to mastery, and have three, really, 3 big highlights that I want to share how we are approaching things this year. And so, every… just as Joy said, everything is personalized, in that every student has their goal.
- We've adjusted this year is the graduated approach, in that we have the ultimate end goal that students are working towards, and then we have weekly goals for them. And these goals are increasing. every week until we hit the end, and we're the way up the last week where they're reaching their end goal.
- We've been very transparent with them around what their, what their end goal is, and what we are looking as we continue to raise the bar each week. Within that, we're doing daily debriefs, both depending on… depending on the needs, sometimes in person, more often via email, where we're doing full data debriefs, where both are.
- Instructional leaders and teachers are contributing to a debrief download of that daily data, when we're looking at specifically the overarching performance, but also the performance specifically around the kids that they are coaching on a day-to-day basis.
- That's something that we're obviously prioritizing, and our coaching students are changing. Week to week, just in these pictures, you can see on the bottom left side, the calendar of goals for one of our students, and then you have in fifth grade.
- Two other big areas, so when we're talking about instructional practice during mastery, we're really lasering in on transferable teaching points, and that, when I go into a room, I'm… asking kids a couple of questions. First thing I'm asking them is, what is their goal for the day? We're near 100% of students being able to clearly articulate their goal, both the qualitative and quantitative, which is great.
- I'm asking them, what is the teaching point for the day? What are you all focusing on? That's been a big part that we realized early on, that our teachers, it wasn't as sticky as we wanted it to be, and it's not sticky, unless the kids are able to tell me what it is. And so, that's been a big emphasis with them.
- Lastly, classroom discourse is our big instructional focus around this, and the practice that we're seeing, like, you can do a wonderful launch, go through the goals, and have amazing coaching, but if we're not tying it all together with an effective discourse using student work at the end, it's not a well-rounded approach. And so this example from 8th grade ELA of some of our 8th graders.
- Finally, just, really important, and just want to share the importance of recognizing growth and success. And so, we're…every classroom has their own individualized competitions within the class, and it's focused around kids meeting their goals.

- We have our Students of the Week with… this is, Jayden with Ms. Leonard, 6 grade teacher, just… he was really proud and excited that he was recognized as the Student of the Week for, for his exemplary work in mastery. And so, overall, we feel like we have a really well-run machine.

D. 9-12 Update

AB shared the following;

- This was a project in our African American Studies course, where they would analyze different African American folktales. This was a huge project that Mr. Matthews put on.
- And so, after they, analyzed it, they actually were able to adopt their… they selected a particular folktale, and then they, created their original children's book for the folktale that they created. And so the next slide will just identify some of the folk tales that the scholars actually utilize.
- This is just highlighting our partnerships that we're working on diligently at the high school, to expand our scholars' ability to not only have different, you know, greater networking connections, but also develop, you know, actual hands-on skills.
- This was with the 44th precinct. We actually have another partnership with the precinct as well. They come in every Wednesday, and they have a leadership program that they have with our scholars.
- This one was particular that they identify several scholars that, was interested in culinary, and so they went down, talked about culinary, and then they had an opportunity to actually, cook and understand, you know, nutritional health.
- Highlight some of the things that happen, you know, today, and that happens on a consistent basis. We have a family English club. We invite all of our families and scholars out in order to help families develop their English skills.
- That happens every Thursday. We have… last week, we had a lot more families. This week, we had a few. But it is a consistent area that our families have Indicated that not only they need, they want, but it's a place where we're developing our family engagement to be much stronger.
- High school historically hasn't had, like, a strong mastery program. This year, we have implemented it, and so, you know, we are pushing for to, you know, to make sure that we modify it and create a strong program like we have in K-8, so that that mastery program is really a space where we are not only developing those skills, but we get the outcomes that we're looking for, not just during, the day, but also on these, culminating exams, such as the regions.
- **AP exams. And so this is just an overview of** what happened during our first week with some of the exit tickets. They were hovering around, like, 60% just across the board. This is definitely not where we want to be, but it is a place where we can analyze data. And I do want to put down, like.
- From the conversations that I've, you know, had with Mr. Russell, is just making sure that we look at data without judgment, right? And just looking at it in a sincere

way to determine it may not look the way we want to look, but what do we need to do in order to change those particular things?

- We have a cycle that we are putting together, you know, when we come together as a… not only as an instructional team, but also as content teams, just really dissecting the questions. Going from the point where just looking at… it's not just about right or wrong, it's about…
- Looking at the specific area… errors that our scholars have made. Are they procedural? Are they conceptual? And then addressing those in our instruction, our reach each times, which is on Friday and Monday.
- Really assessing our small group composition. Who are the scholars there? Why did we put them together? How is that, you know, impacting their particular results, and also looking at the flexibility of our small groups on, you know, lesson by lesson as well, to determine how we can get the best results from all of our scholars at all times.
- The team really looking at data across different subject areas, from science to math. to ELA, to history, and looking at those trans disciplinary skills that we all could work on, like close observation and analysis. Those are particular skills that we work on across all subject areas, and identifying how are we working on those, and how they're going to help each and every one of those, scholars across those, subject areas.
- Last slide just talks about some of the highlights when it comes to the college acceptances. I don't know if you all know Northeastern, back in the day, it wasn't a highly selective, now it's a really highly selective university.
- It has a 5%… 5.6% acceptance rate. We had one of our scholars hat was accepted there just recently. Actually, two. One got the award for $94,000 a year, which is huge because, as you know, our goal is to make sure that not only do we get scholars into college, but they also go debt-free.

E. K-12 Ops Update

MA, shared the following;

- we'll start with an update onwhere we are with our current year's enrollment. We currently have 894… Scholars, we are, surpassing, by a little bit, our authorizer goal. We are still not yet at our school goal.
- We currently have 723… applications…we had last year at this time, for this current school year, 723 applications, and this year, or next school year, we have 413.
- **There's a lot of, intentional things that we're working on, aside from the things that we always do with our marketing, and building our relationships in the feeder schools.**
- We are also going to have a blitz during spring break. We have moved our lottery. We normally do the lottery. There's a law where the lottery has to be done.
- Within 14 days of April 1st, when the lottery closes, we were going to do our lottery, around the 13th or 14th, we decided strategically to move it up to April to

the next day after the lottery closes, and we feel like securing and getting to families before other schools do, was the right decision.

- The actual new goal, new school goal for next school year is 1032. This is the breakdown of applications. of last year. At this time, and then this school year, for next school year.As we do right before the lottery.
- For recruiting, we were able to continue our partnership with, the Bronx Charter High School Fair. Some of these are a little bit old, just because we had them on for last time. Creole College, again, very strong relationship with them for a feeder, as well, at Creole. Catholic Charities is another organization that we are, partnered with, and they… we actually have a fair, which you'll see next… next, board meeting on Saturday at one of the schools, where we have a lot of different organizations that provide services to families in the community. They're going to come, and do exhibits.
- We are meeting our authorizer goals, so we did have to make some adjustments in the first part of the school year for budgeting purposes to ensure that we stayed on track, where we are fine now. I think it's hard in the way that we're presenting the numbers to understand that
- A big portion of this is retention-driven, and the fact that families are leaving the city.
- **Most… we do analysis on,** where, families go, and most of them are moving out of state. They're moving to Florida, Texas, North Carolina, some places upstate New York, New Jersey.
- They're moving away from the city, and that's the majority of them. Most of the time, we don't see families that are like, oh, we're just gonna go pick the school down the block. It is because they're uprooting their families.
- There is a lot of work being done there, and our, our operations teams are really very close to the families, and they… they do everything that they can to retain the families, but there's… while we feel like we try to do a lot and support the families, we can't tell them, hey, don't move because you can't afford your rent, and things like that. So I think this… a portion of this, and we were talking about this in our finance committee, where Tim was asking as well about the enrollment, that this just seems like It's a bit of our new normal, but there are things that we are continuing to do that are new, and we will continue to do those things as we keep learning more about the trends.
- **Talent**
    - We have 3 open vacancies two high school and 1 lower school

IV. Finance Committee Updates

A. January Financials

SH, shared the following financials for January and February

- At the end of the February month, we had $12.8 million in cash and cash equivalent, so here you can see the comparison between two months, if you didn't

get the report for January. So, at the end of January, we had $12.7 million in current assets.

- At the end of February, we had, $14.6 million in current assets. The increase is because of the advance per pupil funding, so that's where we see a change there. Other than that, there was no, major changes.
- Current ratios were, were positive in both months, 2.41 in, Jan, and 2.05 in the month of February. debt-to-asset ratio, we're maintaining it below 0.9, which is, like a SED benchmark. We had 0.73 in the month of Jan, and 0.74 in the month of February.
- Cash on hand, 11.7 was in, at the end of, Jan, and 12.7 at the end of February. Like I said, it was just because of the, advance per pupil funding on the enrollment.
- We presented that our projected, revenue is based on $849, and we were keeping it consistent for February as well, so no changes there. Net surplus is very consistent. We had about $1.6 million in Year-to-date net surplus, and at the end of February, we had 1.6 million as well
- We have spent $8.9 million against a budget of $14.3. On the other than personnel, we have spent $4.9 million against a budget of $8.47 million.
- And, we have a, pretty decent surplus at the end of February, 1.6, and, like, we didn't make any changes on the, projected, on the budget, so we're doing good, doing a better job, what we budgeted for.
- The statement of financial positions, here you can see the both month. We have, Jan, January here and February, as well credit ratio 12.7, and, 14.6 in the month of February. The difference was, the increase was because of the advanced per-peer funding.
- And total assets, $51.2 million in the month of January, and $53 million in the month of February. And the total equity is, $13.6 million, and about, like, about the same in both months.

B. February Financials

SH, shared both January and Fenruary together.

C. Investment Policy

T. Bryan made a motion to Approve the investment policy.
K. Shabazz seconded the motion.
Last voting member could not be heard on call.
The motion did not carry.
T. Bryan made a motion to Adopt Investment policy.
K. Shabazz seconded the motion.
The board **VOTED** to approve the motion.

D. Budget 26-27 Preview

V. Nominating Committee Update

A. Nominating Committee Update

JB, shared there were no updates.

VI. Education Committee Update

A. Education Committee Update

EC, was not in attendance. No updates.

VII. Expansion Committee Update

A. Expansion Committee Updates

JS, shared no updates.

VIII. Governance Committee Update

A. Governance Committee Update

JB, shared no updates.

B. Trustee Goal Setting Reflection

IX. Public Comments

A. Public Comments

AB, shared no public comments.

X. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:14 PM.

Respectfully Submitted,
A. Bothner