00:22:33.030 --> 00:22:33.870

Courtney Russell: Hi, Javier.

77

00:22:38.610 --> 00:22:39.090

Courtney Russell: Kind of

78

00:22:40.500 --> 00:22:41.250

Courtney Russell: thing happening.

79

00:23:27.420 --> 00:23:28.680

16463739646: Hello this is Tina.

80

00:23:31.920 --> 00:23:42.150

Courtney Russell: Hi, Tina. You've got a few folks on the call and on the video you've got Travis Maria Courtney Javier and a few other numbers I don't recognize this yet, but we're

81

00:23:42.780 --> 00:23:47.730

Courtney Russell: We're trying to get the video unlocked so that people that try and get in that way can

82

00:23:48.750 --> 00:23:50.760

Courtney Russell: can join. But thank you for being here via phone,

83

00:23:53.640 --> 00:23:55.230

16787725502: Yeah, I'm having the same issue.

84

00:26:50.010 --> 00:26:51.000

12157185324: Hello this is care.

85

00:26:56.820 --> 00:27:04.560

Courtney Russell: I care. Thanks for being here tonight. We're just still troubleshooting on the phone with our CTO, but it looks like we have a number of board members.

86

00:27:05.430 --> 00:27:11.910

Courtney Russell: And Javier just dial back end. So we'll see if we can hear him and see if we can announce everyone in just a moment. Thank you everyone for your patience.

87

00:27:12.720 --> 00:27:13.500

12157185324: Yeah, no problem.

88

00:27:16.650 --> 00:27:19.980

Courtney Russell: I the air. Can you hear us okay. Yeah, I can hear you guys now.

89

00:27:20.430 --> 00:27:21.870

Courtney Russell: Great, great. Um,

90

00:27:22.500 --> 00:27:25.440

Courtney Russell: So it won't let me. Rename the phone numbers I'm still on with

91

00:27:26.160 --> 00:27:28.680

Courtney Russell: With casing. You can troubleshoot shooting why

92

00:27:29.700 --> 00:27:36.480

Courtney Russell: It seems to be locked for other work, besides the fairest staff so Travis Maria and my fluff can all see weather right now.

93

00:27:37.680 --> 00:27:38.910

Courtney Russell: But essentially,

94

00:27:39.660 --> 00:27:41.700

12157185324: I think that we have a number of board members it

95

00:27:41.700 --> 00:27:49.350

Courtney Russell: Looks like we have eight. And so if we could just maybe announced ourselves and see how you want to proceed from here, heavier.

96

00:27:50.100 --> 00:27:55.500

16173080721: Yeah, let's do roll call. And if we can just do this old school way over the phone and have fun. Bye bye. Bye.

97

00:27:57.000 --> 00:27:58.590

16173080721: So I'm here. This is Javier.

98

00:28:02.400 --> 00:28:04.530

16468372750: Um, yeah, but no other time.

99

00:28:06.630 --> 00:28:07.620

12157185324: I'm here to here.

100

00:28:14.550 --> 00:28:15.840

I'm here. This is Tina.

101

00:28:17.700 --> 00:28:19.680

13478521162: And this is Brian. Sorry. Someone else before

102

00:28:25.440 --> 00:28:29.550

Courtney Russell: Thanks. And we also have Rob. I think you texted that he was shining

103

00:28:37.140 --> 00:28:38.670

Courtney Russell: Rob. We can't hear you. If you're on.

104

00:29:04.350 --> 00:29:05.640

16173080721: We may or may not have Rob

105

00:29:07.980 --> 00:29:08.070

16173080721: Only

106

00:29:09.390 --> 00:29:09.660

12157185324: Yeah.

107

00:29:10.740 --> 00:29:12.450

16173080721: I'm sorry yeah been texting with him. He is

108

00:29:12.450 --> 00:29:14.220

Courtney Russell: Here he just can't speak for me.

109

00:29:14.700 --> 00:29:16.320

16173080721: Okay. Yep, go ahead. CASEY

110

00:29:18.510 --> 00:29:19.800

19175390364: Hi, can you hear me.

111

00:29:21.000 --> 00:29:22.830

16173080721: Yes. All right.

112

00:29:22.890 --> 00:29:24.630

19175390364: I am Rob and I am here.

113

00:29:25.830 --> 00:29:26.430

16173080721: Excellent.

114

00:29:27.750 --> 00:29:34.890

16173080721: Alright so that gets us to six. I think I got here, Sarah, Briar Alexandra myself and Rob today, Miss somebody

115

00:29:38.760 --> 00:29:45.540

16173080721: Tatiana, but she has she been approved by the do we assume official sheepishly count towards

116

00:29:46.020 --> 00:29:51.360

Courtney Russell: No, no. Yeah, unfortunately. So I think we're just one short of quorum right now we've got six and we make seven

117

00:29:52.320 --> 00:30:00.600

Courtney Russell: Okay, Courtney. Be good. Okay, great. CASEY so I'm Casey just told me, we're good to go. So if folks that are on the phone. Also want to try logging in.

118

00:30:01.290 --> 00:30:06.750

Courtney Russell: The at the zoom link, you should be good to go. Yeah, and I apologize for that, but feel free to to join that way as well. If you can

119

00:30:07.800 --> 00:30:10.710

Courtney Russell: Yeah, I'll wait until we get a confirmation one person.

120

00:30:16.830 --> 00:30:19.500

19175390364: Looks like I was able to join and I'm in the waiting room.

121

00:30:27.480 --> 00:30:27.810

Courtney Russell: Right.

122

00:30:27.840 --> 00:30:28.230

16173080721: That was the

123

00:30:29.520 --> 00:30:30.810

16173080721: Case, he was driving down

124

00:30:31.800 --> 00:30:37.170

Courtney Russell: To his mother's house far away, but he happened to be pulled over to get dinner. So it was perfect. Sorry about that. We are going to go

125

00:30:44.100 --> 00:30:44.370

All right.

126

00:30:50.490 --> 00:30:59.250

12157185324: I'm not able to get it. But how did you get in. Were you able to use your with the one login username and password.

127

00:31:05.370 --> 00:31:06.270

iPhone252240: And the email.

128

00:31:09.240 --> 00:31:10.530

12157185324: So when I do that.

129

00:31:12.570 --> 00:31:14.100

12157185324: It makes it says

130

00:31:15.180 --> 00:31:18.240

12157185324: The meetings, only for only in our

131

00:31:26.100 --> 00:31:27.360

12157185324: Work everyone

132

00:31:44.400 --> 00:31:44.880

16173080721: Do we have

133

00:31:47.700 --> 00:31:48.180

An echo

134

00:31:50.190 --> 00:31:51.060

16173080721: We are now.

135

00:31:56.790 --> 00:31:57.150

Courtney Russell: Coming.

136

00:31:58.530 --> 00:32:05.490

Courtney Russell: I'm still getting six as well. And let me see, in part on track. Who else is joining tonight. We did have quorum there. I did a check yesterday and today,

137

00:32:07.140 --> 00:32:10.500

robb@commonbond.co: I could join by phone to have that helps count for to

138

00:32:12.660 --> 00:32:14.790

Courtney Russell: It'll be like the finance calls, Rob.

139

00:32:17.310 --> 00:32:19.200

Courtney Russell: Okay, I've got your thoughts. I can join

140

00:32:19.200 --> 00:32:19.560

Twice.

141

00:32:20.880 --> 00:32:21.510

16173080721: So it looks like

142

00:32:21.540 --> 00:32:27.960

Courtney Russell: Adrian did respond as a yes and Stacey, so I'll text, both of them right now to see if at least one of them can join

143

00:33:11.460 --> 00:33:13.530

Courtney Russell: Alright, I sent a message to both of them to see

144

00:33:54.720 --> 00:34:04.710

16173080721: Lighting is fine during the day where I'm sitting for like four calls, because the light shines this way. Yeah, but at night like I've got this light behind me and it's not

145

00:34:06.180 --> 00:34:08.400

16173080721: Always have to be mindful of being in good light.

146

00:34:16.620 --> 00:34:17.280

Sara Jean-Jacques: Babies

147

00:35:33.360 --> 00:35:36.600

Sara Jean-Jacques: So how's big brother doing Courtney. Does he like being a big bro

148

00:35:40.740 --> 00:35:42.510

Courtney Russell: Okay, thank you. Adrian

149

00:35:43.980 --> 00:35:44.460

Courtney Russell: Appreciate it.

150

00:35:45.720 --> 00:35:49.200

Courtney Russell: Hey, Sarah. Sorry about that. I was talking to Adrian, he's going to join in just a minute heavier.

151

00:35:49.650 --> 00:36:01.200

Courtney Russell: And yeah, he's adjusting. He's uh, he's still little like he's only 18 months. So he's pretty like clueless. He just goes over and like poke some IN PROD some a little bit. But otherwise, he's been pretty receptive, so it's been good.

152

00:36:05.190 --> 00:36:06.750

Courtney Russell: How are your little ones doing Sarah.

153

00:36:07.920 --> 00:36:08.670

Sara Jean-Jacques: Their God

154

00:36:09.060 --> 00:36:09.750

Sara Jean-Jacques: Nico and

155

00:36:09.810 --> 00:36:13.350

Sara Jean-Jacques: Is insisting on being a rhino again for Halloween.

156

00:36:14.460 --> 00:36:18.240

Sara Jean-Jacques: No, it's gonna be a lie in there. My work there. My wild animals.

157

00:36:21.780 --> 00:36:24.780

Courtney Russell: And I seen a Kaylee and Adrian, so we should be good to go heavier.

158

00:36:26.580 --> 00:36:28.380

Courtney Russell: Alright, so let's go ahead

159

00:36:28.500 --> 00:36:33.750

16173080721: And open, open up a call the meeting to order. It is 649

160

00:36:35.790 --> 00:36:37.620

16173080721: Maria, you've got everybody I think

161

00:36:40.170 --> 00:36:44.310

16173080721: So Hello everybody welcome back to another edition of

162

00:36:46.290 --> 00:36:46.680

Fun.

163

00:36:48.750 --> 00:36:55.320

16173080721: We're going to open the meeting with public comments. So I don't know if there's anyone in the public eye here given to people. But what's for us.

164

00:36:55.680 --> 00:37:05.490

16173080721: To get on here, I'd be surprised with anybody else. But I'll you know have a couple of seconds of silence here and see if there's anyone who wants to say anything.

165

00:37:12.120 --> 00:37:13.440

16173080721: Okay, so

166

00:37:14.670 --> 00:37:20.610

16173080721: I'll turn it over to the next section, which is the cupboard 19 updates, turn it over to Mr. Brown, if there's anything

167

00:37:21.810 --> 00:37:22.290

16173080721: Updating

168

00:37:23.520 --> 00:37:33.270

Travis Brown: So think that the big headline here is that they were they had been no reported positive cases. So I think that's the number one headline, we've been

169

00:37:33.900 --> 00:37:45.300

Travis Brown: Just to remind everyone teachers have been in person, since August 21 students started September 14 so yeah it's been it's felt it felt like it's been

170

00:37:46.260 --> 00:37:56.430

Travis Brown: A full school year so far already, but I'm just just staying, you know, with precautions that we've done a great job. Courtney spearheaded the coven 19 plan.

171

00:37:56.730 --> 00:38:02.340

Travis Brown: And I think we've just been really just steadfast and implementing that every day. So, you know, knock on wood, but

172

00:38:03.090 --> 00:38:10.620

Travis Brown: We've had a number of, you know, we're being overly cautious. So where when staff members may have a sneeze or cough or anything.

173

00:38:10.980 --> 00:38:27.210

Travis Brown: We're telling them to stay home and go get tested. So I think that strategy of just being overly cautious has really worked to our benefit and yeah I think everything we're just getting smarter about everything, every day and and just up to this point.

174

00:38:28.230 --> 00:38:31.590

Travis Brown: I think everything is everything has been going pretty smoothly around here.

175

00:38:35.760 --> 00:38:37.680

Travis Brown: There any Kobe related questions.

176

00:38:45.780 --> 00:38:55.320

16173080721: Do we know if there are other like charters in the area that have positive testing or that have had students or staff come down with covering

177

00:38:56.760 --> 00:38:57.870

Travis Brown: I get a man can you like

178

00:38:58.170 --> 00:38:59.370

16173080721: Do you know from the rumor mill.

179

00:39:00.480 --> 00:39:00.810

16173080721: Well,

180

00:39:01.230 --> 00:39:06.000

Travis Brown: We at not from charges but Department of Education schools have

181

00:39:07.080 --> 00:39:17.220

Travis Brown: Have had positive reports, but I haven't heard anything from local charter schools, most of the rumor mill has been coming from the Department of Education schools.

182

00:39:17.640 --> 00:39:27.180

Travis Brown: And I know everybody knows the news around the hotspots the hotspot areas, things like that where they've missed shutting schools. Now luckily we haven't been in that in that

183

00:39:27.960 --> 00:39:39.240

Travis Brown: In those hot zone. So we're, we've been able to stay open but haven't heard, to answer your question, I'd be I haven't heard much from charter schools, a lot of charter schools are still fully remote also

184

00:39:42.210 --> 00:39:45.750

16173080721: Alright, cool. Um, if there aren't any other questions.

185

00:39:47.640 --> 00:39:49.500

16173080721: Do we have a staff presentation today.

186

00:39:50.280 --> 00:39:54.330

Travis Brown: We we do, but I think she's running late. So, okay.

187

00:39:55.290 --> 00:40:01.380

16173080721: All right, well then, in the interest of time, I'll move to the next section, and we can jump back to there.

188

00:40:02.850 --> 00:40:13.740

16173080721: So the next section is Board Governance co support and evaluation. This is the minutes from the last meeting that you guys have a run, have a chance to look over the Minutes.

189

00:40:16.980 --> 00:40:21.150

16173080721: So I motion to approve the minutes from the previous meeting.

190

00:40:22.260 --> 00:40:22.560

16173080721: Is my

191

00:40:25.560 --> 00:40:26.010

Keyur Shah: Second,

192

00:40:27.660 --> 00:40:29.610

16173080721: All those in favor, hi.

193

00:40:29.700 --> 00:40:31.260

13478521162: Hi. Hi. Hi.

194

00:40:33.150 --> 00:40:46.260

16173080721: Let the record show that the board has unanimously approved the meeting minutes from the previous meeting September 17 2020 alright the next item on the agenda is the board member referral serving and that is recording

195

00:40:48.120 --> 00:40:55.230

Courtney Russell: Yeah. So just a reminder, if anyone has any board members, you'd like to refer again. We know that Tina is still

196

00:40:55.560 --> 00:41:08.760

Courtney Russell: In progress with the, do you, but certainly was a great referral from Sarah. So just a reminder that link remains open. And certainly if you have anyone you'd like to just share their contact information, I'd be glad to connect with them. So just a brief update there. I think you

197

00:41:15.900 --> 00:41:23.100

Adrian Adderley: Had a good question being, that when his corporate environment. Are we open to having formulas that are not local.

198

00:41:25.980 --> 00:41:30.810

Courtney Russell: A good question. I think that would be I posed that to the board to get your

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00:41:31.980 --> 00:41:32.910

Courtney Russell: appetite for that.

200

00:41:34.650 --> 00:41:39.540

Courtney Russell: I think it's certainly allowable. But what's the, what's the interest or appetite for that from the board.

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00:41:42.750 --> 00:41:53.340

Sara Jean-Jacques: I think that even though we for the short term, we're not going to be in person, necessarily. I feel like there is some it is. I feel like part of

202

00:41:54.870 --> 00:42:04.530

Sara Jean-Jacques: What it is important to be physically present at the board meetings and I feel like we have rules around that and actually say that you have to be physically present at a certain amount of

203

00:42:05.100 --> 00:42:17.550

Sara Jean-Jacques: meetings a year. So I kind of think that goes against like the spirit of what we're trying to do by creating community and being a part of the actual community physically

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00:42:21.300 --> 00:42:22.710

16173080721: I completely agree. I think that

205

00:42:24.090 --> 00:42:32.550

16173080721: The spirit of charter schools and the way that they're set up in New York is important purpose is to be a representation of the community. And I think it's different clubs to do that if you'd like.

206

00:42:33.240 --> 00:42:40.830

16173080721: I mean, imagine a scenario where, say, the board is all composed with people who live in the middle of nowhere in Florida, and they want to be, you know,

207

00:42:41.340 --> 00:42:51.840

16173080721: Managing a board and for Bronx, New York. I think there's a disconnect here and it's to Sarah's point against the spirit of what what the law and the way the charter schools are set up.

208

00:42:57.870 --> 00:43:03.720

Adrian Adderley: Good to know. I'll, I'll see if I have anyone but I just wanted to make sure all the parameters around his current environment.

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00:43:06.540 --> 00:43:14.790

16173080721: I think there's exceptions. Having said that, like Rob, for example, I remember Rob is in North Carolina.

210

00:43:15.900 --> 00:43:34.560

16173080721: Yes. Yup, North Carolina. There's forget the first North Carolina, South Carolina, but you know Rob this query part of the community. And I feel like that's a different there's a difference in that example because it was Rob started with us at the board, you know, physically there and and

211

00:43:35.760 --> 00:43:37.320

16173080721: One day we'll get back to doing that.

212

00:43:42.990 --> 00:43:47.910

16173080721: Alright, so the next item on the agenda is the pork update also from Courtney

213

00:43:49.050 --> 00:43:57.210

Courtney Russell: Yeah so great news. Thank you all for getting that push through last month, all the different resolutions we did go ahead and circulate

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00:43:57.840 --> 00:44:08.580

Courtney Russell: The additional signatures that needed to be obtained. So I think it was K or myself Javier and Rob, so we are all good to go. And those have been submitted. ORG. I know that there's still one

215

00:44:09.210 --> 00:44:12.570

Courtney Russell: Attorney one party that they're outside of work that they're waiting on

216

00:44:13.380 --> 00:44:25.350

Courtney Russell: To get some additional information from so no updates at this time. But the good news is, we've done everything on our end to, um, to square that away. So as soon as I hear more, I'll let you know hopefully next month. But again, we're in good shape for leaders to do

217

00:44:30.030 --> 00:44:34.800

16173080721: So the next item on the agenda is the mentoring opportunity updates and that is from Sarah.

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00:44:35.910 --> 00:44:36.450

16173080721: Yes.

219

00:44:36.540 --> 00:44:36.900

16173080721: Um,

220

00:44:36.960 --> 00:44:38.550

Sara Jean-Jacques: So we had a really productive.

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00:44:38.580 --> 00:44:47.280

Sara Jean-Jacques: Call between fully and Travis, just to kind of narrow down what our goals were so that we can get things rolling and get things started.

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00:44:47.820 --> 00:45:08.100

Sara Jean-Jacques: And so the first two things that we decided, and by we I mean what Travis said he felt like we should prioritize it as what the students really need are doing a panel and we're targeting November to do that panel and the panel will be kind of

223

00:45:09.630 --> 00:45:16.920

Sara Jean-Jacques: A what different attorneys do and talking about the law and careers in the law, but it's going to be

224

00:45:18.240 --> 00:45:28.380

Sara Jean-Jacques: Connected with the ethics studies and human rights or sit course so that the kids can prepare for the panel and

225

00:45:28.950 --> 00:45:34.890

Sara Jean-Jacques: Then have like real questions to ask the attorneys. So what I'm what we're doing internally at fully

226

00:45:35.370 --> 00:45:43.410

Sara Jean-Jacques: Is trying to focus on getting attorneys that actually do a lot of pro bono work since it's a human rights class so that they can talk about

227

00:45:43.890 --> 00:45:48.720

Sara Jean-Jacques: Like a pro bono slash human rights, kind of like more nonprofit.

228

00:45:49.230 --> 00:46:00.780

Sara Jean-Jacques: Type of work rather than the for profit work that we do. But I still I'm going to throw like a person who obviously everyone has a for profit practice and so can speak to those issues to the extent that those come up to

229

00:46:01.350 --> 00:46:15.930

Sara Jean-Jacques: And then the second thing that we're going to try and do this semester is a seminar a freshman seminar for or sorry, it's going to be for Travis, correct me if I'm wrong, it's gonna be for juniors and seniors.

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00:46:18.270 --> 00:46:22.560

Sara Jean-Jacques: Or am I speak, it's okay. Yeah, juniors and seniors. It's going to be a mock

231

00:46:23.850 --> 00:46:40.500

Sara Jean-Jacques: Job Interview resume and job search kind of workshop. And so it's going to have three parts to the first part will be like a resume workshop and we're still deciding how to format it, but we're thinking of doing like one

232

00:46:41.940 --> 00:46:52.470

Sara Jean-Jacques: Like large group instruction, kind of, this is how you do a resume them doing breakout groups. So each attorney is assigned to a smaller group of students that will then

233

00:46:53.250 --> 00:47:01.290

Sara Jean-Jacques: The students will do their resumes and this the attorney will workshop those resumes with those students in small groups and then

234

00:47:03.570 --> 00:47:11.100

Sara Jean-Jacques: A seminar about job searching and how to find a job and job opportunities. And then finally,

235

00:47:12.360 --> 00:47:13.650

Sara Jean-Jacques: A seminar on

236

00:47:14.820 --> 00:47:30.870

Sara Jean-Jacques: How to interview and so we're still working on the format for for those. But those seminars, but we're in the process right now of blocking down dates so Travis has provided fully with some dates that would work and the times of day that the classes.

237

00:47:32.100 --> 00:47:48.540

Sara Jean-Jacques: Meet for the for the panel. And then for the seminars like days that would work for for those classes. And so we'll kind of all working together to get that fake finalized and figured out, but hopefully we'll be able to put the dates on the calendar in the next week, our tail.

238

00:47:53.970 --> 00:47:56.550

Sara Jean-Jacques: So anybody have any questions or thoughts.

239

00:48:04.830 --> 00:48:13.770

Sara Jean-Jacques: Okay well we're hoping that those you know those events go well and that they're just the beginning. And then once we kind of do those and see how they go and

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00:48:13.770 --> 00:48:15.690

Sara Jean-Jacques: Get feedback from both

241

00:48:15.750 --> 00:48:28.410

Sara Jean-Jacques: You know track the school and the attorneys and the students, then we can decide what we want to do next semester but we wanted to make sure that we got some, you know, got something on his calendar for this year. This

242

00:48:29.250 --> 00:48:29.820

16173080721: Calendar. Yeah.

243

00:48:31.110 --> 00:48:41.580

16173080721: That sounds great. And it's, it's good to that. It's like, I don't want to say programmatic for that. It's like tied to structure and it's something that will be more useful for the student.

244

00:48:43.770 --> 00:48:48.900

16173080721: Alright, so the next item on the agenda is the my world consulting recommendations project plan.

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00:48:50.430 --> 00:48:52.440

16173080721: Do we have any updates from that Courtney

246

00:48:53.490 --> 00:48:55.950

16173080721: Did the only thing would be like what

247

00:48:56.790 --> 00:49:03.570

Courtney Russell: I was just gonna say not on that specifically, but I do have an update around the the writing of the new charter. If you'd like for me to take that heavier.

248

00:49:04.440 --> 00:49:06.330

16173080721: Yeah. Great. Okay.

249

00:49:06.360 --> 00:49:10.620

Courtney Russell: Great. I'm going to share my screen for just a moment. So I can give you all an update as to where we are.

250

00:49:11.310 --> 00:49:28.770

Courtney Russell: If you take a look right here. I did share this with you last month. So this should be a bit of a review, but the, the good news is you see that we have kind of pass this deadline of the ninth. So essentially phase one, which was these first six sections.

251

00:49:29.910 --> 00:49:47.520

Courtney Russell: Comprised of some work from both myself and Travis. All of that has been completed. So between September 18 and October 9 Travis, said I, each wrote these sub sections and have submitted them to our editor. So that's why those are all in green and also update the

252

00:49:48.600 --> 00:49:50.520

Courtney Russell: Goals piece because Travis also did

253

00:49:51.600 --> 00:49:57.060

Courtney Russell: Share some additional goals beyond what the deal. He has given us so we're in great shape here and then

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00:49:58.080 --> 00:50:10.290

Courtney Russell: We have both spoken to the editor. I had my call with him earlier this week and Travis has his call tomorrow. So we're going to be going through some clarifying points with the editor getting some feedback and then

255

00:50:10.680 --> 00:50:16.800

Courtney Russell: Most importantly for this group for the Executive Committee. So specifically, I believe that's Rob's Sarah.

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00:50:17.430 --> 00:50:27.540

Courtney Russell: Javier and Nikki Haley. I don't know if there's anyone else on there, but I think maybe cares on that one as well. Just a heads up on the 25th. We're going to be sending over

257

00:50:28.260 --> 00:50:32.490

Courtney Russell: A pretty polished version of this phase one. These sections.

258

00:50:33.000 --> 00:50:46.470

Courtney Russell: For the board to look at this deadline is here because we want to keep things moving and get into phase two on the 31st, but just know that if you all as a board need some additional time. There's no real deadline here were submitting this

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00:50:47.490 --> 00:50:53.970

Courtney Russell: You know when we're done, we anticipate it will be in February. Once we've wrapped up these phases and then

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00:50:54.570 --> 00:51:00.090

Courtney Russell: The editor has written out the table of changes. So just know that there's a relatively quick turnaround described here.

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00:51:00.630 --> 00:51:06.240

Courtney Russell: But certainly if the board wants to take any additional time to provide any feedback. We're certainly willing to receive that so

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00:51:06.600 --> 00:51:14.880

Courtney Russell: In short, everything is going great, and coming along as we expected it to and will continue to update you on a monthly basis as to the progress through the different phases.

263

00:51:16.290 --> 00:51:26.460

16173080721: Or do I have a quick question on the on the first section here. Is it is it simple material enough that we should be able to sort of go through it without any sort of facilitation or

264

00:51:27.540 --> 00:51:28.860

16173080721: Do you think it will require

265

00:51:30.210 --> 00:51:40.020

16173080721: Someone to sort of hold our hand a little bit and some of the content. I'm just wondering how much is, we should be able to sort of do on our own, without help.

266

00:51:40.770 --> 00:51:45.390

Courtney Russell: Yeah I would lean towards it should be pretty self directed, but certainly if there's anything

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00:51:45.930 --> 00:51:51.120

Courtney Russell: That you'd want to spend any time on a phone call or zone with Travis myself and or the editor, we can more than

268

00:51:52.170 --> 00:51:56.190

Courtney Russell: More than gladly do that. But I do think it to be done pretty independently, have the air.

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00:51:56.820 --> 00:52:01.140

16173080721: Okay, great. That's what I was hoping. The other question I had is, let's just keep track of, like,

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00:52:02.010 --> 00:52:16.050

16173080721: How effective and efficient. We think the editor is because you know there's a lot of stuff that we're going to put in front of this person. So if you feel that they're, you know, going off the rails or taking too long or something like it really absolutely

271

00:52:16.350 --> 00:52:23.610

Courtney Russell: And one good thing is I think I mentioned this to you all. But he did work with us around the renewal last time. So he has he's based out of Portland.

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00:52:24.420 --> 00:52:36.060

Courtney Russell: But he has a pretty good understanding of the school and the deal we landscape and all of that. So, so far, my experience has been really positive and will continue to do exactly what you said, have the air. But yeah, everything is moving along nicely.

273

00:52:37.980 --> 00:52:46.590

16173080721: Thank you so much. Absolutely. Alright, so the next item on the agenda is follow up items. I don't think we have any follow up items, Julie, Courtney.

274

00:52:49.530 --> 00:52:49.800

Courtney Russell: Know,

275

00:52:50.760 --> 00:52:52.410

16173080721: I don't think anything was in that bucket anymore.

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00:52:54.180 --> 00:52:55.110

16173080721: All right, and then

277

00:52:56.670 --> 00:53:07.290

16173080721: There was another item to which is the Culture Committee. But right now, that's sort of think that's in transition. Am I right on that one job.

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00:53:08.460 --> 00:53:11.640

Travis Brown: I did, I did speak with film. Yeah.

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00:53:12.090 --> 00:53:13.470

16173080721: Okay, I talked to her also

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00:53:15.990 --> 00:53:17.310

Travis Brown: I can remember we're looking for.

281

00:53:17.550 --> 00:53:19.590

16173080721: Yeah. Could you sure yeah can share a

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00:53:19.620 --> 00:53:25.620

Travis Brown: Couple updates around culture couple highlights. So first,

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00:53:27.570 --> 00:53:42.210

Travis Brown: Thing is cultural and also academic combined. But I think it's cultural because I think it just signifies part of our school what our school is and I would need some help for board members with this also because

284

00:53:43.470 --> 00:53:47.220

Travis Brown: What about students received the highest essay T score and our history.

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00:53:48.450 --> 00:54:01.320

Travis Brown: Of 1410. So we're really excited about that. And I would love it, one or two of you, all of you can if I send you to name just the shout out the student because he put himself in a really

286

00:54:02.550 --> 00:54:14.550

Travis Brown: Really he's ready. Easy. He'll he's putting himself in a position to be really competitive to some really selective schools. So the highest essay T score ever so that's just

287

00:54:15.330 --> 00:54:20.610

Travis Brown: A great thing for our school community and also just give you another highlight around

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00:54:21.240 --> 00:54:29.850

Travis Brown: Miss Oh, who's our receptionist at the high school her son also he cracked that 1330 so she's really excited about that.

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00:54:30.570 --> 00:54:37.080

Travis Brown: The last round of essay T score is really came in and our kids really overall did really well with the number of students.

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00:54:37.350 --> 00:54:50.940

Travis Brown: Scoring 1300 or above, and a lot of school students in the 1200 so they did a really good showing. So we're really excited about that and tell a little story. So I'll send you those names. And if you can just drop them a couple months. That'd be super cool.

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00:54:52.440 --> 00:54:54.600

Travis Brown: I just wanted to share that with everyone.

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00:54:55.650 --> 00:55:08.340

Travis Brown: I think one of the things that we have learned in coven is that high school kids don't like being in person in this coven world. So we started with 108 students in person at the high school

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00:55:10.380 --> 00:55:19.530

Travis Brown: Now we're down to about 56 students. They all want to be remote because the classes they see like three or four kids, and every class and

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00:55:20.520 --> 00:55:29.550

Travis Brown: Wow, while the key numbers have held steady high school kids want to be remote. So I think part of it what we see. And when we speak to them.

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00:55:29.910 --> 00:55:38.610

Travis Brown: A lot of it is around the social aspect of high school and seeing their friends and I think they feel like they have more ability to see their friends.

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00:55:38.970 --> 00:55:56.580

Travis Brown: If their home and things like that. So we've seen a lot of them shift from in person to online. So just wanted to highlight that that's happening at the high school where Cade has been pretty steady, so I'll pause there. Any questions about the high school shift from in person to remote

297

00:55:59.670 --> 00:56:12.780

robb@commonbond.co: That's really interesting. Travis, is that something that scholars can kind of just elect to go back and forth, or is there kind of like a, you have to commit to a certain format for a certain period of time.

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00:56:13.320 --> 00:56:15.900

Travis Brown: Great question. So they have to commit to remote

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00:56:17.370 --> 00:56:30.150

Travis Brown: Because we don't want different people come in, in, in and out. So, so let me. So if you're in person. If you opted to be in person. You can go remote. But if you remote, you can opt to be in person.

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00:56:30.600 --> 00:56:31.500

robb@commonbond.co: Got it, okay.

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00:56:31.950 --> 00:56:36.840

Travis Brown: And they'll have another go have another selection window, getting ready for the next next semester.

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00:56:39.870 --> 00:56:42.750

13478521162: With that biggest shift Travis's that changes staffing plan.

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00:56:45.810 --> 00:56:55.170

Travis Brown: Know, because they're still taking the same courses is I think the biggest shift is that now teachers were, they were teaching to five to six students

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00:56:55.470 --> 00:57:07.650

Travis Brown: Students in person, sometimes like one or two and the majority of the kids online. So I think it's shifting more like more of instructional practices really then you then stepping

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00:57:12.660 --> 00:57:22.650

Tahina (Ty-ee-nuh) Perez: How are you, how long is attendance counted and you see like drop off during the day with the kids at the order level that they're switching between teachers.

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00:57:23.430 --> 00:57:33.510

Travis Brown: Right so attendance is tracked. Once we have an official attendance period, usually around third period. So that's the official attendance for the day.

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00:57:33.990 --> 00:57:42.240

Travis Brown: And we're not seeing, we're seeing, we're counting the kid drops off from, let's say, fourth period, a period we're counting it as a cut.

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00:57:42.660 --> 00:57:50.130

Travis Brown: And then we're calling parents and following up that way, but we haven't seen a lot of cuts happening. Where is it when kids on

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00:57:50.430 --> 00:57:58.410

Travis Brown: That pretty much on for the full day because if they're not, then we call we call families and ask why the kid is not on, are we as

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00:57:58.830 --> 00:58:03.150

Travis Brown: We, what we do is we try to follow the same in person rules. So if a kid is

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00:58:03.540 --> 00:58:12.090

Travis Brown: Let's say a kid logs off at 12 o'clock we call a family and as it did. Is there a reason like they go into a doctor's visit and they had something to do

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00:58:12.390 --> 00:58:21.120

Travis Brown: So we communicate with families to figure out if a kid has dropped off, why they have dropped off. So we've seen pretty consistent in terms of they log on in the morning.

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00:58:21.720 --> 00:58:32.610

Travis Brown: That they're logging on all day and our, our attendance pretty consistent with how it how it has been in person. So we have over 90% of kids logging on every day.

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00:58:35.310 --> 00:58:36.930

Travis Brown: Right, thank you. No problem.

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00:58:41.430 --> 00:58:51.780

Travis Brown: So then one of the things that we started to do in this in the school. And this is when staff we were starting diversity, equity, and inclusion groups spearheaded by the staff.

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00:58:52.230 --> 00:59:01.680

Travis Brown: So one of the big things that our staff members, teachers and operations team call for us to have more conversations about diversity, equity inclusion.

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00:59:02.010 --> 00:59:12.150

Travis Brown: Within the staff, but also with schools within the students in terms of the bookstore books, they're reading things we're celebrating so we're

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00:59:12.780 --> 00:59:18.360

Travis Brown: We're about to kick off a di committee and November, so that should be exciting.

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00:59:19.020 --> 00:59:27.120

Travis Brown: That should be really exciting. And it's a different. It's a different shift because we've never done it before. So a lot of staff members have been calling Florida and calling for us to

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00:59:27.480 --> 00:59:38.430

Travis Brown: Not be so responsive reactive to events that are happening in the world and issues, but be more have more of a have more of a proactive approach to how we support.

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00:59:39.240 --> 00:59:51.960

Travis Brown: Our differences and similarities within the school. How do we talk about that and appreciate and recognize different groups of people at different people inside the school. So really excited about kicking that off.

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00:59:52.260 --> 00:59:59.670

Travis Brown: And it's going to all be staff lead and they're going to act as and they're going to meet with me once a month to talk about

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00:59:59.910 --> 01:00:08.790

Travis Brown: What we can do as a school how we can really because the goal is to be really inclusive in a cool voices. So that's an improvement to the school and and that same note.

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01:00:09.180 --> 01:00:18.450

Travis Brown: One of the things that were really, whether it's in person online. We really want to bring back our student organizations. So teachers have signed up to be

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01:00:19.560 --> 01:00:25.020

Travis Brown: faculty advisors. I know one thing when Javier came to the school one time and looked at one of our student

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01:00:26.070 --> 01:00:30.540

Travis Brown: Organizations, they didn't have like that faculty advisor. I don't know if you remember that Javier.

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01:00:31.680 --> 01:00:33.540

Travis Brown: And it was kind of, you know, it was great.

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01:00:33.570 --> 01:00:34.470

16173080721: Remember it well.

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01:00:34.680 --> 01:00:35.760

Travis Brown: Yeah, but we need

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01:00:35.790 --> 01:00:42.660

Travis Brown: We need a we need adults or caring person to kind of guide to steer kids in that way. So we put it out there. So,

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01:00:43.590 --> 01:00:52.650

Travis Brown: We're gonna have we're gonna and they're going to be most of them are going to be online now, but we're we're looking to bring back all of those groups. And I think that's one of the things that's

332

01:00:53.220 --> 01:01:06.300

Travis Brown: Missing. Now we have to bring the school feeling back the social, emotional aspect be events. So that's what we're looking to do launching an open ball so so teachers have signed up to lead different groups from

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01:01:07.230 --> 01:01:19.080

Travis Brown: We had a we had a girl's group yesterday, like a boy. I mean, last year. Boys to Men group last year so events like that Black Student Union gay. Straight Alliance, the different groups that kids have been asking

334

01:01:20.130 --> 01:01:32.340

Travis Brown: To represent them a represent the school. So we're bringing that back in the fall. And a lot of it is going to look virtual but but i think it's a necessary part of the school that where we're going to bring back

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01:01:33.840 --> 01:01:42.840

Travis Brown: And then the last thing I will want to touch on is where it looks like we're going to partner with organization called Genesis works.

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01:01:43.200 --> 01:01:51.900

Travis Brown: I shared this last year. I don't know if anyone remember remembers, but they partner with schools and they put they take 11th grade students

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01:01:52.890 --> 01:02:01.680

Travis Brown: I'm sorry, rising 12th grade students that are like C and B students. And what they do is they put them in the workforce. So

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01:02:02.340 --> 01:02:06.870

Travis Brown: They partner with organizations like Google and some of the other big

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01:02:07.530 --> 01:02:15.870

Travis Brown: Big organizations in a city and students actually become interns in 12th grade and they track them through college because what they're trying to do is

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01:02:16.650 --> 01:02:27.000

Travis Brown: Their mission is to really tap the untapped resources in the community and get kids of color in from low income communities into these entry level jobs with these organizations so

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01:02:27.690 --> 01:02:34.620

Travis Brown: And that in the past. They've only worked with New Visions organization, but now they're opening up we're going to become part of

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01:02:35.280 --> 01:02:38.160

Travis Brown: Part of their, their next phase of in

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01:02:38.610 --> 01:02:46.080

Travis Brown: Allowing schools outside of the new business network to be part of the program. So this is exciting for our kids because they really target.

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01:02:46.320 --> 01:02:59.520

Travis Brown: C and B level students, they don't want the the A students they feel like the A students have a lot of options, but they want to really engage our C and B students. So that's an exciting addition that addition to our school

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01:03:03.210 --> 01:03:05.580

Travis Brown: Any questions about anything else topics.

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01:03:10.770 --> 01:03:25.590

iPhone252240: Travis. I just had a question in terms of, um, I know that there was a conversation once to talk about like the community. I was that the students to at the high school level. I don't know if like

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01:03:26.640 --> 01:03:29.550

iPhone252240: In general, what's the policy.

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01:03:31.830 --> 01:03:39.090

Travis Brown: So we don't we don't have a. We don't have a policy around community service hours right now.

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01:03:43.380 --> 01:03:50.070

Travis Brown: I think it used to be a requirement for graduation, but it's no longer requirement graduation in terms of community service hours.

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01:04:10.320 --> 01:04:12.240

Travis Brown: That's all I have for the culture report.

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01:04:14.040 --> 01:04:17.580

16173080721: All right, thank you alternate refer them out to rob for the Finance Committee.

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01:04:20.370 --> 01:04:36.450

robb@commonbond.co: Hey, thanks heavier. Hi, everyone. So the Finance Committee met yesterday to get session to run through the September financials and to run through the rest of our agenda.

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01:04:37.740 --> 01:04:43.620

robb@commonbond.co: Pretty cool. The minutes are on board on tracks. If anyone wants to go a bit deeper. It's all available there.

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01:04:45.150 --> 01:04:57.840

robb@commonbond.co: The first thing I'll say is financials through September remain extremely strong as expected. All of our ratios that were required to maintain or within the required covenants.

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01:04:59.520 --> 01:05:20.550

robb@commonbond.co: And we reviewed specifically as it relates to September performance and year to date performance for 2021 we reviewed all items that are significantly out of variance versus budget to this is more than 25% plus or minus outside of the budget. And so there are two items that we reviewed.

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01:05:21.690 --> 01:05:34.920

robb@commonbond.co: For the month of September, there is been a investment in P P to, you know, supplies, and to support the the operations of the school is as we get back into

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01:05:35.640 --> 01:05:50.100

robb@commonbond.co: Into instruction that expense over budget should be covered in full by a grant a code related grant that would be recognized as revenue so new concern there and then a second small

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01:05:50.640 --> 01:06:04.980

robb@commonbond.co: overage versus budget on on subscriptions related to curriculum that is really a timing thing in terms of how that smooths out over the year so no concerns in terms of actual expenditures versus the budget.

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01:06:07.260 --> 01:06:12.480

robb@commonbond.co: There so that the second point enrollment, it's looking like we're going to be

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01:06:13.590 --> 01:06:22.890

robb@commonbond.co: In terms of current students about 11 scholars under the original budget, and I believe I believe it's 559

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01:06:24.810 --> 01:06:30.540

robb@commonbond.co: I'm sorry 659 verses 670 if I have the numbers correct and show

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01:06:32.220 --> 01:06:43.440

robb@commonbond.co: Obviously our revenue for the budget is tied to per pupil enrollment. So the thinking is to do a resolution over the next month, probably for the next board meeting to

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01:06:44.520 --> 01:06:58.770

robb@commonbond.co: To right size our expenses for the rest of the year in recognition of that reduction in revenue. So it's, it's good to have that, you know, have that clarity up front. Now, so that we can adjust this that we don't overspend thinking the revenue is going to be there.

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01:06:59.970 --> 01:07:07.500

robb@commonbond.co: So with that budget amendment will also incorporate the expected revenues from the coven grant, um,

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01:07:08.580 --> 01:07:14.940

robb@commonbond.co: Let me pause every second quarter. Is there anything else you would add on enrollment or anything. You kind of round out that

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01:07:15.180 --> 01:07:18.840

Courtney Russell: Conversation. No, I think you captured a perfectly round. Thank you.

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01:07:19.140 --> 01:07:19.710

robb@commonbond.co: Okay, great.

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01:07:20.580 --> 01:07:24.960

robb@commonbond.co: Okay, so that's that's the the September financials in the budget.

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01:07:26.190 --> 01:07:33.150

robb@commonbond.co: Just a quick note we reviewed a quarterly review of our investment account. So we have about two 2.9 million in

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01:07:34.200 --> 01:07:52.440

robb@commonbond.co: In in cash that we have on our balance sheet that we have invested in very, very low risk securities short term investments that are in a very, very low rate in are extremely safe. And so that's performing as expected, earning about 2%

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01:07:53.970 --> 01:08:00.000

robb@commonbond.co: In terms of additional interest income that we're able to pull in. So we went through that that report.

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01:08:01.590 --> 01:08:08.250

robb@commonbond.co: We have the audit report. So this would be this is the annual audit that were required to have

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01:08:10.170 --> 01:08:11.430

robb@commonbond.co: This is an audit of our

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01:08:13.590 --> 01:08:28.050

robb@commonbond.co: Financials which go through June of 2020 and network. We're currently in 2021 so I'm so I'm reviewing that we had a session with the auditors on Monday evening, Mary Beth and Brent on the team have been doing a really nice job managing us through the audit.

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01:08:29.130 --> 01:08:45.780

robb@commonbond.co: And so looking forward to talking to the auditors about that report, we don't expect there to be any material observations, a potentially a couple of small things to to observe and address that they've noted, but nothing significant

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01:08:47.370 --> 01:09:05.550

robb@commonbond.co: Will likely bring that to a vote in the November meeting before we submit that audit report so so the Finance Committee will meet with the auditors on Monday. I'll share a copy of that. And then we can we can schedule it into the to the meeting for next next month.

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01:09:07.950 --> 01:09:25.050

robb@commonbond.co: So that's, that's the bulk of it. The last thing I'll mention is we we reviewed the pricing information and some some supplemental research that was done on the Promethean boards. This is a an expense that would exceed $50,000

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01:09:25.830 --> 01:09:40.620

robb@commonbond.co: For the 27 Promethean boards that we talked, we talked a good bit about last board meeting, and there's a takeaway to assess kind of different models and different pricing and come back with a to

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01:09:41.640 --> 01:09:52.500

robb@commonbond.co: Come back to the discussion in this board meeting, so I believe that's on the agenda, it might make sense to jump to that now, but I'll just share we we we

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01:09:54.060 --> 01:10:01.080

robb@commonbond.co: The finance committee got comfortable with the fact that there's been a good amount of diligence done to make sure we have the best pricing available.

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01:10:02.190 --> 01:10:22.800

robb@commonbond.co: And that's pretty clear. When you look at the New York State Department of Education preferred pricing versus what the MSRP is for these boards. So for the 27 I think it's about $35,000 savings to go with CD W, who is the the preferred vendor for New York State Department of Education.

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01:10:24.180 --> 01:10:28.290

robb@commonbond.co: So from a, from a getting the best deal perspective, this would be the way to go.

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01:10:28.710 --> 01:10:43.260

robb@commonbond.co: And and also it does, it does seem to make sense to go for the model that was suggested, which is the titanium model that has the features that are required for about $200 I think per board more expensive than that, then the nickel.

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01:10:44.910 --> 01:10:58.920

robb@commonbond.co: Amount the nickel model so so that that that I would kind of put forward as as having the the finance Committee's endorsement terms of the diligence done there. And then I think we can have a discussion to the extent

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01:10:59.520 --> 01:11:11.940

robb@commonbond.co: We want to visit memo, I believe in the board packet talking about these boards and what they would be used for and the total costs, which would be 98,000 for the boards and then 16,000 for the installation.

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01:11:13.020 --> 01:11:13.530

robb@commonbond.co: And

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01:11:14.730 --> 01:11:15.780

robb@commonbond.co: Maybe

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01:11:17.040 --> 01:11:19.890

robb@commonbond.co: Courtney or hobby or do you want to go into that discussion now. Or is that kind of

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01:11:19.920 --> 01:11:21.570

robb@commonbond.co: Later in the agenda that I jump ahead.

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01:11:23.910 --> 01:11:26.610

Courtney Russell: No, I think you have it right here. Right, this is perfect timing.

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01:11:27.330 --> 01:11:27.900

robb@commonbond.co: Okay, cool.

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01:11:29.310 --> 01:11:37.140

robb@commonbond.co: Let's jump into that. Before we do, let me just MOTION TO APPROVE THE SEPTEMBER financials, as presented in the board packet

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01:11:39.990 --> 01:11:40.980

robb@commonbond.co: All those in favor,

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01:11:43.770 --> 01:11:44.100

13478521162: Okay.

395

01:11:44.160 --> 01:11:45.120

robb@commonbond.co: Excellent. You

396

01:11:45.180 --> 01:11:50.160

robb@commonbond.co: Let the record show the board is unanimously passed this September financials.

397

01:11:51.600 --> 01:11:52.410

robb@commonbond.co: Okay, sure.

398

01:11:52.440 --> 01:11:58.410

Courtney Russell: Thank you Rob before we go into the the budget piece. Could I just make one more comment on the audit, please.

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01:11:58.800 --> 01:12:09.480

Courtney Russell: Yes. Okay. Great. Thank you. So I just confirm this with Mary about they wanted to make sure. But I do think we need to get the green light from the board that they're going to delegate authority to you and

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01:12:10.320 --> 01:12:19.620

Courtney Russell: To approve the audit the timing is such that we need to submit that to the DOA and maybe the state as well. But the beginning of November.

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01:12:21.270 --> 01:12:33.750

Courtney Russell: And we won't have another meeting before then. So I think if everyone is comfortable with what they've heard so far. And then, of course, if there's anything else major that we would want Rob to bring to our attention after Monday's meeting, we can do that. But I think otherwise.

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01:12:35.460 --> 01:12:41.940

Courtney Russell: Potentially, I guess, a vote delegating authority would be good to have on the record, just to make sure he can sign if that's OK with everyone.

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01:12:43.470 --> 01:12:43.890

Javier Lopez-Molina: Very

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01:12:46.590 --> 01:12:50.130

robb@commonbond.co: Great. Good. Good call. Thanks, Courtney. I had the timing, a little bit off there. So what

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01:12:51.870 --> 01:13:04.620

robb@commonbond.co: Should we put that to a vote, or do we want to just be a um show motion to provide the Finance Committee, the authority to accept and submit the 2020 audit.

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01:13:08.910 --> 01:13:09.990

robb@commonbond.co: All those in favor,

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01:13:11.670 --> 01:13:12.750

13478521162: Aye. Aye.

408

01:13:13.980 --> 01:13:24.720

robb@commonbond.co: Okay, great. Awesome. So let the minute show that we, the finance committee been given the approval to accept and submit the 2020 audit, on behalf of the Board.

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01:13:26.940 --> 01:13:27.360

robb@commonbond.co: Great.

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01:13:28.380 --> 01:13:41.460

robb@commonbond.co: So on on the boards everyone kind of goes back in their memory to the conversation from September and with this new information that this is in fact preferred pricing.

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01:13:42.120 --> 01:13:55.980

robb@commonbond.co: I think we have an opportunity to talk about whether we approve this expense. The reason we're talking about it specifically is because it's more than $50,000 which our bylaws require us to approve any and expenditure over over that amount.

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01:13:58.350 --> 01:14:02.700

robb@commonbond.co: And there is a there's a memo with a little bit more detail in the in the board packet

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01:14:04.290 --> 01:14:07.920

robb@commonbond.co: Travis, anything you would add in terms of the need

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01:14:10.710 --> 01:14:11.370

Travis Brown: Yeah, I think.

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01:14:12.600 --> 01:14:24.870

Travis Brown: This is not, this is not urgent. In terms of like we need this tomorrow that we've been operating, operating well it's again, I want to we we we already

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01:14:25.950 --> 01:14:41.070

Travis Brown: Did this at the high school already so we swapped out the old technology and put in a board at the high school. The lower school equipment is about seven years old now, so it's it's becoming a little bit obsolete. But again, we can

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01:14:42.780 --> 01:14:48.750

Travis Brown: We can pump this to next year if needed to be or do a phased approach, but

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01:14:49.860 --> 01:15:01.860

Travis Brown: You know, I would like to invest in this either this year or next year to to really get the get the infrastructure, the technological infrastructure in a lower school and match to high school.

419

01:15:15.750 --> 01:15:16.800

robb@commonbond.co: With your

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01:15:18.300 --> 01:15:32.610

robb@commonbond.co: Understanding, we probably have to make room in the budget for it. And, you know, potentially, at the expense of something else would your preference, be that we phase. This in and maybe punt this versus approve it, and purchase it now.

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01:15:34.650 --> 01:15:35.790

Travis Brown: If it had to

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01:15:37.260 --> 01:15:45.000

Travis Brown: Come from an operating budget. I think we would either do a phased approach or punt to next year. Yeah, if it

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01:15:46.620 --> 01:15:57.210

Travis Brown: Because I think we, like I said, we can make it through without, without making this upgrade this year. If it, if it had to be an operating budget. Yeah.

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01:16:01.050 --> 01:16:05.880

robb@commonbond.co: Yeah and that and that's my current understanding is, this would need to come from the the operating budget.

425

01:16:24.330 --> 01:16:29.580

robb@commonbond.co: Okay. Does anyone, anyone have any, any questions about the boards or any discussion points.

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01:16:34.110 --> 01:16:36.630

13478521162: Maybe just the point of clarification. Are we saying that

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01:16:38.130 --> 01:16:42.810

13478521162: Are you saying rob that premise and comfortable with the ones that you're recommending

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01:16:47.400 --> 01:16:48.480

13478521162: To to

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01:16:48.510 --> 01:17:05.220

robb@commonbond.co: More the flip side. So we did where we're not necessarily recommending any I think Travis has a preferred model and in last last board meeting we had just said, Are we sure we need that model and

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01:17:06.660 --> 01:17:18.420

robb@commonbond.co: We're sure we're getting the best price and i think i think i think from the finance Committee's perspective, I think we can just we can confirm that that is the case that this would be the model again. And this is the best price.

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01:17:19.710 --> 01:17:21.570

robb@commonbond.co: And so now it's just up to

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01:17:23.520 --> 01:17:29.190

robb@commonbond.co: Now it's you know it's really up to the board and to decide if this is something we want to do now.

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01:17:33.480 --> 01:17:34.080

robb@commonbond.co: Does that make sense.

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01:17:36.360 --> 01:17:37.080

Yeah, thank you.

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01:17:43.980 --> 01:17:46.800

robb@commonbond.co: Um, it's, it sounds like if

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01:17:47.130 --> 01:17:47.310

I

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01:17:48.480 --> 01:18:03.870

Sara Jean-Jacques: I tend to think that we should at least phase it in. I think we've done a lot of work and research and I think things like this can kind of get stale and tend to like fall to the wayside. And so after having put forth this much energy and

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01:18:04.440 --> 01:18:09.300

Sara Jean-Jacques: Principal round still feeling like this is something that the school will need, whether it's now or later.

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01:18:09.810 --> 01:18:14.730

Sara Jean-Jacques: At least by phasing it in, we will get the ball rolling and it will, you know, we

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01:18:14.970 --> 01:18:22.980

Sara Jean-Jacques: We can always reevaluate right along the way is phasing doesn't go as planned. Or if we see that they're really not being utilized the way that we thought they would

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01:18:23.340 --> 01:18:36.150

Sara Jean-Jacques: But, um, I would just hate for all the work that has gone into this because I think it it. We've shown that this is a good idea where to go to waste or kind of get lost.

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01:18:39.960 --> 01:18:45.810

Javier Lopez-Molina: Yeah, I, I'm happy that you guys did the diligence. I feel like that was the missing component for me.

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01:18:47.070 --> 01:18:52.950

Javier Lopez-Molina: When this was presented last time. So I feel much more comfortable with. This is a purchase capital expenditure expenditure.

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01:18:57.180 --> 01:19:01.500

robb@commonbond.co: Cool. And in credit for the actual work goes to the principal Brown, Courtney.

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01:19:04.620 --> 01:19:11.280

robb@commonbond.co: CASEY um but our CTO, who did the work. Yeah, we, we just had the opportunity as a Finance Committee to review it yesterday.

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01:19:16.140 --> 01:19:24.960

robb@commonbond.co: Okay, I think we could probably proceed. I think we're kind of phased approach principal brown and we're likely below the the 50 K threshold.

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01:19:27.150 --> 01:19:39.810

robb@commonbond.co: And again, I think we can, I think, I think we can leave the details to, you know, the operational details to to you in terms of how many and and over what period of time and how to how to make that work in the budget.

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01:19:43.290 --> 01:19:43.650

Travis Brown: Got it.

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01:19:44.940 --> 01:19:45.300

Travis Brown: Thank you.

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01:19:48.300 --> 01:19:51.090

robb@commonbond.co: Awesome. Great. Thanks, everyone. That's all I have.

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01:19:55.500 --> 01:19:56.460

Javier Lopez-Molina: Alright. Thanks, Rob.

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01:19:57.510 --> 01:20:00.090

Javier Lopez-Molina: The next item on the agenda.

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01:20:01.530 --> 01:20:12.750

Javier Lopez-Molina: Sorry next item on the agenda is the academic committee report, and that would be my Kelly pointing to this, or whoever was at the academic committee report.

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01:20:13.920 --> 01:20:22.080

Travis Brown: Think I can take it because I had to skip out on academic committee yesterday, so I can present if that's OK with everyone.

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01:20:23.730 --> 01:20:24.030

Yeah.

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01:20:27.960 --> 01:20:29.070

Travis Brown: share my screen.

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01:20:32.550 --> 01:20:33.330

Travis Brown: Can everyone see

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01:20:36.360 --> 01:20:36.780

Travis Brown: So,

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01:20:38.700 --> 01:20:51.360

Travis Brown: First, the two tables that we have that I'm sharing here is NWA data for grades K to nine. And just to give everyone a refresher NWA is a

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01:20:52.680 --> 01:21:01.470

Travis Brown: A national standards align assessment that assesses students level of proficiency and mathematics in LA.

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01:21:02.670 --> 01:21:11.820

Travis Brown: So we gave this is the baseline tests that we give every year to see if students if students on grade level where they're supposed to be.

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01:21:12.360 --> 01:21:23.280

Travis Brown: At certain parts during the year. So the test is given at three times throughout the year. They call it the fall, which is what you're seeing the data you're seeing now they have a winter session in the spring session.

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01:21:23.760 --> 01:21:35.490

Travis Brown: So what we see right now is the for data. And this shows the percentage of students that are that are on grade level. And we're seeing some grades.

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01:21:37.170 --> 01:21:49.740

Travis Brown: A lot lower than the normal. So what the state just came in. So we're going to look our next steps is to look because we know we've been online for last year. We've been online. We've been online since

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01:21:50.190 --> 01:21:56.190

Travis Brown: You know, March of last year. So now we're going to look at this data in reference to this because this test is given

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01:21:56.640 --> 01:22:03.660

Travis Brown: Across the across the nation to see if these numbers are consistent with the numbers that other schools and other school districts are seeing

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01:22:04.080 --> 01:22:19.110

Travis Brown: But some grades that a incredibly low are like second grade and mathematics fifth grade and mathematics sixth grade that are incredibly low. And so we're seeing those numbers in mathematics, but I'm also. This test was given

468

01:22:20.700 --> 01:22:27.000

Travis Brown: In the homes of student allow students to remote. So the same testing conditions that they have in school.

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01:22:27.750 --> 01:22:38.910

Travis Brown: They didn't have at home, so to speak. We did Project Online zoom and things like that. But there wasn't. We gave this test to really see where kids were at there was some sort of slide because of

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01:22:39.780 --> 01:22:54.750

Travis Brown: Because of the pandemic and students being taught online and remote instead of in person. So right now on the next step is to look at some comparison numbers to see if this is consistent across other school districts and

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01:22:55.980 --> 01:23:01.380

Travis Brown: What and what we're seeing. But here are the numbers right now. So I'll pause there to see if there any questions.

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01:23:03.000 --> 01:23:09.750

Sara Jean-Jacques: Oh, how does testing work for like the lower grades because I understand upper grades could take a remote test, they can read everything like

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01:23:10.140 --> 01:23:27.300

Sara Jean-Jacques: How does it work for kindergarten, first grade, second grade and what has what kind of data did you guys have about how well first graders and second graders last year were able to learn to read went through like remote instruction.

474

01:23:28.020 --> 01:23:47.970

Travis Brown: A great question. So the younger kids take the test almost similar to all the kids. The they did. They do more pointing and clicking on the computers than typing, if you will. So the test is adapted for for younger kids. Does that answer the question.

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01:23:49.110 --> 01:23:52.200

Sara Jean-Jacques: I guess. But do they read it themselves, or did somebody read it to them.

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01:23:52.800 --> 01:24:00.690

Travis Brown: Yeah, so a lot of the software. Read it will read it to them or the teachers will read it to them, where an

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01:24:01.170 --> 01:24:09.660

Travis Brown: Instance instances where it's not about reading comprehension. So if it's not a reading comprehension piece and typically in kindergarten, first grade.

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01:24:10.140 --> 01:24:24.390

Travis Brown: And some, some of the questions. The second grade is not about reading comprehension. So either the software reads it to them or a teacher would read it to them. But that's how they they're not they're not tasked with reading it alone, unless it's a reading comprehension piece.

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01:24:26.160 --> 01:24:36.510

Sara Jean-Jacques: And. And then the second part of my question I guess is in terms of, like, one of the things that has been on my mind is just how kids are learning to read, and this remote environment.

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01:24:36.900 --> 01:24:50.130

Sara Jean-Jacques: And that like those crucial grades of kindergarten garden and first grade. And those crucial years and those windows to learn to read can be greatly affected by remote instruction. And so I just was wondering whether you guys have

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01:24:51.720 --> 01:25:06.660

Sara Jean-Jacques: Felt any effect of remote learning on students ability to read and whether that's a concern because there's really low numbers in second grade I you know I just wonder to myself whether that has something to do with that.

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01:25:07.650 --> 01:25:08.250

Travis Brown: Yeah, we're

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01:25:09.900 --> 01:25:16.350

Travis Brown: We're really concerned in terms of especially when we talk about teaching young kids.

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01:25:16.800 --> 01:25:26.580

Travis Brown: How to read and when you talk about phonics, and even with the math, the mask that the teacher is wearing and how students have to learn letter sounds and a lot of it is around

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01:25:26.970 --> 01:25:36.240

Travis Brown: The movement of their mouth and where to place their lips and things like that. So we had to adjust and get like clear mask for teachers because that's a, that's a big component of

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01:25:36.810 --> 01:25:49.950

Travis Brown: Of the program. So it's been it's been increasingly hard to teach with 60% of our students remote. It's been really, really difficult to teach kids.

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01:25:51.060 --> 01:26:04.590

Travis Brown: To learn how to read also listen to students read and we've been so we've been really just honestly there's been a lot of experimentation and also looking to other partners to see what they're doing as well but

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01:26:05.760 --> 01:26:11.220

Travis Brown: I don't want to lie to you. That's the most challenging part with the with the youngest student, the younger students

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01:26:15.930 --> 01:26:18.150

Tahina (Ty-ee-nuh) Perez: For second grade, fifth grade.

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01:26:19.200 --> 01:26:28.440

Tahina (Ty-ee-nuh) Perez: And I think I'm missing, like what do you have any data that supports like why there's such outliers. Like, is there something around. Did they

491

01:26:29.250 --> 01:26:36.930

Tahina (Ty-ee-nuh) Perez: Do they have a substitute. Was your teacher transition and like if you follow like the second graders, do they struggle in first grade, are they struggling kindergarten.

492

01:26:37.410 --> 01:26:50.550

Tahina (Ty-ee-nuh) Perez: Same for fifth graders like is this historical data that she could have predicted, or did it really just like come out of nowhere because there's nothing that is significant. That would explain this. And these outliers, particularly in math.

493

01:26:50.610 --> 01:27:03.630

Travis Brown: We these numbers. These numbers all like historically low, the ones that we're seeing typically around this time, you'll see 50% or higher. So we've never seen anything you know sub

494

01:27:04.740 --> 01:27:14.970

Travis Brown: Sub 40% that we're seeing right now. So what we're, what we're looking at is because what you don't see it. The NWA breaks it down in terms of the areas where they're struggling

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01:27:15.420 --> 01:27:24.720

Travis Brown: So we're going to start and tomorrow and our teacher teams. We're going to start really unpacking that data and really figuring out where kids.

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01:27:25.470 --> 01:27:41.790

Travis Brown: Were kids are struggling and again we're going to also look to other schools that take this, it takes them that actually administers the NWA tested also see if these numbers are all consistent, but these are historically low low numbers for us. And some of those grades.

497

01:27:43.410 --> 01:28:01.140

Tahina (Ty-ee-nuh) Perez: And exciting chapter one more question. So I also know and debate is like a gross assessment. Right. And my understanding is like I've seen my son's it spits out. This is the typical growth we would want to see for this child this year. Oh, I think what's hard sometimes is that the

498

01:28:02.190 --> 01:28:10.680

Tahina (Ty-ee-nuh) Perez: Essentially, right. Like you could still have kids at the end of the year that are below grade level but have met or exceeded the growth goal.

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01:28:10.890 --> 01:28:11.250

Travis Brown: Correct.

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01:28:11.460 --> 01:28:16.950

Tahina (Ty-ee-nuh) Perez: Would be typical site. I just, I think that that's an important thing for the board to understand, too.

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01:28:17.550 --> 01:28:29.370

Tahina (Ty-ee-nuh) Perez: Because you could, we could get to the end of the year and the numbers, not me like 70 or 80% but it doesn't necessarily mean that the children have not grown like over a year and a half or whatever it may be. So

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01:28:30.960 --> 01:28:42.690

Tahina (Ty-ee-nuh) Perez: It doesn't take away from the fact that the kids aren't ready but I'm just wondering about like how we can move for, like, I'm sure the nuance between gross and being on grade level. And just like that, nuance there.

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01:28:43.770 --> 01:28:44.010

Yeah.

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01:28:47.520 --> 01:28:52.740

iPhone252240: Travis. I was also wondering because the part of independent work.

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01:28:54.480 --> 01:29:07.050

iPhone252240: Again, it can make a huge impact. Like, I remember from last year at the beginning of the remote I'm learning a lot of work was mad, I'm

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01:29:08.460 --> 01:29:16.470

iPhone252240: Like synchronous or whatever video or that we're doing a lot of independent work like the teachers will be assigning

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01:29:17.460 --> 01:29:34.140

iPhone252240: Work and the students will be doing it at home. Would that also be part of the numbers, especially the lower grades. What they need that extra support from like the teacher and not doing independent work.

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01:29:35.070 --> 01:29:36.720

Travis Brown: Yes, and I think that's part of it, I think.

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01:29:38.130 --> 01:29:40.080

Travis Brown: Thank you for bringing it up in March.

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01:29:41.100 --> 01:29:54.660

Travis Brown: We didn't have when we went when we went remote. We didn't have the full school day, like we have now so we didn't have the eight period day where students with all the classes because we were as we ramped up

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01:29:56.130 --> 01:30:10.140

Travis Brown: We did the model that we're using now. They didn't look within us the same model and march that we have now. So I think what we have now is full school online where in March and March and April.

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01:30:10.890 --> 01:30:17.850

Travis Brown: March and April, it was, it wasn't the full school that students would that students are seeing now so that could have

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01:30:19.680 --> 01:30:29.670

Travis Brown: That could have played a role in this, but also covert hit and march dependent back in March. So we had a couple months and then students went students went

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01:30:30.480 --> 01:30:37.080

Travis Brown: On summer vacation. Also, so we're, what we're trying to do right now is pull back the numbers and figure out

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01:30:37.980 --> 01:30:46.410

Travis Brown: And and really figure out what's you know what's what's going on and we're going to what what we do with this because part of it is you'll see

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01:30:46.920 --> 01:31:00.750

Travis Brown: The NWA system gives students growth goals, but we're going to also do our, our own interim assessments to see if these numbers are true. There's a lot of different factors that we've never had to deal with before like taking the test remotely.

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01:31:02.670 --> 01:31:12.210

Travis Brown: You know that we we usually do in a more in a more controlled environment. It's hard to support kids sometimes at home while they're testing keeping them on.

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01:31:12.630 --> 01:31:23.280

Travis Brown: Keeping them on track and things like that. So there are a lot of barriers that we have to figure out, but we still need to do further investigation around why these numbers are the way they they are right now.

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01:31:27.810 --> 01:31:43.650

Sara Jean-Jacques: I think what I'm saying that the point that I made was a good one. And maybe something that the board would be interested in seeing is just what these kids were testing at this time last year. So what these second graders were testing at in first grade in the fall and then also

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01:31:44.940 --> 01:31:53.760

Sara Jean-Jacques: How many years of experience their teachers have this year and last year so that we can just understand a little bit better. The background.

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01:31:57.360 --> 01:31:57.570

Do

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01:32:00.120 --> 01:32:06.630

Javier Lopez-Molina: You have that context. Mr. Brown like last year scores. And I know it's different, you know, different time last year but

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01:32:07.470 --> 01:32:09.180

Travis Brown: Yeah, we can we can definitely pull it

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01:32:11.190 --> 01:32:23.250

Javier Lopez-Molina: Because I'm curious to if like if last year we had first graders who scored lower fourth graders to score in Boston, and we have instead potentially a promotion issue where

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01:32:24.540 --> 01:32:29.040

Javier Lopez-Molina: You know, number of students just weren't ready to be progress to the

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01:32:31.500 --> 01:32:32.910

Javier Lopez-Molina: progress to the next grade.

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01:32:39.180 --> 01:32:41.940

Javier Lopez-Molina: And that's just the hypothesis, like the testing.

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01:32:48.870 --> 01:32:52.230

Travis Brown: We'll, we'll do, we'll do I'll do all that and have that ready for everyone.

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01:32:57.960 --> 01:33:07.140

Javier Lopez-Molina: Do we know how we're scoring compared to right now. I feel like the only thing we're seeing as a number in a vacuum. Do we know how we're scraping the NWA compared to

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01:33:08.550 --> 01:33:12.090

Javier Lopez-Molina: Similar schools in our region.

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01:33:13.680 --> 01:33:18.810

Travis Brown: That's what, that's what we have to West, what we have to look and see, so we don't know right now.

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01:33:20.040 --> 01:33:23.160

Travis Brown: These, these numbers just came in yesterday.

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01:33:24.270 --> 01:33:35.130

Travis Brown: In terms of at the finish. Testing, testing, everyone. So I haven't. I'm just sharing a right now show where we are. And now we have to, we're going to spend tomorrow and next week, really.

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01:33:35.730 --> 01:33:45.510

Travis Brown: diving in and figuring out what these numbers are doing comparisons and figuring out, figuring out what our approaches and what we need to do moving forward.

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01:33:48.270 --> 01:33:51.000

Travis Brown: But I can have. I can have those numbers also 40

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01:33:52.380 --> 01:34:07.230

Javier Lopez-Molina: Yeah, I think. I mean, that's, I think, as I'm thinking more about it. The numbers are all interesting and I think it's, it leads us to take slightly different actions, potentially, or, or maybe not, but I think what's more important is like, what, what's the plan to

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01:34:08.460 --> 01:34:12.930

Javier Lopez-Molina: To provide assistance to to these to the students from our

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01:34:13.980 --> 01:34:16.860

Javier Lopez-Molina: Significant make the lower we think we should be right.

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01:34:18.930 --> 01:34:20.640

Travis Brown: Yeah, my goal was

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01:34:21.660 --> 01:34:23.610

Travis Brown: To just share those numbers this show, seeing

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01:34:23.640 --> 01:34:33.420

Travis Brown: Showed a ball, what we're seeing right now. And now we're going to spend the next tomorrow and the next week really getting deep into the numbers and

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01:34:33.900 --> 01:34:47.340

Travis Brown: Doing comparisons are running those things. But we just, you know, from at first glance, we know that some grade low are are hitting are really low, lower than a than a ever been.

543

01:34:49.740 --> 01:34:50.730

Javier Lopez-Molina: Some since we're doing this.

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01:34:51.930 --> 01:34:58.140

Javier Lopez-Molina: New, you know, half of the class, or maybe more than half the classes remote and half of the classes in person.

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01:35:00.180 --> 01:35:17.100

Javier Lopez-Molina: Can we keep an eye. If we're going to do the testing and looking at progress over time can we keep an eye towards how remote students progress in grade levels compared to students that are in person. I just like to know if if if we need to.

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01:35:18.210 --> 01:35:33.300

Javier Lopez-Molina: You know if that's 26% and second grade actually benefiting from the intervention or if the people who benefit the Muslim the intervention are are in person and we need to think of a separate kind of intervention for people who are remote

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01:35:43.410 --> 01:35:44.490

Travis Brown: That's definitely doable.

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01:35:51.570 --> 01:35:55.020

Travis Brown: There any other questions about the data.

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01:35:56.190 --> 01:36:21.810

iPhone252240: Just one last question, Travis, because I like I can see that it's like in in terms of LA and math there is like preferences, even in the ones that are low. I'm just wondering if there was another change other than, you know, the pandemic and math curriculum more some kind of new implementations

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01:36:23.070 --> 01:36:24.300

iPhone252240: And math.

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01:36:26.010 --> 01:36:27.150

Travis Brown: Know, and this

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01:36:28.170 --> 01:36:36.780

Travis Brown: The NWA test is typically given given in the fall, and this is typically before

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01:36:38.520 --> 01:36:47.130

Travis Brown: A lot of instruction has been given because one of the things about them in weta students are supposed to grow students as opposed to grow.

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01:36:49.620 --> 01:36:50.760

Travis Brown: From, from every

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01:36:51.930 --> 01:36:54.930

Travis Brown: From every administration of tests so

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01:36:55.950 --> 01:37:03.060

Travis Brown: We have the full the full NWA is kind of, it's always given before a lot of instruction has happened.

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01:37:03.330 --> 01:37:05.880

Travis Brown: Because it's used like as a baseline and see where kids all

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01:37:05.970 --> 01:37:22.290

iPhone252240: Know, I was thinking of more towards like last year, kind of, um, if there was any changes last year that could have affected the results for this point other than obviously the pandemic, um,

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01:37:22.860 --> 01:37:29.220

Travis Brown: No, there was no, there were no significant like curricular changes anything like that. So my

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01:37:30.900 --> 01:37:35.160

Travis Brown: My best guess right now like tonight is really around the

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01:37:37.650 --> 01:37:43.170

Travis Brown: How much kids learn in the pandemic and looking to assess that.

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01:37:45.450 --> 01:37:56.730

Javier Lopez-Molina: Sorry. Is that a reasonable hypothesis, because everyone every grade levels been affected by the pandemic unless you think that like second grade has been disproportionately affected by the way.

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01:37:58.800 --> 01:38:04.500

Travis Brown: Yeah, that's what. Yeah, right. Like, everyone was, but I will. We want to look in and see which grades.

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01:38:05.880 --> 01:38:11.430

Travis Brown: Which grades. Did that much that much that perform much poor

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01:38:12.360 --> 01:38:26.760

Travis Brown: Perform poorer than now the grades and look at which teachers, I think, to Sarah's point around which teaches what teaching and where they issues and those were the issues and those grades and and trying to look at all the factors, the variables that played into it.

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01:38:32.640 --> 01:38:39.870

Travis Brown: So again, like this is our. This is like the hot off the presses data that we have to, as we have to further look into it. Okay.

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01:38:46.710 --> 01:38:48.450

Travis Brown: We have Miss person joining us

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01:38:53.580 --> 01:38:54.810

Imani Person: Well, how are you

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01:38:56.100 --> 01:38:57.240

Javier Lopez-Molina: Very well. How are you doing,

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01:38:57.930 --> 01:38:59.280

Imani Person: I'm well, thank you.

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01:39:01.380 --> 01:39:05.400

Javier Lopez-Molina: Mr. Brown, do you want to take a minute and do an intro and

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01:39:06.180 --> 01:39:07.770

Travis Brown: Sure, yeah.

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01:39:08.850 --> 01:39:15.000

Travis Brown: So let I'll close out. So what out. I'll make sure as we crunch the data and look into.

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01:39:15.750 --> 01:39:23.850

Travis Brown: And dig deeper into the data, I'll have that for the board at the next board meeting, so I'll have all that and we'll keep it on

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01:39:24.390 --> 01:39:34.980

Travis Brown: Remote students performance versus in person student performance as well as we do these assessments. So, so those are the next steps for myself and then

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01:39:35.730 --> 01:39:54.660

Travis Brown: I want to introduce the board to miss Imani person, this person has been this is Miss person, second year with us. She teaches high school social studies and she she joined us two years ago, a lot of most of our career was spent teaching in

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01:39:55.830 --> 01:40:16.440

Travis Brown: North Carolina and also Atlanta public school system. She's a member of T FA CT member as well. So she's. This is, again, it's a second year with us. And so, yeah, one kind of got interrupted by the pandemic and year two, we started kind of similar way. So I think she has a really

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01:40:18.300 --> 01:40:26.430

Travis Brown: A really good perspective on how to school has adapted and what we're doing now, especially at the high school. So without further ado, some money person.

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01:40:29.610 --> 01:40:30.690

Imani Person: Hi, good evening.

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01:40:31.800 --> 01:40:36.840

Imani Person: I just wanted to come up and just show my face and just hear

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01:40:37.950 --> 01:40:46.740

Imani Person: What exactly is discussed on a board meeting and I haven't had the pleasure to meet a lot of you guys in person, hopefully I will

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01:40:48.330 --> 01:40:56.610

Imani Person: But yeah, so, as Mr Brown said, This is my second year I'm definitely one for the history books.

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01:40:58.080 --> 01:41:07.410

Imani Person: So, I mean, I don't know if you guys would have any questions or just listening to the experience, thus far of teaching in the midst of a pandemic.

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01:41:10.440 --> 01:41:19.110

Javier Lopez-Molina: Yeah, I have a question. You know, what's your biggest challenge teaching in the pandemic. I mean, that's very broad question, but like

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01:41:20.190 --> 01:41:23.430

Javier Lopez-Molina: You know, I'm not there. And so I don't, I don't know.

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01:41:26.130 --> 01:41:38.130

Imani Person: Yes. Um, so, I first of all, definitely applaud Pharaoh's Academy. So trying to definitely come back in person. I have a brother, that's actually in a deal we and

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01:41:39.600 --> 01:41:46.470

Imani Person: Our challenges are different. However, he oftentimes commend us on what we do because he said that it's very difficult to do what we do.

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01:41:47.580 --> 01:41:50.070

Imani Person: So definitely one of the major things is just

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01:41:51.300 --> 01:42:02.880

Imani Person: Just keeping up with the students as far as just attendance and having that intimacy, because the majority of our students are online. I think my biggest class numbers, maybe six kids in person.

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01:42:03.930 --> 01:42:07.290

Imani Person: So literally two thirds of the class is online.

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01:42:08.460 --> 01:42:12.960

Imani Person: So just, I guess it's just been like a lot of anxiety around

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01:42:14.250 --> 01:42:20.820

Imani Person: Just making sure we follow protocol and we're still providing that while service to our students and families.

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01:42:22.110 --> 01:42:27.120

Imani Person: Technology at times maybe issue, however, we tend to work through that.

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01:42:28.320 --> 01:42:33.990

Imani Person: But I think just keeping up with the students and just making sure we're meeting their needs, has been very challenging.

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01:42:35.430 --> 01:42:45.930

Imani Person: Communication wise, a lot of the parents have been reaching out about technology and just assignments, but spiritually, just making sure I teach 11 and 12

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01:42:46.530 --> 01:42:55.020

Imani Person: And we know that they're about to transition out just making sure that they understand the material and they're ready for their final exams has been like really challenging

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01:42:56.730 --> 01:42:57.930

Imani Person: In the midst of the pandemic.

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01:43:08.400 --> 01:43:15.930

Javier Lopez-Molina: Anything else do you feel safe at the school and do you think other teachers feel safe at the school has what's the feeling

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01:43:17.220 --> 01:43:22.080

Imani Person: I think that Pharaoh's academies is doing their best to provide that

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01:43:22.800 --> 01:43:32.160

Imani Person: Feeling of safety were checked throughout the day about temperatures, we have to take a screening before we come in. However, a lot of our educators

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01:43:32.760 --> 01:43:43.110

Imani Person: I communicate via car so I don't have to face solutions retention. However, a lot of our educators, that's one of their fears just being an open

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01:43:43.560 --> 01:43:51.870

Imani Person: Many of them are saying like the trains are back to normal. I'm just being around a lot of people just produces anxiety for them.

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01:43:52.710 --> 01:44:02.370

Imani Person: So I wouldn't say necessarily being within the building has produced anxiety because we do have, like I said, small classes.

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01:44:02.940 --> 01:44:11.190

Imani Person: We have different directions that we travel so we can maintain our six feet distance. However, I think a lot of the educators are just

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01:44:11.820 --> 01:44:23.040

Imani Person: Worried about commuting with public transportation, considering the fact that they live with multiple people and a lot of people are to their senior so I did hear a lot of talk around that.

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01:44:28.740 --> 01:44:29.280

Javier Lopez-Molina: You're welcome.

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01:44:40.980 --> 01:44:43.260

Imani Person: Have you guys had a chance to visit the building it.

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01:44:45.300 --> 01:44:47.160

Javier Lopez-Molina: Was a topic of debate.

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01:44:48.450 --> 01:44:49.410

Imani Person: Why is it a debate.

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01:44:49.740 --> 01:45:01.740

Javier Lopez-Molina: Well, so, a lot of us want to go there. But we also don't want to introduce risk to the school. And so we like, for example, we talked about having the board meeting that and I think it's important that we get

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01:45:02.640 --> 01:45:09.180

Javier Lopez-Molina: Back to being there, but we don't like the fact that we are like an external element that like

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01:45:09.660 --> 01:45:25.380

Javier Lopez-Molina: You know, we also interact with people and we also take the public subway and all this stuff like the fact that we could come to the school and bring the virus to the school with some of us felt like that might be a risk that we we

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01:45:26.640 --> 01:45:34.530

Javier Lopez-Molina: We didn't want to introduce especially if there are some teachers who may or some faculty or staff who might

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01:45:35.760 --> 01:45:41.880

Javier Lopez-Molina: Who you know who you are. A lot of people live with people who are older. And so we want to be very mindful of of

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01:45:44.010 --> 01:45:52.830

Javier Lopez-Molina: Yeah, we'd all obviously all wear a mask and everything, but we want to be mindful of keeping quarantine. So I think the decision was for the moment that we weren't

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01:45:55.590 --> 01:46:03.780

Javier Lopez-Molina: We would be remote, but I remember, it's still a point of active discussion, because I think some of us still want to, you know, we want to show support. We want to be there. We want to

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01:46:05.250 --> 01:46:16.590

Javier Lopez-Molina: We want we want to show support. So I think it's a question like, we should we, you know, we probably raised talking about it. Morgan tonight.

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01:46:17.700 --> 01:46:21.240

Javier Lopez-Molina: But I don't know how other people feel about about going back to the school.

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01:46:23.430 --> 01:46:25.740

Imani Person: As far as students or just factors.

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01:46:25.770 --> 01:46:30.870

Javier Lopez-Molina: Well, I mean specifically like the board, since I'm the only one who's been chatting right now.

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01:46:32.040 --> 01:46:34.800

Javier Lopez-Molina: As everybody else feel about about coming back.

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01:46:37.740 --> 01:46:43.740

iPhone252240: I think I will feel good. Like, I have my son. He's in person and

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01:46:45.840 --> 01:46:49.560

iPhone252240: Prior, going to school. He had unlimited um

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01:46:50.580 --> 01:46:51.900

iPhone252240: Coins outside

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01:46:53.220 --> 01:47:06.780

iPhone252240: Because he was really afraid of the whole thing even like talking to people meeting people and I'm every day. I asked him, How do you feel you know

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01:47:07.290 --> 01:47:20.880

iPhone252240: I know you you don't like to be around people, and he tells me that he's really happy about going to school and spending time with his classmates and having the opportunity to like

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01:47:22.050 --> 01:47:31.410

iPhone252240: At least throw a ball, have a little bit of recess so I think that gives me like a

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01:47:32.700 --> 01:47:33.540

iPhone252240: Sense of

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01:47:35.310 --> 01:47:37.320

iPhone252240: If he's okay. I should be okay.

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01:47:51.930 --> 01:47:58.230

Imani Person: I have one more question. Well, question that just popped in my mind. I can't guarantee it's gonna be the last question, but um

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01:48:00.630 --> 01:48:16.800

Imani Person: As far as like the students did you the board. Did you anticipate students coming in person and eventually making that transition to online learning. That is something that I noticed that has been kind of a major trend among the students there.

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01:48:19.650 --> 01:48:30.060

Javier Lopez-Molina: I can talk to that a little bit. We, I would say that we didn't anticipate it the way that it's happening. Now, what we were preparing for was like an outbreak scenario where like

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01:48:30.480 --> 01:48:38.760

Javier Lopez-Molina: You, we would start with a certain percentage of students in the classroom and then there might be a case. And then another case, then we have to shut down and then send everybody

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01:48:39.390 --> 01:48:48.210

Javier Lopez-Molina: To the remote setting. So that's I think the scenario that we were preparing for, I don't know that we were thinking that it would happen voluntarily.

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01:48:48.720 --> 01:49:02.370

Javier Lopez-Molina: To the degree that it's happened. So, and, in fact, this is a bit of a surprise to me. We just learned about that trend earlier tonight. So yeah, that's interesting. I don't know what

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01:49:03.390 --> 01:49:12.390

Javier Lopez-Molina: The thinking is behind it, or how we combat it or or if we want to combat it. I don't know. It's sort of like, I'm just thinking about it now. So I'm still thinking it through my head.

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01:49:13.530 --> 01:49:29.010

Javier Lopez-Molina: I mentioned that even in the high school, I certainly in in the lower Academy, you know, in person is so important because you know you're you're you're learning in person is so important, and I, I imagine it's the same in the high school. And so to the extent that we can

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01:49:30.030 --> 01:49:34.770

Javier Lopez-Molina: Get students back into the classroom. It's probably better

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01:49:36.510 --> 01:49:39.420

Javier Lopez-Molina: It's better for their, their learning. Let me put it that way.

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01:49:41.130 --> 01:49:45.720

Javier Lopez-Molina: I'm just thinking out loud because we just learned about this tonight. So I don't know what you think about it.

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01:49:50.760 --> 01:49:52.770

robb@commonbond.co: Sorry. Have you found it to be.

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01:49:54.030 --> 01:50:00.630

robb@commonbond.co: Our scholars able to kind of transition nicely, or is it is, what are the concerns are is a disruptive.

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01:50:05.400 --> 01:50:14.790

Imani Person: I think that some students, they have done well during the transition. However, I do notice that there are some students that once they have transition, it's been

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01:50:16.050 --> 01:50:26.130

Imani Person: I'm not going to say, difficult to, I guess, keep their attention or just the consistency prior to the transition

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01:50:27.930 --> 01:50:40.350

Imani Person: So that's one of my concerns as well, and also from just hearing some of the conversations with the students. Some of the students are still in different locations outside of the Bronx and they are

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01:50:41.550 --> 01:50:52.290

Imani Person: coming to school virtually in different places. So I, you know, like you said, this is a new thing just finding out different things. Um, but

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01:50:53.490 --> 01:51:05.640

Imani Person: I do feel part. Once again I teach 11th and 12th, at least from those grades. I think I'm seeing a rather large assess with the students that are coming to school virtually

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01:51:06.900 --> 01:51:12.330

Imani Person: Um, so yeah, so my class sizes in person range from three to six so

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01:51:13.770 --> 01:51:18.780

Imani Person: Yeah. A lot of students when I made that transition. They didn't really feel that it was much of a difference.

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01:51:20.130 --> 01:51:24.990

Imani Person: So once again we're looking at some interesting things that's going on right now.

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01:51:28.200 --> 01:51:39.900

Sara Jean-Jacques: I wonder if some of the issue will self correct once the weather. It's cold and people can't go outside, just because I think now people can still like leave their house kids can play outside

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01:51:40.260 --> 01:51:50.250

Sara Jean-Jacques: Like there's not so much confinement. But once the weather gets cold and everyone is really inside all day school really may become again like

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01:51:50.700 --> 01:52:05.940

Sara Jean-Jacques: The place where they can get and get away from their, you know, usual environment and have a little bit of, you know, excitement in their day. So I'd be interested to see whether that kind of pushes the kids back to school, a little bit.

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01:52:16.320 --> 01:52:17.400

Javier Lopez-Molina: The other questions.

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01:52:19.020 --> 01:52:19.980

Javier Lopez-Molina: From the board or

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01:52:21.690 --> 01:52:22.200

Javier Lopez-Molina: Person.

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01:52:25.740 --> 01:52:31.050

Imani Person: Not really. I'm glad that I was able to come and meet you guys. Finally, and just

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01:52:32.280 --> 01:52:37.860

Imani Person: I'm not gonna say be the voice for the teachers, but just to give you an insight of what has been going on.

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01:52:39.120 --> 01:52:42.690

Imani Person: A lot of a lot of teachers. I will say are definitely putting their best foot forward.

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01:52:43.950 --> 01:52:51.690

Imani Person: It's been definitely a challenge. However, I just commend the board and the school for just

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01:52:52.320 --> 01:53:02.970

Imani Person: Navigating those things like Mr. Brown mentioned before, I taught in two different states. And I still speak to a lot of my former coworkers and it's the transition has been very rough for a lot of people

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01:53:04.470 --> 01:53:11.610

Imani Person: But I think we're doing okay or the best that we can right now. So thank you so much again for allowing me to just speak and meet you guys.

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01:53:14.100 --> 01:53:15.600

Javier Lopez-Molina: Very much. Thank you for talking

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01:53:16.200 --> 01:53:18.150

robb@commonbond.co: Thank you. You're welcome.

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01:53:20.250 --> 01:53:28.230

Javier Lopez-Molina: All right, I'll turn it back over to Mr. Brown for the abbreviated principles works and staff turnover.

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01:53:39.540 --> 01:53:45.210

Travis Brown: I don't have anything additional for the principles report, I think the big thing was around

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01:53:46.440 --> 01:53:56.370

Travis Brown: The, the fresh NWA data and like I said before, and now we're going to look to move forward and unpack that and bring that to the board and in terms of

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01:53:57.000 --> 01:54:07.890

Travis Brown: staff turnover. Right now, there has been no additional staff turning over. I think the thing that we're experiencing from staff, the most is really, there's a

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01:54:09.030 --> 01:54:13.290

Travis Brown: Lot of call outs. You know where we're averaging

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01:54:14.610 --> 01:54:22.650

Travis Brown: Probably about four to five people calling out each day. I think that's been the toughest part really and not

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01:54:23.850 --> 01:54:41.040

Travis Brown: Being able to use and they're calling out of course because some of it is checking off. I have a cold have a sneeze have a fever, and we're asking people to call out but that they desk, putting the biggest strain on a school community and not being able to pull in resources like

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01:54:42.060 --> 01:54:50.910

Travis Brown: Like outside subs to not to your point hobby and not introducing new elements into the environment. So when that happens. Additional teachers have to cover

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01:54:51.240 --> 01:55:02.730

Travis Brown: So I think it's like every person on deck every day to kind of weather this storm of just, you know, by six at 6am, we have about four or five people.

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01:55:03.360 --> 01:55:07.800

Travis Brown: You know, calling out, and you know, and I think it's just par for the course that our

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01:55:08.310 --> 01:55:16.650

Travis Brown: teachers and staff has been real they've really been really understanding and really amazing. And this, but I think is still just a lot for that really so

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01:55:17.160 --> 01:55:25.320

Travis Brown: I think we have to really think about how we can just, just say thank you to them because I think that's been a big thing.

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01:55:26.250 --> 01:55:34.410

Travis Brown: Just they're picking up the slack when they're when their colleagues colleagues out and people out for good reason.

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01:55:34.800 --> 01:55:45.540

Travis Brown: And people are cautious and people are scared now, not knowing, like what a call me to things like that. So I think on the ground. That's the, that's the biggest thing that that that we're seeing, but

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01:55:46.650 --> 01:55:50.940

Travis Brown: In terms of staff turnover right now we don't have any new, additional people who have

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01:55:52.680 --> 01:55:54.780

Travis Brown: Decided to depart at this time.

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01:56:02.190 --> 01:56:05.730

Javier Lopez-Molina: next item on the agenda is the fundraising.

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01:56:09.930 --> 01:56:10.440

Javier Lopez-Molina: Adrian

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01:56:14.640 --> 01:56:16.320

Javier Lopez-Molina: I would completely understand if you don't have any

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01:56:19.530 --> 01:56:20.430

Javier Lopez-Molina: Adrian so

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01:56:20.610 --> 01:56:21.420

Adrian Adderley: This is, hold on.

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01:56:22.320 --> 01:56:23.550

Adrian Adderley: Hold on, I'm gonna mute. Sorry.

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01:56:25.830 --> 01:56:27.810

Adrian Adderley: No, there's no updates on that has

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01:56:28.380 --> 01:56:32.220

Adrian Adderley: Been a Holden's Cobra kicked off. Um, I do want to know. I mean,

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01:56:32.640 --> 01:56:38.880

Adrian Adderley: Are we going to re evaluate this, because what it sounds like listening to Rob is that we're in a pretty good financial position.

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01:56:39.120 --> 01:56:49.440

Adrian Adderley: So what do you, what does everyone stand on actually raising funds. Do we want to actually kick this off at some point, do you want to discontinue monitoring financial position. How do you want to go about

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01:56:49.500 --> 01:57:04.260

Javier Lopez-Molina: Some perspective is an urban, feel free to correct me on this, but my perspective is from a financial position we are healthy, but the way that we can spend the finances that we get from the DMV is restricted and so it's nice to have.

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01:57:05.820 --> 01:57:19.140

Javier Lopez-Molina: Another revenue source that we are more flexible in how we can spend it. So I think that's the, that's the benefit of having a separate fundraising effort to me.

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01:57:23.310 --> 01:57:24.690

Adrian Adderley: Makes sense. That makes total sense.

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01:57:29.370 --> 01:57:30.240

Adrian Adderley: Alright, so I guess.

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01:57:31.500 --> 01:57:39.150

Adrian Adderley: I know have year we had emailed each other back and forth some that we discussed potentially having a fundraiser fundraising committee.

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01:57:39.690 --> 01:57:48.060

Adrian Adderley: Or the you want to take that offline of the one discuss that call in the next meeting, or do you want just kind of think about that a little bit have everyone think about that and come back to the next board meeting.

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01:57:50.550 --> 01:58:03.060

Javier Lopez-Molina: Yeah, maybe you can talk about it offline and then have some more structured conversation at the next board meeting, I don't know that there's a huge rush on it like there's a bunch of other things that are more higher priority.

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01:58:06.810 --> 01:58:07.080

Javier Lopez-Molina: Yep.

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01:58:07.140 --> 01:58:07.770

Adrian Adderley: Yep. I agree.

700

01:58:09.870 --> 01:58:16.680

Adrian Adderley: Okay, so what I'll do is just keep the placeholder owner that way, it reminds us that we have to have this conversation at some point and

701

01:58:17.400 --> 01:58:24.570

Adrian Adderley: I've seen everyone my thoughts on fundraising and what I looked at him from raising. We have some follow up on that, but not

702

01:58:25.080 --> 01:58:38.160

Adrian Adderley: We haven't really had discussion around what I had sent over so I guess once we get to that point and free up time a little bit outside of their projects and what's going on. Currently, the more pertinent issues. I guess we could pick it back to that.

703

01:58:39.600 --> 01:58:40.680

Javier Lopez-Molina: Okay. Sounds good.

704

01:58:41.820 --> 01:58:42.450

Adrian Adderley: Thank you. I hear

705

01:58:43.170 --> 01:58:48.630

Javier Lopez-Molina: You alright so the next item on the agenda is the facilities update with Courtney

706

01:58:50.880 --> 01:59:01.080

Courtney Russell: Sure, no major updates here, and I know that last month I did share with you. There were a few concerns with the new cleaning company we are continuing to monitor that one.

707

01:59:02.070 --> 01:59:11.250

Courtney Russell: Particular point that I've noticed a shift in the there seems to have been or seems to be a little bit of a gap, also with the night cleaning crew.

708

01:59:11.670 --> 01:59:18.660

Courtney Russell: And so the person Priscilla Prato who's our facilities manager who was overseeing that night cleaning crew has

709

01:59:19.350 --> 01:59:26.280

Courtney Russell: Taken a new approach where she's going to be adjusting her schedule at least once a month and coming in to directly supervise them and work with them.

710

01:59:26.700 --> 01:59:32.280

Courtney Russell: And I know that she's passed along some feedback based on her most recent observation. So that coupled with

711

01:59:32.970 --> 01:59:43.050

Courtney Russell: regular meetings and conversations with myself and with Travis. I think things are progressing. So we are continuing to monitor and see you know where things land. I'm a little bit

712

01:59:44.430 --> 01:59:53.940

Courtney Russell: I don't wanna say disconnected. But since I've been out on leave, I haven't spoken directly to Travis about it in the past couple of weeks, but I have been speaking with Priscilla, and I know that again she's continuing to

713

01:59:55.020 --> 02:00:00.870

Courtney Russell: Keep a really close eye on things communicate directly with the lead at the cleaning company. And so far, I would say.

714

02:00:01.710 --> 02:00:15.840

Courtney Russell: Based on my perception and certainly Travis can tell you if there's more. There are some continued areas of opportunity, and there are certain moves that we're putting in place as a school to I'm really closely monitor and give feedback around those areas that are deficient.

715

02:00:18.600 --> 02:00:32.760

Courtney Russell: Rather than that. I know that I think I forgot I owe you guys a picture of the school at night. So you can see the lit up facade. So we'll be getting that to you. But we do have the new signage outside of the school. We are working on getting some awnings

716

02:00:34.050 --> 02:00:40.560

Courtney Russell: To have like an overhang in the front, similar to what we have in the back of the school and they're also are going to be some tree guards up

717

02:00:40.980 --> 02:00:54.390

Courtney Russell: Around the front of the school so that, oh, and the last pieces there is some new padding on the Play deck to ensure student safety up that 1001 building. So there's quite a bit of a really great progress that's happened from the facilities perspective at the school.

718

02:00:55.770 --> 02:00:56.280

Javier Lopez-Molina: Very good. Thanks.

719

02:00:57.690 --> 02:01:02.580

Javier Lopez-Molina: Um, are there any other things before we close the meeting.

720

02:01:07.650 --> 02:01:15.360

Javier Lopez-Molina: Is there any need for us to executive session. I can't really think of anything. Oh wait, no, I can't think of one thing one one small briefing.

721

02:01:16.410 --> 02:01:17.400

Javier Lopez-Molina: for Executive Session.

722

02:01:19.050 --> 02:01:19.560

Javier Lopez-Molina: So good.

723

02:01:22.350 --> 02:01:22.890

Javier Lopez-Molina: So,

724

02:01:24.690 --> 02:01:29.130

Courtney Russell: I was just gonna say did you need a dial in for that because I know you want to take it off of here.

725

02:01:30.720 --> 02:01:32.190

Javier Lopez-Molina: I say um

726

02:01:35.370 --> 02:01:37.980

Courtney Russell: I have one available, I can type it into the chat if you'd like it.

727

02:01:40.170 --> 02:01:40.530

Javier Lopez-Molina: Yeah.

728

02:01:41.790 --> 02:01:43.050

robb@commonbond.co: I'll be happy to use him.

729

02:01:43.830 --> 02:01:44.370

Javier Lopez-Molina: What's up,

730

02:01:45.000 --> 02:01:47.910

robb@commonbond.co: I can put a zoom link as well. We wanted to use zoom

731

02:01:48.900 --> 02:01:50.940

Javier Lopez-Molina: It can be all over audio. It's not a big deal.

732

02:01:51.510 --> 02:01:51.780

Okay.

733

02:01:54.990 --> 02:02:09.420

Javier Lopez-Molina: Yeah, so give us the dial in. And we'll, we'll switch over and there's no vote. Maria. So just like you can record us is like leaving the Executive Session five minutes after we enter it because it really is not going to take well

734

02:02:12.270 --> 02:02:21.780

Courtney Russell: Just to note, guys. The number 781 not 718 I dial it every time that I'm trying to get into the conference. So just note it is 71

735

02:02:24.240 --> 02:02:27.000

Courtney Russell: Right, it should be in the chat for you know the past code is there as well.

736

02:02:39.030 --> 02:02:41.670

Courtney Russell: You know what, it went to the waiting room. I apologize.

737

02:02:42.030 --> 02:02:43.620

Courtney Russell: That's weird. Let me read it.

738

02:02:48.090 --> 02:02:49.920

Courtney Russell: One to

739

02:02:51.000 --> 02:02:55.380

Courtney Russell: 451 830 okay it should have gone through this time.

740

02:02:58.140 --> 02:02:58.380

Courtney Russell: Right.

741

02:03:07.800 --> 02:03:08.910

Travis Brown: Rob, you have a guest.

742

02:03:09.540 --> 02:03:10.050

Travis Brown: On you.

743

02:03:14.130 --> 02:03:14.670

robb@commonbond.co: Hey, they're

744

02:03:16.320 --> 02:03:19.260

robb@commonbond.co: Practicing or sneaking up scaring

745

02:03:28.770 --> 02:03:30.390

Javier Lopez-Molina: All right, I'm going to

746

02:03:30.960 --> 02:03:35.040

Javier Lopez-Molina: Sign up I'll see everybody in the other island. Thank you, guys. Have a good night.

747

02:03:35.790 --> 02:03:36.930

Courtney Russell: Thank you. Have a great night every

748

02:03:37.140 --> 02:03:37.830

Night.