12

00:17:14.220 --> 00:17:28.740

Javier Lopez-Molina [He/him]: Alright, so let's go ahead and start the meeting, it is 635 calling the meeting to order, I will start with the public comments section any public comments.

13

00:17:32.670 --> 00:17:34.500

Javier Lopez-Molina [He/him]: right if there are no public comments.

14

00:17:34.560 --> 00:17:35.700

i'll move to.

15

00:17:37.380 --> 00:17:40.770

Javier Lopez-Molina [He/him]: Mr Brown and any covered 19 updates.

16

00:17:42.450 --> 00:17:45.510

Travis Brown: Yesterday big first good, good evening everyone.

17

00:17:47.730 --> 00:17:52.830

Travis Brown: Thank the Kobe 19 update that I would love to share is attached to state testing.

18

00:17:54.360 --> 00:18:05.280

Travis Brown: Just to give everyone a quick a quick overview New York City State testing is for grades three to eight will be begin next week and we'll start.

19

00:18:06.330 --> 00:18:12.750

Travis Brown: April 20 and go sometime into the middle of May, and one of the things that i'm.

20

00:18:13.260 --> 00:18:22.680

Travis Brown: One of the things the mandates from the New York State Department is that students who were more apt to be remote all year are not required to come in and take the state test.

21

00:18:23.250 --> 00:18:41.550

Travis Brown: Parents can opt in to it but they're not required to come in at all, as everyone knows, next year is a year authorized and a big thing push an authorized is how kids are performing and how we're tracking that so one of our goals, was to get young people into actually test so.

22

00:18:42.600 --> 00:18:52.080

Travis Brown: All numbers all year has been around 60% of our families have opted to be remote, but so we're i'm happy to report today that.

23

00:18:52.530 --> 00:19:04.410

Travis Brown: We did kind of a push to tell families, their rights around not having to come in, but also kind of encouraging families to you know come in and take the test and share with them.

24

00:19:04.860 --> 00:19:12.180

Travis Brown: The safety precautions we're taking so right now the numbers look very promising 70% of our student population grades three day.

25

00:19:12.480 --> 00:19:20.370

Travis Brown: will be coming in, take the state matheny la test which will give us some really good data around where kids are.

26

00:19:21.090 --> 00:19:34.440

Travis Brown: which will allow us to really help prepare for next year, but also we can also celebrate the work that we've done this year and in a remote setting so again about 70% of our students and families have opted to take the state test.

27

00:19:35.520 --> 00:19:43.440

Travis Brown: Which is, which is really, which is a really strong number, so we can really use the data to plan moving forward.

28

00:19:54.210 --> 00:19:56.190

Javier Lopez-Molina [He/him]: Any questions on the covered update.

29

00:20:03.780 --> 00:20:05.790

Javier Lopez-Molina [He/him]: All right, if there are no questions.

30

00:20:06.870 --> 00:20:09.930

Javier Lopez-Molina [He/him]: we'll move to the Charter school stuff presentation.

31

00:20:11.340 --> 00:20:14.940

Javier Lopez-Molina [He/him]: i'm Mr Brown three I don't know that I see anyone on.

32

00:20:17.430 --> 00:20:21.570

Courtney Russell: she's just logging in right now and texting with her please delay should be on in just a moment.

33

00:20:22.170 --> 00:20:30.900

Javier Lopez-Molina [He/him]: No problem well, while we're waiting why don't we go ahead and vote on the Minutes, so the different have a chance to review the Minutes from the last board meeting.

34

00:20:33.150 --> 00:20:39.030

Javier Lopez-Molina [He/him]: i'm going to assume that the yes and I motion to approve the meeting minutes from March.

35

00:20:39.060 --> 00:20:43.980

18 2021.

36

00:20:50.010 --> 00:20:52.920

Javier Lopez-Molina [He/him]: The record show that the meeting Minutes have been unanimously approved.

37

00:20:57.510 --> 00:20:58.050

Javier Lopez-Molina [He/him]: Right.

38

00:20:59.670 --> 00:21:03.420

Javier Lopez-Molina [He/him]: So, then, I will turn your turn performed better Mr Brown.

39

00:21:04.590 --> 00:21:04.860

Travis Brown: Oh.

40

00:21:07.230 --> 00:21:26.610

Travis Brown: So coming to the board, this evening we have amber Harrison amber Harrison teaches eighth grade mathematics, she is pretty new to our school community, even though i've known amber for a while it's been like over a decade now.

41

00:21:28.020 --> 00:21:38.550

Travis Brown: But she's one of our newest rowers and members of our school community, so I thought it would be great as I was speaking with the academic committee.

42

00:21:39.300 --> 00:21:46.380

Travis Brown: Academic committee around our our test scores in a remote setting i'm happy to report that amber Harrison.

43

00:21:46.800 --> 00:21:56.910

Travis Brown: Has the highest mathematic scores on internal assessment data and our entire school, so those she can really give us a really a really unique and.

44

00:21:57.720 --> 00:22:16.080

Travis Brown: Really specific perspective on really pushing scholars in a remote setting amber is a really just a wonderful math educator and she she works tirelessly to really push kids beyond what we was they perceive their limits to be so without further ado.

45

00:22:17.430 --> 00:22:22.890

Travis Brown: it's amber Harrison, who is also an amazing business on also but we'll talk about that another day.

46

00:22:25.320 --> 00:22:26.250

Travis Brown: Your mute amber.

47

00:22:28.380 --> 00:22:39.960

Amber Harrison: Oh, I put together a little presentation it wouldn't be me if I didn't come through with the presentation, you also i'm just going to go ahead and share my screen excuse all the other screens I do a lot of things.

48

00:22:41.430 --> 00:22:42.120

Amber Harrison: Here we go.

49

00:22:44.520 --> 00:22:48.990

Robb: there's arison do we need, we need to be doing any math in this presentation I didn't have a.

50

00:22:49.110 --> 00:23:03.150

Amber Harrison: No, no, no, you won't you just got to learn a little bit about me and I think you know with you, having a little bit of inside of my background, then you'll understand why I do what I do, and why I get the results that I get.

51

00:23:03.540 --> 00:23:05.070

Amber Harrison: asked all right.

52

00:23:07.260 --> 00:23:08.940

Amber Harrison: This was supposed to be in presentation.

53

00:23:13.770 --> 00:23:16.830

Amber Harrison: Right there's a little bit technical difficulties i'm just gonna keep going.

54

00:23:17.880 --> 00:23:19.830

Amber Harrison: and, hopefully, everyone can see the screen.

55

00:23:22.260 --> 00:23:24.390

Amber Harrison: Right So who is amber Harrison.

56

00:23:27.960 --> 00:23:38.910

Amber Harrison: So i'm originally from Dallas Texas and that's important because in Texas you're taught that we do everything big in Texas, so I kind of have a larger than life personality.

57

00:23:39.480 --> 00:23:47.730

Amber Harrison: um sometimes it's a little bit too much, but I think there are larger than life personality has taken you very far as an educator because the kids love it.

58

00:23:48.180 --> 00:23:53.730

Amber Harrison: And I told myself that the minute that larger than life personality disappear that's my time to exit from education.

59

00:23:54.390 --> 00:24:02.070

Amber Harrison: I have over 14 years of teaching experience I started off with the deal we work there for about 10 years or 1011 years.

60

00:24:02.880 --> 00:24:10.950

Amber Harrison: it's tired of working for the deal we decided to take a charter school leave of absence to travel to try to school went to democracy prep and then.

61

00:24:11.610 --> 00:24:28.950

Amber Harrison: reached out to Mr Brown and was like hey can I, you know be afforded an opportunity to work at your school now I work with Mr Brown about 10 years ago it was his first, second, or maybe 30 years of principle in Harlem it was very challenging but I.

62

00:24:29.520 --> 00:24:29.940

Remember.

63

00:24:33.030 --> 00:24:40.080

Amber Harrison: But I have to tell you and Mr Brown, you know when I tell them this he's like whatever but that's where I really began to develop as a teacher.

64

00:24:40.620 --> 00:24:48.540

Amber Harrison: Mr Brown, I don't know if you're able to see this but he's a visionary as well, and he also he was way ahead of time like 10 years ago just way ahead of time.

65

00:24:48.840 --> 00:25:02.070

Amber Harrison: The things that people are just not doing, he was doing it 10 or 11 years ago and that really kind of just grounded me as an educator um he will go on to bang to found other schools and have contained my path as.

66

00:25:03.210 --> 00:25:12.300

Amber Harrison: Being you know, a top mathematics educator in New York City a couple of things I learned from working under Mr Brown 10 years ago that really stay with me was.

67

00:25:12.840 --> 00:25:20.910

Amber Harrison: Engagement structure so cooperative learning structures, I also learned how to work strategically implement group work.

68

00:25:21.300 --> 00:25:33.420

Amber Harrison: I was afraid of work before then and back in the day when I worked in it, Mr Brown school he almost he forced us to work in groups, because we had tables we didn't have this he didn't like the line rose prison pipeline.

69

00:25:33.720 --> 00:25:43.140

Amber Harrison: structures or what have you so let's do this work and on tables and that forced me to level up as a teacher and to figure out strategies to work as a group and.

70

00:25:44.250 --> 00:25:54.450

Amber Harrison: It wasn't challenging because Mr brown's leadership, it was challenging because he they gave them, you know they gave him unfair deal in terms of you know, whatever students were kicked out of school.

71

00:25:55.260 --> 00:26:00.120

Amber Harrison: or whoever wasn't able to serve and meet the IP needs they put them all in Mr Brown school so.

72

00:26:00.390 --> 00:26:14.010

Amber Harrison: there's a lot of things that i've learned, but I am very thankful and blessed to have worked under him for that year, because I think that as a result of me working there two things happen, I became an entrepreneur because I thought that that was the year that was going to quit teaching.

73

00:26:15.330 --> 00:26:18.450

Amber Harrison: But then I also became a stronger educator.

74

00:26:22.320 --> 00:26:33.030

Amber Harrison: So what led me to Mr Brown in my years of teaching I really just started to study the craft right in terms of just figuring out different ways to engage.

75

00:26:33.630 --> 00:26:42.720

Amber Harrison: ED students don't learn from teacher they don't like so I learned how to get my students to like me and my way of getting my students to lightning is by telling a story.

76

00:26:43.320 --> 00:26:49.440

Amber Harrison: Maybe even giving them a little bit of insight into my personal life just a little bit retro they can see that i'm human.

77

00:26:50.010 --> 00:26:56.310

Amber Harrison: And then also bringing an authentic learning experience into the classroom so over the years.

78

00:26:57.090 --> 00:27:05.880

Amber Harrison: that my colleagues from the Department of Education, no need for for putting together our charging my students were starting their own business.

79

00:27:06.600 --> 00:27:18.960

Amber Harrison: And the reason why i've been able to do that is because it is through not only education, but my King sense of entrepreneurship, that has put me on a trajectory to maybe by the end of 2021 becoming a millionaire.

80

00:27:20.550 --> 00:27:25.530

Amber Harrison: Why did I want to work with Mr Brown, because I think they Mr brown's only principal crazy enough.

81

00:27:27.450 --> 00:27:28.680

Amber Harrison: And i'm.

82

00:27:29.760 --> 00:27:39.540

Amber Harrison: The only principal daring enough to even consider some of the ideas that I was have to make pharaoh's academy charter school what he would say ethic.

83

00:27:43.560 --> 00:27:53.670

Amber Harrison: In addition to teaching at pharaoh's academy I also host free weekly webinars, and this is my way of closing.

84

00:27:54.180 --> 00:28:00.720

Amber Harrison: i'm not only passionate about closing the achievement gap, but i'm also passionate about closing the economic wealth gap between black and Brown.

85

00:28:01.530 --> 00:28:10.200

Amber Harrison: Communities in their ratio counterparts so every week I partner up with people who are experts in their field i'm not an expert yet, but I know a little bit of something to.

86

00:28:10.440 --> 00:28:29.340

Amber Harrison: generate wealth, so I partner with people, people in within real estate people in the stock market and people who are also experience in entrepreneurship every week I partner with individuals and we create and I host a class on Saturdays from one o'clock until 233 o'clock.

87

00:28:30.390 --> 00:28:30.900

Amber Harrison: To.

88

00:28:32.460 --> 00:28:35.640

Amber Harrison: pour knowledge into the community that I serve.

89

00:28:36.390 --> 00:28:53.730

Amber Harrison: In terms of different ways to use the main thing earned from working and invested into either real estate stock market or even starting their business I have experienced with all three of these, and I have leverage the amount of back my salary.

90

00:28:55.470 --> 00:29:07.470

Amber Harrison: Just my my talents my gifts or what have you to generate wealth, so that my son doesn't have to grow up the way I grew up and so forth, the last thing that I want to share, and on top of being.

91

00:29:09.720 --> 00:29:20.040

Amber Harrison: From Dallas Texas, is that i'm a spellman graduate and this is probably one of the biggest you know i'm married, I have a chat I love my son to death, but I think when a big accomplishment for me was.

92

00:29:20.400 --> 00:29:24.000

Amber Harrison: graduating from spelman one because I grew up in poverty.

93

00:29:24.870 --> 00:29:31.740

Amber Harrison: um it wasn't it to me and my grandmother she ended up you know becoming a multimillionaire and God bless her so she passed away.

94

00:29:32.070 --> 00:29:39.750

Amber Harrison: At the end of December, but it wasn't during the time that I grew up and it will surely wasn't the time during the time when I was in college and so, when I was.

95

00:29:40.230 --> 00:29:48.510

Amber Harrison: At the way of me, being in college actually had to drop out of school, I was so conflicted with one back home or stay in Atlanta just trying to make it.

96

00:29:48.870 --> 00:29:59.280

Amber Harrison: And I decided to not go back home, I was like i'm a tough it out as a result of me tough and I actually ended up homeless, where I would spend a night at the airport and sleep from pillar to post.

97

00:30:01.500 --> 00:30:11.430

Amber Harrison: Until one of my friends found out and we literally shared a bit together, and I was able to find a job that allowed me to make enough money so that I can get back into school.

98

00:30:11.790 --> 00:30:23.190

Amber Harrison: I was also i'm adamant about graduating with my peers and so as a result of me taking a year off I worked extra hard, I will fly back to Texas, to take extra credits.

99

00:30:24.540 --> 00:30:38.880

Amber Harrison: Because it was cheaper because it takes his native and I worked at the airport, the same place, I was sleeping on the same benches, I was sleeping on with the same place, that I ended up getting a job as a waitress where I was making more money that was making as a teacher my first year.

100

00:30:40.620 --> 00:30:48.480

Amber Harrison: But, as a result, I was still able, with me taking a year off, I was still able to graduate from spelman i'm on time with the people who I came in with.

101

00:30:48.900 --> 00:30:55.830

Amber Harrison: And this is the reason why i'm very passionate about the work that I do as an educator because i've seen what education has done for me.

102

00:30:56.460 --> 00:31:15.870

Amber Harrison: And it would I would be remiss not to instill and push my students to and have high expectations for them to take you know the education experience seriously, so that they can write their own ticket and so forth, and so, with That being said, I use my time.

103

00:31:23.490 --> 00:31:24.750

Javier Lopez-Molina [He/him]: Does anybody have questions.

104

00:31:36.420 --> 00:31:40.440

Javier Lopez-Molina [He/him]: Coming from Stacy, thank you for sharing your story acrobat, thank you for sharing your story.

105

00:31:41.010 --> 00:31:41.340

Stacy Sutherland: I mean.

106

00:31:41.370 --> 00:31:54.540

Briar Thompson [she|her]: One one question I have would be in a did do you get questions from students about your time at spelman like I don't know how many of our students go to HP see us or have questions about that, but would love to know if that's come up.

107

00:31:55.740 --> 00:32:07.890

Amber Harrison: No, I haven't received any questions about my time at spelman, but when we engage in conversations, or what have you that allows for me to talk about that experience at spelman and I typically don't.

108

00:32:08.640 --> 00:32:17.010

Amber Harrison: i'll share the experience but not so much um I think my primary concern is just making sure they buy into what i'm teaching them.

109

00:32:17.730 --> 00:32:27.180

Amber Harrison: that's my primary concern and then, when we get to the point to where there's even enough time for me to delve into you know my experience at spelman.

110

00:32:27.840 --> 00:32:41.250

Amber Harrison: I usually am able to do that, I believe I was able to this year I I led the Di committee to hosting a black history program and so.

111

00:32:41.790 --> 00:32:51.720

Amber Harrison: With me doing that I brought on my spellman sisters and my my God daughter, who is supposed to go to spelman which she ended up wanting to rutgers because they have a better engineering.

112

00:32:52.080 --> 00:33:00.870

Amber Harrison: program but I brought on a couple of mass bellman sisters and so through that they were able to see how connected, we were but also they were able to see like magic.

113

00:33:03.570 --> 00:33:03.900

doesn't.

114

00:33:07.320 --> 00:33:18.300

Javier Lopez-Molina [He/him]: Have a question, you know as you are working at Ferris I wonder what are the resources that we as important could be providing you in order to help you do your job more effectively.

115

00:33:22.650 --> 00:33:28.380

Amber Harrison: Resources I don't think that i'm in terms of resources.

116

00:33:29.430 --> 00:33:34.560

Amber Harrison: I will want the board to think outside of the box when it comes to providing.

117

00:33:35.670 --> 00:33:39.180

Amber Harrison: When it comes to providing an experience, where I kids I pharaoh's Academy.

118

00:33:40.260 --> 00:33:51.690

Amber Harrison: I think this is a time in which we can be disruptive in education and go beyond what's currently being done in the schools, I think we are, we have a great leader who who.

119

00:33:52.560 --> 00:34:16.080

Amber Harrison: can pay the way in terms of just not even just branding pharaoh's Academy, but also pushing the envelope to what the school can actually do for our kids we have kids who go home and they don't have hot water, we have kids who parents have lost their jobs, we have kids who are.

120

00:34:17.550 --> 00:34:29.040

Amber Harrison: Dealing with the impact of the virus and how its impacted you know their families, and I think that, in addition to preparing our kids to take.

121

00:34:29.370 --> 00:34:44.130

Amber Harrison: You know the state exams right, we should also be equipping them with skill sets that will allow for them to compete and also serve as a catalyst of change within their community, considering that the south bronx is one of the poorest Congressional areas in the United States.

122

00:34:48.450 --> 00:35:00.690

Sara: I have another question um what keeps you I know travis brought you to barrows, and I assume that that's one of the things that keeps you here, but what are some of the other things that keep you at pharaoh's academies or wilkie good girls.

123

00:35:02.910 --> 00:35:05.880

Amber Harrison: Is the fact that I am serving and so i've worked so in.

124

00:35:05.910 --> 00:35:09.210

Amber Harrison: During my time is working in the.

125

00:35:11.280 --> 00:35:22.980

Amber Harrison: working as a teacher in New York City i've worked at schools that were challenging right but i've also worked at high performing schools, one of them being the city college of.

126

00:35:23.490 --> 00:35:32.460

Amber Harrison: city college Academy of New York, that was a great school I worked for but I felt like the school did that did not need me, I felt like.

127

00:35:34.320 --> 00:35:41.040

Amber Harrison: That they pretty much had like just different things in place and I kind of just lost my passion for working in that community.

128

00:35:41.340 --> 00:35:56.910

Amber Harrison: At think what keeps me here is that the south bronx is one of the poorest Congressional areas and and there's a lot of work that can be done in terms of empowering our students, as well as empowering their parents and I also like that.

129

00:35:58.890 --> 00:36:06.690

Amber Harrison: I think one of the things that many fall in love with the schools went upon entering into the building.

130

00:36:08.400 --> 00:36:21.300

Amber Harrison: You know, Mr Brown had music playing he also the kids seem like very happy i'm is very just decorative in the hallways right was filled with lights, it was it was lively.

131

00:36:21.630 --> 00:36:29.400

Amber Harrison: And when you walk into other school buildings is dead right, and this is a place where students spend most of their time in.

132

00:36:29.700 --> 00:36:37.170

Amber Harrison: And the fact that, and I remember when I was working under him, you know back in the day we didn't have like the statues in the hallways we had to do blue into boards.

133

00:36:37.440 --> 00:36:47.640

Amber Harrison: And I remember, I put up this jake a little bit into boy, because I hate doing it, and Mr Brown came to me and was like no amber the Bulletin board is supposed to be a museum of art right like you want.

134

00:36:48.270 --> 00:36:57.690

Amber Harrison: Parents and teachers to walk in the hallway and be mesmerized by the work and so he told me that was unacceptable.

135

00:36:58.020 --> 00:37:09.960

Amber Harrison: And I went back to doing my Bulletin boards, and you know if you could talk to a colleague at my previous school, they would tell you them the Bulletin board queen that stayed with me, because I agree with him, like.

136

00:37:11.070 --> 00:37:20.550

Amber Harrison: You have kids in the school that's probably like the best time of there's probably one of their best experience and so when, why not bring the school to life.

137

00:37:24.570 --> 00:37:32.550

Robb: pets awesome two questions miss Harrison one morning to have any stock tips, but you could do that later.

138

00:37:34.170 --> 00:37:51.270

Robb: If we wanted to recruits you you've obviously been extremely effective in getting outcomes for the scholars what advice would you have for us to find more people like you there's there's only one amber Harrison, but if we wanted to find other great teachers.

139

00:37:52.140 --> 00:38:02.820

Amber Harrison: You have to identify whether or not they actually have a passion for teaching I think that's really important, you have a lot of individuals they enter into the.

140

00:38:03.330 --> 00:38:19.890

Amber Harrison: The career and it's not something they're passionate about so just knowing that person's why right, I think the wise important um you also have to think they have high expectations I don't know what questions you have to ask, but providing questions and which they.

141

00:38:21.300 --> 00:38:29.220

Amber Harrison: Basically, put the onus on themselves right when my students don't do the work or when they don't understand something I don't blame them I don't blame.

142

00:38:29.550 --> 00:38:36.960

Amber Harrison: The their parents I don't blame you know the Community they come from, I blame myself and i'm willing to go back and do the work.

143

00:38:37.830 --> 00:38:51.330

Amber Harrison: to revise the strategy that I implemented when they go back and do the work in terms of developing myself professionally to make sure that when I stand before my students that i'm giving them.

144

00:38:51.990 --> 00:39:03.060

Amber Harrison: Everything that they need to know in order for them to excel so you have to find someone is not blaming that doesn't have misplaced compassion for the kids but that understand that, no matter.

145

00:39:03.480 --> 00:39:18.570

Amber Harrison: What background their kids come from that their students are capable of doing the work the minute you come in front of a teacher who has misplaced compassion, or who feel like oh woe is black students, because they come from this any other then they're going to teach like that.

146

00:39:22.830 --> 00:39:25.620

Amber Harrison: and end up being a disservice to our students.

147

00:39:31.860 --> 00:39:33.510

Javier Lopez-Molina [He/him]: Any other questions from this person.

148

00:39:39.210 --> 00:39:44.730

Javier Lopez-Molina [He/him]: Well, I want to thank you so much for for coming and sharing the story about yourself and it's been.

149

00:39:45.780 --> 00:39:48.120

Javier Lopez-Molina [He/him]: it's been great to have you here, thank you very much.

150

00:39:48.570 --> 00:39:49.260

Amber Harrison: Thank you.

151

00:39:55.680 --> 00:39:59.670

Javier Lopez-Molina [He/him]: yeah, by the way, if you if you do give them stock tips, please do forward it to the rest of the.

152

00:39:59.670 --> 00:39:59.880

board.

153

00:40:04.290 --> 00:40:04.680

Amber Harrison: hey.

154

00:40:05.310 --> 00:40:08.730

Javier Lopez-Molina [He/him]: Alright, the next item on the agenda is.

155

00:40:10.830 --> 00:40:13.470

Javier Lopez-Molina [He/him]: mentoring opportunity so i'll turn it over to Sarah.

156

00:40:15.060 --> 00:40:15.660

Sara: Yes.

157

00:40:17.730 --> 00:40:25.440

Sara: We had a meeting with travis this past week to talk about next steps for the resume workshop and in three workshop.

158

00:40:26.520 --> 00:40:46.680

Sara: We are currently looking at dates in early May to do, I think I think we packed may 4 or fifth to do a resume workshop with the 12th grade, the way that we are going to do it, is that we're going to do.

159

00:40:48.570 --> 00:41:01.710

Sara: A big group lesson using like fake resumes basically alyssa and I might you know go travel back to high school and put together what our resume would have been back then, with a whole bunch of mistakes and.

160

00:41:02.130 --> 00:41:10.740

Sara: Then kind of workshop it in front of the big group so that they can see what what that looks like and then after that.

161

00:41:11.730 --> 00:41:33.630

Sara: The students are going to draft their own resumes and then there are about 10 people at fully who have volunteered to work through those resumes with the students and so students will either have an opportunity, one on one with an attorney or a small group to look over their.

162

00:41:34.680 --> 00:41:43.410

Sara: resumes and work on maybe areas of improvement or whatever they need to get their resume picture perfect.

163

00:41:44.370 --> 00:41:54.750

Sara: So that's going to be the first thing that we do, and then the second thing is the interview workshop and we're going to try and so that's going to be for 12 grades like around 50 students.

164

00:41:55.470 --> 00:42:04.980

Sara: And then the interview workshop we're also planning to do, maybe later and may, and because of just time constraints and the end of the school year.

165

00:42:05.430 --> 00:42:12.840

Sara: We think that this year, instead of doing kind of what we had described before which was more of an interview competition we're going to do.

166

00:42:13.920 --> 00:42:25.560

Sara: still do a panel with tips about interviews, but then the fully people are going to pair up and do mock interviews and come up with their own like you know, like their own kind of.

167

00:42:26.040 --> 00:42:33.150

Sara: good and bad things, and so, then the this the students are going to scholars are going to have the opportunity to critique their interviews.

168

00:42:33.480 --> 00:42:39.480

Sara: And we will all talk through together what they did well, but they did badly and then hopefully.

169

00:42:40.080 --> 00:42:47.250

Sara: we'll learn kind of from doing that program and next year we'll be able to implement the model that we were talking about it at the last meeting where.

170

00:42:47.760 --> 00:43:00.360

Sara: we'll still do that again just to like review what the interview skills are but then we'll have kind of students do mock interviews and it will be a little bit of a competition we just thought that it was a look a little bit.

171

00:43:01.260 --> 00:43:05.340

Sara: It would be a little bit too much to jump right into forcing students to like.

172

00:43:05.820 --> 00:43:18.300

Sara: kind of go before the big group and do mock interviews without at least having one prep session before so that's why we think, based on the time constraints that next year is better for that, like competition model that we had talked about before.

173

00:43:24.480 --> 00:43:25.050

Javier Lopez-Molina [He/him]: sounds awesome.

174

00:43:26.850 --> 00:43:28.830

Javier Lopez-Molina [He/him]: Any questions from the board.

175

00:43:33.120 --> 00:43:36.300

Javier Lopez-Molina [He/him]: Alright well i'm really excited that that's moving forward as smoothly as it is.

176

00:43:37.890 --> 00:43:49.080

Javier Lopez-Molina [He/him]: Alright, the next item on the agenda is that my world consulting recommendations, starting with the Charter rewrite project plan coordinator, we have any updates on.

177

00:43:49.230 --> 00:43:50.340

Javier Lopez-Molina [He/him]: How the Charter is coming will.

178

00:43:51.900 --> 00:44:07.410

Courtney Russell: Share just a brief update we're in the very final stages, putting a few less finishing touches on, so we do expect to have that to you all at the main meeting, and we are also already beginning the conversation with the editor the consultant about.

179

00:44:08.580 --> 00:44:15.240

Courtney Russell: charter renewal this fall and so that is getting kicked off in the near future, so you will definitely see some things in May.

180

00:44:21.210 --> 00:44:35.370

Javier Lopez-Molina [He/him]: We have the rest of the items from the my world consulting recommendation because I think, as we were putting together some information there was some stuff around like fingerprinting and stuff, but I wanted to make sure to offer the cracks.

181

00:44:36.930 --> 00:44:39.450

Courtney Russell: Sure thing i'll pull that up right now heavier one moment.

182

00:45:04.350 --> 00:45:09.390

Javier Lopez-Molina [He/him]: We haven't reviewed this in a couple of board meetings so it's probably a good idea to refresh luck.

183

00:45:26.670 --> 00:45:29.550

Javier Lopez-Molina [He/him]: way to make it smaller version, more than one either.

184

00:45:45.270 --> 00:45:46.590

Javier Lopez-Molina [He/him]: Alright cool yeah there we go.

185

00:45:51.360 --> 00:45:57.780

Javier Lopez-Molina [He/him]: Okay, so we had an item on do you want to go over the top, so that we can argue all the time.

186

00:45:59.250 --> 00:46:10.140

Javier Lopez-Molina [He/him]: Okay that's right Okay, so the first item was just remind everybody was to update the Charter that's in progress that's great next item is leadership position description evaluations.

187

00:46:12.930 --> 00:46:17.190

Javier Lopez-Molina [He/him]: Yes, so this is good, this is in progress, do we have a.

188

00:46:18.420 --> 00:46:19.860

Javier Lopez-Molina [He/him]: Progress report on this one.

189

00:46:23.040 --> 00:46:31.170

Courtney Russell: I think this one was a board one, so I don't know if there were any action items at the school unless travis has anything else there I know he has.

190

00:46:32.190 --> 00:46:35.940

Courtney Russell: A multitude of scorecards our job descriptions, but I don't know anything else here.

191

00:46:36.090 --> 00:46:42.810

Javier Lopez-Molina [He/him]: For this I mean as i'm reading the description it's a obtaining annual performance evaluations for principal and director of operations so.

192

00:46:43.110 --> 00:46:59.250

Javier Lopez-Molina [He/him]: I think today's executive session kind of accomplishes some of the stuff and the hard work that Mr brown's team and Mr Brown, and you have been doing to put that together, so this feels good what's the next row for.

193

00:47:04.320 --> 00:47:09.630

Javier Lopez-Molina [He/him]: Sure, Captain expertise credentials against job descriptions, I see this is credentialing.

194

00:47:12.630 --> 00:47:19.680

Javier Lopez-Molina [He/him]: Okay, so this is, I think a to do that, we should start tracking at some point what's the next one.

195

00:47:25.230 --> 00:47:26.640

Javier Lopez-Molina [He/him]: Academic interventions.

196

00:47:30.210 --> 00:47:30.630

Javier Lopez-Molina [He/him]: yeah.

197

00:47:31.770 --> 00:47:35.760

Javier Lopez-Molina [He/him]: Okay, so that's good to keep on the radar the next one is.

198

00:47:37.470 --> 00:47:39.090

Javier Lopez-Molina [He/him]: product development okay.

199

00:47:40.290 --> 00:47:56.760

Javier Lopez-Molina [He/him]: it's good to keep on the improvement cycles developed school Improvement Plan for gaps identified last renewal okay that's good to have on the radar as well curriculum curriculum mapping software to map K through 12 curriculum okay so.

200

00:47:58.500 --> 00:48:00.780

Javier Lopez-Molina [He/him]: That is in progress.

201

00:48:02.910 --> 00:48:06.810

Javier Lopez-Molina [He/him]: There was a language one fingerprinting it says it's complete.

202

00:48:08.370 --> 00:48:11.850

Javier Lopez-Molina [He/him]: So that's good the complaint procedure is done.

203

00:48:13.320 --> 00:48:22.470

Javier Lopez-Molina [He/him]: Our little one around little bird and job descriptions okay does anyone have any I think the last one right yeah so anyone have any questions on these.

204

00:48:24.390 --> 00:48:24.960

Javier Lopez-Molina [He/him]: words.

205

00:48:27.000 --> 00:48:27.960

Javier Lopez-Molina [He/him]: We all remember them.

206

00:48:28.950 --> 00:48:31.710

Briar Thompson [she|her]: Well, I guess, there, it seems like there are a couple of them that maybe are.

207

00:48:32.760 --> 00:48:37.620

Briar Thompson [she|her]: paused or slow down a little bit, given the pandemic and some other priorities is that accurate.

208

00:48:39.270 --> 00:48:40.620

Javier Lopez-Molina [He/him]: that's up, it sounds like it.

209

00:48:41.640 --> 00:48:43.590

Javier Lopez-Molina [He/him]: And yeah there's some that.

210

00:48:45.810 --> 00:48:48.690

Javier Lopez-Molina [He/him]: yeah I think that sounds accurate, I think the pandemic certainly.

211

00:48:49.920 --> 00:48:51.090

Javier Lopez-Molina [He/him]: slowed some of these.

212

00:49:03.030 --> 00:49:03.810

Javier Lopez-Molina [He/him]: Alright, so.

213

00:49:04.950 --> 00:49:08.250

Javier Lopez-Molina [He/him]: that's the update from from best I think well.

214

00:49:09.780 --> 00:49:14.400

Javier Lopez-Molina [He/him]: we'll keep it on the agenda for future meetings, just to keep reviewing it.

215

00:49:16.710 --> 00:49:22.380

Javier Lopez-Molina [He/him]: Alright, the next item on the agenda is board member resumes so i'll turn it over to Courtney.

216

00:49:24.210 --> 00:49:30.600

Courtney Russell: I guess we're just says reminder collecting current resumes for upcoming renewal application this fall.

217

00:49:30.990 --> 00:49:46.110

Courtney Russell: I think we're at about 11 Members right now, and I think I have around half so just a reminder, if you have not sent me your most recent resume to go ahead and and i'll give everyone a bit more time and if I don't hear from you i'll reach out and to send a reminder for that action item.

218

00:49:50.040 --> 00:49:50.520

Javier Lopez-Molina [He/him]: alright.

219

00:49:51.750 --> 00:50:00.420

Javier Lopez-Molina [He/him]: next item is the Pharaohs academy scholarships so coordinate please tell me, we had some progress.

220

00:50:01.530 --> 00:50:07.860

Courtney Russell: We do not, so I checked in again today, as we know, the application deadline is tomorrow, so there is still time.

221

00:50:08.430 --> 00:50:13.740

Courtney Russell: But I call, I think, last week, or the week before with one of the College and career TEAM members and.

222

00:50:14.220 --> 00:50:30.870

Courtney Russell: Talk to her about some different slightly more innovative approaches, rather than solely sending an email out to seniors so they've held different workshops they've done different online promotions and different things to kids excited and so far no takers.

223

00:50:31.890 --> 00:50:41.250

Courtney Russell: So we certainly have until tomorrow at four to see if any come in last minute, but wanted to revisit board and see how you all would like to proceed at this time.

224

00:50:42.810 --> 00:50:58.980

Alexandra Abreu: or any one of my like the teachers recommendations like I know if I see a certain message like performing very well like on the side, it will call him on the side and say you know we have this opportunity, what about applying for it.

225

00:51:00.240 --> 00:51:07.860

Travis Brown: And I can I jump in here, I think Mr Bray you you hit it on the head and that's one thing we've been working with the College counselors.

226

00:51:08.700 --> 00:51:18.060

Travis Brown: we're such a small school and we should not send out a blast to kids and say hey there's this opportunity we know the kids, so we should.

227

00:51:18.570 --> 00:51:25.170

Travis Brown: Take a little bit more of an intimate approach, saying that this scholarship is for you or this opportunities for you, so I think.

228

00:51:25.740 --> 00:51:31.140

Travis Brown: With recording you're saying like we just have to have more of a tailored approach with these opportunities and.

229

00:51:32.130 --> 00:51:37.200

Travis Brown: So that kids and we're not seeing them every day in the building and things like that so there's.

230

00:51:37.740 --> 00:51:49.380

Travis Brown: there's some of the some of the intimacy that we used to have doesn't happen anymore, so I think we have to just stay a little bit more persistent and to your point, Mr Bray you really talk to teachers and.

231

00:51:49.950 --> 00:52:04.680

Travis Brown: And also, they know the kids very well because it's such a small group to really, really, you know hitch kids to opportunities, instead of throwing it out broadly and saying there's opportunity out there, because they they their high school kids they.

232

00:52:06.030 --> 00:52:12.420

Travis Brown: If we don't if we don't really like push them in these directions and do the things that we know, good for them, sometimes they miss out on opportunities.

233

00:52:15.900 --> 00:52:29.250

Sara Jean-Jacques: Can we ask each advisory teacher to identify or target like three students to encourage to apply for the scholarship and follow up with them, or something like that.

234

00:52:31.290 --> 00:52:32.670

Yes, we can.

235

00:52:37.110 --> 00:52:38.760

Robb: throw out a wild idea.

236

00:52:40.770 --> 00:52:49.890

Robb: Certainly the application piece of it is something that's important it demonstrates initiative and there's a component of you know.

237

00:52:50.730 --> 00:52:56.400

Robb: I think I think we, we want to, we wanted to be able to decide who to give the scholarship to, I think.

238

00:52:57.390 --> 00:53:14.700

Robb: there's a there's a path to potentially just giving the scholarship right, making it not even something you apply for but something that's kind of like a board the board's choice or or teachers choice award type of thing just an idea if.

239

00:53:16.230 --> 00:53:30.510

Robb: I think it's surprising how many how much scholarship and grant money in in the nation just goes unclaimed and I think there's there's just natural friction to these types of applying to these types of things and maybe we just bypass the whole application.

240

00:53:38.160 --> 00:53:41.340

Briar Thompson [she|her]: I would, maybe have a couple of questions about that, I think.

241

00:53:43.470 --> 00:53:54.420

Briar Thompson [she|her]: The thinking up to this point has been very much around, how do we evaluate whether a scholar is embodying some of the principles or values of the school.

242

00:53:55.350 --> 00:54:03.930

Briar Thompson [she|her]: And while i'm very much trust teachers to have a read on that, I think we had one of the board to also have.

243

00:54:04.620 --> 00:54:13.560

Briar Thompson [she|her]: involvement, partly for students benefit to write and like if they're presenting to the board that's a learning and development kind of opportunity and.

244

00:54:14.550 --> 00:54:31.830

Briar Thompson [she|her]: I worry that taking that out of the picture takes that opportunity away, and I think the other concern I would have is if it becomes very much about just sort of shoulder to have a student and saying we're going to give you this without very clear.

245

00:54:33.090 --> 00:54:45.690

Briar Thompson [she|her]: Information about why they would chosen then it's a bit of a perception perhaps of favoritism or of it not being a fair opportunity for the students, I think those would be the two areas of concern I would have.

246

00:54:47.460 --> 00:54:51.720

Travis Brown: Could we could we have more time, can we extend the deadline.

247

00:54:55.980 --> 00:55:09.840

Javier Lopez-Molina [He/him]: have no problem, extending the deadline I i'm more concerned about giving it to someone when we've already said here's a scholarship that person clearly hasn't.

248

00:55:11.760 --> 00:55:20.760

Javier Lopez-Molina [He/him]: had taken the initiative, even though they're going to get the funding, and I think I mean for me someone who.

249

00:55:21.630 --> 00:55:37.290

Javier Lopez-Molina [He/him]: You know who is going to put this money to good use, for their education is going to have the initiative to apply for the scholarship I worry about you know I don't want to just give away money that's not what I want to give money to someone who we think is going to benefit from that.

250

00:55:39.330 --> 00:55:46.350

Robb: yeah I understand that I think I think everyone who graduates from Ferris academies is just showing initiative.

251

00:55:48.780 --> 00:55:50.790

Robb: And, and I think.

252

00:55:52.200 --> 00:55:54.540

Robb: So, so I think i'd be i'm.

253

00:55:56.490 --> 00:56:05.910

Robb: I think there are ways to get comfortable, I think, ideally, we see people apply, I think there are also other ways, where we could we could potentially invite.

254

00:56:06.930 --> 00:56:09.390

Robb: Five scholars to the board meeting.

255

00:56:14.280 --> 00:56:21.750

Robb: You like i'm thinking of like i'm thinking like awards for like like the Academy awards right the Academy chooses the nominees.

256

00:56:22.380 --> 00:56:28.230

Robb: Not and nobody applies for these award you don't apply for you, you get the award based on your body of work.

257

00:56:28.800 --> 00:56:36.870

Robb: Which is you know the these scholars jobs is to be for their jobs, their body of work is to excel academically and within the Community.

258

00:56:37.470 --> 00:56:50.250

Robb: And, and if that's happening and it just happens to not be self promoted that's a different challenge and a different type of initiative, then, then we might be.

259

00:56:51.150 --> 00:57:01.140

Robb: realizing but, but I also met there's a practical consideration here, which is probably where where this really nets out, which is where we just need to get the word out and give people enough time to do it.

260

00:57:02.520 --> 00:57:09.630

Sara Jean-Jacques: I like the idea of making them apply, making the scholars apply, but I do, the only thing i'll add is, I think.

261

00:57:10.200 --> 00:57:19.950

Sara Jean-Jacques: Javier to your concern you know I think if we look at it from the perspective of the fact that these children have grown up going to public school or you don't pay for your education.

262

00:57:20.310 --> 00:57:32.970

Sara Jean-Jacques: And so they don't really understand the correlation between money and education, and the same way that like we do as people who have attended college and graduate school I also don't know that like.

263

00:57:34.320 --> 00:57:49.920

Sara Jean-Jacques: That that you don't mean like I don't know what that they've connected all those dots, and so I don't know that their lack of initiative to apply for scholarship truly shows that they wouldn't use it well, but more maybe just a lack of understanding of how fundamental.

264

00:57:51.570 --> 00:57:56.520

Sara Jean-Jacques: You know, getting these scholarships is to their ability to continue their education.

265

00:57:57.960 --> 00:58:13.320

Javier Lopez-Molina [He/him]: Okay, I get that I like so rob the idea that you proposed where it's like we have the teachers nominate some people some into some scholars and then the scholars, I mean I do still want the scholars to put in some effort.

266

00:58:14.490 --> 00:58:16.920

Javier Lopez-Molina [He/him]: You know and present to the board because.

267

00:58:19.380 --> 00:58:31.620

Javier Lopez-Molina [He/him]: It would say a lot for example for someone to say hey you got shoulder tap for this scholarship you now have to do, like a little bit of work put together some speech and then for that person to be like no i'm not gonna do that.

268

00:58:32.790 --> 00:58:40.560

Javier Lopez-Molina [He/him]: You know, but that, ideally, we missed that that kind of character check if we just like shoulder tell somebody.

269

00:58:43.710 --> 00:58:54.150

Alexandra Abreu: I like that idea out like 10 oh i'm promoting it and then probably in between, like the nomination and then at the end, bringing maker.

270

00:58:54.990 --> 00:59:11.460

Alexandra Abreu: and deciding you know, for them to do like a little presentation sort of like now say you know, and then it takes away also the part of bias, whether you know we choose in it, because we'd like this more than the other kind of stuff like that, so I like that.

271

00:59:12.960 --> 00:59:27.180

Stacy Sutherland: Bob what what type of qualifications, were you thinking that these nominees would have would it be you know grades, would it be overachieving what type of qualifications, were you thinking.

272

00:59:29.880 --> 00:59:31.230

Robb: yeah good question.

273

00:59:34.830 --> 00:59:35.250

Robb: I guess we.

274

00:59:35.730 --> 00:59:39.300

Robb: have to we'd have to have to think a little bit more about that and kind of.

275

00:59:42.780 --> 00:59:47.310

Robb: Connected back to the to the you know, to the principles of the scholarships themselves.

276

00:59:49.920 --> 00:59:58.980

Robb: I was, and I think it's a good prompt I don't have a good answer, but I think we would want to have some criteria to avoid the the downside here of you know favoritism.

277

00:59:59.460 --> 01:00:08.820

Stacy Sutherland: Or why I was asking is because, depending on what it is, you know whether it's high achieving or certain grade average.

278

01:00:10.230 --> 01:00:24.540

Stacy Sutherland: there's possibly a cohort that you have seniors that are already in that space hmm once they know they're in that cohort you know they know that there's a possibility, a teacher would nominate them so something along those lines just trying to figure out what.

279

01:00:24.540 --> 01:00:32.550

Stacy Sutherland: Quality then if they know that they're part of that cohort of a 90% you know.

280

01:00:33.600 --> 01:00:45.120

Stacy Sutherland: Great average or things like that, then they know that there's a chance that they may get that tap right and would essentially be prepared to receive that award you know thinking about the the Oscars right.

281

01:00:45.240 --> 01:00:56.370

Stacy Sutherland: yeah know who's winning so that night, but some folks have their their script to do their speech and some others don't but i'm in the back door, they don't have that paper they're always kind of ready right.

282

01:00:56.760 --> 01:01:07.410

Stacy Sutherland: So something with the students, that they have an idea of what cohort they're in or whatever else and they may know there's opportunity that they may be nominated by their teacher so that was just my blood, I think.

283

01:01:09.570 --> 01:01:21.270

Travis Brown: The reason why I asked for a little bit more time is because students are still receiving their packages from College as well, and they haven't committed to schools so some students may not.

284

01:01:22.710 --> 01:01:33.300

Travis Brown: even know how much they need to all that they will all or if there's a gap, or if they're going for no money at all, so I think there could be a timing.

285

01:01:34.260 --> 01:01:49.650

Travis Brown: A timing issue that may create more urgency around a scholarship as well, so I know a lot of students haven't committed to a school yet so and this still waiting for packages and things like that so, not to say.

286

01:01:50.730 --> 01:02:01.710

Travis Brown: I thought we would see more people more students apply the zero is a that's I don't think it would be there, I think there's, so I think it's a.

287

01:02:02.850 --> 01:02:05.970

Travis Brown: To them, thinking about two things at play one, I think.

288

01:02:07.350 --> 01:02:09.780

Travis Brown: The CCA team can do.

289

01:02:11.070 --> 01:02:19.410

Travis Brown: We can do a much more tailored job of hitching students with opportunities, and I think that's that's why we're small we can't be small and that big.

290

01:02:19.710 --> 01:02:28.890

Travis Brown: And just send it out to the entire community that I think there's a timing piece that could be a play also where students may not even know what they need right now.

291

01:02:29.880 --> 01:02:47.880

Travis Brown: So I think my request would be, can we provide a little bit more time and then see where it see if if we have more interest or more engagement when kids know their packages and know where the gap is and understand the the financial situation, as it relates to college admission.

292

01:02:49.350 --> 01:03:03.840

Javier Lopez-Molina [He/him]: Can we do both can we push the application deadline, but also ask teachers to nominate people and engage those individuals and see if they're interested in if they're not interested, then we take them off the list and.

293

01:03:05.850 --> 01:03:06.900

Javier Lopez-Molina [He/him]: This is not an option.

294

01:03:07.860 --> 01:03:08.700

Travis Brown: I think so.

295

01:03:14.820 --> 01:03:16.770

Robb: yeah I like I like the dual path there.

296

01:03:17.490 --> 01:03:19.800

Robb: And I think the nomination has the.

297

01:03:20.220 --> 01:03:30.630

Robb: opportunity to solve what you're talking about Javier So if you, you get nominated, but you still have to come to the board and take the initiative to present and you get that opportunity in that experience as well.

298

01:03:31.950 --> 01:03:38.970

Robb: And maybe we have you know give scholars, the opportunity to nominate their peers as well, there might there might be an element of.

299

01:03:39.750 --> 01:03:50.460

Robb: Of imposter syndrome that we all feel or a feeling of not wanting to self promote and when you get somebody pushing their now everyone's kind of like hey you should do this, you know.

300

01:03:51.210 --> 01:03:57.090

Robb: You know you have you looked at the the scholar next year class tag that you'd be perfect for this that type of thing.

301

01:04:00.300 --> 01:04:04.800

Javier Lopez-Molina [He/him]: yeah I mean I like opening it up to, I mean if people want to self nominate also and.

302

01:04:05.910 --> 01:04:07.980

Javier Lopez-Molina [He/him]: nominate other individuals, I think that's.

303

01:04:09.480 --> 01:04:11.010

Javier Lopez-Molina [He/him]: that's that would be okay to.

304

01:04:12.270 --> 01:04:12.870

Javier Lopez-Molina [He/him]: I guess.

305

01:04:14.220 --> 01:04:21.870

Javier Lopez-Molina [He/him]: We were worried about what What if we have like 5000 different applications, well, we don't have five dozen different applications so.

306

01:04:23.340 --> 01:04:30.780

Javier Lopez-Molina [He/him]: i'm i'm happy to to I think it makes sense at this point to like start to relax certain criteria.

307

01:04:34.410 --> 01:04:40.410

Javier Lopez-Molina [He/him]: Mr Brown, does that sound like a good plan and Courtney I don't know is sort of doing the OPS on the ground for this.

308

01:04:45.060 --> 01:04:45.450

Travis Brown: I don't.

309

01:04:45.540 --> 01:04:47.220

Travis Brown: I don't probably go into.

310

01:04:49.740 --> 01:04:56.100

Travis Brown: I don't think we have to change anything at this moment I think if we extend the time back and we get.

311

01:04:57.270 --> 01:05:02.250

Travis Brown: People involved to tailor it to certain students, I think we will get more more traction.

312

01:05:02.790 --> 01:05:08.370

Javier Lopez-Molina [He/him]: So let me, let me propose something which is the deadlines tomorrow right.

313

01:05:10.140 --> 01:05:12.600

Javier Lopez-Molina [He/him]: If by tomorrow we have nobody.

314

01:05:14.310 --> 01:05:23.250

Javier Lopez-Molina [He/him]: Then we got a plan B so Plan B is extend the deadline and involve teachers and open it up.

315

01:05:31.170 --> 01:05:31.620

Javier Lopez-Molina [He/him]: sounds good.

316

01:05:32.610 --> 01:05:33.150

Travis Brown: sounds good.

317

01:05:37.140 --> 01:05:40.140

Javier Lopez-Molina [He/him]: I mean, I also like if I put myself in that position.

318

01:05:41.160 --> 01:05:48.900

Javier Lopez-Molina [He/him]: And I think about what's like on the line if i'm going to apply to this thing i'm probably going to wait until the very last minute to submit because, like.

319

01:05:49.950 --> 01:05:56.130

Javier Lopez-Molina [He/him]: that's like who I am i'm like a perfect one of wanted to be perfect, and so you know i'm gonna have everybody read it and.

320

01:05:57.570 --> 01:06:02.910

Javier Lopez-Molina [He/him]: Now i'm not gonna like Why would I submit it two days beforehand, when I could do all that work, though the night before.

321

01:06:05.730 --> 01:06:08.460

Javier Lopez-Molina [He/him]: So so let's see what happens let's see what happens.

322

01:06:10.470 --> 01:06:12.120

Javier Lopez-Molina [He/him]: And if we don't get anybody then we'll.

323

01:06:13.320 --> 01:06:14.040

Javier Lopez-Molina [He/him]: we'll open it up.

324

01:06:18.990 --> 01:06:20.220

Javier Lopez-Molina [He/him]: All right, any other questions.

325

01:06:24.450 --> 01:06:30.060

Javier Lopez-Molina [He/him]: All right, i'm going to move over to the Culture Committee report and make a note to Courtney.

326

01:06:30.930 --> 01:06:44.640

Javier Lopez-Molina [He/him]: And to the board by the way, we received a letter of resignation from vilma unfortunately she with her job can't continue being a board member, so you know it's very sad we had her on the board for a really long time but.

327

01:06:46.050 --> 01:06:58.830

Javier Lopez-Molina [He/him]: She decided that she couldn't keep keep coming here so maybe sometime in the future she'll come back we'll try and get her back, but for now what's the Culture Committee able to meet over the last one.

328

01:07:00.090 --> 01:07:00.510

Travis Brown: Yes.

329

01:07:00.540 --> 01:07:01.230

Sara Jean-Jacques: We did.

330

01:07:03.570 --> 01:07:07.530

Sara Jean-Jacques: Just a CD or travis do you want me to do it, or you guys want to do it.

331

01:07:08.700 --> 01:07:09.660

Stacy Sutherland: Say go ahead.

332

01:07:10.140 --> 01:07:10.470

Okay.

333

01:07:11.820 --> 01:07:14.460

Travis Brown: So, would you like me to show the PowerPoint as you speak.

334

01:07:14.490 --> 01:07:23.250

Sara Jean-Jacques: Sure perfect I was ready to share my screen, but if you want to that's perfect, and so the Culture Committee had our monthly meeting last week and.

335

01:07:24.150 --> 01:07:46.410

Sara Jean-Jacques: The focus of this meeting was to talk about kind of what our focus was going to be for the next few months and we looked at data from the survey that was given to the staff and we decided that we wanted to work on travis do you mind sharing um I think.

336

01:07:47.550 --> 01:07:50.430

Sara Jean-Jacques: slide 28 or 28 page 28 of the.

337

01:07:51.960 --> 01:08:06.090

Sara Jean-Jacques: Yes, so we looked at the survey data, and this is the slide that we kind of zeroed in on because this slide is all about growth potential and what it shows is.

338

01:08:06.960 --> 01:08:18.180

Sara Jean-Jacques: The blue is people who had a favorable response and the yellow is pleat people who had inconsistent responses and the whole idea is that.

339

01:08:19.050 --> 01:08:32.190

Sara Jean-Jacques: You want to try and target the people who had inconsistent responses to turn those responses blue so that you would then end up with the percentage of people with positive views that you see on the end of that.

340

01:08:32.670 --> 01:08:41.850

Sara Jean-Jacques: And so, these are the issues that we felt should guide our kind of next steps as a committee.

341

01:08:42.360 --> 01:08:53.670

Sara Jean-Jacques: And so from these issues, we wanted to kind of distill down what people a little bit more about these topics by potentially coming up with.

342

01:08:54.000 --> 01:09:02.010

Sara Jean-Jacques: More questions that we could ask that get at these issues, and so I was supposed to do that this week and I haven't gotten to it, yet, but.

343

01:09:02.910 --> 01:09:17.850

Sara Jean-Jacques: That is in the works, and I am planning to do it, and why think what we want to do is once we come up with those questions give that survey to the staff so that we can understand a little bit more about what is behind this data.

344

01:09:19.590 --> 01:09:31.320

Sara Jean-Jacques: And because we feel like staff retention and recruiting is one of the most important pieces of keeping the positive culture at.

345

01:09:32.460 --> 01:09:52.650

Sara Jean-Jacques: At fair, and so we think it's absolutely worth the time of the Culture Committee to dedicate ourselves to making sure that and our time to making sure that the attorneys and staff attorney to begin by other teachers and staff.

346

01:09:53.910 --> 01:10:11.010

Sara Jean-Jacques: feel like the culture at pharaoh's is one that makes them happy and makes them want to stay um so that's kind of the first piece of our plan once we get a little bit more data, there were a few other things that we talked about potentially doing to increase.

347

01:10:12.060 --> 01:10:28.320

Sara Jean-Jacques: teacher and staff morale one of them was that we wanted to do coffees with teachers, so we were talking a little bit about the format and we hadn't really come to a conclusion as to how we wanted to do it, but we were thinking like.

348

01:10:29.640 --> 01:10:34.110

Sara Jean-Jacques: Teachers could sign up for slots and board members could make themselves available.

349

01:10:34.740 --> 01:10:46.350

Sara Jean-Jacques: During that time for coffee, and so it might be like two board members take you know Monday mornings from eight to 10 and teachers can sign up and they can in those sessions talk about.

350

01:10:47.190 --> 01:11:01.590

Sara Jean-Jacques: Anything that they want to talk about with the board, they can get to know the board members, but also that, like we can based on the answers to this to this survey and the survey that we take have some like.

351

01:11:04.200 --> 01:11:16.350

Sara Jean-Jacques: topics and ideas that we might want to ask about or have conversations around um and so that was one of the ideas that we had and anybody on the Culture Committee feel free to chime in if you.

352

01:11:17.280 --> 01:11:25.170

Sara Jean-Jacques: think that I get any of this wrong, and then the other thing is that we wanted to show our appreciation to that.

353

01:11:26.190 --> 01:11:33.540

Sara Jean-Jacques: Teachers and staff, and so we wanted to have something sent to all of the teachers and staff from the board.

354

01:11:34.290 --> 01:11:44.850

Sara Jean-Jacques: In the month of May to just show our appreciation show them that we're thinking about them and that we care about them during what we know was a particularly difficult year this year.

355

01:11:45.300 --> 01:11:54.270

Sara Jean-Jacques: um so that was kind of our second idea, and then the last piece of that this is that we feel like maybe the teachers don't.

356

01:11:54.840 --> 01:12:14.280

Sara Jean-Jacques: know or feel like they know enough about the board, and so we would like to put together a board book uh basically with our pictures and our bios potentially our resumes that we would then send to all of the teachers and I think we can actually send it in conjunction with that gift.

357

01:12:15.390 --> 01:12:31.740

Sara Jean-Jacques: So that they like know who we are and what we are different like backgrounds are so as things come up, they can reach out to us if they want to, or they can talk to us as they as they feel see fit about different issues that they are thinking about or care about.

358

01:12:35.430 --> 01:12:37.200

Sara Jean-Jacques: Stacy travis don't miss anything.

359

01:12:40.500 --> 01:12:41.520

you're not going out to Paul.

360

01:12:47.820 --> 01:12:56.820

Sara Jean-Jacques: So I think that timing wise I like we I said we're going to dig into these this data and the questions and hopefully have for the board what our proposed.

361

01:12:58.020 --> 01:13:09.060

Sara Jean-Jacques: proposed survey will look like by the next meeting, and then internally we'll talk about what gifts, we want to give to the to the teachers and hopefully.

362

01:13:10.170 --> 01:13:19.590

Sara Jean-Jacques: We can get that out, I might send an email, I guess, do we need board approval for that rob if it's like we need to vote on that.

363

01:13:21.660 --> 01:13:27.960

Sara Jean-Jacques: Whether the the idea of giving out the guests and then one if they do, then we can spend the money on it.

364

01:13:28.740 --> 01:13:36.900

Robb: Not if it's under $50,000 and if it's within within the existing budget, we should be good.

365

01:13:39.780 --> 01:13:47.880

Sara Jean-Jacques: Well, does anybody have any objection to sending out a gift to the teachers for ideas for what they think the gift should be or comments in general.

366

01:13:52.860 --> 01:13:53.910

Javier Lopez-Molina [He/him]: I knew this is great.

367

01:13:54.990 --> 01:13:58.500

Javier Lopez-Molina [He/him]: I would lean on Mr Brown for gift ideas I don't know.

368

01:13:59.670 --> 01:14:02.280

Javier Lopez-Molina [He/him]: What the teachers would appreciate.

369

01:14:03.810 --> 01:14:05.850

He can speak to ambush he's all.

370

01:14:07.680 --> 01:14:07.920

Javier Lopez-Molina [He/him]: Right.

371

01:14:08.610 --> 01:14:10.680

Javier Lopez-Molina [He/him]: Remember remember your salon what.

372

01:14:12.810 --> 01:14:18.060

Amber Harrison: I was paying I actually have a really good relationship with a lot of the teachers at the school.

373

01:14:19.290 --> 01:14:29.280

Amber Harrison: And so I was looking at the data and I saw that where the data was low as his management involves people in decisions that affect their jobs.

374

01:14:29.700 --> 01:14:39.360

Amber Harrison: or work environment, and I think there's a sentiment kind of go along with what Sarah just kind of presented, I think there's a sentiment in terms of.

375

01:14:41.100 --> 01:14:50.340

Amber Harrison: Teachers wanted to, I guess, be more creative and have more input in terms of the direction and where the school is going.

376

01:14:50.910 --> 01:15:07.860

Amber Harrison: I don't know how that space can be created and know that we've won stuff that we've taken is creating the Di Committee, I know that we also have the culture piece, that is most be is doing, but I think if we're able to create a space.

377

01:15:08.910 --> 01:15:19.650

Amber Harrison: outside of the PD that we are that we have every Friday, where the teachers are able to come together and brainstorm ideas in terms of how to.

378

01:15:21.420 --> 01:15:24.420

Amber Harrison: create a solid foundation of the school and to.

379

01:15:26.340 --> 01:15:41.160

Amber Harrison: share their input to help bring the school's vision to fruition, I think that would get a lot of the teachers to buy in to pharaoh's Academy in the vision that that has been created for the school so.

380

01:15:41.910 --> 01:15:53.130

Amber Harrison: We have received gifts in the gifts have been extremely Nice, I think that, in terms of teachers, you know I think everyone.

381

01:15:54.630 --> 01:16:00.870

Amber Harrison: You know, I have a passion for what they do and they want to be able to feel as though their purpose is being fulfilled.

382

01:16:01.260 --> 01:16:06.900

Amber Harrison: And part of allowing them to feel that their purpose is being fulfilled as allowing a little bit element.

383

01:16:07.260 --> 01:16:16.080

Amber Harrison: Of them to come out well let's do the classroom or just do a conversation that allows for you all as a board to kind of pick their brain and then maybe.

384

01:16:16.500 --> 01:16:26.910

Amber Harrison: You know, throwing a bone like if you hear something that a teacher came up with then also just showing that you're moving in direction to implement that.

385

01:16:35.610 --> 01:16:37.350

Sara Jean-Jacques: Thanks amber that's helpful.

386

01:16:44.250 --> 01:16:45.420

Javier Lopez-Molina [He/him]: Any other questions.

387

01:16:52.020 --> 01:16:57.840

Javier Lopez-Molina [He/him]: Alright, then we will move on to the Finance Committee report and I, Mr rob.

388

01:17:00.390 --> 01:17:01.860

Robb: Aid Hello everyone.

389

01:17:02.850 --> 01:17:20.220

Robb: let's see, we had a very packed agenda yesterday for our Finance Committee session a lot going on in the finance world, so let me see if I can bring it to life here and just run through a few things.

390

01:17:21.630 --> 01:17:28.380

Robb: Starting with monthly financials and i'm going to share my screen really quick one second.

391

01:17:41.880 --> 01:17:45.540

Robb: Okay, starting with our monthly financials which which are in the board packet.

392

01:17:47.310 --> 01:18:00.150

Robb: All of our ratios and financial covenants continue to be well beyond the minimum thresholds and this story is pretty consistent and constant over month over month.

393

01:18:01.290 --> 01:18:18.300

Robb: We are projecting a $1.9 million surplus in the F Ly, in the full year budget, this is not reflective of some of the additional spending that we've been working through on.

394

01:18:19.020 --> 01:18:28.110

Robb: navigate forward which which principal brown shared last week, but the headline here is where we're ahead of target and we have.

395

01:18:29.160 --> 01:18:37.200

Robb: Our objective is to balance the budget, which means we have some additional spending to do through the end of the year, which ends in June.

396

01:18:38.040 --> 01:18:49.830

Robb: um one thing to note is the PPP loan that we took as part of the the the federal response that the government response to coven we took the PPP loan.

397

01:18:50.670 --> 01:19:01.230

Robb: has been forgiven so we've got indication that that the SBA intends to forgive that loan which is fantastic we weren't sure if that was going to happen, we thought it was.

398

01:19:01.740 --> 01:19:19.740

Robb: But we didn't have certainty, and what that means is, we could recognize the forgiveness portion of that loan as revenue in this in this year, which allows us to have this this surplus that we can spend so that that's awesome I don't really have anything additional to add on the.

399

01:19:21.330 --> 01:19:25.680

Robb: On the march financials but i'll just pause see if there any questions.

400

01:19:27.180 --> 01:19:41.790

Javier Lopez-Molina [He/him]: I had a question, this is something that came up in the last board meeting did we ever get an answer from you know our financial experts on whether or not we could use excess cash reserves to like endowed chair or pay for a position that fair us.

401

01:19:43.410 --> 01:19:52.980

Robb: I you know I have an answer that's my bad toby I know that I was a takeaway from last month, let me before the end of the week, I will get you an answer on that.

402

01:19:59.130 --> 01:19:59.700

Robb: um.

403

01:20:02.760 --> 01:20:04.350

Robb: Any other other questions.

404

01:20:09.060 --> 01:20:15.420

Robb: So that's the, that is, the, that is, the monthly financials.

405

01:20:17.430 --> 01:20:22.200

Robb: We also went through our investment accounts, let me pull that up really quick.

406

01:20:28.140 --> 01:20:49.230

Robb: So, starting in 2019 with we have put a portion of our our cash reserves into into investment accounts not nothing exciting like the stock market unfortunately we don't have any cryptocurrencies in our portfolio.

407

01:20:50.280 --> 01:20:55.020

Robb: Really boring boring safe.

408

01:20:56.580 --> 01:21:07.650

Robb: Things like money market funds short term investments and and government securities and so that's reflected in the in the yield 0.2% on the calendar year.

409

01:21:08.190 --> 01:21:19.770

Robb: But but higher than zero and higher than we would be earning if we were just keeping that cash in a checking account, so this is 2.9 million in this account and.

410

01:21:20.460 --> 01:21:30.690

Robb: we review the performance of the investment account on a quarterly basis, so this is January, February, March, since inception at 3.7% growth.

411

01:21:32.880 --> 01:21:38.130

Robb: Since since since we started this investment so any questions about.

412

01:21:39.600 --> 01:21:41.130

Robb: want to provide that visibility.

413

01:21:44.070 --> 01:21:51.450

Robb: All right, cruising right, I had the third thing we talked about was navigating forward so i'm.

414

01:21:52.830 --> 01:21:59.580

Robb: principal brown feel free to jump in on this, but I want to just pull up the one document that's in the board package.

415

01:22:01.020 --> 01:22:02.130

Robb: The.

416

01:22:03.210 --> 01:22:12.120

Robb: print navigating forward to refresh our memory memory is the is as the campaign that principal brown presented last board meeting.

417

01:22:12.840 --> 01:22:27.060

Robb: Recognizing the opportunity, here we we have with a budget surplus to to invest in the school and rebalance our budget so that we don't carry any excess funds into next year and.

418

01:22:28.080 --> 01:22:33.810

Robb: And and travis presented some of the exciting opportunities there, so we had a chance to meet once.

419

01:22:35.040 --> 01:22:47.190

Robb: After the last board meeting, and there are there to two items that have come out of that these are, and this is kind of the reporting view on it.

420

01:22:47.730 --> 01:22:59.010

Robb: The two things that we discussed are the Promethean boards which the the Board is familiar with the what that capability is, and then the second is a van.

421

01:23:01.860 --> 01:23:13.860

Robb: travis you want to say a word on on these sorry to put you on the spot, no, no, no problem at all, so the first one to permeate the boards, this is the premium boys just upgrade from right now.

422

01:23:13.920 --> 01:23:30.990

Travis Brown: We have more like projection screens project projectors and a lower Academy, we have for medium boards at the high school so where with the surplus, we want to just update technology to instruction technology and a lower in the lower Academy, because, as we.

423

01:23:32.070 --> 01:23:42.720

Travis Brown: This is we shared this a while back, but the the benefits of Promethean boards, the capabilities and functionality of it just surpasses what the project, the.

424

01:23:43.290 --> 01:23:54.180

Travis Brown: The project is the epson projectors do right now that we currently have and the lower academy and then the the second item is the is the Van the 15 cedar.

425

01:23:54.840 --> 01:24:06.960

Travis Brown: cedar which would allow us to really the the goal here is to be able to provide access to colleges and also sporting events, so we have just more.

426

01:24:07.290 --> 01:24:17.970

Travis Brown: capabilities mobility to get kids to where they need to be really excited about the potential around bringing small groups of students, like, I was saying before with the tailored approach.

427

01:24:18.270 --> 01:24:30.030

Travis Brown: Right now, we have to take large we typically take large groups of students on college trips, but as kids get an 11th and 12th grade, we can really tailor the experiences so if we know 1515 students.

428

01:24:30.300 --> 01:24:39.030

Travis Brown: are matched well with a certain college, we can take them there with the understanding that about 80 to 90% of our students stay in.

429

01:24:39.420 --> 01:24:50.490

Travis Brown: stay within driving distance of the you know, a two to three two to three hour radius outside so we're able to get to these places and bring groups of students to these places.

430

01:24:52.170 --> 01:25:00.600

Javier Lopez-Molina [He/him]: Right rob if we're looking to continue to spend some funds, we could spend some on a paint job with for us logo on nothing.

431

01:25:02.040 --> 01:25:02.820

Travis Brown: Next, part of it.

432

01:25:05.130 --> 01:25:11.880

Robb: I know if I know principal around well it's gonna be this things you know look awesome yeah for sure.

433

01:25:12.120 --> 01:25:13.890

Travis Brown: I think Courtney has some mockups.

434

01:25:15.240 --> 01:25:16.770

Travis Brown: courtney's the genius behind.

435

01:25:18.930 --> 01:25:23.160

Courtney Russell: pull that up for you all travis's up being at a notch but i'll pull up the basics, for you.

436

01:25:24.240 --> 01:25:27.870

Robb: I think when you honk the Horn it's going to play the Ferris academy fights all.

437

01:25:29.850 --> 01:25:33.510

Javier Lopez-Molina [He/him]: I was actually kidding find my way but i'm not surprised that you have that.

438

01:25:38.280 --> 01:25:41.010

Robb: So those are the two things.

439

01:25:42.150 --> 01:25:54.480

Robb: I think I think we've got our work cut out to to put that you know, to put the the money to good investment over the over the next couple of months, just to remind everyone that the the fiscal year runs through June.

440

01:25:54.930 --> 01:26:02.460

Robb: And so we'll start a new budget year on July 1 so you basically have two more board meetings of of activity.

441

01:26:08.490 --> 01:26:10.050

Robb: Okay here courtney's going to share.

442

01:26:21.690 --> 01:26:22.440

Robb: it's pretty good.

443

01:26:23.490 --> 01:26:26.280

Robb: Any questions so far he thoughts.

444

01:26:28.200 --> 01:26:30.660

Robb: Okay, there are a couple more things to cover.

445

01:26:32.400 --> 01:26:38.250

Robb: Second, good good segue regarding the budget so it's it's budget time again.

446

01:26:39.660 --> 01:26:40.890

Robb: We will.

447

01:26:41.940 --> 01:26:49.260

Robb: it's time to to prepare and and discuss and work through the school year.

448

01:26:50.280 --> 01:26:50.820

Robb: Budget.

449

01:26:52.110 --> 01:26:57.810

Robb: The ambitious objective would be to approve the next budget in May board meeting.

450

01:26:59.490 --> 01:27:12.720

Robb: But we have until the June board meeting if we need it to approve the budget so process wise Mary beth has prepared a draft budget, working with working with the school leadership.

451

01:27:14.580 --> 01:27:27.030

Robb: To get that draft together we'll we'll make a couple of adjustments to that, to put some benchmarks in there to understand kind of for each line item how costs have changed over the past couple of years.

452

01:27:28.380 --> 01:27:37.650

Robb: And then the Finance Committee will will do a first review and kind of work with in the finance committee next month, and then I think what makes sense is to.

453

01:27:38.400 --> 01:27:45.180

Robb: put it in front of the board with some of our observations you know Tom K or myself will.

454

01:27:46.170 --> 01:27:57.810

Robb: will help help the board kind of digest the budget and answer any questions and then we'll see where we are in terms of being able to vote and approve a budget if not next board meeting the board meeting after.

455

01:28:02.640 --> 01:28:15.330

Robb: So that's the budget a couple of miscellaneous things we have new financial policies and procedures that Courtney has helped put together that are much more robust and.

456

01:28:16.530 --> 01:28:26.970

Robb: Detailed in our existing policies and procedures, so the Finance Committee is reviewing those and will approve those that has covers everything from our controls.

457

01:28:27.900 --> 01:28:40.710

Robb: To our audit schedules and things like that i'm speaking of audit schedule, we have a preliminary audit in June and then our end of your audit will be in August.

458

01:28:41.610 --> 01:28:55.560

Robb: So more to come and we'll share the results of that audit with the board and then it's in the board packets i'll just mentioned it 990s which are the irs forms that we have to fill out to demonstrate exemption from income tax.

459

01:28:56.610 --> 01:29:07.050

Robb: Where we're reviewing those Mary beth to prepare those for us and we'll we'll sign those for the board and for the property holding company and and get that taken care of.

460

01:29:10.140 --> 01:29:15.510

Robb: that's the that's the extent of what we covered with.

461

01:29:19.500 --> 01:29:23.910

Robb: Actually, sorry one one of the big item is the financial services rfp so.

462

01:29:26.190 --> 01:29:30.690

Robb: And that's on the agenda Courtney, can I turn that over to you to lead us through that discussion.

463

01:29:33.270 --> 01:29:38.370

Courtney Russell: Sure thing rob thanks so good, to share my screen just review of the.

464

01:29:39.750 --> 01:29:44.670

Courtney Russell: proposal, but just a little bit of background here before I get into this, let me start.

465

01:29:48.600 --> 01:30:08.010

Courtney Russell: With just a little bit of background, as I shared at the March meeting we were looking for a more localized approach for our financial services provider and certainly think all of the Mary beth over the human, more recently, Brent and SBS.

466

01:30:09.480 --> 01:30:17.250

Courtney Russell: During that time, while we were going through a search which i'll talk about in just a moment Mary beth actually had an opportunity presented to her.

467

01:30:17.850 --> 01:30:27.720

Courtney Russell: She will be transitioning in the next couple of weeks to work for the ironman group based out of Florida so certainly well wishes to her, and meanwhile.

468

01:30:28.380 --> 01:30:39.810

Courtney Russell: Brenton SPS have had some challenges related to Colvin some impacts on the standing and so long story short, the the timing of all of this is quite appropriate.

469

01:30:40.440 --> 01:30:48.750

Courtney Russell: With us, you know transitioning to a new financial vendor and making sure we're all set for next year, so a little bit on the process.

470

01:30:49.410 --> 01:31:01.530

Courtney Russell: Back about a month ago we issued the rfp to around 10 firms, we heard back from and we had zoom interviews over the past week or two so Maria and I participated in.

471

01:31:02.130 --> 01:31:11.760

Courtney Russell: All of them, we also had Tom joined several which was great really strong proposals all around we had, I would say, out of the six we had three or four really strong contenders.

472

01:31:12.150 --> 01:31:23.640

Courtney Russell: And where we ultimately came down with a unanimous recommendation to move forward with CSP charter school business management I should note that they are the firm.

473

01:31:24.270 --> 01:31:33.300

Courtney Russell: That we brought the Finance Committee and I think the Boards attention last year they're also the firm that helped us create the financial policies and procedures, so we feel like.

474

01:31:33.870 --> 01:31:41.970

Courtney Russell: They are really well said to move into this role, and in particular with some of the timing challenges I just shared regarding.

475

01:31:42.540 --> 01:31:51.360

Courtney Russell: Mary beth's departure in the near future CSP m is prepared to step in, so I think all around we have some some work to do.

476

01:31:52.050 --> 01:31:57.270

Courtney Russell: continued work to do, but we certainly have a solid plan in place that we can enact very quickly.

477

01:31:57.630 --> 01:32:03.660

Courtney Russell: And again, very grateful to Mary beth who's more than willing to support with the transition make sure there's an appropriate passed down.

478

01:32:04.320 --> 01:32:13.620

Courtney Russell: she's available for any questions that come up so there's probably more but i'm going to pause there i'm, certainly if Maria Tom want to win around of the.

479

01:32:14.790 --> 01:32:19.410

Courtney Russell: Recommendation and then also open it up to board members for any questions or comments about all of that.

480

01:32:25.980 --> 01:32:34.440

Tom: yeah I can feel the chair and I didn't sit in on all the interview, so I can't give like a comparative narrative on this, but I did sit in on.

481

01:32:34.920 --> 01:32:41.910

Tom: The vendor of choice I left I left that conversation feeling very confident, I feel like their approach is very collaborative.

482

01:32:42.360 --> 01:32:51.510

Tom: I like they're kind of portfolio of schools that they currently work with, I think it shows like a nice understanding that I think we need right now.

483

01:32:52.380 --> 01:32:58.920

Tom: To like help us think creatively about how to use that excess surplus right I don't know if you would get that in with somebody who was a.

484

01:32:59.460 --> 01:33:08.430

Tom: You know didn't have the same type of portfolio with worth like you know New York City charter schools, so I felt really good about their approach they seem very collaboratively seemed like ready to get their hands dirty.

485

01:33:09.660 --> 01:33:10.920

Tom: And yeah I just I walk.

486

01:33:12.390 --> 01:33:14.940

Tom: I said it on to other ones and.

487

01:33:17.160 --> 01:33:20.310

Tom: I feel good about the choice for me and Maria feel.

488

01:33:21.870 --> 01:33:26.370

Tom: Better about the choice yeah yeah I think it's a good.

489

01:33:31.320 --> 01:33:38.370

Javier Lopez-Molina [He/him]: Excellent Mary beth it's gonna be very sad to see you go, but I do wish you all progressed are.

490

01:33:39.690 --> 01:33:46.290

Mary Beth Rousseau: Great Thank you, yes, it has been such a pleasure working with this school in this board for the past five years and and.

491

01:33:46.950 --> 01:34:03.000

Mary Beth Rousseau: i'm going to miss all of you and and miss this work, but i'm really excited for the next chapter of my career yeah iron man I can't round run a triathlon but you know I can be in the background and do the financial so i'm really excited Thank you.

492

01:34:05.010 --> 01:34:19.380

Javier Lopez-Molina [He/him]: Tom Thank you, by the way, also for spending the time to be on those calls in and give us some perspective that makes me feel a lot more confident I know a lot more, but it makes me feel more confident and comfortable with the decision yeah yeah, of course.

493

01:34:21.510 --> 01:34:24.930

Javier Lopez-Molina [He/him]: Any questions before we move on rob was that the last item.

494

01:34:25.800 --> 01:34:45.930

Robb: That was the last item and yeah just to pile on to the moment of gratitude here, Mary beth the brands and it's been it's been fantastic working with you and our financial position is, you know, in large part you've been a large part of creating that stability, so thank you.

495

01:34:47.580 --> 01:34:55.020

Robb: I do think we should vote on the decision to contract with us with CSP.

496

01:34:56.040 --> 01:34:58.050

Robb: Given the contract value.

497

01:35:00.660 --> 01:35:11.070

Robb: yeah if everyone's okay with that I will, I propose that we enter into a contract with csb em for.

498

01:35:12.390 --> 01:35:14.910

Robb: Financial management services.

499

01:35:19.500 --> 01:35:20.310

Robb: All those in favor.

500

01:35:21.180 --> 01:35:22.290

Briar Thompson [she|her]: Aye Aye.

501

01:35:24.780 --> 01:35:35.730

Robb: Okay, great Thank you let them in and show that we've we've approved the contracting with CSP em for financial services, great Thank you everyone.

502

01:35:37.680 --> 01:35:38.100

Mary Beth Rousseau: Thank you.

503

01:35:38.790 --> 01:35:49.500

Courtney Russell: Thank you, and if there's one more thing I just would like to add, please, so the 990s and we do need to have them approved, and so the auditor's told us we could go one of two ways.

504

01:35:50.160 --> 01:35:55.920

Courtney Russell: We realized that he's just got eyes and we just got them to the Finance Committee, as recent as this week and then you all.

505

01:35:56.400 --> 01:36:02.160

Courtney Russell: The same thing, so if you're comfortable approving them tonight I could do that or another approach could be.

506

01:36:02.580 --> 01:36:14.280

Courtney Russell: We could show in the Minutes that we're going to set a date by which, if we don't receive any responses, they can be like automatically approved, for example, you might say, you know, a week or two weeks from tomorrow.

507

01:36:15.510 --> 01:36:22.440

Courtney Russell: If there's no feedback we will consider these approved, and if we have that in the Minutes that allow us to then obtain.

508

01:36:24.600 --> 01:36:33.330

Courtney Russell: Two sets of signatures, some of them can be electronic I think for the school, but then for the support core and the property holding company will need a wet signatures.

509

01:36:33.960 --> 01:36:40.590

Courtney Russell: So we will follow up with those appropriate parties, but if we could have a vote around the approval, however, you like to handle that be great.

510

01:36:48.120 --> 01:36:49.200

Robb: say that again sorry.

511

01:36:49.290 --> 01:36:52.950

Javier Lopez-Molina [He/him]: These are the tax documents at the end of the report.

512

01:36:53.700 --> 01:37:04.230

Robb: Exactly yeah so Courtney, we need to, we need a motion to approve the documents or to authorize the signature.

513

01:37:05.910 --> 01:37:07.650

Courtney Russell: It would be to approve.

514

01:37:08.880 --> 01:37:11.760

Courtney Russell: The documents and again, it can be, or it can be Italy.

515

01:37:19.740 --> 01:37:24.060

Robb: Okay, I wonder if it makes the most sense to approve the documents.

516

01:37:25.500 --> 01:37:32.070

Robb: As a practical matter and the signatory on those documents is deleted, to me, is all right.

517

01:37:33.750 --> 01:37:41.610

Courtney Russell: When I looked at was Javier I don't know Mary beth if you looked at the other two, I think the board one was Javier but I don't remember the other to.

518

01:37:46.800 --> 01:37:54.870

Mary Beth Rousseau: The other there's several different signatures I i'd have to look at it, but I know for the the char 500 that has to be submitted.

519

01:37:55.500 --> 01:38:06.270

Mary Beth Rousseau: With the wet signatures there's actually two signatures, you have to have the board chair and the board treasurer so I can look at those and let you know which ones, those are.

520

01:38:06.810 --> 01:38:09.810

Javier Lopez-Molina [He/him]: Those basically a collection of both rob's and my signatures.

521

01:38:09.840 --> 01:38:10.650

Javier Lopez-Molina [He/him]: i'm so.

522

01:38:10.860 --> 01:38:12.810

Javier Lopez-Molina [He/him]: i'm i'm happy to approve.

523

01:38:13.890 --> 01:38:14.370

Javier Lopez-Molina [He/him]: This stuff.

524

01:38:14.760 --> 01:38:15.090

Javier Lopez-Molina [He/him]: Right now.

525

01:38:15.720 --> 01:38:22.710

Robb: yeah I was, I was thinking, the same I wasn't gonna i'm trying to pull it up, I have a hard time sharing it but it's based it's basically it's like a tax.

526

01:38:23.250 --> 01:38:35.130

Robb: tax return document I wouldn't expect the board to spend much time with it, but you and I have you're given that we're signing it will want to read through it, and so I think as a board, we can probably approve it now.

527

01:38:36.510 --> 01:38:38.850

Javier Lopez-Molina [He/him]: I agree i'm fine tooth comb.

528

01:38:42.030 --> 01:38:44.520

Javier Lopez-Molina [He/him]: yeah okay so then do you want, do you want to make a question.

529

01:38:46.140 --> 01:38:53.580

Robb: Yes, I a motion to approve the 990 tax documents in the board document in the board packet.

530

01:38:54.540 --> 01:38:55.170

Javier Lopez-Molina [He/him]: I second.

531

01:38:57.180 --> 01:38:58.050

Robb: All those in favor.

532

01:38:59.100 --> 01:38:59.460

Briar Thompson [she|her]: hi.

533

01:39:00.630 --> 01:39:00.960

Tom: Oh.

534

01:39:01.110 --> 01:39:01.890

Robb: Thank you.

535

01:39:04.080 --> 01:39:07.350

Robb: I was, I was going to share it just I don't think anyone needs to see the document.

536

01:39:07.620 --> 01:39:07.950

or not.

537

01:39:10.170 --> 01:39:11.100

Robb: Okay awesome.

538

01:39:12.780 --> 01:39:14.580

Robb: All right out.

539

01:39:15.450 --> 01:39:21.660

Javier Lopez-Molina [He/him]: Thank you rob the next item on the agenda is the academic committee report did we have the academic committee means.

540

01:39:25.800 --> 01:39:26.190

Javier Lopez-Molina [He/him]: All right.

541

01:39:26.880 --> 01:39:27.150

Yes.

542

01:39:28.500 --> 01:39:33.300

Javier Lopez-Molina [He/him]: We did Okay, do you want to roll that into the just your principles report as well.

543

01:39:35.670 --> 01:39:38.280

Travis Brown: We can't unless there's members of the academic committee.

544

01:39:39.450 --> 01:39:40.320

That would like to.

545

01:39:42.420 --> 01:39:44.400

Travis Brown: to share something during this point.

546

01:39:47.100 --> 01:39:49.260

Javier Lopez-Molina [He/him]: So anyone from the academic Committee who wants to.

547

01:39:51.330 --> 01:40:04.980

Tahina (Ty-ee-nah) Perez: hey this is Tina I did get a chance to join the academic committee meeting call I guess it was Tuesday, as my first one, so it was wonderful and great and Mr Brown, let us.

548

01:40:05.430 --> 01:40:12.540

Tahina (Ty-ee-nah) Perez: In just some data that I think you're actually going to present and just a little bit, but it was surrounding just a really strong attendance.

549

01:40:13.410 --> 01:40:24.300

Tahina (Ty-ee-nah) Perez: That we're seeing and how it's really just I mean it's very different I think than a lot of what people are are seeing in their own schools in terms of kids showing up and logging on.

550

01:40:24.810 --> 01:40:36.330

Tahina (Ty-ee-nah) Perez: But we're having some really great numbers and I think that that's just a testament again to Mr Brown, Mr burns leadership and the staff like miss Harrison and other teachers also.

551

01:40:36.990 --> 01:40:44.700

Tahina (Ty-ee-nah) Perez: I know that you're going to walk us, I think, through the interim assessments, some of the some of the scores, and I think there's some real bright spots.

552

01:40:45.120 --> 01:40:49.980

Tahina (Ty-ee-nah) Perez: From the fall and then there's also a couple grades where they've already identified where.

553

01:40:50.370 --> 01:40:59.400

Tahina (Ty-ee-nah) Perez: You know they know why the kids are struggling and what the plan is, and then I think we left it we actually have some homework to do we left it with them just looking at some of the.

554

01:40:59.850 --> 01:41:08.970

Tahina (Ty-ee-nah) Perez: I had a chance to send along a report from McKinsey that they were doing that was just talking about the the amount of learning loss.

555

01:41:10.200 --> 01:41:22.410

Tahina (Ty-ee-nah) Perez: That is happening holistically but then specifically speaking to marginalized communities and how children there are are on track to lose almost twice as much as.

556

01:41:22.890 --> 01:41:29.160

Tahina (Ty-ee-nah) Perez: Their counterparts and so they've already started to do studies on what they're, seeing as some of the options and so we're going to.

557

01:41:29.580 --> 01:41:37.140

Tahina (Ty-ee-nah) Perez: read the article take a look, but there's some early thoughts emerging thoughts about how to stand in the gap for kids in terms of.

558

01:41:37.680 --> 01:41:46.140

Tahina (Ty-ee-nah) Perez: helping them recover some learning loss so that's something that we're going to talk about the next academic company did I did I get everything or did I miss anything, let me know.

559

01:41:47.910 --> 01:41:48.600

Tahina (Ty-ee-nah) Perez: You got it all.

560

01:41:56.310 --> 01:41:57.540

Tahina (Ty-ee-nah) Perez: Stacey thanks travis.

561

01:41:59.100 --> 01:42:03.420

Javier Lopez-Molina [He/him]: I guess i'll turn it over to Mr Brown, to go into the principal's report.

562

01:42:06.810 --> 01:42:10.080

First, before I jump in and share my screen, I just want to just.

563

01:42:11.220 --> 01:42:18.750

Travis Brown: say the academic Committee and the Culture Committee we're really I think we're really honing in on some really great work.

564

01:42:19.590 --> 01:42:25.830

Travis Brown: I think it's just a testament to the board members that are part of the committee that I think we're really moving in directions that.

565

01:42:26.460 --> 01:42:33.180

Travis Brown: it's really going to impact the school and really huge positive ways and make really deep impact, so thank you to all the board members who.

566

01:42:33.960 --> 01:42:43.680

Travis Brown: who take the take the time to do the committee's I know rob and Tom and here on the Finance Committee as well, but I feel like the Culture Committee and.

567

01:42:44.310 --> 01:42:53.760

Travis Brown: Academic committee are really gaining really great traction and doing some really important and specific work, so thank you to all the board members on that now i'm going to share.

568

01:42:55.020 --> 01:42:55.800

Maria Dorsey: principal Brown.

569

01:42:56.910 --> 01:43:08.550

Maria Dorsey: um the the financials we're not approved rob you they were to approvals, but the financials burn approved so please don't forget to do that before we conclude.

570

01:43:09.240 --> 01:43:13.500

Robb: Oh good call, thank you, Maria i'm doing do that really quick now terms.

571

01:43:14.550 --> 01:43:19.710

Robb: Now let's just knock that out, so I, I propose that we approve the.

572

01:43:20.790 --> 01:43:23.640

Robb: march financials as presented in the board packet.

573

01:43:24.330 --> 01:43:26.400

Robb: Second, all those in favor.

574

01:43:29.160 --> 01:43:35.850

Robb: Okay awesome so let the record show we approve the march financials as presented in the board packet Thank you Maria.

575

01:43:36.090 --> 01:43:36.780

Javier Lopez-Molina [He/him]: Thank you, Maria.

576

01:43:37.140 --> 01:43:39.120

Maria Dorsey: Thank you, sorry for the interruption.

577

01:43:42.660 --> 01:43:53.640

So hopefully everyone can share my screen and I just want to say, as the principal sometimes I forget we're in the middle of a pandemic, and I think it's business as usual, sometimes in.

578

01:43:54.690 --> 01:43:58.950

And I just want to say that because the context with what's happening at the school.

579

01:43:59.550 --> 01:44:10.830

Time is point speakers other principles, a lot of things that are happening here not happening other places, and I wish I could take the credit for, but it's really the work of the staff, teachers, educators.

580

01:44:11.460 --> 01:44:20.220

So, and I forget sometimes like i'm like as business as usual, but it really isn't people are still scared nervous parents, teachers.

581

01:44:20.550 --> 01:44:30.720

But I think through it all we've been able to still consistently push out mission and vision for superior education for our young people, so I want to walk your eyes to the attendance and enrollment.

582

01:44:31.440 --> 01:44:51.330

Here are the first chart across is our numbers for March attendance and, as you seen this is in person and also virtual so we we have strong we have really shown strong numbers, especially in a month of March that kids are actually showing up logging on participating.

583

01:44:52.560 --> 01:44:55.650

And this is across this is across all grades.

584

01:44:56.850 --> 01:45:03.420

And then, if you look at the average attendance below it we've seen since Sep tember we've we've consistently.

585

01:45:03.870 --> 01:45:12.750

hatch hatch strong numbers in terms of attendance and again this is both virtual attendance and also in in person.

586

01:45:13.200 --> 01:45:23.490

And we've had a lot of stops and starts due to the covert 90 pandemic, but I think what we've seen in this time is that our parents and teachers are really resilient you know they.

587

01:45:23.850 --> 01:45:30.720

they've gone with us we've asked a lot of people in different ways we've never asked before teachers coming in and having to go out.

588

01:45:31.230 --> 01:45:39.750

kids coming in and having to go out teachers having to you know just teaching an online setting, but I think our kids our families and our parents.

589

01:45:40.140 --> 01:45:46.980

And our teachers have and our staff, for that matter, have shown up, and I think that's representative in the attendance the attendance right here.

590

01:45:48.450 --> 01:45:52.140

Travis Brown: i'll pause there to see if there any questions or comments about attendance.

591

01:45:57.510 --> 01:46:06.180

Travis Brown: Okay, then i'll move on to enrollment out that the third table shows our current enrollment but i'll jump to the enrollment and lottery.

592

01:46:06.930 --> 01:46:13.050

Travis Brown: Think, I want to just give a shout out to courtney's leadership around the lottery, this has been a tough year to.

593

01:46:13.860 --> 01:46:22.950

Travis Brown: To to get students, also about the fairs and able to reach out and touch students that we've done in the past in different ways, and a lot of a lot of students.

594

01:46:23.220 --> 01:46:28.710

Travis Brown: Not just having access to schools and students being able to come in and see the school, but I think we we've been able to.

595

01:46:29.010 --> 01:46:34.380

Travis Brown: actually have a really strong lottery, and again it's under the leadership of Courtney Russell getting the mailers out.

596

01:46:35.040 --> 01:46:42.570

Travis Brown: Finding unique and innovative ways to just get more traction and get more people to put eyes on the school, so we had a really strong.

597

01:46:43.170 --> 01:46:49.380

Travis Brown: kindergarten kindergarten enrollment and as pretty strong ninth grade enrollment, and these are two big entry points.

598

01:46:49.740 --> 01:46:59.280

Travis Brown: One of the things why this is really important is because one of our I think our biggest dang, if you will, from our authorizers is that we.

599

01:46:59.760 --> 01:47:06.420

Travis Brown: Our NL enrollment doesn't match our district, so the last time, the authorized.

600

01:47:06.930 --> 01:47:15.930

Travis Brown: came out because they when they look at numbers, they want to see apples to apples comparisons, so I think we were at like 16% and the district was that, like 26 27%.

601

01:47:16.230 --> 01:47:25.830

Travis Brown: So they did the authorized got on us and we have there's a double digit gap between esl students in a district schools and our schools and again.

602

01:47:26.190 --> 01:47:32.700

Travis Brown: Courtney really spearheaded marketing to esl students and families, and I think we've done a lot of work with.

603

01:47:33.300 --> 01:47:38.730

Travis Brown: With with the the way we've done a lot of unit preferences, the board approved the preferences and I think.

604

01:47:39.150 --> 01:47:45.720

Travis Brown: What we're seeing now, and I know Courtney can speak probably speak a little bit more about this, we have a large number of no students.

605

01:47:46.140 --> 01:47:54.810

Travis Brown: Being enrolled and a K and a K grade, which will actually put us put us really within single digits of the district.

606

01:47:55.320 --> 01:48:02.160

Travis Brown: The district, the district average which will look really good on our new report because that was one of the major.

607

01:48:02.520 --> 01:48:09.930

Travis Brown: The major issues that the authorized it brought up and said that we have to make significant strides to close that gap between he knows the average.

608

01:48:10.170 --> 01:48:23.340

Travis Brown: number of you know, students in district schools versus what we see in our school so called I don't know if you want to touch on this a little bit more detail I don't want to put you on the spot, but I think we've done you've done an excellent job to really close that gap.

609

01:48:25.110 --> 01:48:29.910

Courtney Russell: Thank you travis yeah I think you described it all really nicely we did speak to the author, as are just a few weeks ago.

610

01:48:30.330 --> 01:48:41.460

Courtney Russell: And when we reviewed, some of our numbers she didn't make any promises but she's he was optimistic around us narrowing the the gap between the school and our.

611

01:48:42.210 --> 01:48:56.520

Courtney Russell: You know our verse and it seems like if that is in place, which we expect it to be with all of the preferences, we put in place, I think, will will fare much better this fall compared to the last guy I think you, you said it all out travis Thank you, thank you.

612

01:48:57.210 --> 01:48:59.160

Travis Brown: Any questions from anyone.

613

01:49:07.650 --> 01:49:18.180

Travis Brown: So now we're going to first then we're going to shift to La Student Assessment data at the top, just one of the last time, the school took a State test and a city took a State test.

614

01:49:19.110 --> 01:49:29.190

Travis Brown: Our additional districts are which we said in 26% of the kids were efficient we landed in at 44% proficiency and New York City was that 47 state was 45%.

615

01:49:29.640 --> 01:49:35.250

Travis Brown: Is you know, two of our major goals on our Charter, a new report is to meet or exceed the district.

616

01:49:35.910 --> 01:49:44.640

Travis Brown: So, again 1819 school year we were within a point of the State about three percentage points within addition of New York City.

617

01:49:45.240 --> 01:49:52.110

Travis Brown: Public school district, so we didn't have a test, last year we want, we want tracked and i'll show you in a second to beat those.

618

01:49:52.560 --> 01:50:02.820

Travis Brown: To pretty much beat those beat the state in the city, but we didn't test last year, so what you see now, and the second chart on this page is our actual.

619

01:50:03.180 --> 01:50:13.140

Travis Brown: numbers from our third assessment, the third assessment is typically the closest to the State examination again it's the La state examination is next week.

620

01:50:14.220 --> 01:50:27.240

Travis Brown: We typically our test a comparable, if not harden state is that we build them to be very rigorous, so that we can kind of get a real good comparison as to where our kids will land so.

621

01:50:27.900 --> 01:50:41.730

Travis Brown: So, as you see, we landed at 52% overall 52% of our kids were proficient score proficient on our last II II three any la so as you see the.

622

01:50:42.120 --> 01:50:48.270

Travis Brown: de la I proficiency comparison by grade, you can see the breakdown from one to two to three.

623

01:50:48.690 --> 01:50:56.250

Travis Brown: By grade and, overall, we jumped from 37% from the first day we move to 46% now we're at we're sitting at 52%.

624

01:50:56.550 --> 01:51:02.430

Travis Brown: And then the last child and then i'll be quiet to let you soak it all and ask questions is just shows the comparison from.

625

01:51:02.820 --> 01:51:11.970

Travis Brown: 1920 to 2021 so I three last year we were at 62% that really put us on pace to be to beat the city and state average.

626

01:51:12.660 --> 01:51:21.990

Travis Brown: This year we're about 10 percentage points behind at 52% and sometimes after just temper that with we've been out of school since last March, so I think this is.

627

01:51:22.440 --> 01:51:29.700

Travis Brown: You know, like we want to, I want to see numbers like 75% efficient across the board, and I think we are pushing for that I educated a pushing for that.

628

01:51:30.030 --> 01:51:39.750

Travis Brown: But this is the reality of of where we are, as a school community, but I think it still puts us in a great situation at a great position to show up really strong for the state test.

629

01:51:45.900 --> 01:51:50.850

Travis Brown: So if there are any questions, I know, give people a chance to situate dies on the charts but.

630

01:52:07.650 --> 01:52:24.450

Travis Brown: And while people looking at know Tatiana pointed out, one of the we had a couple of really bright spots, we seen seventh and eighth grade really stand out at 70% and 76% and then this is the work of incredible educators.

631

01:52:26.160 --> 01:52:26.610

Travis Brown: and

632

01:52:27.690 --> 01:52:35.430

Travis Brown: I would be remiss if I don't share that one of them, the eighth grade teacher came out of nyu program, so why you program has really.

633

01:52:37.050 --> 01:52:53.100

Travis Brown: Really really has created a positive impact and teach in seventh grade is a teach for America of alumni, so I think our partnerships has really talking about pipelines teachers bills they've really been really fruitful for us and they're leading the Pack in East la.

634

01:52:58.830 --> 01:53:00.600

Travis Brown: They any questions about la data.

635

01:53:01.500 --> 01:53:05.910

Briar Thompson [she|her]: travis how far apart, where are the different internal systems like number one country.

636

01:53:06.720 --> 01:53:17.910

Travis Brown: yeah there, instead of assessments, typically happen eight to nine weeks is eight to nine weeks of instruction, then you provide an interim assessment so about two two months to two and a half months apart.

637

01:53:18.810 --> 01:53:24.930

Briar Thompson [she|her]: yeah got it and said it's a pretty big jump for grades, three and four from the second one of those that one.

638

01:53:31.920 --> 01:53:33.570

Travis Brown: Yes, you're right and.

639

01:53:34.620 --> 01:53:40.290

Travis Brown: I think that's just us buckling down and and really working, and again I think in the younger grades.

640

01:53:41.820 --> 01:53:45.210

Travis Brown: The remote setting I think was a little bit tougher really.

641

01:53:45.330 --> 01:53:53.490

Travis Brown: Just working with young people, and I think we've we've just gotten better at what we've done, I know sixth grade really picked it up also.

642

01:53:53.880 --> 01:54:00.540

Travis Brown: From the first idea which we were we were worried about, but I think people gain momentum got smarter with the.

643

01:54:00.960 --> 01:54:06.300

Travis Brown: just got smarter and more used to the technology and know Amazon she can probably talk when we show the map data.

644

01:54:06.960 --> 01:54:17.580

Travis Brown: But I think it was a huge learning curve everyone, I think the older kids it was kind of is probably easier to adapt with the older, with all the scholars in terms of just using.

645

01:54:18.210 --> 01:54:32.370

Travis Brown: The equipment I don't know how your kindergarten first and second grade teaching the pandemic that's that's beyond me but uh yeah, but I think our our people really stepped up to the challenge, I will shift to the map data now.

646

01:54:34.020 --> 01:54:40.020

Travis Brown: So again, as I did before last time we took the maps data i'm examination.

647

01:54:42.180 --> 01:54:56.880

Travis Brown: district that we, the school is housed in was 23% we were 51% to state this the city was 46% and the State was 47% so we actually met this chart ago.

648

01:54:57.720 --> 01:55:17.730

Travis Brown: Last time we went out, which is significant huge success here's where we are on the table to is where we are right now again I three is the closest that we had to closest to the more the most aligned to the actual state tests and.

649

01:55:20.280 --> 01:55:24.540

Travis Brown: And we're coming in overall at 49% here.

650

01:55:26.220 --> 01:55:41.010

Travis Brown: And I think the standout here the real standout here would be who's been pretty pretty stole yes really amber when you look at 24% and I want and then 75% I three that's a heavy lift.

651

01:55:41.520 --> 01:55:58.500

Travis Brown: Sixth grade really picked up again from 11% 13% to 40% so there, there are some huge gains that were made across you see in third grade where you saw huge depth and a pickup so there was just some really, really good work done here, and again the numbers are not.

652

01:55:59.700 --> 01:56:03.750

Travis Brown: The numbers in that way, I think they would be if we were in school and in person.

653

01:56:04.500 --> 01:56:18.600

Travis Brown: But, again, I tried to temporarily understand that we don't we haven't seen many of these kids at all to share early and there's a lot of lot of students even new students that we've never even met you know in person, so these here the math numbers.

654

01:56:21.210 --> 01:56:25.890

Alexandra Abreu: I just wanted to um the percentages are based on like.

655

01:56:27.240 --> 01:56:37.230

Alexandra Abreu: Like I said, out of 100 or are they percentages based some students that will get like a three and four, like in the state tests federal great.

656

01:56:37.260 --> 01:56:44.280

Travis Brown: Great question So these are the percentages, the number of students who scored a score 65% or higher out of 100.

657

01:56:47.250 --> 01:56:48.900

Travis Brown: And typically want to stay test the.

658

01:56:48.930 --> 01:56:59.820

Alexandra Abreu: Top 51% let's say i'm just going to use them grade three yes it's a 65 and involve of students scored.

659

01:57:00.210 --> 01:57:08.010

Alexandra Abreu: Yes, it's five animals Okay, and that will be about a three is that um what a 65 plus will be.

660

01:57:08.250 --> 01:57:24.240

Travis Brown: Yes, it would be about a three and the scales differ between grade sometimes so so depending on a great day might be, it might be a 66 or the grading, but what we do is 65 or above on interim assessments put a student at a proficient mark.

661

01:57:29.220 --> 01:57:33.390

Alexandra Abreu: And then um the other question and I know i'm.

662

01:57:34.800 --> 01:57:35.100

Alexandra Abreu: Like.

663

01:57:36.330 --> 01:57:46.890

Alexandra Abreu: What other teachers saying in terms of like I know that you know it's not the same, but that me there was a bigger gap between March and Sep tember.

664

01:57:48.090 --> 01:57:57.660

Alexandra Abreu: The students, you know, like what are they saying in terms of the students and how do they feel that you know they doing in general yeah.

665

01:57:58.320 --> 01:57:59.670

Travis Brown: I love amber if you want to.

666

01:58:00.780 --> 01:58:16.770

Amber Harrison: speak on it as a math teacher this year has been challenging and i've made this joke, to Mr Brown, they even though i've been teaching for 14 years I feel like maybe like a third year teacher and the reason why is because during that first.

667

01:58:18.030 --> 01:58:19.050

Amber Harrison: Marking period.

668

01:58:20.400 --> 01:58:32.130

Amber Harrison: or just during the first quarter, I really had to adjust my teaching style I had to figure out how to create a structure that was consistent for the scholars.

669

01:58:32.580 --> 01:58:38.010

Amber Harrison: I also had to figure out how can they use the technology piece right like with math.

670

01:58:38.820 --> 01:58:48.960

Amber Harrison: You rarely use the technology in terms of the computer you know, a writing documents to show your work they're used to doing math on using a pencil and paper.

671

01:58:49.290 --> 01:59:05.640

Amber Harrison: And so that was one of the obstacles that a lot of us had to overcome in terms of making sure that we're able to convey the content through the technology, the best way we can, and I think that's where you see that lower performance that's taking place.

672

01:59:06.690 --> 01:59:14.130

Amber Harrison: In for the day one, and as you notice I know Mr Brown, if you can put the chart back up.

673

01:59:19.650 --> 01:59:35.400

Amber Harrison: But as you notice you do see progress, and I think that's a testament to teach, it is becoming more acclimated and just figuring out different tools and resources to use to further address any misconceptions with the scholars, but also to create.

674

01:59:36.720 --> 01:59:51.600

Amber Harrison: A structure that's consistent and that allows for students, teachers, to be able to provide immediate feedback and also that allows for teachers to be able to assess their students learning and so.

675

01:59:52.050 --> 02:00:04.680

Amber Harrison: I think that the data that we have is is pretty commendable based on on the challenges that we that you know just education has experience, thus far, and I can even share that.

676

02:00:05.640 --> 02:00:21.630

Amber Harrison: even one of the PDF that miss savage gave she has shared some ways to engage students and I know for me personally, I was able to use some of the strategies that she shared to check for my students level of understanding.

677

02:00:22.830 --> 02:00:44.100

Amber Harrison: immediately upon providing them with the task, so I think that's the result of the PDF that we've received us just becoming more aware of resources out there to help us create a cohesive lesson has really played a role in in the increase of the scores that you have that you see.

678

02:00:52.530 --> 02:01:02.640

Travis Brown: pick the last piece, just so the Board is aware again state testing starts next week and around about approximately 70% of our scholars.

679

02:01:03.030 --> 02:01:20.190

Travis Brown: will participate in not only day one, but when we spoke to the board, we we thought it was really important to do day one, and day two of the State tests so students will be doing day one, and day two, so we will be really on will be armed with a lot of great information to really tackle.

680

02:01:21.510 --> 02:01:27.420

Travis Brown: to work with the academic committee to talk about learning loss will have real good data around that so we can be really prepared.

681

02:01:27.810 --> 02:01:38.850

Travis Brown: To go into next year really strong and I think part of the work and academic committee is also to figure out what the summer, will look like, especially for special populations, I know that authorizes really.

682

02:01:39.750 --> 02:01:48.060

Travis Brown: concerned about l's and students with disabilities in this time so we'll be able to really get really strong data on these subgroups but also to full student population.

683

02:01:48.330 --> 02:01:58.920

Travis Brown: To create a plan for the summer and also how we launch how we launch in the fall and use a lot of because we know a lot of extra federal money is coming down also so.

684

02:01:59.490 --> 02:02:07.260

Travis Brown: One of the things we've we've started speaking about the academic committee is really talking about how we are going to use the money to.

685

02:02:07.620 --> 02:02:21.540

Travis Brown: address the learning loss or potential learning loss, but I think using, but I think was 70% of kids testing will have good data to really measure how much learning loss has occurred and really create a plan that's really tied to strong data.

686

02:02:23.190 --> 02:02:25.290

Travis Brown: Thank you for your time and that's the principles report.

687

02:02:27.720 --> 02:02:34.350

Javier Lopez-Molina [He/him]: All right, thank you, Mr Brown, thank you, the next item on the agenda is the lottery update turn it over to Courtney for that.

688

02:02:43.260 --> 02:02:43.830

Javier Lopez-Molina [He/him]: Maybe.

689

02:02:45.090 --> 02:02:47.160

Javier Lopez-Molina [He/him]: busy with baby.

690

02:02:47.340 --> 02:02:48.210

Courtney Russell: Shifting everyone.

691

02:02:52.680 --> 02:03:09.960

Courtney Russell: I think travis hit on most of the key points around the latter you really just focusing in on those preferences, so we did see a very high number of siblings I think it was probably around 30 or 40 incoming siblings and the preferences certainly around the.

692

02:03:12.240 --> 02:03:24.780

Courtney Russell: L and sped preferences that came in the district preferences, and so one of the things we're moving into now is the enrollment piece, we are making sure that we have really, really tight processes to.

693

02:03:25.890 --> 02:03:31.890

Courtney Russell: Welcome, our families and our scholars in and also processes to make sure we're collecting the appropriate information so we've.

694

02:03:32.520 --> 02:03:39.390

Courtney Russell: assembled a team of people like our special education coordinator our CCA or Carla college and career advising team.

695

02:03:39.990 --> 02:03:48.300

Courtney Russell: will be reviewing transcripts and doing a lot of detailed work there and but we'll be launching that in just over a week to start to bring parents and and get them really excited.

696

02:03:48.720 --> 02:03:56.610

Courtney Russell: One of the most challenging things is you know if you if you don't get parents right away, I want to fill those seats and we are really pushing.

697

02:03:57.270 --> 02:04:05.490

Courtney Russell: To maximize our enrollment next year to maximize our incoming revenue and maximize the impact on students and so i'll be putting for a.

698

02:04:05.880 --> 02:04:16.800

Courtney Russell: Full fledged effort to make sure we get parents and scholars committed and really excited about fair so certainly will keep you posted on how that is going at the artery was certainly a success and.

699

02:04:17.820 --> 02:04:20.340

Courtney Russell: Lots of enthusiasm from parents they're so.

700

02:04:28.470 --> 02:04:32.760

Javier Lopez-Molina [He/him]: awesome thanks so The next item is also for Courtney, which is the benefits update.

701

02:04:43.650 --> 02:04:44.940

Courtney Russell: Could you repeat that heavier.

702

02:04:47.190 --> 02:04:51.330

Javier Lopez-Molina [He/him]: item on the agenda, it says benefits update June 23 one and that's.

703

02:04:52.890 --> 02:05:04.080

Courtney Russell: Just a placeholder and it is important that I share some other information here the finance committee when we met yesterday they did ask that, in addition to the staff medical benefits.

704

02:05:04.830 --> 02:05:09.720

Courtney Russell: That due to increasing premiums for our business insurance that we take a look at that too.

705

02:05:10.350 --> 02:05:19.860

Courtney Russell: So I did have a conversation with our broker today he's in the process of reading our policies and so i'm Certainly, in addition to the staff benefits that will be talking about another month or two.

706

02:05:20.400 --> 02:05:28.410

Courtney Russell: We will present to you if there are any opportunities fame innocence improvement or cost savings, so that is all forthcoming.

707

02:05:32.730 --> 02:05:33.330

Javier Lopez-Molina [He/him]: But also.

708

02:05:34.500 --> 02:05:35.250

Courtney Russell: facilities.

709

02:05:35.580 --> 02:05:36.690

Javier Lopez-Molina [He/him]: Facilities updates.

710

02:05:39.150 --> 02:05:57.990

Courtney Russell: I don't think anything specific this man, things are moving on are going well with the company that we signed on with I think in January and some of the projects that you guys have have seen photos of grapes in the works and so all the strong from a facilities perspective.

711

02:06:00.570 --> 02:06:01.050

Javier Lopez-Molina [He/him]: All right.

712

02:06:02.370 --> 02:06:03.180

Javier Lopez-Molina [He/him]: Is.

713

02:06:04.410 --> 02:06:05.820

Javier Lopez-Molina [He/him]: Miss alyssa man.

714

02:06:14.850 --> 02:06:15.210

Javier Lopez-Molina [He/him]: Okay.

715

02:06:18.450 --> 02:06:18.750

Javier Lopez-Molina [He/him]: Okay.

716

02:06:18.990 --> 02:06:21.090

Javier Lopez-Molina [He/him]: hey sorry i'm figuring out that unmute.

717

02:06:21.090 --> 02:06:21.600

16465963336: My phone.

718

02:06:23.220 --> 02:06:25.080

16465963336: No problem Thank you so you've.

719

02:06:25.200 --> 02:06:32.490

Javier Lopez-Molina [He/him]: Now heard a board meeting just for everyone, this is a board member interview that was brought to us, I believe.

720

02:06:32.520 --> 02:06:33.630

Javier Lopez-Molina [He/him]: Through Sarah.

721

02:06:38.250 --> 02:06:38.700

16465963336: So.

722

02:06:39.750 --> 02:06:43.560

16465963336: You know this is fairly you know just why don't you tell us a little.

723

02:06:43.560 --> 02:06:46.260

Javier Lopez-Molina [He/him]: bit about yourself and you're interested in.

724

02:06:48.210 --> 02:06:49.200

16465963336: Why, you would like to.

725

02:06:51.840 --> 02:06:59.280

16465963336: share and I actually i'm going to try to join via video I was just finishing my son to bed.

726

02:07:00.420 --> 02:07:03.390

16465963336: I will try to connect on video.

727

02:07:05.220 --> 02:07:14.580

16465963336: yeah I am I am a colleague of sarah's I am an attorney at foley and lardner focusing on bankruptcy and restructuring work.

728

02:07:15.990 --> 02:07:23.490

16465963336: And I got introduced to pharaoh's really through sarah's involvement on the board and.

729

02:07:25.560 --> 02:07:32.370

16465963336: You know, early on, last summer our office and our firm are thinking of ways, you know that we could.

730

02:07:33.540 --> 02:07:43.020

16465963336: Try to reach reach out to the Community and just do things to support the black lives matter movement but also you know to local level, we wanted to make.

731

02:07:43.620 --> 02:07:57.210

16465963336: Some Community connections as well, and so you know I reached out to Sarah and just said we'd love to do I knew, she was on the board of Pharaohs and said we'd love to do something with the school and so that has.

732

02:07:59.160 --> 02:08:06.270

16465963336: led to some of the panels that you guys have heard Farah talking about the most recent one is going to be the.

733

02:08:07.290 --> 02:08:09.600

16465963336: The or the upcoming one is going to be the.

734

02:08:10.680 --> 02:08:15.330

16465963336: interviewing skills and resume writing workshop so we're excited about that.

735

02:08:16.410 --> 02:08:21.270

16465963336: We did something in the fall about different careers at a law firm.

736

02:08:22.560 --> 02:08:38.880

16465963336: and also a panel about pro bono work that some of our attorneys do, which is great, and the scholars were awesome and they had great questions and challenging questions so that was a lot of fun so that was sort of my entree to the school.

737

02:08:40.650 --> 02:08:46.380

16465963336: And I apologize i'm trying to click on the link to join the zoom other coast okay.

738

02:08:49.440 --> 02:08:53.970

16465963336: But previously in my career, I had Okay, it should be.

739

02:08:56.040 --> 02:09:03.570

16465963336: No previously in my career, I had represented a school in a bankruptcy case actually and.

740

02:09:04.200 --> 02:09:13.650

16465963336: That sort of piqued my interest in education and really trying to use, you know my advocacy skills, where I could to help schools and students, the school that I was working with.

741

02:09:14.340 --> 02:09:28.530

16465963336: With called the Association for metro area autistic children, and it was a publicly funded non public school that was located in Manhattan that served a community of students that were.

742

02:09:29.850 --> 02:09:39.960

16465963336: higher up on the autism spectrum and basically had you know their local public school wasn't able to accommodate their IP or their needs.

743

02:09:40.350 --> 02:09:55.950

16465963336: And they also like the alternative for them with district 75 and so in that representation I got to you know get a real education myself about working with do we, and I CD and funding and.

744

02:09:57.060 --> 02:10:10.260

16465963336: We had a lobbying firm that we worked with up in Albany and an accounting firm that we worked with that focuses on special education and so just got you know, a real education myself about sort of the inner workings of those.

745

02:10:11.580 --> 02:10:21.330

16465963336: Agencies slash bureaucracies and the challenges are a lot of schools that are outside of the regular nyc do we model faith.

746

02:10:22.350 --> 02:10:25.170

16465963336: That school in particular to the population was.

747

02:10:26.610 --> 02:10:33.450

16465963336: Really, you know it was located in flat iron, but most of the kids came from the outer boroughs.

748

02:10:34.890 --> 02:10:46.050

16465963336: You know a lot of them lived under the poverty level, some of them lived in shelters, and so it was really a population, where the parents didn't necessarily have either the resources to advocate.

749

02:10:46.590 --> 02:10:57.060

16465963336: Because they didn't have the time or they didn't have you know the skills or they didn't have the money, you know to hire an attorney if that's what they needed to you know advocate for themselves and their student their child.

750

02:10:58.260 --> 02:11:07.260

16465963336: And so it just really Piques my interest in being able to you know use my professional advocacy skills, if and where I could to work for students.

751

02:11:08.130 --> 02:11:19.530

16465963336: That may be, you know their family doesn't have been been to to to you know advocate for them, like other people are able to to that sort of at a high level what why and interested.

752

02:11:24.990 --> 02:11:27.870

Javier Lopez-Molina [He/him]: To the board if the Board has questions.

753

02:11:37.380 --> 02:11:38.070

Javier Lopez-Molina [He/him]: I can start off.

754

02:11:39.330 --> 02:11:39.780

Javier Lopez-Molina [He/him]: So.

755

02:11:40.890 --> 02:11:41.070

16465963336: We.

756

02:11:41.280 --> 02:11:41.520

Javier Lopez-Molina [He/him]: Have.

757

02:11:42.480 --> 02:11:50.520

Javier Lopez-Molina [He/him]: quite lengthy board meetings tonight is not so long on the surface, but we are going into the session to have a bit of a longer discussion.

758

02:11:51.690 --> 02:11:52.170

16465963336: He.

759

02:11:52.710 --> 02:11:57.780

Javier Lopez-Molina [He/him]: I i'm kind of curious like there's also a time commitment around committees.

760

02:11:57.840 --> 02:11:58.380

16465963336: that's.

761

02:11:59.370 --> 02:12:10.020

Javier Lopez-Molina [He/him]: useful, so what kind of other time commitments, do you have I guess it's a two fold question what kind of other time commitments, do you have right now and you're like external time outside of work and.

762

02:12:10.260 --> 02:12:11.910

16465963336: If you were to join.

763

02:12:12.600 --> 02:12:14.550

Javier Lopez-Molina [He/him]: Which committed, do you think you would be interested in.

764

02:12:17.190 --> 02:12:27.720

16465963336: So outside of work, I mean you know as of right now, things are well they're slowly opening up i'm pretty boring I can't say done yet outside of work right now.

765

02:12:28.440 --> 02:12:48.420

16465963336: I am on the board of a professional organization for women in restructuring called I work, so we have monthly board meetings and i'm on i'm the chair of a Committee for that we plan basically events for our network and partner with networks around the world plan events so.

766

02:12:49.560 --> 02:13:03.570

16465963336: You know I probably dedicate a few hours a week to that outside of work, and so you know in in in thinking about that, and whether I have time to do this, you know i'm sort of comparing there as a basis and and I certainly think I have the ability to.

767

02:13:04.620 --> 02:13:14.430

16465963336: You know, to do that, to commit those hours and then just listening to the agenda tonight you know going through the meeting to the second part of your question.

768

02:13:16.140 --> 02:13:32.610

16465963336: I was definitely interested in hearing more about the Culture Committee and what they were working on, and also the academic Committee, you know, I think, Sarah can attest to this that within our office i'm definitely interested in culture and finding ways to connect people.

769

02:13:33.780 --> 02:13:42.690

16465963336: And you know, making sure there's you know good relationships between staff and attorneys and trying to bridge those you know gaps, where they exist and and.

770

02:13:43.080 --> 02:13:51.330

16465963336: You know, try to be a facilitator for people to forge better relationships that are in different positions in our office and across the firm.

771

02:13:52.890 --> 02:13:58.620

16465963336: You know, within our firm I joined, we have a racial justice and equity for bone over pitches form so.

772

02:13:58.950 --> 02:14:15.090

16465963336: i'm the New York liaison for that i'm the New York liaison for our women's network across the firm so i'm it's definitely something that i'm interested in, and you know I like that fully affords me, you know within work to be a you know, a participant, and also a leader in some of those.

773

02:14:16.170 --> 02:14:21.030

16465963336: You know, networks and committees that that you know are interested in culture.

774

02:14:22.230 --> 02:14:30.330

16465963336: And, and you know different groups within the firm and making connection so those were two just listening through the agenda tonight Those are two that that jumped out at me.

775

02:14:36.960 --> 02:14:39.240

Javier Lopez-Molina [He/him]: persons from anywhere else.

776

02:14:47.190 --> 02:14:48.660

16465963336: A board meeting this evening.

777

02:14:49.620 --> 02:14:51.300

Briar Thompson [she|her]: Do you have any observations about.

778

02:14:51.960 --> 02:14:52.710

16465963336: How we work together.

779

02:14:53.250 --> 02:14:57.210

Briar Thompson [she|her]: As a board or things that you would want us to try differently.

780

02:15:00.390 --> 02:15:09.330

16465963336: You know I mean it was really interesting to see your you know a lot of different perspectives I I I liked that and I think you know, this is something I got from Courtney before that you know there's a.

781

02:15:10.380 --> 02:15:17.040

16465963336: Staff presentation every board meeting just to you know understand what the the teachers or other staff are doing and.

782

02:15:18.060 --> 02:15:30.840

16465963336: You know, make those connections, one thing that I was you know, and obviously i'm coming at this without having really a lot of information, but in terms of you know, for the Culture Committee report Sarah was talking about a gift for teachers.

783

02:15:32.760 --> 02:15:37.650

16465963336: And you know the back and forth with amber was talking about, you know what's really important is.

784

02:15:38.100 --> 02:15:44.340

16465963336: Allowing the teachers to be creative and making sure they're heard in the process, and then in the budget, it was talking about, you know if there's.

785

02:15:44.790 --> 02:15:50.100

16465963336: Access fun sort of what to do with them, obviously the the two big eyes big ticket items.

786

02:15:50.580 --> 02:15:57.570

16465963336: seem to be committed already, but I just wonder if you know, in addition to a guest her teachers is there if there's you know additional funding.

787

02:15:57.930 --> 02:16:09.240

16465963336: You know, can they can they have you know almost like a suggestion box of you know if we have additional funds are there are there, smaller ticket items we can get for the classroom that would you know allow you to to.

788

02:16:09.810 --> 02:16:19.050

16465963336: You know, engage in a different project or everybody, we can buy a book for everybody that you'd want them to read or you know something smaller ticket item to use those funds that sort of.

789

02:16:19.530 --> 02:16:28.440

16465963336: ticks the boxes also of making teachers feel like you know you're you're trying to hear them out and support you know something different in the in the teaching process.

790

02:16:47.160 --> 02:16:48.390

Questions from the board.

791

02:16:53.250 --> 02:17:02.700

16465963336: Currently i'm sorry I apologize if i'm if i'm on the moon, but it says i'm waiting to be 11 so I don't know from what's done but i'm happy to pop on and just show my face.

792

02:17:06.000 --> 02:17:08.880

Javier Lopez-Molina [He/him]: Well that's I think it's that's fine either way.

793

02:17:10.140 --> 02:17:10.530

16465963336: Okay.

794

02:17:16.530 --> 02:17:18.600

16465963336: I mean, I have a question have.

795

02:17:18.600 --> 02:17:24.300

Alexandra Abreu: You added in terms of, and I know that you talk about like i'm.

796

02:17:25.410 --> 02:17:40.770

Alexandra Abreu: doing it balance in terms of education, and you know and having a better education system in our communities and i'm wondering sort of like what can ideas.

797

02:17:40.920 --> 02:17:42.390

Alexandra Abreu: Will you bring in or.

798

02:17:42.450 --> 02:17:48.060

Alexandra Abreu: Two you have in mind to like to make a switch actions for.

799

02:17:50.160 --> 02:17:53.340

Alexandra Abreu: Students and our scores in general.

800

02:17:56.010 --> 02:17:56.880

yeah so.

801

02:17:57.990 --> 02:17:58.560

16465963336: I think.

802

02:18:01.710 --> 02:18:06.540

16465963336: I think one of the things you know that that in in talking with.

803

02:18:07.800 --> 02:18:15.150

16465963336: principal brown just in the discussions we've been having about the panels that or four different opportunities right that full that are.

804

02:18:15.810 --> 02:18:23.460

16465963336: The firm that Sarah and I work for can assist with is you know mentorship and and and figuring out, you know.

805

02:18:24.390 --> 02:18:41.070

16465963336: Other ways that we can connect with people in the Community who might be able to assist the students and you know and and and sort of you know self esteem, I know, in the scholarship conversation tonight are talking, you know as a mention of imposter syndrome and.

806

02:18:42.210 --> 02:18:47.880

16465963336: You know nobody's applied and what does that mean, and how do we deal with that, and so I think that you know that's an important.

807

02:18:49.830 --> 02:18:54.570

16465963336: Potential you know there's a gap to be identified and then figuring out how to how to.

808

02:18:54.990 --> 02:19:06.990

16465963336: support and promote you know self esteem within the students, so that they feel confident to take advantage of opportunities to identify opportunities and i'm so confident to you know, step up and take advantage of them.

809

02:19:08.670 --> 02:19:18.720

16465963336: You know that was certainly something at the school that I at the school that I worked with it was much more on the you know financial they were in bankruptcy right, so we were focusing a lot more on the finances and dealing with.

810

02:19:19.770 --> 02:19:27.930

16465963336: You know landlords and creditors and working with sad and do etc if we could find a partner find any building morning.

811

02:19:33.570 --> 02:19:47.640

Alissa: So I didn't get as much of an opportunity to focus on helping you know with the students but that's something that i'm more interested in I think in my conversations with Sarah and travis so far it's kind of been.

812

02:19:48.870 --> 02:19:59.700

Alissa: You know, to that end and that's something where I think you know, especially that you know we have we're trying to forge this relationship with the firm that we can help support the students in in that way.

813

02:20:00.660 --> 02:20:08.430

Alissa: And then I kind of just would like to learn a little bit more to figure out, you know where I can really you know play my strengths and and make suggestions, but you know I.

814

02:20:09.570 --> 02:20:14.220

Alissa: I probably learned enough to be dangerous, when it came to do a an STD funding and.

815

02:20:14.700 --> 02:20:31.950

Alissa: fundraising opportunities and lobbying and different relationships with the legal departments of the city and state that worked with you and I CD but you know i'm certainly happy to and excited to lend a hand with those things you know if and when we need some some push.

816

02:20:33.180 --> 02:20:42.120

Alissa: At that level, I certainly was shocked to learn that you know the school that I was working with was filing for bankruptcy one of their big expenses that was kind of non negotiable was a lobbying firm.

817

02:20:42.570 --> 02:20:49.800

Alissa: To put pressure on you know State representatives that represented students in basically in the outer boroughs.

818

02:20:50.640 --> 02:21:03.900

Alissa: You know where their families were constituents to really get anything done so, it was a real eye opening and sad and disappointing to see that you know this glow needed to have a lobbying firm to really get anything accomplished.

819

02:21:05.100 --> 02:21:17.760

Alissa: So you know I hopefully it sounds like from the agenda tonight that you guys things are running much more smoothly than they were at that school, but you know happy to happy to jump in with two feet and figure out where I can be of assistance.

820

02:21:21.420 --> 02:21:23.550

Javier Lopez-Molina [He/him]: Any other questions from the board.

821

02:21:26.520 --> 02:21:28.680

Javier Lopez-Molina [He/him]: Going once going twice.

822

02:21:30.240 --> 02:21:32.070

Javier Lopez-Molina [He/him]: Alright alyssa do you have any questions for us.

823

02:21:33.360 --> 02:21:36.330

Alissa: I don't think so right now i'm sure I will have.

824

02:21:38.100 --> 02:21:41.790

Alissa: Sarah and Courtney and principal brown awesome.

825

02:21:41.910 --> 02:21:43.980

Javier Lopez-Molina [He/him]: Alright, well, thank you so much for.

826

02:21:44.130 --> 02:21:44.850

Alissa: Thank you.

827

02:21:45.180 --> 02:21:45.540

For.

828

02:21:47.430 --> 02:21:49.140

Alissa: Being so Sir okay.

829

02:21:49.800 --> 02:21:55.200

Javier Lopez-Molina [He/him]: All right, everybody is our favorite time of the meeting, which is we're going to go into executive session.

830

02:21:56.910 --> 02:22:04.500

Javier Lopez-Molina [He/him]: I would like coordinator to turn off the recording I want to share my screen, but I do need to kick out everyone who isn't a board member.

831

02:22:05.760 --> 02:22:09.420

Javier Lopez-Molina [He/him]: Except for Courtney I think that's it.

832

02:22:13.800 --> 02:22:15.180

Courtney Russell: Okay, if you could just repeat that, please.

833

02:22:15.630 --> 02:22:22.290

Javier Lopez-Molina [He/him]: yeah so we're back in out of executive session it's someone i'm motioning to approve the.

834

02:22:24.990 --> 02:22:25.950

Sara Jean-Jacques: us want to take this.

835

02:22:27.030 --> 02:22:28.080

Sara Jean-Jacques: off the screen.

836

02:22:29.010 --> 02:22:30.750

Javier Lopez-Molina [He/him]: that's a good point uh huh.

837

02:22:35.820 --> 02:22:43.140

Javier Lopez-Molina [He/him]: Thank you, I didn't realize, I was sharing alright so motion to approve the principles evaluation for 2021.

838

02:22:44.910 --> 02:22:45.600

Javier Lopez-Molina [He/him]: For Mr Brown.

839

02:22:46.500 --> 02:22:48.360

Javier Lopez-Molina [He/him]: Taken all of those.

840

02:22:50.070 --> 02:22:50.490

Alexandra Abreu: I.

841

02:22:51.270 --> 02:22:52.440

Stacy Sutherland: I I.

842

02:22:53.520 --> 02:23:01.980

Javier Lopez-Molina [He/him]: show the Board has generously approved the principles evaluation for trying to train one and one other vote that we need to do.

843

02:23:03.450 --> 02:23:08.430

Javier Lopez-Molina [He/him]: So we had a principal or the candidate come and interview miss alyssa Nan.

844

02:23:09.570 --> 02:23:14.820

Javier Lopez-Molina [He/him]: motion to approve the candidate as a new board member.

845

02:23:16.500 --> 02:23:17.100

Sara Jean-Jacques: Second.

846

02:23:18.060 --> 02:23:19.080

Javier Lopez-Molina [He/him]: All of those in favor.

847

02:23:19.950 --> 02:23:21.720

Robb: I and.

848

02:23:22.440 --> 02:23:36.300

Javier Lopez-Molina [He/him]: I let the record show that the Board has unanimously approved miss alyssa man as a new board member, that concludes our board meeting Thank you guys it's been a another marathon but I was an important discussion so.

849

02:23:36.840 --> 02:23:37.770

Robb: I think we have one more.

850

02:23:38.940 --> 02:23:39.120

Javier Lopez-Molina [He/him]: Oh.

851

02:23:40.080 --> 02:23:53.310

Robb: yeah sorry i'm in the last board meeting we voted to give the Finance Committee authority on the purchases tied to navigating forward, which would be the so far, the Promethean boards and the Van.

852

02:23:54.300 --> 02:24:04.770

Robb: But we talked about it and I don't think that is actually documented in the Minutes and so since it's a purchase over $50,000 just do a quick board vote to approve those purchases.

853

02:24:07.890 --> 02:24:11.550

Robb: Does anyone have any any questions or concerns before going to vote for the.

854

02:24:12.810 --> 02:24:21.240

Briar Thompson [she|her]: Items not fall under the rug that like special permission we go to the Finance Committee to work on the navigating for one thing.

855

02:24:21.900 --> 02:24:24.450

Robb: They do, but I think that.

856

02:24:25.620 --> 02:24:37.470

Robb: it's not reflected very clearly in the Minutes from the last meeting and from an audit perspective, I think, as we prepare for the audit I think we're just to just have done yeah okay.

857

02:24:40.950 --> 02:24:45.360

Robb: So emotion to according to do it and to do it in one voter.

858

02:24:46.830 --> 02:24:48.510

Courtney Russell: yeah What about is just fine.

859

02:24:50.220 --> 02:24:56.070

Robb: motion to approve the purchase of the permission boards and the.

860

02:24:57.150 --> 02:24:57.990

Robb: Then.

861

02:24:59.130 --> 02:25:01.740

Robb: As stated in the board packets.

862

02:25:04.470 --> 02:25:05.100

Javier Lopez-Molina [He/him]: per second.

863

02:25:06.090 --> 02:25:06.960

Robb: All those in favor.

864

02:25:07.890 --> 02:25:10.110

Robb: Aye Aye okay.

865

02:25:11.400 --> 02:25:18.360

Robb: Eva approved the purchase of the Peruvian boards and the ban, as stated in the board backend.

866

02:25:19.260 --> 02:25:22.200

Javier Lopez-Molina [He/him]: For me, I hate to do this, too, but can you turn.

867

02:25:22.200 --> 02:25:22.470

On.

868

02:25:23.700 --> 02:25:24.480

Javier Lopez-Molina [He/him]: One more time.