13

00:05:46.860 --> 00:05:53.280

JLopezMolina: Right, so if we have five we will get the meeting started at 632 I will call the meeting to order.

14

00:05:54.300 --> 00:05:55.230

JLopezMolina: Greetings everyone.

15

00:05:56.040 --> 00:05:56.670

greetings.

16

00:05:57.990 --> 00:05:58.950

Sharon Beier: As your baby.

17

00:06:00.120 --> 00:06:06.630

JLopezMolina: Babies good he's loving these days you get two ounces into a bottle and and he's like.

18

00:06:10.260 --> 00:06:10.920

JLopezMolina: it's not bad.

19

00:06:16.710 --> 00:06:23.340

JLopezMolina: But otherwise things are good so So the first item on the agenda here is public comments.

20

00:06:24.840 --> 00:06:27.960

JLopezMolina: So I will open the floor to public comments.

21

00:06:34.980 --> 00:06:47.760

JLopezMolina: All right, every public comments oh move to the next item on the agenda, which is the staff presentation and Mr Brown couldn't be here today, so I guess I turn it over to Courtney to introduce Mr best.

22

00:06:48.300 --> 00:06:56.850

Courtney Russell: To show thank Thank you so much heavier so i'm so excited to introduce you all to Samuel bass, who works at our college prep Academy.

23

00:06:57.510 --> 00:07:11.310

Courtney Russell: he's been with us for a little bit of time now, and I know he's super excited to share with you a bit about himself and how he came to Ferris as well as his experience, thus far, so i'll turn it over you to Sam to share with the port this evening again thanks for being here so.

24

00:07:12.270 --> 00:07:13.560

Samuel Bass: Of course, thank you all for having me and.

25

00:07:13.560 --> 00:07:23.610

Samuel Bass: sorry about my voice i've been battling a little bit of a cold but i'll try to power cool so my name like Courtney said Assam bass and I am our ninth grade global history teacher around the high school side.

26

00:07:24.450 --> 00:07:31.710

Samuel Bass: A little bit about my past and my background, so I grew up in Connecticut and went to undergraduate at bates college in lewiston maine.

27

00:07:32.190 --> 00:07:40.620

Samuel Bass: And at bates I had been working in over the summer, as a water polo coach and that was what really drove me to enjoy working with kids.

28

00:07:40.920 --> 00:07:48.630

Samuel Bass: And I really liked watching kids grow and develop and become more mature and over my time coaching and undergraduate.

29

00:07:48.900 --> 00:07:58.020

Samuel Bass: It really just drove me to want to find a profession, where I worked with kids and work with growth and obviously teaching really fit that mold so while it bates I applied for graduate programs.

30

00:07:59.220 --> 00:08:05.460

Samuel Bass: In education and I ended up at teachers college at Columbia University, where I spent my two years post Grad.

31

00:08:06.450 --> 00:08:16.920

Samuel Bass: Getting my master's in teaching and because of my my experience at Columbia, I was given a student teaching placement in the bronx.

32

00:08:17.490 --> 00:08:23.970

Samuel Bass: And at that student teaching placement, I went into the bronx really not knowing a lot, I obviously grew up in Connecticut very close to the city about an hour away.

33

00:08:24.570 --> 00:08:39.870

Samuel Bass: But I really hadn't done a lot in the bronx I mean I felt like I had been to the zoo and Yankee games, but I hadn't really experienced what the bronx was so I ended up at the student teaching placement I didn't really know what to expect, and I just really immediately felt.

34

00:08:40.890 --> 00:08:45.960

Samuel Bass: Like accepted and immersed in what the what the bronx was this this the people.

35

00:08:46.230 --> 00:08:55.500

Samuel Bass: And the students that really felt like they needed me, and I also learned so much from them, and it was just it was a really special feeling working in the bronx for the first time.

36

00:08:56.070 --> 00:09:04.800

Samuel Bass: And I ended up after my graduate program it ended in May of 2020 I really wanted to teach in the bronx and I solely focused my teaching search.

37

00:09:05.100 --> 00:09:14.160

Samuel Bass: on finding a job in the bronx and the New York City do we, at that point was in a hiring freeze and that had kind of been with my master's program had led us to working in the dmv.

38

00:09:14.490 --> 00:09:22.320

Samuel Bass: But I began to look at charter schools and I saw that Ferris academy mission statement which was do epic things for the kids of the bronx and I was like.

39

00:09:22.740 --> 00:09:30.390

Samuel Bass: Oh, my gosh this is this is me like this is exactly what I set out to do with my with my job with my teaching.

40

00:09:30.750 --> 00:09:36.420

Samuel Bass: And I, and I got in contact and it was very close to the school year it started, and I saw they had a high school history position.

41

00:09:36.810 --> 00:09:43.170

Samuel Bass: And I reached out and I went through the interview process with principal Brown and I really just felt like this was a great place for me and.

42

00:09:43.530 --> 00:09:50.280

Samuel Bass: Almost on the eve of the school year I found out that I was going to be working at pharaoh so I was allows a late higher and it was just.

43

00:09:50.970 --> 00:09:58.290

Samuel Bass: right away, it felt like a place where the people were fantastic and wanted to work together and really cared about the kids and.

44

00:09:58.650 --> 00:10:02.760

Samuel Bass: And that was kind of what drew me into the building almost right away, I actually start my first day was.

45

00:10:03.210 --> 00:10:06.810

Samuel Bass: Two days before the school year started, I found out what I was teaching I found out.

46

00:10:07.170 --> 00:10:14.610

Samuel Bass: When my kids were going to be, where I was going to be, and all those things really, really quickly, but it felt like the Community that I was part of just mentioning right and then.

47

00:10:14.970 --> 00:10:20.610

Samuel Bass: And ever since this is my second year now for us it's really just felt like a community that I really enjoy.

48

00:10:21.120 --> 00:10:30.600

Samuel Bass: And the people I work with are really special we have some absolutely incredible students incredible scholars that we get to work with every day and it's just continued to drive.

49

00:10:30.930 --> 00:10:39.930

Samuel Bass: My passion for teaching and my passion for our community in our building so about a little bit more about my class, so I teach like I said ninth grade global history.

50

00:10:40.410 --> 00:10:49.080

Samuel Bass: And I like to compare teaching ninth grade to starting the year teaching middle school and ending the year teaching high school because it's such a big.

51

00:10:49.560 --> 00:10:58.650

Samuel Bass: Year of growth right where students come in and it's their first year of high school, especially for our students, this year, who really haven't had a full in person school year since.

52

00:10:59.160 --> 00:11:12.390

Samuel Bass: Almost sixth grade first half of seventh grade and it's really a time where they get to grow and I get to be a part of that experience, which is what really drew me in in the beginning, and I found that being back in person.

53

00:11:13.410 --> 00:11:23.760

Samuel Bass: there's a really high level of engagement from our students and also a real willingness to want to push themselves in their work so i've been able in person.

54

00:11:24.570 --> 00:11:33.990

Samuel Bass: I think, to accomplish more in these first few months that I would have ever had expected in the past year, because the students are willing to step up to the challenge of more rigorous work.

55

00:11:34.350 --> 00:11:42.930

Samuel Bass: And we've been we've been diving into very deep topics, even in our first unit we're just finishing up our first unit on the first civilizations, where the students seem invested in.

56

00:11:43.470 --> 00:11:52.170

Samuel Bass: In the history content, but also in developing their skills and really wanting to push themselves further into higher level work so it's been a really fantastic start to the school year.

57

00:11:53.160 --> 00:12:02.640

Samuel Bass: Global history in ninth grade is not a region salon course you take the global history regions at the end of 10th grade and actually none of the content covered in ninth grade is on the New York state regions.

58

00:12:03.030 --> 00:12:12.150

Samuel Bass: So I find that I get to really develop the skills that they need for the for the regions and those exams, much more than I need to.

59

00:12:12.570 --> 00:12:21.660

Samuel Bass: Make sure that they memorize that bad ancient Babylon existed from 597 BC to 498 BC or whatever it might be it's not about the names and dates as much as this is about.

60

00:12:21.900 --> 00:12:28.590

Samuel Bass: developing their skills and pushing forward sorry, so that they can continue with the skills that they learned in ninth grade.

61

00:12:28.980 --> 00:12:36.210

Samuel Bass: throughout their high school career so that's really been our focus this year, yes it's about telling the story of human beings and that ancient history is so so important.

62

00:12:36.570 --> 00:12:41.490

Samuel Bass: And the students have really grasped onto that content but it's really a course where we develop skills.

63

00:12:41.760 --> 00:12:49.020

Samuel Bass: that they can take with them into their la programs and their math programs and science and all that inquiry based learning that we so strive for at pharaoh's.

64

00:12:49.950 --> 00:12:59.400

Samuel Bass: The skills that they develop in global history is what I hope that they can take with them for the rest of their high school careers, but also through college and into their into their real world lives.

65

00:13:04.890 --> 00:13:05.730

JLopezMolina: awesome Thank you.

66

00:13:06.000 --> 00:13:17.070

JLopezMolina: I like that summary of our mission statement to epic things in the bronx that's that's awesome um any questions from from the board or anyone else.

67

00:13:23.520 --> 00:13:25.890

Sharon Beier: set so do you have all the ninth graders.

68

00:13:26.670 --> 00:13:28.200

Samuel Bass: I do, yes, so I have.

69

00:13:30.510 --> 00:13:31.920

Samuel Bass: I have oh sorry what was that.

70

00:13:34.680 --> 00:13:36.750

Samuel Bass: Yes, I have all five all the ninth graders.

71

00:13:37.830 --> 00:13:46.650

Samuel Bass: Every single student has to in high school in New York state has to take four years of social studies, so I get every single ninth grader with me in global history, which is going to be really fun, for me, hopefully and.

72

00:13:46.920 --> 00:13:54.240

Samuel Bass: For years, when I will have taught every single person that's in the building it's kind of an exciting feeling everyone has to everyone has to pass through me in order to get to where they're going.

73

00:14:00.060 --> 00:14:04.110

JLopezMolina: I responsibility to have to set the tone for.

74

00:14:05.220 --> 00:14:13.980

JLopezMolina: That um I have a question as we're sort of hopefully on the tail end of a copay that's a question that we used to ask it, you know of.

75

00:14:14.610 --> 00:14:29.640

JLopezMolina: instructional staff at the beginning of the pandemic, but do you feel that that we, as a board could be doing anything else to sort of support you during this either for remote learning or as we transition, you know back to in person learning.

76

00:14:30.900 --> 00:14:31.920

JLopezMolina: The Board specifically.

77

00:14:33.000 --> 00:14:43.920

Samuel Bass: um I would say I don't feel that there's anything specific off of the top of my head, that would be needed for support in terms of transition, I actually think it feels like.

78

00:14:44.520 --> 00:14:54.960

Samuel Bass: there's more of an intrinsic motivation, on behalf of the staff to be back in person there's a there's like a vitality to actually being in a classroom with all of your students that wasn't really there.

79

00:14:55.380 --> 00:15:03.720

Samuel Bass: On zoom and I think, and I think that was something that we definitely felt last year and I think that there may have been more supports, then that people might have asked for.

80

00:15:08.100 --> 00:15:22.530

Samuel Bass: Others this natural natural energy that's coming into the building that I think we have such added we have such incredible support from you already I mean it feels like the school has done so much for us and we definitely appreciate it, the snacks the the.

81

00:15:23.790 --> 00:15:30.390

Samuel Bass: The the definitely feels this year that there's definitely an upbeat and energy that I think we feel very supported at this time.

82

00:15:34.740 --> 00:15:38.700

Sharon Beier: How are you finding the students coming back after such a long time.

83

00:15:39.810 --> 00:15:41.640

Samuel Bass: it's a great question, so I think.

84

00:15:42.420 --> 00:15:45.660

Samuel Bass: I think that there's a few different ways to answer this question.

85

00:15:46.350 --> 00:15:53.040

Samuel Bass: First, I think that the large majority of them are very excited to just be able to talk to someone every day.

86

00:15:53.700 --> 00:15:56.430

Samuel Bass: Which didn't always feel like it was happening remotely.

87

00:15:56.820 --> 00:16:04.530

Samuel Bass: Where students didn't really want to work together in groups, because they didn't feel that interpersonal connection and it feels like there's an energy about that that.

88

00:16:04.770 --> 00:16:09.810

Samuel Bass: The students being back in the room, they really want to work together, they want to talk to each other, sometimes maybe a little too much.

89

00:16:10.110 --> 00:16:21.300

Samuel Bass: But it's it's definitely there's definitely that element that's exciting, where I get to see that some of my students who I have repeating actually right so students who, during the code year didn't pass my course.

90

00:16:22.050 --> 00:16:27.480

Samuel Bass: There was like a there's a real energy when they got back in the building that was like you know what I I didn't I didn't.

91

00:16:28.170 --> 00:16:35.730

Samuel Bass: adjust to last year well and I wasn't able to do that remote stuff so getting back in the building has revitalized a lot of those tunes all of my.

92

00:16:36.000 --> 00:16:40.860

Samuel Bass: All my students that are repeating my course right now have a have a B plus or better in my class.

93

00:16:41.460 --> 00:16:50.220

Samuel Bass: that's a statistic that i've been looking at right now everyone who didn't pass the course last year, now has a B plus or higher It shows that they're really pushing themselves through.

94

00:16:50.670 --> 00:16:57.750

Samuel Bass: What they struggled with last year and it's for a lot of different reasons, and I think, but I think primarily that's that that's part of that energy.

95

00:16:58.050 --> 00:17:04.620

Samuel Bass: That they're really just pushing themselves through but there's also an element of probably a small minority.

96

00:17:05.460 --> 00:17:12.930

Samuel Bass: That forgot what it was like to be in a room full of people and feels anxious or uncomfortable with the idea that there now speaking.

97

00:17:13.230 --> 00:17:21.600

Samuel Bass: In person in in front of 24 people which all my classes are 24 I teach 101 global history students right so it's 24 people that.

98

00:17:22.290 --> 00:17:32.640

Samuel Bass: might have been almost easier to speak to on zoom because you just felt like you were talking to your computer so on one hand, you have these students are very excited to be there, but there's definitely a lot of students who need our support because they.

99

00:17:33.060 --> 00:17:38.310

Samuel Bass: They feel very uncomfortable in the social situation that they haven't been in such a long time.

100

00:17:42.330 --> 00:17:50.520

jarrodsowell: i'm thanks for first thanks for your time tonight and then also i'm glad you talked about like the socialization aspect of the learning environment.

101

00:17:51.450 --> 00:17:58.590

jarrodsowell: My next question or is kind of revolves around that and how do you feel as though the board can better support you, or even.

102

00:17:58.980 --> 00:18:10.680

jarrodsowell: How prepared are your students for the region's exams at the end of the year, because you know the tests aren't back to my knowledge, the tests are still going to go on, I could be wrong, but how, especially because the.

103

00:18:12.060 --> 00:18:17.070

jarrodsowell: You mentioned in the beginning, that live what's on the test isn't taught naturally it's something you have to do.

104

00:18:17.490 --> 00:18:28.890

jarrodsowell: Additionally, so how do you how are you kind of handling that and then also how the students kind of preparing themselves and also parents, if you know kind of enabling the students to prepare for those tests.

105

00:18:30.000 --> 00:18:33.240

Samuel Bass: Well, I think it's I think it's no secret to any of us that we're combating learning.

106

00:18:33.240 --> 00:18:33.840

jarrodsowell: Loss right.

107

00:18:34.710 --> 00:18:43.170

Samuel Bass: We just had a school wide I ready reading a reading and math analysis and we're finding that there is there a significant learning loss.

108

00:18:44.010 --> 00:18:53.130

Samuel Bass: across the board, whether you're the highest level scholar or someone who's spent a lot of your academic career playing catch up right there's there's there's just cross the board learning loss.

109

00:18:53.400 --> 00:19:01.590

Samuel Bass: But the region's exams are still going to test for grade level work right they're still going to they're still good looking for the things that they've been looking for since then they begin.

110

00:19:02.190 --> 00:19:10.530

Samuel Bass: So for us it's all about figuring out how to get students to do grade level work while making the accommodations for them that they need.

111

00:19:11.040 --> 00:19:18.540

Samuel Bass: To be able to reach that goal, and for some of that it's a slow release of students who may be reading let's say my ninth graders some of them are reading at a six seventh grade level.

112

00:19:19.080 --> 00:19:31.800

Samuel Bass: For me it's about giving them ninth grade thinking and ninth grade skill requirements while at the same time supporting their literacy and whatever else they might need in order to be able to access those higher level thinking.

113

00:19:32.160 --> 00:19:42.330

Samuel Bass: So it's going it's really about not teaching down to the level of learning loss that we've had it's about keeping our standards high and accommodating those students that need our support the most.

114

00:19:49.050 --> 00:19:49.650

jarrodsowell: thanks for that.

115

00:19:52.260 --> 00:19:57.750

Robb: have a history question here for you in what year was the fairest lighthouse built.

116

00:19:58.830 --> 00:20:10.440

Samuel Bass: That is a fantastic question I should know the answer to, especially since we discovered ancient Egypt, but I do not know off the top of my head I I would I will have to look awesome.

117

00:20:11.430 --> 00:20:17.130

Robb: In seriousness, though, thank you for sharing with us it's awesome to hear your perspective really valuable for us, thank you for the time.

118

00:20:21.630 --> 00:20:22.650

Robb: I don't have a serious question.

119

00:20:26.370 --> 00:20:27.420

JLopezMolina: Any other questions.

120

00:20:30.000 --> 00:20:32.700

Alexandra: I don't have questions, but I definitely want to say thank you.

121

00:20:33.420 --> 00:20:43.020

Alexandra: um it was special clashes are here that i'm students are happy and you guys are happy to be back at school.

122

00:20:44.460 --> 00:20:57.750

Alexandra: As a parent that makes me really happy too, because I think that's the place where they all should be and hearing that they doing much better in that environment i'm makes me happy.

123

00:21:07.710 --> 00:21:14.880

JLopezMolina: Well, with that I will let you go, thank you for for coming and talking with us.

124

00:21:18.360 --> 00:21:19.110

JLopezMolina: And thank you for.

125

00:21:19.170 --> 00:21:21.090

JLopezMolina: The work that you do that.

126

00:21:21.690 --> 00:21:25.410

Samuel Bass: Thank you all so much for everything you do and I really appreciate you having me on it's been great.

127

00:21:28.140 --> 00:21:31.740

JLopezMolina: On the agenda, thank you, the next item on the agenda is board governance.

128

00:21:32.490 --> 00:21:39.360

JLopezMolina: Chronic crossing is starting to this is the Minutes from last meeting that everyone had a chance to look at the Minutes.

129

00:21:41.820 --> 00:21:48.900

JLopezMolina: Yes, sounds good, so I emotion that we approve the Minutes from the September board meeting.

130

00:21:53.130 --> 00:21:53.550

Robb: Second.

131

00:21:54.930 --> 00:21:55.920

JLopezMolina: All those in favor.

132

00:21:56.730 --> 00:21:57.690

Keyur Shah: hi hi.

133

00:21:58.320 --> 00:21:58.710

hi.

134

00:22:01.440 --> 00:22:11.460

JLopezMolina: Let the record show the meeting Minutes have been unanimously approved that was exciting The next item is much more exciting, this is the deal we try to renew all which we're going to have in summer.

135

00:22:13.980 --> 00:22:19.740

JLopezMolina: School been preparing for diligently Thank you Courtney now turn it over to Courtney for us.

136

00:22:21.720 --> 00:22:31.200

Courtney Russell: Great Thank you so much heavier again, good evening everyone, I want to spend a little bit of time tonight kind of recapping where we've been and then also start to look ahead.

137

00:22:31.920 --> 00:22:51.510

Courtney Russell: Just some logistical items we know that the deal, he has confirmed our board hearing that is going to be on December 7 at 8pm virtually so you all, should have calendar holds if for any reason, anyone doesn't feel free to shoot me a text or an email and i'll get you added, but the whole.

138

00:22:52.110 --> 00:22:54.270

Courtney Russell: purpose of the preparation that we've been doing.

139

00:22:54.840 --> 00:23:03.120

Courtney Russell: Starting last month and then through November next month will be to make sure everyone feels great about that conversation just to.

140

00:23:03.870 --> 00:23:12.120

Courtney Russell: kind of recap, and also reflect on our conversation a couple years ago, well, I know I wasn't in the room, with the deal we I can.

141

00:23:12.630 --> 00:23:20.280

Courtney Russell: You know, pretty safely say that the board members who were present so much more as a conversation lori hastily, who is the.

142

00:23:20.760 --> 00:23:31.500

Courtney Russell: director of charter authorizing is very approachable very collaborative and really is looking to help us make a case for that five year renewal so.

143

00:23:32.160 --> 00:23:44.910

Courtney Russell: In terms of preparation, we want to go in, you know, knowing our facts and having some really thoughtful conversation like we'll have this evening, but just know that she really is, in our corner and all the schools that she serves their corner.

144

00:23:45.480 --> 00:23:52.770

Courtney Russell: To make sure that she can hopefully go to the the state and say yes Ferris deserves a five year which we, we very strongly feel that we do.

145

00:23:54.150 --> 00:24:01.500

Courtney Russell: So before we jump into organizational health, I just want to take a moment to review the shared drive I know there's a few new folks here.

146

00:24:01.920 --> 00:24:11.940

Courtney Russell: And or I think this is just a good refresher for everyone, but by now, you should have access to this Google shared drive if for any reason, again, you have issues.

147

00:24:12.330 --> 00:24:21.450

Courtney Russell: accessing the documents just let me know i'm happy to send them to you separately, but in here I charged you all, with a couple of specific tests this evening.

148

00:24:21.900 --> 00:24:33.030

Courtney Russell: And those tasks were number one to review this renewal guidance, so this guidance really gives you the overview of what will be happening So yes, the board interview is a critical component.

149

00:24:33.570 --> 00:24:48.330

Courtney Russell: But there also will be in person classroom visits, there will be a public hearing for parents and other Community members that would like to speak there's the board interview, as well as other components So hopefully you had a chance to take a look at that.

150

00:24:49.620 --> 00:24:57.840

Courtney Russell: The other piece that I flagged for you, because I think it's a quick and solid read is this executive summary it's just a two page summary that really says.

151

00:24:58.260 --> 00:25:15.510

Courtney Russell: Yes, we believe we are academically healthy organizationally strong and fiscally sound so that executive summary is right here, and then what I think we can spend the majority of this, you know up to 30 minutes or however long you would like this evening will be.

152

00:25:16.560 --> 00:25:29.910

Courtney Russell: kind of having a conversation about the section that I flag for you, which is organizational health so that stretched just a little bit down from here i'll scroll to that, so we can kind of reference things as they come up and.

153

00:25:31.200 --> 00:25:34.830

Courtney Russell: To two additional components and then i'll turn it over to you all but.

154

00:25:35.970 --> 00:25:46.560

Courtney Russell: I will take some notes today, so that if there are things that you know, we want to capture that people can reflect on right before that December 7 meeting i'll do my best to.

155

00:25:46.950 --> 00:25:54.810

Courtney Russell: capture a few things here and same thing for next month, and then the other thing I wanted to briefly mention is just that.

156

00:25:55.860 --> 00:26:03.660

Courtney Russell: Next month, in November, which is technically, the last time will be together before this December 7 date travis has prepared to.

157

00:26:04.410 --> 00:26:14.220

Courtney Russell: present to you all are kind of engage in a dialogue about the academic health of the school and then I, along with certainly Robin care and others will.

158

00:26:15.000 --> 00:26:19.110

Courtney Russell: You no respond to the some of the financial questions, although that will be a much smaller section.

159

00:26:19.770 --> 00:26:34.500

Courtney Russell: We continue to be strong there and I don't anticipate the deal we asking a ton so it's really organizational health, which is certainly important, and then academic, which is probably the most critical of all that you know travis will support us with so with That being said.

160

00:26:35.670 --> 00:26:49.950

Courtney Russell: i'd love to again open it up to a dialogue here around what you all read in these 10 or so pages around the school being effective and well run and and really talk through some of these components that you'd like to further explore.

161

00:26:55.800 --> 00:27:03.150

Robb: Bernie had a couple questions on the on the academics and this might be more appropriate for the deeper dive in academics so feel free to push it then.

162

00:27:03.480 --> 00:27:13.620

Robb: The first is, it appears the academic results are aggregated in terms of new not at the grade level results for.

163

00:27:14.400 --> 00:27:23.400

Robb: The pre coated and then we split it out by grade for the code years, I guess, the question is, do we expect any.

164

00:27:23.820 --> 00:27:33.630

Robb: Do we expect that to hold off for to expect there to be them to dig deeper on a grade level basis for academic performance or do you think kind of the aggregate is where they'll stay.

165

00:27:34.380 --> 00:27:45.990

Courtney Russell: I think aggregate is definitely going to be the focus, I think, while the deal we might ask some really specific questions, overall I think they want to understand.

166

00:27:46.500 --> 00:27:54.300

Courtney Russell: During this Charter term which you know really is just two years of data, which you know I say data that way because.

167

00:27:54.720 --> 00:28:02.520

Courtney Russell: With Colvin and then you know everything else it's very, very little that we're able to provide obviously we have a lot of internal assessments and things like that.

168

00:28:03.090 --> 00:28:10.350

Courtney Russell: But I think they will definitely be looking more so at overall trends, rather than saying, and I think a parallel to that is thinking about like.

169

00:28:10.980 --> 00:28:20.100

Courtney Russell: Under organizational health we've clearly narrow that gap of you know, the number of sped and L students that we've recruited and retained.

170

00:28:20.430 --> 00:28:28.500

Courtney Russell: And they're not going to look too much around I mean maybe a little bit here and there about specific grade levels or things like that, but I think they'll really focus on the aggregate rob that's a great question.

171

00:28:29.820 --> 00:28:30.300

Robb: Thank you.

172

00:28:37.860 --> 00:28:38.850

Robb: Have a couple more.

173

00:28:40.380 --> 00:28:46.620

Robb: When do you expect teacher retention, to be a topic of interest interest we didn't cover it anywhere in the document.

174

00:28:48.270 --> 00:28:51.990

Robb: If it if it does come up separate from what's in the document.

175

00:28:53.130 --> 00:29:07.800

Robb: It just would be it'd be helpful for us as a board to be familiar with that data and to have our talking points in the position developed in response to any questions, so I guess the general question is, do you expect teacher retention, to be a topic of interest.

176

00:29:08.940 --> 00:29:15.510

Courtney Russell: Yes, I absolutely do I know that it has been a bit of a challenge over the course of the Charter.

177

00:29:15.900 --> 00:29:21.000

Courtney Russell: And in the past, I also know that that is not specific to Ferris but, at the end of the day.

178

00:29:21.330 --> 00:29:29.940

Courtney Russell: It is very likely that that do we will see that as a potential concerning number, so I think the two main things that I think we can think about.

179

00:29:30.420 --> 00:29:37.200

Courtney Russell: And some of this might be a little bit more from travis next month, but I think they'll probably want to know some theories around why.

180

00:29:37.740 --> 00:29:44.010

Courtney Russell: they'll want to better understand and we can talk through that in just a moment, but I think the one to understand why do we think.

181

00:29:44.700 --> 00:29:50.940

Courtney Russell: teachers have been leaving both this year, potentially, as part of the you know the this great resignation as well as during.

182

00:29:51.540 --> 00:30:00.960

Courtney Russell: The Charter term which includes last year as well, so 1920 through 2021 and then I think that the second piece of the deal is going to care about is.

183

00:30:01.440 --> 00:30:10.590

Courtney Russell: What is the strategic plan and plan that the school leadership has in place and how is the board monitoring that that's going to be really the thing that they're going to want to know from you.

184

00:30:11.760 --> 00:30:24.450

Courtney Russell: What are we doing, how are you having checkpoints in on that monitoring and what does that look like and maybe that's something that's still in progress, so I think this is such a great question rob and something that we should tease out a little bit further so.

185

00:30:26.040 --> 00:30:29.100

Courtney Russell: Why don't we start there and talk about.

186

00:30:30.420 --> 00:30:32.370

Courtney Russell: possible reasons for.

187

00:30:34.650 --> 00:30:35.940

Courtney Russell: Low teacher retention.

188

00:30:38.190 --> 00:30:40.440

Courtney Russell: During the Charter term and I.

189

00:30:40.470 --> 00:30:48.330

Courtney Russell: What i'd love to do is allow you to generate some of these things, because I think that will also help you guys to define like who are the speakers, I know, the last time around.

190

00:30:48.810 --> 00:31:00.270

Courtney Russell: We identified okay let's say, for example, briar she felt really you know well versed with this so she said i'll take this one when it comes up, so I would also suggest, as we tease this out you guys think about who might cover that.

191

00:31:00.990 --> 00:31:13.590

Courtney Russell: But i'd love to hear what you all perceive as some of the challenges that we face, so we can name them and just kind of confirm that those are true and then, if there's any gaps that I don't see us talking about I can help sell them and as well.

192

00:31:18.300 --> 00:31:26.400

Robb: Coordinated premise question to which that how this might come up because it it's not disclosed in the materials that we reviewed.

193

00:31:28.380 --> 00:31:36.840

Robb: How would the the Charter organization, they were the renewal organization in the process, what would they review.

194

00:31:37.890 --> 00:31:43.380

Robb: To even ask this question, or do you anticipate just being a general question that they might say something like.

195

00:31:43.830 --> 00:31:52.710

Robb: hey how board, how are you how do you feel about teacher retention, you know what I mean are they going to have data in front of them that says hey, this is a problem, or do you think it might be more generic.

196

00:31:53.520 --> 00:32:07.560

Courtney Russell: that's a great question rob I do think, I have some data and one of the things that I can do is I can upload this document to the shared drive, so you will have this but they absolutely will have self reported data.

197

00:32:08.040 --> 00:32:16.920

Courtney Russell: On our teachers, so a large part of what you're seeing right here is thanks to Maria and her really strong tracking and then reporting and so.

198

00:32:18.720 --> 00:32:24.540

Courtney Russell: i'll review this data is you know, a really initial starting point here to see what the numbers do look like so.

199

00:32:25.800 --> 00:32:27.810

Courtney Russell: Again we're really looking at.

200

00:32:29.160 --> 00:32:39.330

Courtney Russell: These couple of years here, this was definitely a charter year term, and this was as well, this was like at the you know end of the last ones, we can also kind of look at this one as well.

201

00:32:39.900 --> 00:32:49.770

Courtney Russell: But if we look at the leadership stuff you can see that has remained super steady there was some turnover at the beginning, and if you were called travis came on.

202

00:32:50.340 --> 00:32:57.060

Courtney Russell: They don't they don't not that they don't care, but the prior term is not so important they're really looking here, but I think the story around leadership.

203

00:32:57.810 --> 00:33:10.110

Courtney Russell: can be that since travis has joined and certainly since this Charter term has come along let her leadership has remain steady you know, there was a little blip right here, but overall, you can see that the leadership is staying.

204

00:33:11.220 --> 00:33:13.650

Courtney Russell: Staying on board so that is not so much the challenge.

205

00:33:15.090 --> 00:33:16.230

Courtney Russell: We do see.

206

00:33:18.690 --> 00:33:33.510

Courtney Russell: instructional staff turnover, we see some of the numbers here so again, you see some improvements where there was a pretty big number here it's definitely even down a bit, and I know there's probably been a few you know, since this data was compiled, but then you also see.

207

00:33:34.620 --> 00:33:47.730

Courtney Russell: Primary instructional stuff so so one thing i'll say is with the self reported information and Maria feel free to correct me if i'm wrong, I believe these are poor position, some of the core positions that are being reported on here, and you see some of that language here.

208

00:33:54.480 --> 00:33:55.290

Courtney Russell: Is there anything you.

209

00:33:55.350 --> 00:33:58.410

Sara Madavo: find the reason that travis has talked about is just.

210

00:33:59.430 --> 00:34:20.220

Sara Madavo: commute and like tolerance for a long commute which has only like lowered or people's times is only lowered, since the pandemic, so I think that's definitely something that we want to mention, I mean, my view is that a big part of it is fit right like that i'm.

211

00:34:21.630 --> 00:34:43.350

Sara Madavo: Not every teacher is a fit for every school and there have been issues around fit and that that that has caused some people to either resign or to be asked to leave um to me those seem to be like the main two drivers that we've heard about as a board um you know.

212

00:34:46.050 --> 00:34:47.040

Courtney Russell: yep absolutely.

213

00:34:48.240 --> 00:34:51.840

Robb: Already that didn't look too bad very if.

214

00:34:52.920 --> 00:34:58.350

Robb: If if someone were just looking at these tables they might they might not even be an issue.

215

00:34:59.820 --> 00:35:05.940

Robb: But like 10% in the most recent here 45% in 20 1819 would be the big issue.

216

00:35:06.420 --> 00:35:08.280

Sara Madavo: yeah no you're right.

217

00:35:09.600 --> 00:35:10.560

Courtney Russell: I guess it was.

218

00:35:11.160 --> 00:35:14.340

Sara Madavo: So that counted towards last time yeah okay.

219

00:35:15.420 --> 00:35:17.700

Robb: yeah so I get an answer yeah.

220

00:35:18.360 --> 00:35:18.600

Robb: yeah.

221

00:35:19.230 --> 00:35:23.010

Robb: I just wonder if this will even be an issue or if we can point to this as strength.

222

00:35:23.340 --> 00:35:35.760

Courtney Russell: yeah I will say this was submitted, I think, prior to the State, so I don't think this accounts for teachers who did not come back this year, so I think a follow up question for travis could be.

223

00:35:40.440 --> 00:35:48.000

Courtney Russell: And or myself or Maria approximately what percentage of staff returned instructional staff.

224

00:35:49.650 --> 00:36:04.200

Courtney Russell: returned from 2021 to 2020 2122 because I will say, I know that there's been a bit of a drop this year yeah probably related to this great resignation call it all of those things, plus the factors we've talked about so I think.

225

00:36:05.370 --> 00:36:08.100

Courtney Russell: We can get some some specific numbers there, but I think it is.

226

00:36:08.700 --> 00:36:11.910

Courtney Russell: There is some more data to to be told right there to be shared right there.

227

00:36:12.240 --> 00:36:17.220

Briar Thompson [she|her]: yeah i'm pretty sure he should it because firm a hobby or you and I talking about it at some point.

228

00:36:17.580 --> 00:36:27.390

Briar Thompson [she|her]: Where I think one of the schools in particular was more effective than the other, and what was driving that and that's what led to that board discussion, so I presume it's, the most recent year that we might just be missing.

229

00:36:28.020 --> 00:36:28.620

Absolutely.

230

00:36:32.790 --> 00:36:50.250

Courtney Russell: So I think in terms of some of the things that you've just mentioned, now that we've talked about, we did talk about focus on bronx teachers people who live in or near the bronx and are committed to our Community.

231

00:36:51.960 --> 00:37:00.150

Courtney Russell: Another big thing that is I don't wanna say brand new she's been in place for a little bit, but not like super long has been, we have a director of talent.

232

00:37:00.750 --> 00:37:07.200

Courtney Russell: So travis is obviously like super involved in the decision making and the hiring like he he personally interviewed everyone.

233

00:37:07.500 --> 00:37:15.480

Courtney Russell: But to have someone doing like the screening coming in the door, and making sure that Okay, if these are you know the core values we're looking for these are the resume flags.

234

00:37:15.840 --> 00:37:25.920

Courtney Russell: Having someone who's been on staff with us for a number of years, focused on this this work, almost exclusively, I think, is another piece that we have in place.

235

00:37:27.660 --> 00:37:36.750

Tahina (Ty-ee-nah) Perez: I think you also say, and you still look into partnering with teaching programs coming out of the bronx colleges, I think you mentioned most those are the men.

236

00:37:48.420 --> 00:37:54.630

Courtney Russell: This is one that I know that we could speak to in terms of like having a number of qualified people I don't know where we are on this.

237

00:37:55.140 --> 00:38:05.970

Courtney Russell: I do recall that Tina, but I do know this is one that's pretty local that we could definitely say like we have a number of teachers coming from there through that pipeline and we're continuing to explore these as well.

238

00:38:12.540 --> 00:38:31.860

Alexandra: Was it at one point, there was a conversation also trying to get like i'm not brand new teachers to sort of like the word more probabilities for them to like quit if there were having trouble I don't know I thought there was some conversation at one point about that.

239

00:38:36.900 --> 00:38:40.620

Courtney Russell: And I think a great example of why that would be important, Mr Bray you.

240

00:38:41.910 --> 00:38:44.490

Courtney Russell: One of the things that we sometimes hear about is.

241

00:38:45.870 --> 00:38:48.450

Courtney Russell: The instructional preparation that is required.

242

00:38:49.980 --> 00:38:56.940

Courtney Russell: of teachers, so one thing that we sometimes hear is like oh there's a lot of lesson planning and things like that I will say.

243

00:38:57.270 --> 00:39:07.110

Courtney Russell: Ferris is extremely upfront with what their expectations are of lesson planning I think sometimes people hear it, but they don't know what that feels like to, then you know, have to do it.

244

00:39:07.500 --> 00:39:16.380

Courtney Russell: And it can be challenging, so I think when you have someone that has some experience they understand what instructional preparation means and so.

245

00:39:16.800 --> 00:39:26.160

Courtney Russell: it's not such a shock so even that idea of fit you know someone might not be a custom to you know to doing lesson plans but someone who has that that a little bit more preparation, I think, would.

246

00:39:27.660 --> 00:39:30.690

Courtney Russell: Even a little bit better to the school, so I can link that there as well.

247

00:39:33.810 --> 00:39:38.820

Sharon Beier: So, for reasons is our their health and mental health reasons, from covert.

248

00:39:40.170 --> 00:39:41.820

Courtney Russell: yep so that's a great one to.

249

00:39:43.230 --> 00:39:52.590

Courtney Russell: We actually just had a teacher without getting into any details, who had to leave today, she she communicated with us because of some specific health reasons.

250

00:39:54.300 --> 00:39:58.170

Courtney Russell: I would say, partially attributed to coven so that's absolutely one as well.

251

00:40:15.450 --> 00:40:23.010

Courtney Russell: Another thing that we're doing about it, I know that you all have heard about the cope with school partnership that is the.

252

00:40:24.780 --> 00:40:41.880

Courtney Russell: The partnership that comes in, and they they work with scholars, primarily, but they also work with staff, and so this person is on site three times a week and so that is definitely in addition to other mental health supports that we have, we also have an employee assistance Program.

253

00:40:43.110 --> 00:40:44.970

Courtney Russell: Through our insurance.

254

00:40:51.360 --> 00:40:52.560

Courtney Russell: So that's another piece.

255

00:40:55.140 --> 00:40:57.480

Sharon Beier: How is that working out the COPA schools.

256

00:40:58.500 --> 00:41:03.030

Courtney Russell: yeah it's coming along I met with the gentleman last week to see how things are going.

257

00:41:03.540 --> 00:41:12.090

Courtney Russell: And he's definitely started to have a case load of students that he's working with on a regular basis, and I actually got to hear a little bit.

258

00:41:12.660 --> 00:41:21.000

Courtney Russell: Of one just the other day, so I think it's coming on my so he's fitting in well and everything's coming along great I haven't seen him talk to staff as much.

259

00:41:21.990 --> 00:41:28.980

Courtney Russell: But I think a few folks have started to happen to that, so it is primarily focused on the scholars, but he certainly there for stuff as well.

260

00:41:31.740 --> 00:41:45.660

Alexandra: barney all sort of Part I think at one point we were talking about giving them some sort of benefit, like, I know, at one point, we have the conversation of putting the kit in the lottery kind of.

261

00:41:47.670 --> 00:41:58.740

Alexandra: As a benefit and I don't know what happened with the parking space or something like that, but I know that there have been some conversation about giving them extra benefits.

262

00:42:01.560 --> 00:42:01.830

yep.

263

00:42:03.060 --> 00:42:09.360

Courtney Russell: let's talk about that briefly that's a great point Mr Bray you so you're exactly right we do now have a preference.

264

00:42:10.170 --> 00:42:15.780

Courtney Russell: No one has actually taken advantage of it, yet, but there is a preference in there for children of staff members so that's great.

265

00:42:16.470 --> 00:42:22.530

Courtney Russell: We do have employee parking and people really appreciate that it's a little bit tough to park around the school.

266

00:42:22.950 --> 00:42:33.660

Courtney Russell: As some of you might know and we have really awesome health benefits that was part of the reason we stayed on with try net instead of you know, looking elsewhere, or we did look, but we didn't choose to go elsewhere.

267

00:42:34.170 --> 00:42:42.450

Courtney Russell: And in addition to the health benefits, we have a really strong hra which is it's kind of like an FSA but it's money that the school.

268

00:42:43.080 --> 00:42:54.480

Courtney Russell: pays for things like deductibles and things like that it's it's upwards of $3,000 for single people and 7000 for families so it's it's really an excellent offering and then our 401k.

269

00:42:54.930 --> 00:43:02.880

Courtney Russell: Has a 4% match, which I don't wanna say is unheard of, but pretty commonly if a school even has a 401k it's like that so it's really nice.

270

00:43:05.580 --> 00:43:18.360

JLopezMolina: For you know for the board monitoring I think i'm populating that we have we certainly have like periodic meetings specific to the topic of recruitment and retention.

271

00:43:19.920 --> 00:43:25.800

JLopezMolina: And I think there's also a trigger i'm not mistaken in the.

272

00:43:27.330 --> 00:43:30.150

JLopezMolina: In our bylaws around.

273

00:43:31.380 --> 00:43:42.660

JLopezMolina: bringing up the discussion for review if retention or if we have attrition that exceeds a certain amount I forget what that is 50% or something.

274

00:43:43.860 --> 00:43:44.550

Courtney Russell: Absolutely.

275

00:43:48.720 --> 00:44:00.900

Courtney Russell: I think another thing is the Board is connected to the staff and examples of that are the staff presentations so you guys are.

276

00:44:02.430 --> 00:44:09.540

Courtney Russell: inviting and welcoming staff so that you have your finger on the pulse and understand you've heard from a number of staff and will continue to.

277

00:44:09.990 --> 00:44:17.430

Courtney Russell: And I also think some of the programs, and I know it might seem not connected, but it really is the snack magic like I was messaging Sarah.

278

00:44:17.910 --> 00:44:22.260

Courtney Russell: A few minutes ago, and the staff like absolutely loved it so there they.

279

00:44:22.800 --> 00:44:31.200

Courtney Russell: I think just again that connection, that the the staff is now seeing with the Board is really wonderful, so I think if there was a staff member that wanted to speak to the board.

280

00:44:31.830 --> 00:44:40.080

Courtney Russell: or give feedback or things like that I think those avenues have been opened up in this term, so I think that's a wonderful thing to talk about monitoring as well.

281

00:44:46.710 --> 00:44:53.370

Courtney Russell: Okay, so two folks feel good about this sub topic within organizational health, which is teacher retention.

282

00:44:56.250 --> 00:45:10.260

Robb: My only question Courtney is one around strategy of communication, if it's something proactive that we bring up and one thing I liked about the document as we had the opportunity to proactively say three things that have been challenges.

283

00:45:10.500 --> 00:45:23.640

Robb: We kind of allows us to neutralize them in advance for this one, I wonder what your perspective is on do we do we get out of this one and communicate it with a with our plan or do we or do we wait until they ask us.

284

00:45:26.040 --> 00:45:26.730

Courtney Russell: A question.

285

00:45:28.440 --> 00:45:33.330

Courtney Russell: What other members of the board think I could argue either way so i'd love to hear what other folks thing.

286

00:45:36.180 --> 00:45:38.160

JLopezMolina: If we have the opportunity to.

287

00:45:39.810 --> 00:45:40.350

JLopezMolina: present.

288

00:45:41.400 --> 00:45:45.030

JLopezMolina: You know, a bullet bullet and coherence this prior to the fact that.

289

00:45:51.120 --> 00:45:52.710

Robb: We wait to see what the data says.

290

00:45:53.220 --> 00:45:55.170

Robb: checking on it.

291

00:45:56.040 --> 00:46:04.500

Robb: Because right now we don't we don't have an issue, but I know we all like the data doesn't point to an issue, but we all know that, once we update it there will be an issue as to.

292

00:46:05.610 --> 00:46:10.650

Robb: Maybe see that data and can prepare you know strategy from there.

293

00:46:13.260 --> 00:46:25.230

jarrodsowell: But also thinking about it in context, once we actually see the data it may point to an issue, but in the context of the great resignation and everything across the city, I wonder what.

294

00:46:25.680 --> 00:46:37.230

jarrodsowell: That would look like in terms of you know partner appear schools, and if you know much like when you looked at the data, going from 45 to 10% to I think zero you know would.

295

00:46:37.980 --> 00:46:43.530

jarrodsowell: Once we update today would that would it still be an issue in light of everything else that's going around going on in code.

296

00:46:50.250 --> 00:46:56.820

Robb: yeah it's a great point I get this good transition from a some like hey we recognize, we have an issue, because what we're doing.

297

00:46:57.390 --> 00:46:58.500

Robb: To something where.

298

00:47:00.030 --> 00:47:05.700

Robb: teacher retention is so important to us here, the great things we're doing you know, without it being active.

299

00:47:06.450 --> 00:47:15.090

JLopezMolina: We can phrase it in a way that isn't like oh we've got an issue if everyone's experiencing hiring pressures because of coven, so I think that.

300

00:47:15.450 --> 00:47:23.460

JLopezMolina: visit like that this is how we're dealing with with the coven related sort of hiring you know the great I forgot what you call it the great resignation.

301

00:47:24.360 --> 00:47:25.050

jarrodsowell: that's the.

302

00:47:25.110 --> 00:47:26.520

jarrodsowell: yeah yeah.

303

00:47:27.840 --> 00:47:46.260

JLopezMolina: That that that could be how we start that conversation yeah we've had it just so happens that we happen to have historically poor retention numbers so we've been monitoring this for a while, but I think we can maybe take it from the place of covert to start.

304

00:47:47.220 --> 00:47:48.960

Sara Madavo: yeah I also think.

305

00:47:50.220 --> 00:48:01.830

Sara Madavo: Because there was improvement pre to bed, I think that we can point to that, and then I think I think the upside is that it would be hard to prove that this really was like.

306

00:48:02.670 --> 00:48:18.390

Sara Madavo: Some pattern of bad numbers, even if our numbers are bad this this year right because of coven like I think it's easy to kind of shift it shifted the other way since last year was better.

307

00:48:22.350 --> 00:48:30.810

Courtney Russell: Two things number one I saw myself hands raised, I want to get to you in just a second and then also if we could think about who might want to talk about this.

308

00:48:32.130 --> 00:48:33.360

Courtney Russell: So we can make note of that.

309

00:48:36.720 --> 00:48:42.360

Courtney Russell: Is there anyone that feels passionate about taking the lead on this when the time comes.

310

00:48:49.380 --> 00:48:50.100

JLopezMolina: The default.

311

00:48:51.510 --> 00:48:52.560

JLopezMolina: People here.

312

00:48:54.870 --> 00:48:55.620

Courtney Russell: Here here.

313

00:48:56.010 --> 00:48:56.340

Great.

314

00:48:57.870 --> 00:49:02.700

JLopezMolina: It sounded like Jared wanted to, so I can I can play back up.

315

00:49:03.180 --> 00:49:04.740

Courtney Russell: Perfect i've got a chance to.

316

00:49:06.360 --> 00:49:09.210

Courtney Russell: write myself go right ahead thanks for your patience.

317

00:49:11.100 --> 00:49:28.110

Tamara: Everyone you'll hear more from you later, but i'm trying to write my last name that was difficult but it's marisol and I was just curious in terms of how many teachers, you have like teach for America or any those type of programs, because I know this high retention rate as well.

318

00:49:30.990 --> 00:49:45.510

Courtney Russell: yeah I don't have the exact numbers, I would say it's probably a handful very roughly speaking and dorsey feel free to chime in if you know, but if we have around 6065 instructional staff, I would say no more than 10 would be to say is that about right dorsey.

319

00:49:49.980 --> 00:49:50.490

JLopezMolina: Is the retention.

320

00:49:51.210 --> 00:49:54.150

JLopezMolina: retention the same for the tsa stuff as it is.

321

00:49:54.480 --> 00:49:56.730

JLopezMolina: For the regular for for non to face.

322

00:49:57.570 --> 00:50:10.200

Courtney Russell: Oh Tina can certainly weigh in here but technically the commitment is two years, so we sometimes have staff that stay beyond, but it may not be the expectation, I know there's been a push over the years to.

323

00:50:11.700 --> 00:50:19.050

Courtney Russell: expand that commitment, and I know a lot of people do sign on beyond a second year, but I don't know that it's technically required beyond the two years.

324

00:50:20.190 --> 00:50:29.820

Sara Madavo: And it might be helpful if their numbers are bad, to look at how many of those teachers are teach for America, teachers and didn't weren't obligated to come back.

325

00:50:30.780 --> 00:50:40.110

Sara Madavo: Because I think that's worth just like noting today sure that, like that's to be expected, so that shouldn't be baked into like the percentage.

326

00:50:46.590 --> 00:50:56.820

Maria Dorsey: I do know that there were 24 teachers that did not return from the last school year I would have to check with Courtney just to verify which one of those were CFA.

327

00:50:57.240 --> 00:51:06.090

Maria Dorsey: But the exact number was 24 teachers from 2021 that didn't return, and it was a mix of reasons why some people going back to school.

328

00:51:06.300 --> 00:51:18.060

Maria Dorsey: Somewhere relocating getting out of New York due to co where they were going South so there's different reasons, but I would definitely have to look at the data that Courtney has to determine a better idea of of you know, the 24.

329

00:51:19.800 --> 00:51:28.740

Tahina (Ty-ee-nah) Perez: Real we also get teachers from I know there's like a local teach for America but it's New York I think it's like I know what it's called New York teachers or.

330

00:51:28.800 --> 00:51:29.580

New York failure.

331

00:51:30.870 --> 00:51:33.720

Tahina (Ty-ee-nah) Perez: yeah do we partner with that, I think we don't okay.

332

00:51:33.810 --> 00:51:42.270

Courtney Russell: Not that i'm aware of and i've looked into that before being in the Charter space, and I was never successful with it, maybe travis has been but I was never able to get anything.

333

00:51:43.650 --> 00:51:46.620

Sara Madavo: To 24 is a significant number, I mean that's like a third.

334

00:51:47.220 --> 00:51:47.490

Courtney Russell: Right.

335

00:51:48.240 --> 00:51:51.090

Sara Madavo: So that's gonna be a big number.

336

00:51:52.500 --> 00:52:02.670

Courtney Russell: It is so I think all of the conversation that we've had is quite relevant given, given that number that's probably about a third or so of the instructional stuff.

337

00:52:03.570 --> 00:52:11.520

Sara Madavo: So, then, I don't know I don't know how other people feel my view is, we need to drill down on reasons for leaving and like be able actually to speak to them.

338

00:52:12.390 --> 00:52:32.580

Sara Madavo: Because I think it's helpful in understanding why they leave like I would love it if we could say that you know 10 people moved five people or teach for America, and you know five people stopped teaching, all together, you know, like that there's very few where the issue was been.

339

00:52:33.600 --> 00:52:36.420

Sara Madavo: Or the issue was like dissatisfaction with their job.

340

00:52:39.630 --> 00:52:41.340

Courtney Russell: So what we can do is.

341

00:52:42.480 --> 00:52:50.610

Courtney Russell: Maria and I can work together as soon as next week and we can break down that data and look at the 24 and either the reasons the school or the person game.

342

00:52:51.060 --> 00:53:00.780

Courtney Russell: And then, what we'll do is i'll send out an email just linking this document back in here and making sure that you all have access to that further detail for the 24.

343

00:53:07.980 --> 00:53:15.450

JLopezMolina: Of wrap up this topic other any other topics for organizational health that we want to discuss.

344

00:53:24.390 --> 00:53:25.980

Alexandra: A conversation about like.

345

00:53:29.010 --> 00:53:40.380

Alexandra: The mission of the school and then we change it, and I know that was conversation that I was brought up last time would that be part of probably the conversation this time.

346

00:53:41.460 --> 00:53:47.310

JLopezMolina: I might be i'm happy to take that one because i'm pretty close to.

347

00:53:48.450 --> 00:53:52.800

JLopezMolina: The one I was now now that i'm talking gotten the one that I was thinking of.

348

00:53:56.820 --> 00:53:58.380

JLopezMolina: The the.

349

00:53:59.520 --> 00:54:01.290

JLopezMolina: lottery is the one I was.

350

00:54:03.000 --> 00:54:06.630

JLopezMolina: sort of the the, the number of.

351

00:54:07.890 --> 00:54:13.170

JLopezMolina: sped I forgot about bro special education students, that we have.

352

00:54:14.430 --> 00:54:22.860

Courtney Russell: yeah so i'm so glad you brought this up Javier this is right, where I was going to answer rob's question previously when he wanted to know.

353

00:54:23.670 --> 00:54:37.530

Courtney Russell: Should we wait for them to ask, or should we lead with this if there's anything I can suggest that you all lead with or organizational health, it is the recruitment and retention of special populations so just to flag, where we were last renewal.

354

00:54:38.880 --> 00:54:46.560

Courtney Russell: We we got the three year, but when the deal we came to us, they said, if you write an amendment to your lottery.

355

00:54:47.040 --> 00:54:51.510

Courtney Russell: We will pose that to the scd and see if they'll consider doing the five year right.

356

00:54:52.080 --> 00:55:01.020

Courtney Russell: So we did that and they pushed for that the the D, but unfortunately, just because our numbers were so far off from our Community school district CSD 12.

357

00:55:01.800 --> 00:55:15.330

Courtney Russell: mean double digit differences so let's say the deal, he was 24% sped and we were 10 because it was so far off they just couldn't make the case for us, so we took this very seriously as we should have.

358

00:55:15.900 --> 00:55:22.200

Courtney Russell: it's a critical matter, to make sure that we are representative of the neighborhood that we serve and.

359

00:55:23.640 --> 00:55:25.680

Courtney Russell: we've made tremendous strides.

360

00:55:27.210 --> 00:55:38.010

Courtney Russell: In what our numbers look like so i'd love to tease this out just a little bit longer I know we don't have a ton of time, but I think again, this is going to be one of the things that can really make us and make that difference between the three and the five year.

361

00:55:38.490 --> 00:56:02.010

Courtney Russell: So, to have yours point the lottery we've integrated a preference for students with I piece, and just for those of you who may not know this, I know, not everyone has the education background I PS our students with disabilities and I P stands for individualized education Program.

362

00:56:03.180 --> 00:56:11.460

Courtney Russell: Basically, this is a student who is receiving something as basic or simple as speech to as complex as.

363

00:56:12.540 --> 00:56:26.490

Courtney Russell: they're getting ICT integrated co teaching where the teacher has another teacher on the room that is working with the student on remediation and reinforcement so we've integrated this preference and, if you take a look at.

364

00:56:27.570 --> 00:56:35.250

Courtney Russell: Some of this in here, and all of this is great it's critical i'm sure she'll lori will be interested in this, but this is again really going to be the piece so.

365

00:56:36.810 --> 00:56:39.420

Courtney Russell: You can see let's see if I can find the numbers.

366

00:56:40.800 --> 00:56:46.620

Courtney Russell: and actually have Mimi here she's going to be doing travis's report so me me I don't know where you are there you are welcome.

367

00:56:46.890 --> 00:56:52.680

Courtney Russell: You might have the numbers off the top of your head, so if you do feel free to jump in while I look through, but I know this is something that's very.

368

00:56:53.550 --> 00:57:06.450

Courtney Russell: close to your work, while I mean he thinks about that for just a minute and I keep looking i'll just say one other piece, so, in addition to the lottery we've integrated a preference for students.

369

00:57:09.480 --> 00:57:16.050

Courtney Russell: Who are English language learners and an English language learner when our children come to the school, for the first time.

370

00:57:16.500 --> 00:57:20.880

Courtney Russell: Often in kindergarten but if they are new to the country, they have to take an assessment.

371

00:57:21.300 --> 00:57:30.540

Courtney Russell: To see you know we give them what's called a home language survey, so we don't really know if they're else because it's self reported, you know my my child speaks another language at home.

372

00:57:31.110 --> 00:57:38.310

Courtney Russell: But based on some a different assessments that are given, we can see whether or not they qualify for these l or an English language learner.

373

00:57:39.510 --> 00:57:48.060

Courtney Russell: services and so those numbers have also skyrocketed it rocketed have you found them in me or do you want me to try and find them it up go ahead.

374

00:57:50.790 --> 00:57:54.450

Adebunmi Savage: Just a second just trying to do the calculation quickly have.

375

00:57:54.750 --> 00:58:00.300

Courtney Russell: You got it so what the what the deal is looking for, they want to know.

376

00:58:01.410 --> 00:58:11.220

Courtney Russell: So there's two components to the Ellen spent piece recruitment and retention so recruitment means sheer numbers out of the 719 students, we have on our roster.

377

00:58:11.730 --> 00:58:17.820

Courtney Russell: How many of them are L and how many of them are sped and then they want to know how does that compare to the city.

378

00:58:18.450 --> 00:58:30.150

Courtney Russell: If we now can show a single digit difference to the district which i'm pretty sure is, is where we have it's hard to tell because we don't always have those exact numbers from the district, but we were again so far off last time that.

379

00:58:30.480 --> 00:58:44.850

Courtney Russell: If we've narrowed that gap that's the difference maker, for us the other component is the retention we're we're in good shape there because when we get these kids parents feel supported children learn they thrive and so the kids generally stay with us.

380

00:58:46.080 --> 00:59:02.070

Courtney Russell: There, a long time ago in schools in New York used to be perception around counseling students out and that's certainly not a practice that we have so when we get these students who have special needs or or speak other languages at home, we keep them, which is wonderful so.

381

00:59:04.050 --> 00:59:21.840

Tahina (Ty-ee-nah) Perez: See so when that happened is are they win the lottery When did the lottery shift and so does that mean that the concentration of these students are in like the lower grades or or was this also a factor for when you'd openings are their grades.

382

00:59:22.260 --> 00:59:22.770

Tahina (Ty-ee-nah) Perez: They got.

383

00:59:23.010 --> 00:59:31.110

Courtney Russell: precedence, this is a great question it happened, the first year but interestingly preference is very like.

384

00:59:32.100 --> 00:59:38.460

Courtney Russell: loosely defined so you define what preference means there's not like Oh, you have to have this whatever So the first year we did it.

385

00:59:39.060 --> 00:59:46.950

Courtney Russell: We played around with the numbers to try and get more, but then going into this year, our numbers were still not quite where we wanted or needed them to be.

386

00:59:47.310 --> 00:59:51.630

Courtney Russell: And so we played around, even more so, what we did was we created this lottery preference worksheet.

387

00:59:52.170 --> 01:00:09.150

Courtney Russell: And to specifically answer your question Tina there is a much higher concentration in certain grades so, for example, bringing in 48 new kindergarten scholars, you can see, we had a set aside of 12, and the reason for that is, of course, we want to get students when they're young.

388

01:00:10.230 --> 01:00:16.320

Courtney Russell: You know, as you can see there's different strategies throughout the grades, depending on how many kids they already had with ips or else.

389

01:00:16.680 --> 01:00:25.230

Courtney Russell: Ninth grade was another big intake grade just because we were bringing so many kids in but the strategy was to try and get them early in the respective academies for sped.

390

01:00:25.680 --> 01:00:28.020

Courtney Russell: and make sure that we really built up those numbers.

391

01:00:28.860 --> 01:00:42.360

Courtney Russell: Are tinkering and our trial, we had to do, like many, many test runs of their lottery to get it right and make sure we were bringing in the numbers, so we had to have these quota, because all kinds of things happen people decline the spot or.

392

01:00:42.780 --> 01:00:53.400

Courtney Russell: someone's not really an l you know so it's never a perfect science, but to answer your question, we did a lot of work and put a lot of practice in to get this right, similarly, you can see.

393

01:00:54.180 --> 01:01:03.240

Courtney Russell: In kindergarten we brought in a huge set aside of English language learners and then where we did have seats, because you got to remember, most of these grades, except for ninth.

394

01:01:03.600 --> 01:01:14.370

Courtney Russell: We don't have seats because kids are staying with us right they're carrying over so there's seven seats five seats one it's really kindergarten and ninth grade that are the intake rates so that's where we pushed.

395

01:01:15.060 --> 01:01:26.340

Courtney Russell: Where we had some seats like 11th we didn't really push there to have a preference, but there was definitely again a lot of strategy that went into the set asides and making sure the numbers are correct and so green question.

396

01:01:26.940 --> 01:01:30.870

Adebunmi Savage: Just to jump in here, so our spread population has.

397

01:01:32.130 --> 01:01:40.950

Adebunmi Savage: been constant in comparison to last year, but our our population has increased significantly so last year we had about 11%.

398

01:01:42.090 --> 01:01:49.320

Adebunmi Savage: All students and this year we have about 19% we went from about 70 students to 135 students.

399

01:01:49.680 --> 01:02:02.310

Adebunmi Savage: And as Courtney was saying we we wouldn't have been able to do so only focusing on kindergarten intake as we had been doing in the past, we really had to also target ninth grade as an opportunity.

400

01:02:02.970 --> 01:02:11.520

Adebunmi Savage: Because we're K 12 school were at a disadvantage in terms of what our our population is kids typically test.

401

01:02:12.540 --> 01:02:13.080

Adebunmi Savage: about an.

402

01:02:15.840 --> 01:02:34.650

Adebunmi Savage: Eighth grade maximum law So you see that high school typically have a lower percentage, so we saw that because our kids are staying in our system they are testing out of their command and their proficiency level, so we always struggled with having a lower loss.

403

01:02:35.730 --> 01:02:53.670

Adebunmi Savage: In the high school, so it was really strategic to target ninth grade as an intake grade for our population being that authorizes we're not considering whether our cater eight population was Okay, they were looking at K to 12 as a whole, and what that percentage was.

404

01:02:58.140 --> 01:03:08.070

Courtney Russell: And just to cite some of the data here, so this aligns really closely with what mean he was telling us, but we have it looks like cst 12 is.

405

01:03:08.640 --> 01:03:14.850

Courtney Russell: Most recently reported data was around 25% and we were at 18 that numbers probably a little bit higher right now, but again.

406

01:03:15.270 --> 01:03:25.110

Courtney Russell: We were looking at double digit gaps, the difference between 25 and 18 or somewhere around there is clearly a much, much smaller glass gap, so that has been narrowed significantly.

407

01:03:30.960 --> 01:03:40.650

Sharon Beier: How long do students stay in the English language learning program I mean they learn English did the younger students learn more quickly or.

408

01:03:41.940 --> 01:03:45.900

Adebunmi Savage: The The goal is to try to get students to have.

409

01:03:47.160 --> 01:03:55.320

Adebunmi Savage: Strong command within three years of being in the program so if we are mostly enrolling students in the younger grade.

410

01:03:55.860 --> 01:04:09.240

Adebunmi Savage: Typically, by the time they get to middle school you start seeing the numbers becoming smaller and smaller in terms of the l population, especially because our students continue to matriculate within our school ecosystem.

411

01:04:18.570 --> 01:04:27.390

Adebunmi Savage: And if they are testing out within three years, it really does indicate that something is wrong with the program so it's kind of a catch 22.

412

01:04:28.830 --> 01:04:31.230

Adebunmi Savage: You know, being a K 12.

413

01:04:32.250 --> 01:04:40.320

Adebunmi Savage: system, we should be showing that all kids are gaining a better command of the language.

414

01:04:41.820 --> 01:04:43.680

Adebunmi Savage: So yeah it's complex.

415

01:04:45.000 --> 01:04:45.780

JLopezMolina: As a metric.

416

01:04:46.860 --> 01:04:47.520

JLopezMolina: For.

417

01:04:47.550 --> 01:04:50.190

JLopezMolina: success of the program and what we're being held.

418

01:04:51.870 --> 01:04:53.340

JLopezMolina: to account by the do we.

419

01:04:55.050 --> 01:05:05.880

JLopezMolina: coordinate tell me if i'm getting this right they're asking for us to have in our lottery a certain percentage of students in our lottery that are of.

420

01:05:07.590 --> 01:05:17.700

JLopezMolina: English language learning status or selecting English language learning English language learners not necessarily that are across our entire school population.

421

01:05:19.020 --> 01:05:25.980

JLopezMolina: We have English language learners because when I think about what miss savage just said, if we have a good program that we have artificially low numbers.

422

01:05:27.150 --> 01:05:32.520

Courtney Russell: Yes, you're exactly right, so they they a couple things here.

423

01:05:33.090 --> 01:05:40.320

Courtney Russell: that's part of the thing that we've struggled with because we're a K through 12 right and the deal we have never looked at our data differently and said because you're a K 12.

424

01:05:40.860 --> 01:05:46.980

Courtney Russell: we're going to consider this gap that you have with the district differently, because there are, I mean we did some research for her.

425

01:05:48.600 --> 01:05:58.860

Courtney Russell: her professional studies and I think we're something like 1% of schools and the New York City I forget how many there were but it's so rare to be a K through 12 school until you're exactly right heavier like.

426

01:05:59.220 --> 01:06:05.970

Courtney Russell: kids are testing out and so they're doing what they should be doing, where we're giving them the services, but because we're uniquely positioned so.

427

01:06:06.810 --> 01:06:19.440

Courtney Russell: that's why we've had to beef up things so much in the kindergarten level and we'll just need to continue to do that, to make sure our actual numbers are high, they don't tell you what preference means so that's why we've had to manipulate everything.

428

01:06:20.790 --> 01:06:27.960

Courtney Russell: And again for l we don't know that they're else it's just does your child speak another language other than English at home so it's very.

429

01:06:28.350 --> 01:06:38.640

Courtney Russell: Open as to what that means, and what that will result in, but we feel we've done a pretty good job getting the numbers to be where they are to be able to actually service these kids within our resources and our means.

430

01:06:39.750 --> 01:06:43.860

Courtney Russell: and get them to you know eventually test out you're exactly right everything you're saying.

431

01:06:45.690 --> 01:06:48.150

Adebunmi Savage: And the reason why that's important because.

432

01:06:49.440 --> 01:06:56.820

Adebunmi Savage: they're saying, even if we look at our achievement data if our achievement data is not representative.

433

01:06:57.270 --> 01:07:12.480

Adebunmi Savage: Of a demographic that mirrors the district that we serve then two questions are you know questions that are typically pulls with charter schools are you hand picking kids to get this type of achievement, or you actually serving the Community that you're in.

434

01:07:13.530 --> 01:07:31.350

Adebunmi Savage: So it's really important, you know this strategic plan to increase our numbers it's really important because it it symbolizes or signifies that we are serving district 12 students in the same capacity that other.

435

01:07:32.220 --> 01:07:41.820

Adebunmi Savage: Community schools are also serving that we are not cherry picking kids, even though we do have the the crutch of the fact that if students are not leaving our.

436

01:07:41.820 --> 01:07:48.660

Adebunmi Savage: system, most likely we are only filling in and kindergarten and then maybe four or five kids and every other grade level.

437

01:07:49.080 --> 01:07:55.230

Adebunmi Savage: So it does become difficult to still match the same demographic in that respect, but I think this year.

438

01:07:56.130 --> 01:08:01.830

Adebunmi Savage: showed a lot of improvement for our population, and I think for next year, we have to continue doubling down.

439

01:08:02.220 --> 01:08:16.410

Adebunmi Savage: On our sped population and hopefully now our program change of integrated co teaching is going to also indicate that we have more intensive services that we're able to offer for students who do need more support.

440

01:08:19.500 --> 01:08:22.860

Tahina (Ty-ee-nah) Perez: For spread students one more question I have on retention is.

441

01:08:24.720 --> 01:08:32.010

Tahina (Ty-ee-nah) Perez: I imagine through the K 12 their students that that are already there who end up going through an evaluation process.

442

01:08:32.700 --> 01:08:44.850

Tahina (Ty-ee-nah) Perez: And then get an IP are those students have you found the majority are able to stay because the environment can support their needs, or have they had to transfer out to a different type of environment.

443

01:08:45.300 --> 01:08:53.490

Adebunmi Savage: yeah I would say most students are able to say so, we have a misaligned if students come in with a program that we do not offer.

444

01:08:54.060 --> 01:09:01.590

Adebunmi Savage: With by the month of October we are required to have a misaligned meeting with their caregivers and the CSC.

445

01:09:01.860 --> 01:09:10.590

Adebunmi Savage: And what we share with the family is we do not have this program but here are the programs, that we do offer and the CSC will also.

446

01:09:11.010 --> 01:09:18.660

Adebunmi Savage: Just kind of give some guidance on whether or not they think based on the students records, they would be successful in.

447

01:09:19.110 --> 01:09:28.560

Adebunmi Savage: converting to this new program and it ultimately is the parents choice, so if the parent says, you know my child.

448

01:09:29.310 --> 01:09:39.930

Adebunmi Savage: Is you know, has been recommended to be in a 62121 setting you only have ICT in a class of 24 I still think my child is going to be successful here.

449

01:09:40.350 --> 01:09:45.540

Adebunmi Savage: We just have to do what we can to support that child within the ICT setting.

450

01:09:46.050 --> 01:09:57.270

Adebunmi Savage: What we can do is the following year, we can say okay your child has been in this ICT setting full full year here's the progress we haven't screening years apart, as we have seen, given this information.

451

01:09:57.810 --> 01:10:10.080

Adebunmi Savage: What next steps, would you like to pursue but it's important that when that changes made the child is able to be evaluated within the new setting.

452

01:10:10.800 --> 01:10:20.550

Adebunmi Savage: Until the you know the child is in the new setting with a new interventions and services we can't say that it won't work, we can give a guest, based on what we've seen but we can't say that it won't work.

453

01:10:21.630 --> 01:10:38.670

Adebunmi Savage: This year, so far, we have some students with severe that are presented with severe needs that we have actually bought empower us from agencies and, as you all know, if they don't currently have a classified disability, we do not get funded or.

454

01:10:40.080 --> 01:10:41.610

Adebunmi Savage: reimbursed for.

455

01:10:42.960 --> 01:10:48.630

Adebunmi Savage: enlisting powers so that has been difficult, because we have a child right now that has three powers.

456

01:10:49.200 --> 01:10:59.250

Adebunmi Savage: That we you know just sold a child is able to be more successful into setting than without the power we've we've done that, on our own regard but.

457

01:10:59.880 --> 01:11:14.070

Adebunmi Savage: At the end of the day, if the parent says, I love for us, and my child may need a more restrictive setting, but I want to see if this is going to work, we have to just go with the parents wishes.

458

01:11:15.480 --> 01:11:26.070

Adebunmi Savage: And it's a partnership and and usually parents see that you know we're really giving in full effort, especially in this case like getting three powers for your child is successful in our setting.

459

01:11:26.370 --> 01:11:38.280

Adebunmi Savage: We don't want to use disciplinary practices when we know that this is not within the child's control, this is an academic and behavior need, so we are going to do what we can to make sure the child is included.

460

01:11:38.700 --> 01:11:53.190

Adebunmi Savage: In the settings so usually, when parents see our good faith i'm methods and we share with them that you know, honestly, this is what we would recommend we can help you find a better setting but it comes down to you and your wishes.

461

01:11:55.440 --> 01:11:55.920

Thank you.

462

01:11:59.550 --> 01:12:13.470

Courtney Russell: Right so just in the interest of time unless there's anything else, I think we can put a pin on this one Is there anyone that would be interested in being able to speak about this, if, when when we present this.

463

01:12:23.460 --> 01:12:31.380

Tahina (Ty-ee-nah) Perez: I couldn't do it, I just wouldn't want to kind of lose you Courtney, one more time I think what I want to make sure that I have the facts straight.

464

01:12:46.920 --> 01:12:51.300

Courtney Russell: Great Thank you saying i'll put you down, so I was waiting for the smoke to clear out of here.

465

01:12:53.370 --> 01:12:58.800

Courtney Russell: All right, are there any other sections from organizational health that you all would like to discuss this evening.

466

01:13:01.050 --> 01:13:12.090

Courtney Russell: I feel like those are two really good ones, and as long as people feel good about those and have read the section and can generally like have a conversation with lori I think that that is more than adequate.

467

01:13:14.370 --> 01:13:18.150

Sharon Beier: I just have a quick question doesn't have to be a discussion, but.

468

01:13:19.440 --> 01:13:24.600

Sharon Beier: The restorative justice program are you seeing a greater need for.

469

01:13:25.740 --> 01:13:32.010

Sharon Beier: restorative justice since since the you know the children and youth have come back are there more.

470

01:13:33.420 --> 01:13:35.040

Sharon Beier: I know some schools are seeing.

471

01:13:36.240 --> 01:13:46.830

Sharon Beier: that some of the children don't know well you know they forgot how to be social with each other and there's more, you know that they there's more issues.

472

01:13:47.970 --> 01:13:49.290

Sharon Beier: Is there a change in that.

473

01:13:51.330 --> 01:13:52.680

Sharon Beier: more need for that or.

474

01:13:55.680 --> 01:13:56.520

Courtney Russell: take them on me me.

475

01:13:56.970 --> 01:14:04.680

Adebunmi Savage: I think there's more energy I think kids are presenting with more energy they're excited to be amongst each other.

476

01:14:05.940 --> 01:14:12.870

Adebunmi Savage: i'm not seeing any non pro social behavior as a trend across the school.

477

01:14:14.700 --> 01:14:25.260

Adebunmi Savage: So one thing that we really work on a lot of restorative practices in terms of preventative rather than responsive and one model is our.

478

01:14:25.860 --> 01:14:35.370

Adebunmi Savage: morning meeting and an advisory meeting model so for our morning meeting that's grades K to five and advisory meeting is great six to eight and then.

479

01:14:35.670 --> 01:14:41.880

Adebunmi Savage: Nine to 12 has advisory and that's where they work on Community building, so the children come in every day and they.

480

01:14:42.330 --> 01:14:53.490

Adebunmi Savage: are in a circle, they greet each other, they engage in a share out of a question, then they work on a team building activity and then their announcements and that happens every day from eight to 840.

481

01:14:53.910 --> 01:15:03.600

Adebunmi Savage: So we are working on just a lot of that community building giving the learning loss have had a lot of teachers and directors approached me like can we use that time for phonics.

482

01:15:03.930 --> 01:15:10.260

Adebunmi Savage: Can we use that time to read, instead, you know there's so much learning loss, and I have to keep you know just.

483

01:15:10.830 --> 01:15:20.190

Adebunmi Savage: drawing the line in the sand, that this is really important that given kids have not been with each other for some time, we really do have to do these Community building.

484

01:15:20.550 --> 01:15:34.230

Adebunmi Savage: activities we still have to have town hall No, we cannot use that time for phonics will plan other intentional time for interventions so that's one way that we are addressing and trying to prevent any.

485

01:15:35.760 --> 01:15:43.020

Adebunmi Savage: Significant behavior issues, but we haven't seen any trends like nothing has been you know.

486

01:15:44.130 --> 01:15:57.360

Adebunmi Savage: Teachers are joking like there's no longer a mute button so kids just want to talk all the time and on zoom you could mute them now you can't move down, so I think the biggest issues we have right now are talking children talking, which is a good issue to have.

487

01:16:01.950 --> 01:16:13.590

Courtney Russell: Great Thank you so I think we're going to go ahead and wrap up now, but again just to quickly recap, I will make sure, by next week I send you all the notes from this feel free to continue to read.

488

01:16:14.490 --> 01:16:25.080

Courtney Russell: The the narrative I will make sure to get the desegregated data around the 24 students and then in December, we can look for excuse me November we can look forward to.

489

01:16:25.530 --> 01:16:38.220

Courtney Russell: The end up academic piece from travis and then a bit from me and Finance Committee on the finances, but thank you all so much for your preparation coming into this and, hopefully, you enjoyed the first part of this read and activity.

490

01:16:40.260 --> 01:16:40.470

JLopezMolina: You.

491

01:16:43.530 --> 01:16:46.560

JLopezMolina: Know really went discussion with us it's very well.

492

01:16:47.580 --> 01:16:52.920

JLopezMolina: If you wouldn't mind Courtney said you're emailing that to the board, I think it'd be good to to review.

493

01:16:54.060 --> 01:16:55.290

JLopezMolina: and rob is.

494

01:16:57.000 --> 01:17:01.950

Robb: yeah we could we don't have to open up discussion by just thinking about 2021 graduation rates.

495

01:17:02.310 --> 01:17:04.170

JLopezMolina: yeah and maybe we handle that.

496

01:17:04.200 --> 01:17:06.060

JLopezMolina: In the November board meeting under academic.

497

01:17:06.060 --> 01:17:06.750

success.

498

01:17:08.850 --> 01:17:11.970

JLopezMolina: coconut yeah okay so.

499

01:17:13.590 --> 01:17:18.180

JLopezMolina: reminder if it's not already on your calendars please check Tuesday December 9.

500

01:17:19.260 --> 01:17:24.240

JLopezMolina: Eight to 9pm calendar hundred percent but make sure you've got it.

501

01:17:26.100 --> 01:17:30.960

JLopezMolina: Alright next item on the agenda is the Finance Committee report, I will turn it over to here.

502

01:17:34.110 --> 01:17:40.320

Keyur Shah: Thanks Javier so with the Finance Committee we met last week and we met with the auditor.

503

01:17:41.610 --> 01:17:42.330

Keyur Shah: and

504

01:17:43.470 --> 01:17:53.640

Keyur Shah: I think the audit was just about complete there were just a few remaining items, but as at that point, there was nothing you know nothing of significance that was.

505

01:17:53.910 --> 01:18:04.800

Keyur Shah: noted or anything that would impact the opinion that we were getting on the financial statements, so it looks like that the financials aren't good schools and good health financials you know are.

506

01:18:05.880 --> 01:18:09.480

Keyur Shah: No issues were noted in regards to the financials and.

507

01:18:10.920 --> 01:18:20.970

Keyur Shah: There was nothing you know we didn't have to go into executive session with the order or anything during that finance committee meeting, so there was nothing, you know that was really concerning.

508

01:18:24.780 --> 01:18:28.650

Keyur Shah: Anything else from Courtney appear on that.

509

01:18:31.260 --> 01:18:34.110

Keyur Shah: OK, so the church right cool.

510

01:18:35.730 --> 01:18:38.190

Keyur Shah: And then, in terms of the actual.

511

01:18:39.390 --> 01:18:46.050

Keyur Shah: monthly financial review we've gone through the budget, and you know we're discussing kind of just some.

512

01:18:47.160 --> 01:18:52.470

Keyur Shah: Ways in terms of just analyzing our variances and you know, making sure that we are.

513

01:18:54.330 --> 01:19:07.380

Keyur Shah: That from a finance committee standpoint we're looking at those variances correctly and assessing the need if we need to have a budget amendment, you know if there are significant changes in those going forward.

514

01:19:09.780 --> 01:19:15.810

Keyur Shah: But other than that there's you know nothing of significance that was noted schools in good health, we have.

515

01:19:16.950 --> 01:19:20.880

Keyur Shah: You know our cash on hand and all right metrics are in line and.

516

01:19:22.830 --> 01:19:23.280

Keyur Shah: You.

517

01:19:25.680 --> 01:19:27.630

Keyur Shah: wouldn't have any questions.

518

01:19:30.030 --> 01:19:43.170

Courtney Russell: Set couple of voting items that we will need to vote on the audit, as presented we're still waiting on final draft, but we'll need to get from a record of the board of proving that audit and.

519

01:19:46.380 --> 01:19:50.010

Courtney Russell: I think I don't know if you mentioned this care, but we did briefly review the investment.

520

01:19:51.090 --> 01:19:53.610

Courtney Russell: Performance for this quarter nothing super noteworthy.

521

01:19:54.300 --> 01:19:54.690

Right.

522

01:19:56.760 --> 01:20:03.330

Keyur Shah: it's about do we need to approve the audit right now, or do we wait until we get be official like.

523

01:20:04.800 --> 01:20:13.260

Courtney Russell: Unfortunately, we do need to approve it in its current form, because it needs to get submitted to the state and the city by November 1 so that won't give us the time to do that.

524

01:20:14.130 --> 01:20:26.400

Courtney Russell: So that the auditor did say if anything came up she would reach back out, you know when she's issuing the final drafts but based on her understanding it seems like there's there's nothing of significance to bring to the Boards attention.

525

01:20:27.030 --> 01:20:32.640

JLopezMolina: What, what are we vote on it, based on non material changes to the dropped.

526

01:20:33.690 --> 01:20:34.290

Courtney Russell: It sounds great.

527

01:20:35.070 --> 01:20:44.700

Keyur Shah: Okay, so that I move that we approve the audit its current state, assuming there's no material changes between now and the final draft.

528

01:20:56.280 --> 01:21:06.960

Keyur Shah: And then I think we need to approve the monthly financials right, but the other item, as I haven't moved to approve the monthly financials.

529

01:21:10.530 --> 01:21:11.190

Keyur Shah: On paper.

530

01:21:13.980 --> 01:21:14.220

Briar Thompson [she|her]: I.

531

01:21:17.310 --> 01:21:18.720

Keyur Shah: Think Finance Committee that.

532

01:21:19.830 --> 01:21:34.290

Courtney Russell: there's one other brief item and I apologize I didn't bring this up on our finance call our current financial policies and procedures which we revised and had approved a few months ago only had a single credit card holder, which was Maria.

533

01:21:35.310 --> 01:21:41.640

Courtney Russell: The school this seeking to add two additional credit card holders, one being principal Brown.

534

01:21:42.240 --> 01:21:51.330

Courtney Russell: At an amount, no more than 20 $500 The purpose of this would be for incidentals that come up things like buying stuff lunch or a purchase that.

535

01:21:51.990 --> 01:21:57.810

Courtney Russell: You know, for some reason, needs to be made in the moment, and then the other person would be our facilities manager.

536

01:21:58.500 --> 01:22:11.220

Courtney Russell: At an amount of no more than $1,000 and that would be for the purpose of you know, when let's say there's an emergency in the building and we need to run out and buy some plunders or something like that, having the ability to do that pretty easily.

537

01:22:12.180 --> 01:22:22.650

Courtney Russell: We brought this to our financial consulting firms espn they see no concerns with two changes they just asked that we bring it to the board and asked for a vote if if everyone was okay with that.

538

01:22:26.850 --> 01:22:31.950

Robb: Or do you happen to know offhand if there's anything in our financial policies and procedures that would prohibit.

539

01:22:33.510 --> 01:22:48.630

Courtney Russell: No it's just right now it's very it's only focused on maria's position holding the card, but there's nothing else, that would be a conflict or anything like that and and with that we would also Oh, the only thing I should mention rob that's a great question.

540

01:22:49.770 --> 01:22:55.830

Courtney Russell: Because travis would normally be an improver he wouldn't be able to approve his own expenses, so I would be the only one.

541

01:22:56.730 --> 01:23:06.780

Courtney Russell: You know, Maria would take everything through the systems that we use, and then I would be approving travis's because he can prove this on so that's the only not conflict, but we would just make sure that that would be in place.

542

01:23:08.100 --> 01:23:10.710

Keyur Shah: And what's the current limit for Maria like.

543

01:23:11.070 --> 01:23:14.580

Courtney Russell: yeah Hers is 10,000 she's the one that's using it most often.

544

01:23:16.200 --> 01:23:20.250

Courtney Russell: And again, we try and put everything through our purchasing is it it's 10 right Maria.

545

01:23:20.550 --> 01:23:21.540

Maria Dorsey: it's a little less.

546

01:23:21.720 --> 01:23:22.830

Courtney Russell: Well it's a little less okay.

547

01:23:23.250 --> 01:23:24.720

Maria Dorsey: Yes, because of the additional.

548

01:23:25.200 --> 01:23:25.620

requests.

549

01:23:26.700 --> 01:23:27.180

Courtney Russell: That uh.

550

01:23:27.510 --> 01:23:28.170

That, and I am.

551

01:23:29.280 --> 01:23:30.600

Maria Dorsey: I am requesting that.

552

01:23:31.740 --> 01:23:36.660

Maria Dorsey: If the two dishes are added that it's separate accounts because right now.

553

01:23:37.860 --> 01:23:51.210

Maria Dorsey: If the way chase has it, they have one card, so I can you know pay my bill expensive pay everything, but when you add more people it's all going into one bill.

554

01:23:51.690 --> 01:24:00.660

Maria Dorsey: And i've got to make sure that everybody pays their portion so, in other words, if I overpay it pays their portion and they won't know what today.

555

01:24:01.110 --> 01:24:01.740

Courtney Russell: So we'll.

556

01:24:02.070 --> 01:24:02.250

Maria Dorsey: talk.

557

01:24:02.730 --> 01:24:04.530

Courtney Russell: about that for sure absolutely.

558

01:24:05.700 --> 01:24:05.910

yeah.

559

01:24:07.320 --> 01:24:23.100

Courtney Russell: Alright, so the ask for the vote would be for travis Browne to be approved, to have a card, no more than 2500 is the limit, we could just say the principal it doesn't even need to be him, specifically, and then the director facilities, as approved for a $1,000 limit.

560

01:24:24.420 --> 01:24:31.710

jarrodsowell: um is there, another person and that we could possibly think of to become a card holder and just.

561

01:24:33.510 --> 01:24:46.080

jarrodsowell: You know, understand Maria has one, but then you know someone besides travis, and again I don't know who that would be but but did we explore that just to keep kind of the approval system in place, the way it is.

562

01:24:48.210 --> 01:24:48.570

Courtney Russell: and

563

01:24:49.770 --> 01:24:54.270

Courtney Russell: I don't know if I understand the purpose, so if you could talk about that a little bit more Jared but.

564

01:24:54.630 --> 01:25:07.890

Courtney Russell: If we did for any reason desire to have another person I would be the probably the other appropriate person I don't need or want one, but if there was some rationale that you felt like someone else on the operation side of them, then Maria it would it would most likely be me.

565

01:25:08.880 --> 01:25:16.620

jarrodsowell: know, I was just curious to see if there is anyone else besides travis I had been you know kind of bomb told to or try to get a card.

566

01:25:17.190 --> 01:25:26.940

Courtney Russell: yeah travis initiated it because I think he wanted just a little bit of you know ability to be about when it didn't come up so he was actually the one that had inquired.

567

01:25:28.830 --> 01:25:29.250

jarrodsowell: yeah.

568

01:25:34.500 --> 01:25:34.890

JLopezMolina: We.

569

01:25:40.590 --> 01:25:51.210

JLopezMolina: As I could I could say a motion to approve the the new credit card holder accounts in the sums that Courtney just mentioned.

570

01:25:52.680 --> 01:25:53.250

Keyur Shah: Second.

571

01:25:54.480 --> 01:25:55.470

JLopezMolina: All those in favor.

572

01:25:56.160 --> 01:25:58.290

jarrodsowell: Aye Aye.

573

01:25:59.370 --> 01:26:11.340

JLopezMolina: Let the record show the Board has approved the martian, the next item on the agenda is coordinating updates Mr brown's not here, but I know he hasn't delegate.

574

01:26:12.000 --> 01:26:12.210

Yes.

575

01:26:13.830 --> 01:26:17.910

Courtney Russell: We are ready for that, so this will be really brief the great news is.

576

01:26:19.170 --> 01:26:35.160

Courtney Russell: You know, children continue to get vaccinated our staff is fully vaccinated with very few medical and religious exemptions and when those are in place, we have regular testing and communication that is happening, the other good news is.

577

01:26:36.480 --> 01:26:49.680

Courtney Russell: We, we have continued to develop our partnership with the deal we provided vendor so every single Wednesday we are getting our 10% of our unvaccinated population tested, which is approximately.

578

01:26:50.370 --> 01:26:59.070

Courtney Russell: 70 students give or take, we have had a number, a small number of students who have been positive, after those testings and so.

579

01:26:59.550 --> 01:27:07.590

Courtney Russell: The great news is we capture that quickly we put things in place to get that student to the isolation room and then.

580

01:27:08.160 --> 01:27:18.450

Courtney Russell: We enact everything from identifying close contacts to notifying parents, etc, etc, the only challenge that we have faced is I hate to have to share this but.

581

01:27:18.930 --> 01:27:30.300

Courtney Russell: Testing trace who, after we identify a positive case we call it into the situation room testing trace the name is pretty self explanatory they are supposed to be reaching out to the.

582

01:27:30.840 --> 01:27:44.310

Courtney Russell: Positive scholars family all of the close contacts all of that, the last two cases we have had, they have not done that, so that has been frustrating, it has been.

583

01:27:46.620 --> 01:27:56.040

Courtney Russell: yeah just just not good for families not good for the school that the good news is i'm pretty well to our son what to do, and so I am testing trace for Ferris i'm calling parents, I am.

584

01:27:56.400 --> 01:28:05.730

Courtney Russell: quarantining people and giving them directions around when to test and when to return, so we have a workaround it's not it's not pretty but i've continued to.

585

01:28:05.880 --> 01:28:17.250

Courtney Russell: Give them my feedback and hopefully when there's another case, they will be responsive and do what they need to do, but the great news is again we're putting everything in place that we need to just a little bit more.

586

01:28:18.360 --> 01:28:23.490

Courtney Russell: Slowly are inefficiently, then, if a system where behind us doing it, but we're making it work, so all is good.

587

01:28:24.510 --> 01:28:24.660

JLopezMolina: or.

588

01:28:25.770 --> 01:28:26.460

JLopezMolina: dress.

589

01:28:27.540 --> 01:28:32.730

Courtney Russell: No, we don't pay them and we also don't pay the Community partner to come in everything is free.

590

01:28:33.600 --> 01:28:36.930

Sara Madavo: Is there an alternative testing treats like no.

591

01:28:36.990 --> 01:28:45.840

Courtney Russell: They are like the people for the city, they there's a separate vendor that comes in they're great no problem, this is just the city it's like literally the New York City.

592

01:28:46.380 --> 01:28:56.010

Courtney Russell: Testing tray, so it is like the entity that does this for the entire city and how they have missed us twice, you know what two cases not gotten it right, the same exact thing has happened.

593

01:28:56.580 --> 01:29:01.200

Courtney Russell: I have one really understandably upset parent whose child just came back today after.

594

01:29:01.650 --> 01:29:13.590

Courtney Russell: A seven day quarantine and she just cannot believe she hasn't received a phone call from anyone that means so but me so we've had a number of calls, but unfortunately there's there's not much you know we've been able to do so again we're making it work.

595

01:29:21.000 --> 01:29:31.950

Courtney Russell: So any other questions or comments about clomid again things have definitely slowed down a bit we're still continuing to see some activity, but everything is looking good.

596

01:29:37.200 --> 01:29:41.010

JLopezMolina: next item on the agenda is the Culture Committee report.

597

01:29:42.690 --> 01:29:43.860

JLopezMolina: me updates on.

598

01:29:46.200 --> 01:29:58.560

Sara Madavo: Well, we can give the update that Courtney kind of gave earlier, we did snack magic for the entire faculty and staff, and I think from Courtney said it was a hit we gave everybody.

599

01:29:59.580 --> 01:30:15.630

Sara Madavo: A $99 credit to pick all the snacks that they liked best and so everybody can kind of create their own and and people were excited about it so i'm glad that we finally were able to do something nice.

600

01:30:16.320 --> 01:30:23.100

Sara Madavo: For our teachers and staff, because obviously they have just done so much incredible work over the last.

601

01:30:24.030 --> 01:30:41.910

Sara Madavo: year and a half under really the hardest circumstances imaginable, so I hope that this isn't just a one time thing that we do this more often, but i'm glad that we were able to kind of you know, starting off with a bang and really give them something something nice.

602

01:30:44.580 --> 01:30:45.090

JLopezMolina: Excellent.

603

01:30:45.330 --> 01:30:46.920

JLopezMolina: That sounds like it went really well.

604

01:30:51.810 --> 01:30:56.400

JLopezMolina: Alright next item on the agenda as the academic community report.

605

01:30:57.630 --> 01:30:59.190

JLopezMolina: I don't know prior to you have an update.

606

01:31:00.690 --> 01:31:15.210

Briar Thompson [she|her]: yeah we were talking with travis on Tuesday, and we were mostly focused on him, giving us updates on the on the I already is that the name of it, tents that they've been running yes Thank you so much, and then another.

607

01:31:16.200 --> 01:31:28.770

Briar Thompson [she|her]: round of testing that he was describing is coming up and Sir, I think he was planning to have a brief update for today, but I see he's not here so i'm wondering if anyone else on the call has any brief updates from that OK quality is not a.

608

01:31:29.370 --> 01:31:33.360

Courtney Russell: Nice here just for that, so this is the perfect chance yeah.

609

01:31:33.390 --> 01:31:37.650

Adebunmi Savage: So i'll provide a brief update on the I already testing.

610

01:31:38.580 --> 01:31:48.390

Adebunmi Savage: We are having our interim assessments on November 8 through 10th for the high school and November 15 to 18th for the elementary school.

611

01:31:48.660 --> 01:31:57.240

Adebunmi Savage: So when those happen i'll be able to or travis will be able to provide that beta as well, but i'm just going to share my screen and then quickly talk through.

612

01:31:58.230 --> 01:32:11.910

Adebunmi Savage: The data so far, so I believe so far we've had 88% of our students across K to 12 take the reading assessment so looking at the data, there are some clear high and some clear lows.

613

01:32:13.260 --> 01:32:24.210

Adebunmi Savage: So overall the big thing that stands out here is that we have about 47% of our students below grade level as it relates to their reading performance.

614

01:32:25.140 --> 01:32:39.000

Adebunmi Savage: But the high and the thing to look forward to as an opportunity, is that we have 34% of our students that are poaching grade level, and when we consider this 34% and a 12% and the 6%.

615

01:32:39.480 --> 01:32:47.820

Adebunmi Savage: majority of our students are timed to make a lot of growth this year and for us to recover a lot of the learning loss that has taken place.

616

01:32:48.390 --> 01:32:54.360

Adebunmi Savage: This table below gives a breakdown in each of the domains that were assessed.

617

01:32:54.810 --> 01:33:05.220

Adebunmi Savage: So we can see here that the strongest domains are phonological awareness phonics high frequency words and it makes sense, because these are domains that are often mastered and earlier grade levels.

618

01:33:05.700 --> 01:33:15.030

Adebunmi Savage: We see here that there are some real gaps in vocabulary literature comprehension and informational texts comprehension and then further down.

619

01:33:15.630 --> 01:33:34.080

Adebunmi Savage: were able to see what this breakdown looks like by grade level so i'm just going to pause here so that folks can just briefly eyeball this data and then i'll talk a little bit about what our plans are to address the gaps in learning.

620

01:33:43.860 --> 01:33:51.750

Briar Thompson [she|her]: Am I like this, like a really dumb question but grades, the higher grades have more share of read is that.

621

01:33:52.320 --> 01:34:05.340

Briar Thompson [she|her]: Because there's more cumulative knowledge that you would expect those students have by that point they're just being more grade so there's more grades for them to be behind like is there some element of this sort of building on element.

622

01:34:05.670 --> 01:34:06.090

Adebunmi Savage: yeah.

623

01:34:06.150 --> 01:34:06.960

Briar Thompson [she|her]: be further along.

624

01:34:07.380 --> 01:34:17.280

Adebunmi Savage: yeah I think it's it's a mixture of that there are assessments a longer they're reading longer text it's a computer assessment.

625

01:34:17.700 --> 01:34:31.830

Adebunmi Savage: Also, in the past we've done nwa but only for grades K to nine so high schoolers in the past have not had to take on these online adaptive test, and I hope that the next time that.

626

01:34:32.610 --> 01:34:41.820

Adebunmi Savage: We do give this assessment, again, which will be around February we see not only just higher performance but just higher interest.

627

01:34:42.360 --> 01:34:49.680

Adebunmi Savage: In the assessment, I think it was a bit of motivation and you know mixture of motivation and learning loss.

628

01:34:50.640 --> 01:35:02.070

Adebunmi Savage: You can see here that there's just a higher percentage of elementary school students that have actually completed the test, when we look at great ton only 38 students have completed it.

629

01:35:02.880 --> 01:35:24.090

Adebunmi Savage: In grade nine to 67 out of 72 so we have about 90 plus percentage of elementary school students completing and about 70 percentage of high school students completing the test so when we look at completion is just much lower for the high school.

630

01:35:24.390 --> 01:35:39.360

Adebunmi Savage: um, so I think it is a mixture of you know, this is more cumulative it is more advanced questions um, but it is also about is the sample size representative of the full cohort.

631

01:35:40.770 --> 01:35:41.610

Adebunmi Savage: got it Thank you.

632

01:35:42.510 --> 01:35:43.380

Briar Thompson [she|her]: No problem.

633

01:35:44.070 --> 01:35:58.470

Adebunmi Savage: So this is the reading data and what all of the DC is have been tasked to do is create intervention plans for their respective teams in terms of how.

634

01:35:59.430 --> 01:36:05.940

Adebunmi Savage: Learning losses, going to be addressed, so I and travis are currently reviewing these plants, so this is grade.

635

01:36:06.780 --> 01:36:16.020

Adebunmi Savage: grade three to eight cla intervention plan, so we have here lizzie peers has identified the the lowest domain for the specific grades and.

636

01:36:16.830 --> 01:36:25.560

Adebunmi Savage: What The plan is for them so by grade band so that's great three to force plan, this is great five to eight plan so we're reviewing.

637

01:36:26.340 --> 01:36:38.370

Adebunmi Savage: And carving out when in the day, are these interventions going to take place, what is the focus going to be which domains are we going to tackle first and then, who are the students that need the most support.

638

01:36:38.850 --> 01:36:50.940

Adebunmi Savage: So it's who, what, where when how is kind of being carved out I ready also a super helpful in terms of identifying for us.

639

01:36:51.780 --> 01:37:01.500

Adebunmi Savage: What the needs are for specific cohort so once we get into a cohort it breaks that down even further, for us, and gives us a cue into what that cohort needs.

640

01:37:01.890 --> 01:37:05.220

Adebunmi Savage: And then, when we get to a specific student it gives us.

641

01:37:05.790 --> 01:37:15.420

Adebunmi Savage: cues into what that student needs and then what the instructional next steps are so teachers are going to be looking into these individual next steps for each of their kids.

642

01:37:15.810 --> 01:37:29.670

Adebunmi Savage: directors are going to be thinking of this and with a broad stroke what these great bands need so that's for la for mathematics, we see that the performance is slightly lower.

643

01:37:31.980 --> 01:37:33.210

Adebunmi Savage: Go back to it.

644

01:37:35.580 --> 01:37:49.800

Adebunmi Savage: So, whereas we see about 18% of students are above or on grade level and 34% are approaching this percentage is lower for mathematics with 11% above or.

645

01:37:50.280 --> 01:38:05.580

Adebunmi Savage: On grade level and then 37% or poaching, but overall calculating their poaching and on it's about the same 50% of our kids need a lot of help and 50% of our kids need a little push.

646

01:38:06.870 --> 01:38:23.970

Adebunmi Savage: So their intervention plans also being crafted for mathematics, in terms of what what is the intervention when it's going to take place and how it's going to look different for general education students versus special education students in ICT classes.

647

01:38:27.180 --> 01:38:31.440

Adebunmi Savage: I just want to pause to see if there any questions that I can respond to.

648

01:38:36.270 --> 01:38:52.770

Alexandra: um I I I might have on this to this incorrectly see, you said that um there was a low percentage of students i'm taking the test of completing the task window higher level crates or.

649

01:38:52.800 --> 01:38:53.340

Yes.

650

01:38:55.470 --> 01:38:58.140

Alexandra: So then what's The reason for that.

651

01:38:58.680 --> 01:39:05.940

Adebunmi Savage: I think the test is taking longer so like when I go into a specific this.

652

01:39:06.480 --> 01:39:17.160

Adebunmi Savage: First, to name, this is the first time that high schoolers are taking this type of assessment computer based and it's adaptive the way this assessment works is it.

653

01:39:17.490 --> 01:39:24.600

Adebunmi Savage: Really responds to how you're responding to questions and it either adapt to down or.

654

01:39:24.840 --> 01:39:38.790

Adebunmi Savage: adapts you up, so these assessments for grades nine and up can take about two hours, whereas a student in K to eight, maybe finished in 45 minutes 60 minutes Max, so we are seeing that students are in progress.

655

01:39:39.240 --> 01:39:56.370

Adebunmi Savage: But they are taking different amounts of time to finish also elementary school students have matheny la 90 minutes consecutively each day, whereas high school students have a 45 minute period and and those schedules are alternating.

656

01:39:57.060 --> 01:40:05.310

Adebunmi Savage: So we hope that with the high school students will have finalized data by Tuesday we're giving them additional time to complete it.

657

01:40:07.470 --> 01:40:09.690

Adebunmi Savage: And then, as I was saying before I think.

658

01:40:11.550 --> 01:40:17.160

Adebunmi Savage: Taking the test super seriously it's a diagnostic then are getting graded for it.

659

01:40:17.850 --> 01:40:27.240

Adebunmi Savage: So this is not something we score This is something we use to make intervention plans, so I think the motivation also is a factor in terms of.

660

01:40:28.110 --> 01:40:40.530

Adebunmi Savage: What this is being used for am I going to be graded on and no so how seriously, am I taking it, so I do think we need to be football messaging there for high school students in terms of the importance of this assessment.

661

01:40:41.160 --> 01:40:50.640

Alexandra: So is that, like you said that's a time frame for them to finish, and one are they to in like one are they doing this and.

662

01:40:51.180 --> 01:40:52.380

Alexandra: The ones that finish.

663

01:40:53.340 --> 01:40:56.610

Adebunmi Savage: You know they're doing and within their math at the La classes.

664

01:40:58.530 --> 01:41:02.220

Alexandra: So, during that time, whoever has finished, is doing something else.

665

01:41:02.310 --> 01:41:07.200

Adebunmi Savage: Right is moving on to some independent work while the rest of the class finishes.

666

01:41:07.770 --> 01:41:21.510

Adebunmi Savage: Now that we are getting to about 80% of our classes is finished, we don't want to delay instruction any further, so we are pulling students at lunch, to continue to test being that the rest of the class has.

667

01:41:21.510 --> 01:41:23.130

Adebunmi Savage: To continue with instruction.

668

01:41:28.050 --> 01:41:36.120

Briar Thompson [she|her]: There, this does already provide you with a comparison points so that you know how we're doing versus other schools on the same assessment.

669

01:41:37.080 --> 01:41:39.090

Adebunmi Savage: It doesn't give you a.

670

01:41:40.590 --> 01:41:47.940

Adebunmi Savage: district comparison what it does give you is our grade level where students should be.

671

01:41:48.240 --> 01:41:49.500

So, for example.

672

01:41:50.670 --> 01:42:02.730

Adebunmi Savage: grade level is 564 to 629 for grade 11 the students score to 540 which puts them at an algebra one level rather than an algebra two level.

673

01:42:03.600 --> 01:42:11.580

Briar Thompson [she|her]: I see, and so we don't have a way of knowing is the learning loss at our school worse than learning loss at other schools.

674

01:42:12.780 --> 01:42:14.220

Briar Thompson [she|her]: Know okay.

675

01:42:18.300 --> 01:42:28.590

Adebunmi Savage: We do know, though, based on research that has come out that in general the learning loss in mathematics is hired into learning loss in reading.

676

01:42:29.220 --> 01:42:29.550

yeah.

677

01:42:30.720 --> 01:42:33.540

Sharon Beier: Are they doing the same in in all schools or.

678

01:42:35.490 --> 01:42:41.430

Adebunmi Savage: i'm not sure if they're doing it in all schools in the past we have used nwa instead.

679

01:42:42.330 --> 01:42:51.690

Adebunmi Savage: nwa is probably more known, the reason why we switched to I ready is one our authorizers at the end of last year, when we were submitting in term data.

680

01:42:52.110 --> 01:43:06.600

Adebunmi Savage: named I ready or nw as an option we had already been using both of these assessments, the leg up that I already has, is that it actually gives instructional materials for students, whereas.

681

01:43:07.200 --> 01:43:16.380

Adebunmi Savage: nwa doesn't so nwa tells you what kids can or cannot do, but it doesn't give you instructional resources and actual lesson for.

682

01:43:17.520 --> 01:43:24.480

Adebunmi Savage: Creating an intervention for that student, so that is why we switch sigh ready as our standardized assessment.

683

01:43:25.740 --> 01:43:32.730

Sharon Beier: Oh, so it says they're at this level, and they need this, and this, and this to get up to their level.

684

01:43:33.090 --> 01:43:47.130

Adebunmi Savage: yep so, for example, this food plan and has a good understanding of ratios and proportional relationships, they need help with finding the slope, and why and susceptible align and then Bam here is a lesson on that.

685

01:43:47.610 --> 01:43:48.660

Sharon Beier: Oh great.

686

01:43:49.020 --> 01:43:56.730

Adebunmi Savage: The tools for the teachers nwa just tells you they can, or they cannot it doesn't provide any instructional resources.

687

01:43:58.500 --> 01:44:03.840

Tahina (Ty-ee-nah) Perez: So, then, does it like nw yay create like a growth goal for every student.

688

01:44:04.260 --> 01:44:04.530

Tahina (Ty-ee-nah) Perez: And the.

689

01:44:04.560 --> 01:44:20.040

Tahina (Ty-ee-nah) Perez: Question under is like when they take it again in February, is it like it's going to add on the skills are appropriate for that grade level or it's going to say here, all the same materials let's see how you're doing again comparatively like pre test mid test process.

690

01:44:20.610 --> 01:44:30.780

Adebunmi Savage: Yes, so most students, the one you read about the assessment, it says the students will only answer about 50% of the questions correctly.

691

01:44:31.530 --> 01:44:36.390

Adebunmi Savage: Because it is trying to find that just white sweet spot of your performance, so it does.

692

01:44:36.900 --> 01:44:45.570

Adebunmi Savage: intentionally give questions that are more advanced than where students currently are and it starts off more advanced and based on how you respond.

693

01:44:45.810 --> 01:44:52.380

Adebunmi Savage: It either continues to advance you on or it drops to a lower grade level and it has a path that it uses.

694

01:44:53.100 --> 01:44:59.970

Adebunmi Savage: But based on how students perform now, it gives a typical here's what your typical growth should be on the next assessment.

695

01:45:00.270 --> 01:45:07.320

Adebunmi Savage: And if you have really, really, really intensive interventions that are just like for you here's where you can end up.

696

01:45:07.830 --> 01:45:15.600

Adebunmi Savage: So this student right now is below slightly below grade level at 489 grade level starts at 495.

697

01:45:15.930 --> 01:45:27.960

Adebunmi Savage: With some reasonable appropriate interventions, they should typically end up at five will three which will put them in grade level, but with really intensive interventions, they can hit the stretch goal of 515.

698

01:45:28.170 --> 01:45:34.830

Adebunmi Savage: So this is what we're going to be using to kind of monitor the success of our interventions.

699

01:45:34.950 --> 01:45:44.190

Tahina (Ty-ee-nah) Perez: hmm so like for the 12th grade grade 12 and you showed us, and there were a lot of kids in the red or the deep red, is it likely then.

700

01:45:45.060 --> 01:45:57.570

Tahina (Ty-ee-nah) Perez: that by the end of the year, even moving those kids to the yellow is likely, going to be like that that's a stretch goal like it's not we're not trying to get everybody into the green.

701

01:45:58.140 --> 01:46:03.960

Tahina (Ty-ee-nah) Perez: it's actually like we're looking at this percent of students to move this like to this spot in the yellow is our strength.

702

01:46:04.710 --> 01:46:09.720

Adebunmi Savage: Yes, and I think it's more complex for high school math in high school reading.

703

01:46:10.230 --> 01:46:23.490

Adebunmi Savage: um because, for the La standards they are grade band standards so grades nine to 10 have the same standard and then grades 11 to 12 have the same standard.

704

01:46:23.730 --> 01:46:31.800

Adebunmi Savage: Whereas in mathematics, you have standards by subject area, so our students, right now, maybe testing in geometry.

705

01:46:32.640 --> 01:46:41.370

Adebunmi Savage: But will not work on geometry skills for the rest of the year, because they're now in algebra two, so the big question is in high school, when will they be.

706

01:46:41.610 --> 01:46:52.680

Adebunmi Savage: Addressing these below grade level skills, if the current course they're in will not addressed those skills, so we have to think about how we can.

707

01:46:53.340 --> 01:47:02.700

Adebunmi Savage: carve out time for kids to be on individualized adapt this software that really doesn't hinge on what teachers are creating because we can expect.

708

01:47:03.330 --> 01:47:21.030

Adebunmi Savage: A pre calc teacher to be creating geometry remediation work, so a lot of the high school we mediation is going to be delivered on a one to one adaptive software, so that no matter what course the student is in there are able to tackle below grade level standards.

709

01:47:26.730 --> 01:47:28.920

Thank you, no problem.

710

01:47:31.230 --> 01:47:33.990

Adebunmi Savage: Are there any other questions about.

711

01:47:37.410 --> 01:47:41.460

Adebunmi Savage: The best place that we're in is in qaeda to um.

712

01:47:43.110 --> 01:47:52.470

Adebunmi Savage: So we're seeing a lot of just yellow in cater to not much red so students really are you know positioned.

713

01:47:54.240 --> 01:47:58.290

Adebunmi Savage: To be on grade level relatively quickly.

714

01:48:00.270 --> 01:48:08.550

Adebunmi Savage: In the high school we're seeing a lot of a lot of promise in ninth grade as well ninth graders.

715

01:48:09.570 --> 01:48:22.920

Adebunmi Savage: Have a higher percentage of on grade level compared to 10th 11th and 12th so the big task ahead of us is how do we really.

716

01:48:24.240 --> 01:48:27.600

Adebunmi Savage: support our upperclassmen in the high school.

717

01:48:28.890 --> 01:48:45.960

Adebunmi Savage: Particularly in math you know in La English nine through 12 11th graders aren't required to seek the regions until 11th grade anyways but in every course of math there is an associated regions exam so.

718

01:48:46.830 --> 01:48:54.960

Adebunmi Savage: There are just different levels of what the what the need is by not just grade level, but also by subject area.

719

01:49:05.790 --> 01:49:08.880

Sharon Beier: All right, thank you, no problem.

720

01:49:20.640 --> 01:49:23.730

Adebunmi Savage: Is there anything else, I can address on the academic front.

721

01:49:32.070 --> 01:49:33.690

Adebunmi Savage: Okay, thank you all.

722

01:49:34.650 --> 01:49:38.160

JLopezMolina: Is that basically standing in place for the principles, Robert.

723

01:49:39.810 --> 01:49:47.610

Adebunmi Savage: Yes, Charles did want me to talk about vacancies I don't know if that's already been discussed.

724

01:49:49.320 --> 01:50:08.040

Adebunmi Savage: Now okay so to get you all up to speed we currently have vacancies in the high school, we have vacancies for high school sped la and high school math la we don't have any general education vacancies at this time, so we've really made a lot of.

725

01:50:09.450 --> 01:50:18.390

Adebunmi Savage: closed a lot of ground in that area, compared to some of our pure schools that's a good place to be we're really.

726

01:50:19.500 --> 01:50:26.880

Adebunmi Savage: Targeting recruiting the spot teachers for high school era and math we have a high school.

727

01:50:27.630 --> 01:50:32.460

Adebunmi Savage: teacher for yelling grades nine to 10 and a high schools but teacher from math and grades nine to 10.

728

01:50:33.180 --> 01:50:43.440

Adebunmi Savage: But we're using a different model this year with ICT, so we can't have one teacher serving for different grade levels as we had been doing in the password sets so that is why would.

729

01:50:43.950 --> 01:50:52.140

Adebunmi Savage: A high school teacher number, and this time we're still trying to secure the sped teachers for grades 11 and 12.

730

01:51:00.240 --> 01:51:01.890

JLopezMolina: Questions or.

731

01:51:03.570 --> 01:51:09.570

Robb: Anything you think we can do this, I said help with filling those vacancies, whether it be budget or otherwise.

732

01:51:11.280 --> 01:51:11.760

Adebunmi Savage: um.

733

01:51:14.130 --> 01:51:16.590

Adebunmi Savage: I don't I don't think it's budget.

734

01:51:20.280 --> 01:51:26.970

Adebunmi Savage: The good news is I don't know what's happening at success academies but we've been getting a lot of their folks so.

735

01:51:28.290 --> 01:51:31.020

Adebunmi Savage: We have been getting leads um.

736

01:51:32.250 --> 01:51:42.690

Adebunmi Savage: The thing with spat is it's really important to have people within the licensing so it's it's you know it's different for a generalist so that's kind of been what's been difficult.

737

01:51:42.990 --> 01:51:52.230

Adebunmi Savage: they're making sure that we have a teacher certified in special education, I don't think it's a budget issue I think it's a pandemic issue.

738

01:51:53.820 --> 01:52:06.240

Adebunmi Savage: And also, I think it's an issue of us having switched models recognizing also that we have a record number of sped kids now in the high school compared to what we've had in the past.

739

01:52:06.630 --> 01:52:23.160

Adebunmi Savage: And realizing that, based on the new percentage of students in the high school, we need more sped stuff we only plan to have to initially and then in August we realized that we needed for so we had a late start there.

740

01:52:24.750 --> 01:52:34.440

Adebunmi Savage: I hope rob that you know by November, we will definitely be able to tell you that those positions are fully staffed I feel confident that we will be able to stop them.

741

01:52:35.880 --> 01:52:38.310

Robb: that's great Thank you no problem.

742

01:52:52.110 --> 01:52:59.010

JLopezMolina: Alright, so the next item on the agenda is the facilities update according to do we have a facilities update.

743

01:53:01.290 --> 01:53:10.620

Courtney Russell: very brief heavier Thank you so i'm things continue to go well from a facilities perspective particular on some of the projects that you all are aware of.

744

01:53:11.190 --> 01:53:16.320

Courtney Russell: One thing to preview for you all is we've had some initial discussion about the.

745

01:53:17.130 --> 01:53:26.520

Courtney Russell: Night cleaning crew, we have not made any decisions are made any notifications yet, certainly, but we are considering what would be some of the benefits to.

746

01:53:27.360 --> 01:53:37.440

Courtney Russell: managing our own night crew, both from a financial perspective, but more so from a quality control perspective, as you know, within the past year or so we moved away from.

747

01:53:38.070 --> 01:53:51.990

Courtney Russell: The prior company that was in place and we have executive they've done a decent job, but we think there are some areas of opportunity to bring things in House so we're going to continue to look at that in the next month and i'll have an update for us things progress with that.

748

01:53:59.940 --> 01:54:05.490

JLopezMolina: Right, so I think that brings us to myself so.

749

01:54:06.720 --> 01:54:18.030

JLopezMolina: You can do some brief introductions i'm unfortunately going to have to head out after this, so I will introduce myself, first, I am Javier Lopez Molina to my camera on.

750

01:54:18.810 --> 01:54:26.670

JLopezMolina: site I I moved out of the city and there was like this horrible bug that appeared and, as I was trying to kill it I didn't want you guys to watch.

751

01:54:28.260 --> 01:54:28.860

JLopezMolina: over my head.

752

01:54:30.390 --> 01:54:39.990

JLopezMolina: So I my background is in consulting and health care, a lot of us on this volunteer board have some very.

753

01:54:41.100 --> 01:54:53.010

JLopezMolina: unusual backgrounds, but I think we're unified and in the thinking that we want to contribute back to the Community, and we, we think that education is really important, and one of the ways, one of the opportunities to do that.

754

01:54:54.990 --> 01:55:09.510

JLopezMolina: i've been on the board for a while now and i'm currently the board chair and know what else I like chocolate ice cream I don't know what one of the things that might be interesting to hear about.

755

01:55:10.770 --> 01:55:15.450

JLopezMolina: But i'm, you know as we think about the things that we do on the board.

756

01:55:18.120 --> 01:55:27.300

JLopezMolina: It is often thinking about the population and and taking ourselves one step away from direct education, so, while all of us want to like go into the school and like.

757

01:55:28.080 --> 01:55:40.020

JLopezMolina: You know interact with scholars, a lot of times the things that we do on the board are setting up the processes and the structures and the systems that help people like Mr Brown and and.

758

01:55:40.620 --> 01:55:57.840

JLopezMolina: And the savage do the job that they need to do you know and give them the funding and think about sort of like the bigger macro picture so so that's that's me in a nutshell, and i'll turn it over to rob to introduce himself and then he can nominate the next person.

759

01:55:58.590 --> 01:55:59.400

JLopezMolina: Oh wow.

760

01:55:59.790 --> 01:56:09.000

Robb: Thank hot potato excellent to view it my name's Robert I think i'm the vice chair, formerly the treasure.

761

01:56:10.320 --> 01:56:12.660

Robb: i've been on the board for five years as Javier said.

762

01:56:14.370 --> 01:56:21.630

Robb: I really feel compelled to be part of the the educational story and the the overall Community.

763

01:56:22.560 --> 01:56:40.170

Robb: In the bronx and particularly around the virus academies my my father grew up around the corner from the bronx and so i'm feel a special kind of connection to to the to the area and it's been a very enriching experience to to work with this group of people.

764

01:56:41.310 --> 01:56:52.800

Robb: To to further the mission of the school, so I also like chocolate ice cream I don't know if that's that interesting Javier I think it'd be more interesting if you said you didn't like chocolate ice cream.

765

01:56:53.820 --> 01:56:55.050

Robb: you'd be the only person.

766

01:56:56.790 --> 01:57:12.480

Robb: Maybe someone here doesn't like chocolate ice cream I love ice actually my first job was scooping ice cream so i've worked in many ice cream places maybe that's interesting about me i'm i'm going to turn it over to i'm going to scaling clockwise here to Sarah.

767

01:57:14.910 --> 01:57:21.450

Sara Madavo: Hello i'm Sarah the davao john john, also known as Arizona jack depends on the day.

768

01:57:22.980 --> 01:57:24.120

Sara Madavo: I am.

769

01:57:25.380 --> 01:57:31.620

Sara Madavo: Really excited to still be on the board i've been on the board I can't remember how many years now, either three or four, I think.

770

01:57:32.520 --> 01:57:47.400

Sara Madavo: For my day job I am an attorney of litigator, so I do business disputes and an interesting fact about me is that I am not that interesting because I have two little kids.

771

01:57:48.210 --> 01:57:58.890

Sara Madavo: But I really do enjoy the time that I get to spend doing this and, most of all, I enjoy being part of this Community, because I think it's a really caring community.

772

01:57:59.700 --> 01:58:11.340

Sara Madavo: Both in terms of the staff that you know, teachers, the parents, the students but also the board it's just you know, a group of really good people and so that makes the work really well.

773

01:58:12.960 --> 01:58:14.730

Sara Madavo: i'm going to turn it over to prayer.

774

01:58:17.280 --> 01:58:18.480

Briar Thompson [she|her]: i'm Brian Thompson.

775

01:58:18.870 --> 01:58:29.190

Briar Thompson [she|her]: I have been on the board i'm six years, this is my fifth time, so it must be, and we always forget how long i've been suffering give us.

776

01:58:30.000 --> 01:58:50.370

Briar Thompson [she|her]: I work a lot in in higher education i'm a consultant, and a lot of my clients are universities and Community colleges and the foundations that fund them and was very excited to get involved in K 12 just to see what is feeding what i'm seeing and give me a more complete picture.

777

01:58:51.090 --> 01:58:51.870

Courtney Russell: and

778

01:58:52.650 --> 01:58:54.330

Briar Thompson [she|her]: It seems, everyone is sharing a fun fact.

779

01:58:54.330 --> 01:58:54.990

So.

780

01:58:56.580 --> 01:58:59.760

Briar Thompson [she|her]: I always wants a security guard at an AC DC concert.

781

01:59:02.040 --> 01:59:03.420

Briar Thompson [she|her]: there's a long story behind that.

782

01:59:04.440 --> 01:59:07.860

Briar Thompson [she|her]: And I will pass to Tina.

783

01:59:10.140 --> 01:59:11.280

Tahina (Ty-ee-nah) Perez: definitely need to hear that.

784

01:59:11.280 --> 01:59:12.210

Tahina (Ty-ee-nah) Perez: story one day.

785

01:59:13.350 --> 01:59:32.580

Tahina (Ty-ee-nah) Perez: hi i'm Tina pres and I only been on the board unofficially I think it's almost a year actually like it was this October last year, when I started coming to meetings, but I think I didn't get like ratified or became official until about eight weeks ago.

786

01:59:33.930 --> 01:59:39.720

Tahina (Ty-ee-nah) Perez: So one of the newer board members, I am the Executive Director of determiner of New Jersey.

787

01:59:40.740 --> 01:59:53.460

Tahina (Ty-ee-nah) Perez: But I am born and raised in the city and I actually used to teach at bronx lot when it was born slight house charter school I used to teach there, it was just like really amazing the class that I taught there.

788

01:59:54.840 --> 02:00:09.240

Tahina (Ty-ee-nah) Perez: graduated last year, so it was just really amazing and that would be my fun fact but actually my other fun fact which is now my new one, is that I got to ring the opening bell at the New York Stock Exchange last spring.

789

02:00:11.730 --> 02:00:15.630

Tahina (Ty-ee-nah) Perez: And I will pass it to care.

790

02:00:26.760 --> 02:00:28.530

Tahina (Ty-ee-nah) Perez: or I will pass it to Alexandra.

791

02:00:31.680 --> 02:00:32.430

Tahina (Ty-ee-nah) Perez: Okay.

792

02:00:33.570 --> 02:00:34.530

Alexandra: um.

793

02:00:38.040 --> 02:00:39.630

Alexandra: Paragraph and.

794

02:00:40.890 --> 02:00:49.020

Alexandra: board, I have been on board around two three years I don't know what this pandemic I think i'm losing track.

795

02:00:50.790 --> 02:00:51.900

Alexandra: of time.

796

02:00:56.820 --> 02:01:01.740

Alexandra: Am a daytime job and our preschool pricking Spanish teacher.

797

02:01:03.570 --> 02:01:18.330

Alexandra: And one thing I love and it's part of my job, but is like fun fact I do like outdoor learning so I spend a lot of time with my little ones outside the four walls of the school.

798

02:01:20.340 --> 02:01:33.090

Alexandra: And I really don't like um well I shouldn't say I don't like chocolate I just don't eat chocolate, you know my my skin is very sensitive and I get you know pimples very easy.

799

02:01:34.800 --> 02:01:36.000

Alexandra: Giving up chocolate.

800

02:01:37.860 --> 02:01:40.470

Alexandra: For about seven eight years.

801

02:01:43.590 --> 02:01:46.440

Alexandra: And i'm going to pass it to.

802

02:01:48.240 --> 02:01:48.810

Alexandra: See.

803

02:01:51.870 --> 02:01:52.860

Alexandra: If he's there.

804

02:01:55.080 --> 02:01:57.990

Alexandra: to share i'm missing shark.

805

02:02:01.350 --> 02:02:05.370

Sara Madavo: I shared but I don't think Sharon has shared so has to show.

806

02:02:06.510 --> 02:02:07.530

Alexandra: Okay, thank you.

807

02:02:14.040 --> 02:02:20.280

Sharon Beier: i'm sorry I have, I have four dogs So if you hear dogs in the background five kids for dogs.

808

02:02:23.070 --> 02:02:37.350

Sharon Beier: My name is Sharon buyer i'm a pediatrician and adolescent medicine young adult specialist and if you see me gazing at certain people's children in the middle and waving to them and forget.

809

02:02:38.400 --> 02:02:39.990

Sharon Beier: I love kids.

810

02:02:41.130 --> 02:02:57.570

Sharon Beier: I spent most of my career working in the bronx and have partnered with the bronx zoo and botanical gardens and fordham university and we created gardens throughout the bronx and I love gardening I think it's a very healing thing for.

811

02:02:58.650 --> 02:03:00.510

Sharon Beier: Everyone to do, and not just kids.

812

02:03:01.740 --> 02:03:05.640

Sharon Beier: And i've been here for.

813

02:03:07.110 --> 02:03:08.610

Sharon Beier: Four or five months and.

814

02:03:09.750 --> 02:03:20.310

Sharon Beier: And I am thrilled to be here i've worked with many schools and i've never seen such a dedicated and innovative.

815

02:03:21.720 --> 02:03:23.730

Sharon Beier: group of people i'm.

816

02:03:28.410 --> 02:03:30.510

Sharon Beier: so happy to be here.

817

02:03:38.610 --> 02:03:39.480

Sharon Beier: I like to sing.

818

02:03:43.800 --> 02:03:45.090

JLopezMolina: not yet heard from Stacy.

819

02:03:51.030 --> 02:03:53.640

JLopezMolina: Stacy Stacy there.

820

02:04:01.050 --> 02:04:04.440

JLopezMolina: Okay, if this is not there i'm going to pass them to Karen.

821

02:04:06.960 --> 02:04:16.440

jarrodsowell: hi good evening, my name is Jared soul, this is actually my second board meeting I was these nice folks decided to let me join it to last meeting.

822

02:04:17.010 --> 02:04:27.990

jarrodsowell: I grew up in brooklyn just moved back when my wife and I just moved back in December of last year, so we're coming up on our first full year back in New York City.

823

02:04:29.490 --> 02:04:38.880

jarrodsowell: And I am an attorney as well, which means i'm all i'm very boring i've got two dogs fun fact I mean I like coffee ice cream.

824

02:04:43.740 --> 02:05:01.980

JLopezMolina: Excellent alright so um I think there's some questions i'll start with the questions and then I unfortunately going to have to drop but question to you is you know, this is a commitment in the evenings you know we're here at 830, this is actually not too bad in terms of.

825

02:05:02.820 --> 02:05:12.690

JLopezMolina: How long will be here tonight you know there's sometimes we for some topics we've ended up having to have 11 o'clock board meetings and even later, you know from 630 to 11 it's.

826

02:05:13.080 --> 02:05:18.930

JLopezMolina: it's a lot and that's one time, a month and then there's other other times sort of off off of every.

827

02:05:19.560 --> 02:05:35.040

JLopezMolina: You know board meeting where where we put in some time to talk to the staff and sort of understand what's going on some sometimes, for example, i'm reviewing edits to our Charter documents or whatever it ends up happening to be.

828

02:05:36.120 --> 02:05:45.390

JLopezMolina: Do you see any potential time challenges, or what are the other kinds of things that you have sort of going on, besides Besides this, let me make.

829

02:05:47.760 --> 02:05:52.590

Tamara: Sure i'm nice to meet everyone, and my comfort food is chocolate.

830

02:05:54.000 --> 02:06:11.430

Tamara: And I would definitely say, as I was telling miss Russell on my husband is in my PD so one of my restraints is that he works in the evenings that has since coded his schedule has did a 180 so i'm doing when we get in person.

831

02:06:12.600 --> 02:06:29.730

Tamara: Because he leaves at about 930 10 o'clock I would have to leave in order to get home to the kids and also, I have two kids in the school one is eight and one is 10 very animated children, if I could say so myself.

832

02:06:30.900 --> 02:06:42.480

Tamara: So that would be the only time, the only time restriction that I see other than that I don't think it would be an issue to do any extra work or anything like that.

833

02:06:56.670 --> 02:06:58.770

JLopezMolina: Other questions from from the board.

834

02:07:04.800 --> 02:07:05.460

Sharon Beier: Can you tell us.

835

02:07:05.850 --> 02:07:07.080

Sharon Beier: A bit about yourself.

836

02:07:07.140 --> 02:07:08.130

Sharon Beier: What, what do you.

837

02:07:08.670 --> 02:07:09.870

Sharon Beier: What do you love, what do you.

838

02:07:11.910 --> 02:07:23.370

Tamara: Sure um my name is Sarah I am a brown site I grew up in the bronx and went to school in the bronx and, of course, my kids are in the bronx.

839

02:07:24.090 --> 02:07:33.990

Tamara: I got my undergraduate from being some university and a master's in why you came back to the bronx, so I am true bronx girl and.

840

02:07:34.470 --> 02:07:46.590

Tamara: I am extremely strongly passionate about education and growing up in the background that I grew up in I lost my mom at six and my dad at 13.

841

02:07:47.040 --> 02:07:56.580

Tamara: So education is what that means through so um and I tried to instill that in my kids so before it was fabulous it was bronx lighthouse.

842

02:07:57.060 --> 02:08:03.060

Tamara: So I wanted to find a school for them, and I did everything that I could possibly do to make sure they went to a good school.

843

02:08:03.450 --> 02:08:11.190

Tamara: When I first walked into bronx lighthouse and I saw a culture of the school I said, this is a place where I see my kids right.

844

02:08:11.580 --> 02:08:31.860

Tamara: And they have been thriving ever since so i'm being on this committee, I think, would be a privilege and an honor as a parent, as well as a passionate educator i'm also a substitute teacher with the board of ED in terms of helping to cultivate and making sure they're successful students.

845

02:08:37.590 --> 02:08:39.360

Briar Thompson [she|her]: I would love to hear a little bit about.

846

02:08:39.960 --> 02:08:55.740

Briar Thompson [she|her]: How, you would balance the kind of dueling interests of being a board member and being a parent at the school I see Alexandra smiling at this a little bit, but we just love to hear how you think about balancing those two roles.

847

02:08:58.260 --> 02:09:01.590

Tamara: I see those roles as two separate entities, a little bit.

848

02:09:02.010 --> 02:09:11.910

Tamara: And then my master's I got in sociology and education, so I think this kind of fits perfectly in terms of behind the scenes and not necessarily the teaching aspect i'm.

849

02:09:13.170 --> 02:09:16.020

Tamara: Like I explained, I think most Russell asked me this question too.

850

02:09:16.650 --> 02:09:30.750

Tamara: In terms of you know, balancing and realizing that one entity is not necessarily the other entity, what happens with my kids in the school I deal with, who I need to in terms of the staff in terms of teachers and then in this room.

851

02:09:32.010 --> 02:09:40.350

Tamara: I deal with the issues accordingly and I don't think the two kind of needs to combine one doesn't need to know about the other, the other one doesn't need to know about the other if that makes sense.

852

02:09:42.810 --> 02:09:43.680

Alexandra: Although I cannot.

853

02:09:43.860 --> 02:09:45.510

Alexandra: disagree, a little bit, but.

854

02:09:47.010 --> 02:09:49.170

Alexandra: I think I mean i'm.

855

02:09:51.330 --> 02:09:56.160

Alexandra: Yes, I definitely think that um there needs to be a separation line.

856

02:09:57.900 --> 02:10:07.500

Alexandra: Of like personal stuff with the child, but I think as a parent and i'm on top for myself, and you know, probably.

857

02:10:09.180 --> 02:10:10.740

Alexandra: The needs to be.

858

02:10:11.850 --> 02:10:26.370

Alexandra: Like I was thinking about what I want for my child one for all Sarah and what I have concerns with my child probably have with many of the other students so sort of like I.

859

02:10:27.180 --> 02:10:37.650

Alexandra: guess many times when it is personal you know my child problem at the moment, but I feel like there are times that.

860

02:10:38.790 --> 02:10:57.990

Alexandra: As a parent and not only seen the problem of my child but i've also seen the problem of like every other child class or every other child and last for somehow but that's me say my little speech out of place, but.

861

02:10:58.980 --> 02:10:59.220

Not.

862

02:11:00.630 --> 02:11:01.470

Tamara: terms of.

863

02:11:01.740 --> 02:11:01.950

Tamara: The.

864

02:11:02.100 --> 02:11:07.620

Tamara: Parental side you know minus the personal side of what's going on with this, I guess, I was talking about a personal.

865

02:11:08.070 --> 02:11:25.890

Tamara: But um yes, I think, as parents, we have that insight, we can kind of see and bring that to the board to be able to be there as a collective for how to help in terms of what we feel the parent and we feel that the kids on general Whitney.

866

02:11:42.270 --> 02:11:49.650

Briar Thompson [she|her]: I can, I can jump in with another one, so we have a number of committees that some of what you had from tonight, but an academic committee a Culture Committee.

867

02:11:51.780 --> 02:11:57.030

Briar Thompson [she|her]: Governance committee in the Finance Committee did any of those have more or less appeal to you.

868

02:11:59.370 --> 02:12:09.570

Tamara: Yes, I don't know what the first one is called again where were you guys talking about century teacher retention I like that one, and I also like culture.

869

02:12:13.020 --> 02:12:16.530

Tamara: If you can, if you can tell me the name of the first one.

870

02:12:16.590 --> 02:12:23.040

Briar Thompson [she|her]: I think we will discuss teacher attention under the academic committee some of the grading.

871

02:12:23.730 --> 02:12:26.460

Tamara: Okay, so yeah so academic and Culture Committee.

872

02:12:29.370 --> 02:12:30.120

Tahina (Ty-ee-nah) Perez: So um.

873

02:12:30.540 --> 02:12:31.620

Tahina (Ty-ee-nah) Perez: I know you get to sit.

874

02:12:31.710 --> 02:12:44.880

Tahina (Ty-ee-nah) Perez: And you know see a board meeting i'd love to hear like what did you think of it um what felt exciting what would be some pushes you have further questions that you may have for us.

875

02:12:46.650 --> 02:12:59.550

Tamara: And I first of all I love the diversity of the panel that's one and two, I love, how you guys, even though everybody kind of has their own opinion you guys come together.

876

02:13:00.210 --> 02:13:07.260

Tamara: For one common goal and there's not a whole bunch of arguing and i'm not confused on what side is this and what side is that I love that.

877

02:13:08.310 --> 02:13:18.270

Tamara: As well as um, I guess, one of my questions was how often do you meet with principal brown to discuss these things and.

878

02:13:19.320 --> 02:13:21.090

Tamara: I guess in terms of.

879

02:13:22.140 --> 02:13:36.090

Tamara: After you pose let's say an issue like we're talking about teacher retention and talking about how to resolve that issue and I guess how long of a timeframe, do you give it to get those issues resolved that that what's up.

880

02:13:41.160 --> 02:13:41.880

Tamara: Thank you.

881

02:13:44.670 --> 02:13:46.230

Briar Thompson [she|her]: We can probably take that in.

882

02:13:47.580 --> 02:13:54.000

Briar Thompson [she|her]: The academic community include stuff Mr grants, we have to admit committee meetings.

883

02:13:54.810 --> 02:14:02.340

Briar Thompson [she|her]: The same week as the board meetings, but a few days earlier, and so we have a chance to preview some of what he plans to share and pressure test some of that and.

884

02:14:02.700 --> 02:14:11.250

Briar Thompson [she|her]: As far as Christians that often in shape what he brings to the board and believe that he also is joining the finance committee meetings here and.

885

02:14:12.030 --> 02:14:12.570

Briar Thompson [she|her]: So true.

886

02:14:13.200 --> 02:14:14.880

Tahina (Ty-ee-nah) Perez: yeah he's been a culture as well.

887

02:14:15.270 --> 02:14:16.350

Robb: yeah that's right.

888

02:14:18.840 --> 02:14:27.240

Tahina (Ty-ee-nah) Perez: So he's pretty active like I think we see him every month, at least, and then, and whatever committee you happen to be a part of.

889

02:14:29.730 --> 02:14:32.910

Tamara: Also does each committee meet separately as well.

890

02:14:35.640 --> 02:14:45.780

Briar Thompson [she|her]: Yes, that's right usually a shorter meeting and I just as an example the academic committee which i'm a part of we meet once a month for an hour on a Tuesday.

891

02:14:49.860 --> 02:14:50.730

Tamara: And I think.

892

02:14:53.040 --> 02:14:55.530

Tamara: yeah That was all the questions that I had written down yeah.

893

02:14:57.960 --> 02:15:11.160

jarrodsowell: So I have a question in terms of you know we all bring you know our own kind of you know what we want to see happen our own goals, what are some of the goals that you want to see, are some of the objectives you have in joining the board.

894

02:15:12.210 --> 02:15:28.020

Tamara: So i'm definitely in terms of academic um the numbers that were presented i'm definitely seeking to help do whatever we can to help that number rise right so that there'll be more of a higher graduation rate.

895

02:15:28.680 --> 02:15:36.330

Tamara: Students so more proficient specially since we have so many wonderful resources that the school provides.

896

02:15:36.930 --> 02:15:48.120

Tamara: Which is why I chose to send my school my child to charter school versus a public school that's some of the things and i'm trying to think of the other thing can you repeat the question again.

897

02:15:50.940 --> 02:15:56.250

jarrodsowell: Just what are some of your goals you have or things that you would like to accomplish in joining the board.

898

02:15:57.540 --> 02:16:02.070

Tamara: So yes, definitely and then in terms of the Culture i'm.

899

02:16:03.090 --> 02:16:16.680

Tamara: Just kind of helping to reinforce what's already there in terms of even I actually love the i'm in my kids that love to be having staff come in with different author readings and stuff like that which was super unique.

900

02:16:17.490 --> 02:16:34.500

Tamara: So, helping to keep that cultivated within the school and one of the things that I do Mrs when you first come in the building this this music and that kind of stuff you do miss it um but yeah definitely keeping up with that type of a culture and community.

901

02:16:40.140 --> 02:16:42.420

Robb: Thank you principal round what happened to the music.

902

02:16:44.430 --> 02:16:48.390

Adebunmi Savage: Music, the music is on parents just can't hear from the outside.

903

02:16:52.230 --> 02:16:52.590

Tamara: Because.

904

02:16:54.810 --> 02:17:09.300

Adebunmi Savage: My mom actually came to visit from Sierra Leone, a week ago was her first time visiting our school and she came early with me around 630 and the music came on at 730 and she's like you guys party here and i'm like.

905

02:17:09.300 --> 02:17:10.200

Adebunmi Savage: Everyday mom.

906

02:17:10.230 --> 02:17:11.670

Adebunmi Savage: Every single day.

907

02:17:13.920 --> 02:17:31.470

Tamara: And I think it helps um we don't really understand sometimes that our some of the kids come from really harsh, you know areas and really harsh situation so just having that just kind of brings a smile on their faces and it produces a better culture for students to learn.

908

02:17:54.900 --> 02:17:57.480

Sara Madavo: I think I think Javier had to.

909

02:17:58.560 --> 02:18:00.300

Sara Madavo: sign off, but.

910

02:18:01.440 --> 02:18:04.590

Sara Madavo: If there Courtney were you gonna leave it I don't know if you were.

911

02:18:06.030 --> 02:18:06.870

Courtney Russell: yeah I was gonna.

912

02:18:06.930 --> 02:18:09.330

Courtney Russell: turn that position us there, I want to go ahead.

913

02:18:11.490 --> 02:18:25.530

Courtney Russell: Alright, so Michelle Thank you so much for being with us tonight, I will be in touch with you very likely tomorrow what we're going to do right now is we're going to go into executive session to discuss a few items, including.

914

02:18:26.820 --> 02:18:31.530

Courtney Russell: Your interview, and then a staff member and a scholar matter I would like to invite.

915

02:18:35.700 --> 02:18:37.830

Courtney Russell: Jared i'd like to invite.

916

02:18:38.940 --> 02:18:45.540

Courtney Russell: Sharon and then, of course, all of the board members, and I think everyone else, we will certainly talk to you soon.

917

02:18:47.730 --> 02:18:51.150

Courtney Russell: I will go ahead and pause the recording Thank you all so much.

918

02:18:51.450 --> 02:18:52.110

Tamara: good night.

919

02:18:53.670 --> 02:18:54.210

Robb: Good evening.

920

02:18:59.760 --> 02:19:06.090

Courtney Russell: Okay at 853 rob made a motion to go back into public and that was seconded by.

921

02:19:07.260 --> 02:19:07.710

Sarah.

922

02:19:10.650 --> 02:19:10.980

Courtney Russell: Sarah.

923

02:19:12.960 --> 02:19:22.560

Courtney Russell: So we wanted to take a moment to vote on the new board member that presented this evening, this to myself as the parent representative.

924

02:19:29.130 --> 02:19:30.480

Keyur Shah: moon, we will.

925

02:19:33.210 --> 02:19:34.020

Keyur Shah: Remember.

926

02:19:37.080 --> 02:19:37.500

Robb: again.

927

02:19:39.420 --> 02:19:40.710

Keyur Shah: Oh favor Aye.

928

02:19:41.250 --> 02:19:42.330

jarrodsowell: Aye Aye.

929

02:19:42.570 --> 02:19:42.900

Aye.

930

02:19:47.550 --> 02:19:51.870

Courtney Russell: Right, so let the record show that in the south, was unanimously approved to join the board.

931

02:19:52.440 --> 02:19:53.280

Courtney Russell: If there is.

932

02:19:53.370 --> 02:19:54.570

Courtney Russell: No further.

933

02:19:55.590 --> 02:20:00.960

Courtney Russell: discussion, we will close the meeting today at 8:54pm.

934

02:20:03.540 --> 02:20:04.800

Sara Madavo: Thanks everyone.

935

02:20:04.920 --> 02:20:07.320

Courtney Russell: Thank you have a good night everyone good to see you.

936

02:20:07.650 --> 02:20:08.160

Courtney Russell: Take care.

937

02:20:08.340 --> 02:20:08.940

Sharon Beier: Take care.

938

02:20:09.030 --> 02:20:09.690

I.