7

00:10:12.840 --> 00:10:25.650

JLopezMolina: let's officially called a meeting to order is 636 and the first item on the agenda is public comments, so I will open the floor to public comments.

8

00:10:34.560 --> 00:10:45.150

JLopezMolina: There are no public comments I will move on to the next item on the agenda, which is the previous meeting minutes did ever have a chance to look at a previous meeting minutes.

9

00:10:48.330 --> 00:10:54.000

JLopezMolina: directions i'm going to go ahead and vote to approve the previous meeting minutes.

10

00:10:58.890 --> 00:10:59.460

Robb: Second.

11

00:11:00.690 --> 00:11:01.920

JLopezMolina: All in favor.

12

00:11:02.430 --> 00:11:03.000

Aye.

13

00:11:04.650 --> 00:11:05.010

Tahina (Ty-ee-nah) Perez: Aye.

14

00:11:05.820 --> 00:11:06.240

Great.

15

00:11:07.980 --> 00:11:20.880

JLopezMolina: The meeting Minutes have been approved, and now that we're done with that riveting piece of governance, the next item on the agenda is to try to renew all and i'll turn it over to coordinate to guide us through the fiscal health and academic success section.

16

00:11:22.290 --> 00:11:23.640

Courtney Russell: Okay, thanks, have a year so.

17

00:11:24.750 --> 00:11:25.740

Courtney Russell: Actually crossed.

18

00:11:27.120 --> 00:11:32.850

Courtney Russell: That out for November and we're going to bump that to December i'm just so that it's fresh in the board's minds.

19

00:11:33.510 --> 00:11:37.890

Courtney Russell: Just a reminder for those of you who are just joining or may have forgotten this.

20

00:11:38.760 --> 00:11:47.910

Courtney Russell: The deal review reached out to us and told us that they are a little bit backed up with things I think it's just a capacity issue and so they've pushed everything back until January.

21

00:11:48.330 --> 00:11:58.800

Courtney Russell: So I have adjusted the calendar invites we're going to talk about the academic and fiscal health next month, but I do have one update to share with you all i'm going to share my screen for just a moment.

22

00:12:00.240 --> 00:12:11.760

Courtney Russell: Just the other day travis received a copy of our public hearing notice and so Basically, this is one component of the process that is very important to show.

23

00:12:12.270 --> 00:12:21.030

Courtney Russell: that the public is engaged and supportive of the school and so today we sent out a message to the parents and to the teachers, asking them to join us.

24

00:12:21.600 --> 00:12:34.170

Courtney Russell: Certainly this is optional for the board members I don't think it is absolutely required at all, because you all have your board interview, however, I think if there's anyone that would like to join it as via zoom it is held on.

25

00:12:35.520 --> 00:12:49.980

Courtney Russell: I think it's a Tuesday yep Tuesday December 7 2021 at 5:30pm and I can send this out following the meeting, but basically if you'd like to join any listen and watch or even you would simply click this link.

26

00:12:52.620 --> 00:12:55.050

Courtney Russell: Which is not working right now let's try this one.

27

00:12:59.190 --> 00:13:04.050

Courtney Russell: And you would register for the zoom meeting again, you could choose whether or not you wanted to speak but.

28

00:13:04.590 --> 00:13:09.570

Courtney Russell: there's something to be said for just sheer numbers here so we're just trying to get a very large group of.

29

00:13:10.170 --> 00:13:19.830

Courtney Russell: You know, dedicated families out as well as teachers, we already have a handful of folks today, including myself, are pending board member so we're super excited about that.

30

00:13:20.460 --> 00:13:29.520

Courtney Russell: So we do expect that this is going to be a great event last time it was held in the high school multi purpose room or gymnasium and we had probably about.

31

00:13:30.090 --> 00:13:39.420

Courtney Russell: 50 people or so and probably about a dozen or so speakers so we're really trying to not only get people to join us soon, but also be willing to just say a few words.

32

00:13:40.860 --> 00:13:45.930

Courtney Russell: Just to tell you a little bit more about this, if people are wondering, you know I might want to attend, what would I say.

33

00:13:46.500 --> 00:13:52.500

Courtney Russell: These are some of the prompts that I gave the the families and the staff today, so you know why a five year renewal.

34

00:13:52.860 --> 00:14:02.880

Courtney Russell: Why is fast and incredible school what's the impact it's had obviously as a board member to have a slightly different angle, for your two minutes of floor time.

35

00:14:03.450 --> 00:14:11.550

Courtney Russell: But again, this is certainly optional and encouraged, but if you are not able to make it no worries at all I know the the board interview will be a really important piece in January.

36

00:14:13.500 --> 00:14:18.030

Courtney Russell: anyone have any questions about the public hearing or anything else at this time.

37

00:14:23.190 --> 00:14:29.100

Courtney Russell: Okay, so like I said i'll send out that link to everyone in case you want to join and hopefully we'll see you there, thank you.

38

00:14:31.590 --> 00:14:34.860

JLopezMolina: Excellent i'm already is there anything else for the.

39

00:14:36.120 --> 00:14:37.080

JLopezMolina: For board prep.

40

00:14:39.720 --> 00:14:45.960

Courtney Russell: Well we'll get into the i've already spoken to travis I took the feedback, so I did send out the Google Doc.

41

00:14:46.650 --> 00:14:54.510

Courtney Russell: From last meeting with all the notes that we went through and we talked about the organizational health, so you all, should have that I also downloaded.

42

00:14:55.170 --> 00:15:07.980

Courtney Russell: To travis and shared a little bit about what you were looking for in the academic health section, particularly around graduation rates in June of 2021, and so we are on track well we'll cover some more ground and December, though, as everything is going on.

43

00:15:09.510 --> 00:15:15.210

JLopezMolina: Right excellent and the next item on the agenda is the Finance Committee report so i'll turn it over to here.

44

00:15:21.840 --> 00:15:23.040

Keyur Shah: Oh sorry I thought I was on mute.

45

00:15:24.750 --> 00:15:32.340

Keyur Shah: We had our Finance Committee meeting this week and, overall, the school's finances are in good shape, I think.

46

00:15:33.390 --> 00:15:50.820

Keyur Shah: We had approximately over two months of cash on hand, so you know no issues there in terms of our financials the audit was resolved no material changes, I believe we approved the financials you know kind of barring any material changes.

47

00:15:52.410 --> 00:15:56.760

Keyur Shah: And the word on, so I think I don't believe we need to prove them again.

48

00:15:58.800 --> 00:16:15.960

Keyur Shah: Other than that, we are just managing our navigating forward expenses, we did we took a look at that, as well as we are in the process of putting together a budget amendment because we are looking at some of the.

49

00:16:16.740 --> 00:16:24.390

Keyur Shah: grant funding I forget if it's a Sir to every one of the answers so grants that were eligible for.

50

00:16:25.950 --> 00:16:44.940

Keyur Shah: And i'm trying to match up some of the funding that we would get from the grant with some of the additional expenses that we occurred, but incurred so um yeah overall the schools in good physical shape and the financials no no issues noted.

51

00:16:47.400 --> 00:16:50.550

Keyur Shah: So does anyone have any questions on the financials.

52

00:16:52.590 --> 00:16:57.630

Keyur Shah: No right then with that I moved that we approve the financials from last month.

53

00:16:59.640 --> 00:17:00.210

JLopezMolina: Second.

54

00:17:01.500 --> 00:17:02.160

Keyur Shah: All in favor.

55

00:17:03.060 --> 00:17:03.210

Aye.

56

00:17:04.740 --> 00:17:05.070

Robb: Aye.

57

00:17:06.330 --> 00:17:06.570

Robb: alright.

58

00:17:06.810 --> 00:17:07.560

Keyur Shah: Great thanks.

59

00:17:09.150 --> 00:17:17.280

JLopezMolina: Excellent alright, so it says here just to note here that there's a item on the agenda that's expensive over 50 K navigating forward.

60

00:17:18.600 --> 00:17:24.330

JLopezMolina: But it looks like it's 17 seven Okay, is that what you were saying that doesn't necessarily need to vote.

61

00:17:26.040 --> 00:17:30.060

Keyur Shah: yeah I don't think there were any expenses that is this the woodworking.

62

00:17:30.480 --> 00:17:30.990

JLopezMolina: yeah right.

63

00:17:31.020 --> 00:17:34.320

Keyur Shah: yeah yeah I don't think that needs from from us.

64

00:17:35.580 --> 00:17:42.210

Keyur Shah: So I think we can take that off, I think there was one thing on the investment policy, do we need to vote on that Courtney.

65

00:17:43.470 --> 00:17:50.490

Keyur Shah: We did Okay, so we have the investment policy that we're supposed to review as a board I believe every November.

66

00:17:51.660 --> 00:18:07.800

Keyur Shah: And Courtney went through and just did some track changes did some cleanup so we reviewed it with the Finance Committee on our meeting on Tuesday, and it was a lot of just like taking out lighthouse and you know just kind of making some wording edits.

67

00:18:09.030 --> 00:18:19.770

Keyur Shah: To make it more applicable to pharaoh's as opposed to when it was written for lighthouse so i'm happy to go through it together.

68

00:18:20.280 --> 00:18:33.240

Keyur Shah: I mean Courtney has it up, and you can see that they're very minimal changes and all the I think all of the edits are pretty much changing like CFO the CEO and lighthouse to Pharaohs and.

69

00:18:34.860 --> 00:18:41.940

Keyur Shah: pretty much it so we went through it as a finance committee and if every one is OK, we can go ahead and approve the.

70

00:18:43.320 --> 00:18:44.820

Keyur Shah: Investment policy.

71

00:18:48.030 --> 00:18:49.260

Keyur Shah: You have any questions, let me know.

72

00:18:55.050 --> 00:18:56.280

JLopezMolina: Some straightforward to me.

73

00:18:58.380 --> 00:18:58.710

Keyur Shah: Okay.

74

00:18:59.550 --> 00:19:04.320

Keyur Shah: And with that, I move that we just we approve the edits to the investment policy.

75

00:19:07.230 --> 00:19:07.770

Robb: Second.

76

00:19:09.390 --> 00:19:10.980

Keyur Shah: All in favor Aye.

77

00:19:11.490 --> 00:19:12.570

Briar Thompson [she|her]: Aye Aye.

78

00:19:14.130 --> 00:19:14.790

Keyur Shah: Thanks for me.

79

00:19:17.160 --> 00:19:27.120

JLopezMolina: All right, excellent next item on the agenda is the coven updates and I wonder if Mr Brown is somewhere where you can present those.

80

00:19:28.680 --> 00:19:30.210

Travis Brown: me, have you can you hear me.

81

00:19:30.570 --> 00:19:30.870

yeah.

82

00:19:32.280 --> 00:19:32.760

Travis Brown: awesome.

83

00:19:33.240 --> 00:19:37.980

Travis Brown: My apologies board members up coming from a school event so i'm racing home to get on the call.

84

00:19:39.930 --> 00:19:48.780

Travis Brown: This week is our our homecoming so we had a Stanford CS students basketball game that i'm sore from but i'm staff one so that's good news, but.

85

00:19:49.860 --> 00:19:53.640

Travis Brown: let's jump into that the Colbert report Courtney, if you don't mind sharing your screen.

86

00:20:00.360 --> 00:20:02.250

Travis Brown: On the last the last page of my report.

87

00:20:07.980 --> 00:20:08.280

Courtney Russell: how's that.

88

00:20:09.930 --> 00:20:24.270

Travis Brown: awesome so the development of education has been really helpful with pop up vaccination sites, last week we just held a five ages five to 11 vaccination pop up event.

89

00:20:25.440 --> 00:20:36.060

Travis Brown: And we and around 25 students 25 students actually received the first dose of the vaccination, which is awesome one of the challenges is that.

90

00:20:38.100 --> 00:20:45.690

Travis Brown: they're telling families that they will have to get the second doses from somewhere else, like a local community based provider, so we assume that that might.

91

00:20:46.290 --> 00:20:52.740

Travis Brown: cause some issues or problems for parents looking for a place to get the second dosage but.

92

00:20:53.700 --> 00:21:04.530

Travis Brown: We think that they're going to rethink this stance on that because, from an overwhelming, not just in our site, because we had about 25 families, but throughout the city.

93

00:21:05.400 --> 00:21:10.500

Travis Brown: There was a lot of there was a lot of participation and engagement, so the city decided to.

94

00:21:10.860 --> 00:21:20.070

Travis Brown: Do an additional pop up event of the first dosage, so we should be geared up to do around to have the first dosage and hopefully the city will.

95

00:21:20.610 --> 00:21:29.160

Travis Brown: Help us in secure the second dosage at a pop up site, but the second dosage also so we would have to wait for that, but the good news is.

96

00:21:29.460 --> 00:21:38.490

Travis Brown: first time around, we had a pop up say for five to 1125 25 students were vaccinated we're going to do the first round again.

97

00:21:39.060 --> 00:21:49.350

Travis Brown: When we're waiting Courtney just submitted the survey so we're just going to wait a year to date and hopefully we can engage more parents to get get the kids vaccinated, at least with the first the first round of it.

98

00:21:50.580 --> 00:22:01.320

Travis Brown: He just open up had a vaccination event and a pop of vaccination minute October we had 30 people, but the 30 people consist of our students but also.

99

00:22:01.860 --> 00:22:15.480

Travis Brown: People from the Community came in, as well, so that one wasn't as successful in terms of just our our students, so when we were looking right now there's no word from the city around a pop up.

100

00:22:16.950 --> 00:22:25.170

Travis Brown: An additional pop up vaccination site for 12 enough, but hopefully they'll they'll come around and do another one for 12 and up as well.

101

00:22:26.880 --> 00:22:32.730

Travis Brown: What we're happy to report is, and this is just the the work of of Courtney and first.

102

00:22:33.330 --> 00:22:43.680

Travis Brown: want to thank the board, also because our stance was for our faculty to become vaccinated and right now we can report hundred percent of our our faculties vaccinated or they have.

103

00:22:44.190 --> 00:22:54.420

Travis Brown: A religious exemption, I believe there are two there believe that two employees with a religious exemption um is that accurate Courtney or there's other.

104

00:22:56.010 --> 00:22:56.310

Courtney Russell: two.

105

00:22:56.520 --> 00:23:08.490

Travis Brown: So it to to to employees have a religious exemption, but other than that we're really a fully almost fully vaccinated staff, which is great to report.

106

00:23:08.970 --> 00:23:26.880

Travis Brown: And then you see the table with the reported colby cases to date so right now the numbers students we've had 11 positive covert cases, since the start of school and for staff numbers, we had to so i'll pause there if there any questions about the POP of vaccination sites.

107

00:23:28.050 --> 00:23:30.390

Travis Brown: Vaccination stamp or just the cases.

108

00:23:36.390 --> 00:23:37.860

Sharon Beier: I the students with at.

109

00:23:38.940 --> 00:23:43.890

Sharon Beier: who have coven or the younger students do you know what their ages are.

110

00:23:46.500 --> 00:23:58.350

Travis Brown: I think that the case is very um I know we keep in our tracker who I don't know I don't think they're on Courtney correct me if i'm wrong but it varies across the board correct.

111

00:23:59.640 --> 00:24:00.840

Courtney Russell: that's correct Sir.

112

00:24:06.780 --> 00:24:09.870

JLopezMolina: Because if we could we figure out a third.

113

00:24:11.880 --> 00:24:14.310

JLopezMolina: or fourth grade.

114

00:24:17.280 --> 00:24:19.410

Travis Brown: yeah we can we can parse those out.

115

00:24:20.610 --> 00:24:27.510

Courtney Russell: yeah as soon as I unsure my screen i'll just do a quick tally and I can pop that in the chat once they get to to that portion of this is done.

116

00:24:28.590 --> 00:24:33.480

Keyur Shah: Were the two staff that I mean i'm sure just fill into know right that there are two.

117

00:24:33.480 --> 00:24:37.800

Keyur Shah: People that had a exemption and there were two cases i'm assuming at work.

118

00:24:40.380 --> 00:24:40.890

Courtney Russell: yeah and.

119

00:24:51.090 --> 00:25:01.290

Travis Brown: And the two the two faculty members, they they actually get tested frequently so they have the they have the test believe it's.

120

00:25:02.340 --> 00:25:05.790

Travis Brown: it's over the weekend and on Wednesdays correct Courtney.

121

00:25:07.950 --> 00:25:20.460

Courtney Russell: Yes, that's right so they're testing twice a week once kind of on their own and then months at us location in the school that we provide and so we're tracking that progress every week to make sure that no exposure is there.

122

00:25:22.290 --> 00:25:32.880

Tahina (Ty-ee-nah) Perez: And the new policy for Kovac cases is this the child has to quarantine for 10 days in bringing a negative test is that what it is.

123

00:25:34.890 --> 00:25:43.830

Courtney Russell: I actually don't know that they recommend testing, I think, once safe, so if a kid is exposed, that is the policy Tina so like let's say.

124

00:25:45.300 --> 00:25:56.880

Courtney Russell: A child has a positive test and then their classmates are reported a contact there's a way you can test back into school quicker and so we have been implementing that basically on day five.

125

00:25:57.330 --> 00:26:09.540

Courtney Russell: After exposure, they can go get a negative test and then that means they can come back on day seven it's still a long time out, but that is helping us to accelerate the process a little bit Is that what you were referring to, or something else.

126

00:26:09.630 --> 00:26:22.980

Tahina (Ty-ee-nah) Perez: I think so, so what i'm hearing is so these 11 kids they go to school, they have coven they've exposed the other 20 kids that class is going home for five days is that what you're saying.

127

00:26:23.580 --> 00:26:24.450

Tahina (Ty-ee-nah) Perez: No, there no.

128

00:26:24.720 --> 00:26:33.420

Courtney Russell: Okay here's what's interesting, so what we do is when I find out the positive case either because of our testing or because, like a parent has reported it.

129

00:26:33.990 --> 00:26:37.050

Courtney Russell: I work with either the parent if the child is young.

130

00:26:37.800 --> 00:26:44.130

Courtney Russell: Or if the child is old enough to be able to tell work to find out who are the close contact so there's still sticking with the 10 minutes or more.

131

00:26:44.520 --> 00:26:58.740

Courtney Russell: Six feet apart or less, and then we identify here's the group of close contacts, and so, in many cases that tends to be a group of like four to six kids which is really great at tends to be if you know kids are sitting in a group of four at like a cluster.

132

00:26:59.820 --> 00:27:06.870

Courtney Russell: or something that until we're able to isolate it down to like these are the close contacts so, generally speaking, we haven't had any.

133

00:27:07.650 --> 00:27:17.130

Courtney Russell: Whole class shutdowns the most i've seen about 10 or 12 kids and the other really great thing is what travis was talking about, because the staff is just about all vaccinated.

134

00:27:17.400 --> 00:27:28.200

Courtney Russell: When those people are named as close contacts, all we have to do is monitor we monitor for symptoms if they you know feel anything coming on the they're recommended to get a test three to five days after.

135

00:27:28.980 --> 00:27:35.490

Courtney Russell: But otherwise no action is required, which is so amazing, because then that doesn't disrupt you know the the teaching that's happening so.

136

00:27:36.660 --> 00:27:42.210

Courtney Russell: Things are not perfect, but we feel like we're able to kind of maximize some of these systems while keeping everyone safe.

137

00:27:43.560 --> 00:27:45.360

Tahina (Ty-ee-nah) Perez: Thank you, thanks for clarifying that.

138

00:27:55.980 --> 00:27:57.570

JLopezMolina: Any other covered 19 update.

139

00:28:02.250 --> 00:28:02.850

Travis Brown: it's it.

140

00:28:04.530 --> 00:28:05.040

JLopezMolina: alright.

141

00:28:06.690 --> 00:28:15.720

JLopezMolina: next item on the agenda is follow up items for me, there are no follow up items, the next item, after that is the staff presentation and I think we're waiting.

142

00:28:16.230 --> 00:28:29.340

JLopezMolina: On that credit, so the next item on the agenda is the Culture Committee report so who would return to for that I feel like I always am.

143

00:28:30.870 --> 00:28:31.350

JLopezMolina: unsure.

144

00:28:37.110 --> 00:28:39.540

Tahina (Ty-ee-nah) Perez: i'm on that committee, but we didn't meet.

145

00:28:40.680 --> 00:28:41.940

Tahina (Ty-ee-nah) Perez: recently.

146

00:28:42.990 --> 00:28:44.640

Tahina (Ty-ee-nah) Perez: So I feel like I just need to get with.

147

00:28:45.690 --> 00:28:58.980

Tahina (Ty-ee-nah) Perez: Sarah in sioux city and figure out what we're doing there, but we haven't we haven't met, and since before we were determining the gifts for the staff so you seen a circle back.

148

00:29:00.450 --> 00:29:00.600

JLopezMolina: With.

149

00:29:00.960 --> 00:29:16.440

Travis Brown: My kids but if I can add the snack magic was a hit I don't know if you got feedback from it, but staff absolutely love love that gif it was a overwhelming success smash it.

150

00:29:18.300 --> 00:29:18.810

JLopezMolina: Excellent.

151

00:29:21.630 --> 00:29:25.260

JLopezMolina: Alright, so the next item on the agenda is the academic committee reports.

152

00:29:27.060 --> 00:29:29.010

JLopezMolina: briars name attached to them.

153

00:29:30.750 --> 00:29:38.340

Briar Thompson [she|her]: So we had a quick call this week with travis to go through some of the early testing results, and I think he'll probably share some of that.

154

00:29:38.730 --> 00:29:47.070

Briar Thompson [she|her]: And where the state testing that we had done a while back remember the discussion around should we go ahead, but we do one day to day what's it look like.

155

00:29:47.430 --> 00:29:55.770

Briar Thompson [she|her]: And some of those results are finally in, and so we have a sense of how some of our scholars are doing but i'll leave it to travis to share those results.

156

00:30:01.830 --> 00:30:02.340

Travis Brown: So I can.

157

00:30:03.660 --> 00:30:05.730

Travis Brown: I can share those of Courtney, if you can help me out.

158

00:30:11.580 --> 00:30:13.740

Courtney Russell: yeah, let me just jump up Cisco the data sorry.

159

00:30:14.880 --> 00:30:15.570

Oh no words.

160

00:30:19.290 --> 00:30:20.310

Travis Brown: And as Courtney.

161

00:30:22.170 --> 00:30:24.030

Travis Brown: pulls it up just to provide some.

162

00:30:28.110 --> 00:30:42.240

Travis Brown: If students if students were remote, they did not have to test so across the city, the participation rate for testing grades three to eight was about 20%.

163

00:30:44.040 --> 00:30:44.520

Travis Brown: and

164

00:30:46.440 --> 00:30:53.610

Travis Brown: We we did as a school, we did about 60% so when we talk about positioning ourselves for the Charter renewal.

165

00:30:54.120 --> 00:30:59.580

Travis Brown: Think our participation and engagement rate around the state test really shows the strength of our Community.

166

00:31:00.270 --> 00:31:18.720

Travis Brown: I think it's, the first thing and the trust that we've we've built with our with our families, because, again, the city participation rate was only about 20% and our and our rate was around was around 60% with that also some of the numbers as you see the numbers.

167

00:31:19.860 --> 00:31:32.370

Travis Brown: Of the 20% of students that tested around the city, not many of them were economically disadvantaged special education or had or heaven.

168

00:31:32.970 --> 00:31:43.590

Travis Brown: or or English language learner, and so our numbers around a note the students that percentage of students that were economic that are economic disadvantage special education or.

169

00:31:44.340 --> 00:31:55.440

Travis Brown: English language learners really exceeded the students percentage of students that tested and those sub groups around the city, so those charts as you see.

170

00:31:55.890 --> 00:32:09.240

Travis Brown: There just shows our participation rates compared to the city and our sub groups participation rates as they compare as they compared to the city and, third, fourth, fifth sixth, seventh and eighth grade so i'll.

171

00:32:11.040 --> 00:32:25.230

Travis Brown: So i'll pause this, so the board can look at some of the some of the charts and see if there any questions about participation, which is really a big deal because our Community came out and tested almost triple the rate of the city.

172

00:32:43.080 --> 00:32:45.000

Travis Brown: Are there any questions around participation.

173

00:32:50.340 --> 00:32:52.470

Robb: I was wondering what drives participation.

174

00:32:54.000 --> 00:32:59.970

Robb: Or what Why would you worried you account for us being so much higher than the district in this city.

175

00:33:01.050 --> 00:33:01.890

Travis Brown: yeah a lot of.

176

00:33:02.910 --> 00:33:09.780

Travis Brown: A lot of schools that I spoke to I spoke to a ladder principles they just decided not to administer the test.

177

00:33:11.640 --> 00:33:21.060

Travis Brown: So, because when you look at large organizations start organization like success success went totally remote so.

178

00:33:21.660 --> 00:33:31.380

Travis Brown: The mandate stated that if the kid was promoted and a half the test so none of the success Academy, which is typically the highest the highest scoring chart in in the city.

179

00:33:32.340 --> 00:33:43.200

Travis Brown: Those kids didn't test at all so and charter networks, a lot of the charters decided whether to be fully remote or have some in person, if they were fully remote we've seen it, though school then test student.

180

00:33:43.710 --> 00:33:51.630

Travis Brown: And then in our public do we schools, it was kind of a it was kind of a mixed bag, where I think was the opportunity.

181

00:33:52.290 --> 00:33:57.630

Travis Brown: A lot of people took the opportunity not to test really and didn't really push and I think we.

182

00:33:58.110 --> 00:34:07.230

Travis Brown: When we spoke to the board and said there's there's a there's a need to test see where our kids are with learning loss and how much we've learned and if if remote learning the successful.

183

00:34:07.710 --> 00:34:26.130

Travis Brown: We did a real big push and inviting families and students in and say that we can be saved in that we can we can actually test cows and edits important, so we build videos and a lot of language and just communication to make sure that parents show up, and I think I think it was honestly.

184

00:34:27.180 --> 00:34:37.200

Travis Brown: supporting our families letting them know that it's going to be saved and it's a lot of hard work to get young people in because we knew that the numbers were important as we try to transition back into.

185

00:34:38.010 --> 00:34:45.690

Travis Brown: More of in person model, so I think it was choice by school, I think we made a choice and we stuck by it, and I think that's why our numbers, I think our numbers show that.

186

00:34:49.170 --> 00:34:50.310

Robb: Thank you, I make sense.

187

00:34:51.750 --> 00:34:52.350

Robb: practicing.

188

00:34:54.990 --> 00:34:58.320

Travis Brown: And that will we can shift to the actual test results.

189

00:35:01.890 --> 00:35:03.900

Travis Brown: What if you don't mind shifting to the next page.

190

00:35:06.120 --> 00:35:17.700

Travis Brown: And what you'll see is a breakdown first is around la performance and it's the first set is the school versus our Community school district which which we resided.

191

00:35:18.870 --> 00:35:29.190

Travis Brown: So you see, for la we we we outpaced, and this is just the number of students scoring a level three level four we outpaced the district.

192

00:35:30.000 --> 00:35:44.250

Travis Brown: And we for la, you see, we we lag behind the city, but one of the big things to know that in terms of participation rate most the majority of the city did not test kids again.

193

00:35:44.640 --> 00:35:53.880

Travis Brown: Who economic disadvantage, especially education or English language learner so here are the numbers that have to charge show us la.

194

00:35:54.510 --> 00:36:10.380

Travis Brown: versus this Community school district, where we reside, and then it gets the city and about two charts show us in mathematics again a Community school district, and then again the city so i'll pause there to allow you to review the charts and be ready for questioning.

195

00:36:30.420 --> 00:36:32.430

Robb: me ask a silly question this is good right.

196

00:36:38.220 --> 00:36:39.840

Travis Brown: Are you referring to the testing data.

197

00:36:40.260 --> 00:36:52.950

Robb: yeah I mean the results with the caveats of participation and exactly what you're calling out around it, it seems like this is a positive results versus the district.

198

00:36:54.210 --> 00:36:54.690

Travis Brown: Yes.

199

00:36:55.950 --> 00:36:59.070

Travis Brown: And also because one of the things that the authorized.

200

00:37:00.210 --> 00:37:07.050

Travis Brown: spoke about it's not really because the coven 19 a really can hold schools accountable for performance.

201

00:37:07.470 --> 00:37:18.570

Travis Brown: But they're really looking to see which schools actually created systems to actually assess kids, so this is going to be huge feathers in our CAP to say that, with our interim assessments.

202

00:37:19.050 --> 00:37:26.820

Travis Brown: And our participation in the actual state test we're better position to actually support our kids because we know how to did.

203

00:37:28.740 --> 00:37:29.280

Robb: A great plan.

204

00:37:32.310 --> 00:37:33.030

Travis Brown: Go ahead i'm sorry.

205

00:37:33.060 --> 00:37:34.020

Robb: No, not very good.

206

00:37:35.190 --> 00:37:51.420

Travis Brown: I was, I was just going to reiterate that's what we stress to us around they can't really hold schools accountable for performance because of coven 19, but they can hold schools accountable for building systems to really to ought to authentically assess kids.

207

00:37:52.410 --> 00:37:52.800

Robb: You know.

208

00:37:56.100 --> 00:38:04.290

Robb: And this is in the context of the of the reauthorization is this this data that we share proactively with the authorized user.

209

00:38:04.740 --> 00:38:16.530

Robb: Or is this something as they come in, because obviously this isn't part of our initial package, but these results, as they come in, we highlight these during the the evaluation, or do we do we send this proactively.

210

00:38:19.470 --> 00:38:31.530

Travis Brown: Typically, because that's a good question typically that they'll they'll get this data as well because it's it is public data, so they don't have access to it, but I think it's something that.

211

00:38:32.610 --> 00:38:37.560

Travis Brown: That we will also highlight during during their visit as well.

212

00:38:38.940 --> 00:38:54.180

Briar Thompson [she|her]: One of the things that we talked about an academic committee meeting earlier this week was the the note number two is really important to highlight in that discussion, because if a lot of the students and the nyc numbers which tend to be.

213

00:38:55.260 --> 00:38:55.860

Briar Thompson [she|her]: The ones who was.

214

00:38:56.220 --> 00:39:12.120

Briar Thompson [she|her]: Behind and our numbers on not including the special ED English language learners economically disadvantaged students and alums are in that's a helpful contextual reference point to sort of show what's some of the drivers of that difference might be.

215

00:39:17.040 --> 00:39:17.610

Great.

216

00:39:19.410 --> 00:39:30.480

Sharon Beier: I mean it's also really It shows that the administration and the teachers and that and the parents and the students were all really engaged.

217

00:39:30.990 --> 00:39:36.720

Sharon Beier: I mean it takes a lot of effort to do it, I know a lot of schools that chose not to do this, you know it's just.

218

00:39:37.170 --> 00:39:48.270

Sharon Beier: Everyone was overwhelmed and they said why don't you know we're gonna have to do it, so why would we do it, and also that the parents trusted the school to send their kids to be tested.

219

00:39:49.530 --> 00:39:55.200

Sharon Beier: I think that's pretty extraordinary because you'd say oh I don't want my kid to go and get tested and get covered.

220

00:39:55.530 --> 00:40:09.930

Sharon Beier: But they felt that that you know that there was enough effort put in for the safety of the testing process I think it's extraordinary and even if if the results were awful it's extraordinary that it was done because.

221

00:40:11.100 --> 00:40:16.260

Sharon Beier: You know, it shows that you know that you want to know what's going on, you know what it during this time.

222

00:40:35.070 --> 00:40:47.340

Robb: yeah just to just to capture the sentiment here, I think I commanded principal route is is it's awesome to see the investment, and so, both on the participation rates and then, then the results I think it's the right thing that we're doing.

223

00:40:49.530 --> 00:40:55.650

Travis Brown: Our appreciate it, and again I just want to stress how thankful, I am for this board, because it was something that.

224

00:40:56.820 --> 00:41:04.410

Travis Brown: The Board pushed for and and agreed with this approach, and I think it's going to pay dividends just on the ground, supporting.

225

00:41:04.860 --> 00:41:12.210

Travis Brown: Young people know where they are, but then also without authorize it, so I think Thank you all again for the position.

226

00:41:13.140 --> 00:41:19.050

Travis Brown: The position that we took a long time ago, so I think this is again is going to going to help us.

227

00:41:19.710 --> 00:41:29.940

Travis Brown: In our pursuit of a five year renewal, but then also help us with our young people, it has helped us with our young people as they've been coming back in school and re engaging in in person learning.

228

00:41:41.550 --> 00:41:43.740

JLopezMolina: Right any other questions about the.

229

00:41:45.060 --> 00:41:46.740

JLopezMolina: scope of the performance course.

230

00:41:52.920 --> 00:41:58.650

JLopezMolina: travis is there any any other updates from you know around your Executive Directors report.

231

00:42:00.600 --> 00:42:06.480

Travis Brown: Yes, theories is day away because i'm i'm home if you can just give me five minutes to transition into the House.

232

00:42:07.470 --> 00:42:13.380

JLopezMolina: yeah Take your time um what we're doing you want to cover any facilities updates.

233

00:42:18.420 --> 00:42:21.060

Courtney Russell: I guess I would love to spy I didn't want to.

234

00:42:22.530 --> 00:42:38.340

Courtney Russell: Just share a really exciting update I had this last month I don't know why I didn't think to share it with you all, but let me scroll down, so we have a wonderful new billboard on West Chester and stuff.

235

00:42:39.420 --> 00:42:50.940

Courtney Russell: it's actually spotted this opportunity and we worked with a group called out front media we've worked with them before to do some subway ads and some really cool, but you can see.

236

00:42:51.360 --> 00:43:05.460

Courtney Russell: This is a really dynamic billboard that's up right in a very prominent area just steps away from the school and one of the things you can see here is not only do we have this young man, who I believe is still a scholar at the school featured.

237

00:43:06.690 --> 00:43:10.740

Courtney Russell: On the billboard, but we also are focusing on the.

238

00:43:12.240 --> 00:43:18.270

Courtney Russell: You know, as we talked about last month applications for students with disabilities, as well as our English language learners.

239

00:43:18.570 --> 00:43:26.160

Courtney Russell: And just really promoting the Community to consider you know applying to Ferris and come out and you know submit an application i'll show you another.

240

00:43:26.790 --> 00:43:34.890

Courtney Russell: view of the billboard but it's been very exciting to be a part of this process and then also you know driving and getting to see this right above, so this is.

241

00:43:35.430 --> 00:43:46.800

Courtney Russell: westchester and the schools like kind of back through here a little bit and then southern grows across this way and it's a, as you can see quite busy area, you could see the the subway there's a lot of foot traffic, a lot of cars so it's just.

242

00:43:47.550 --> 00:43:53.520

Courtney Russell: Such an awesome opportunity to have this front and Center for for the South bronx to see and learn a little bit about Ferris.

243

00:44:01.530 --> 00:44:02.370

Sharon Beier: it's great yeah.

244

00:44:03.870 --> 00:44:04.530

Courtney Russell: yeah.

245

00:44:09.090 --> 00:44:24.330

Courtney Russell: Facility update to share with you Oh well, there's two actually in the last month we briefly touched on hiring our own night crew to bring some expertise in house and really improve the level of cleaning, so we started interviews yesterday.

246

00:44:25.740 --> 00:44:33.390

Courtney Russell: They are coming along it's a process but we're very optimistic we'll get there by January, I think one of the things travis and I talked about yesterday.

247

00:44:34.170 --> 00:44:36.930

Courtney Russell: Our first round of interviews was a bit of a.

248

00:44:37.590 --> 00:44:46.530

Courtney Russell: pitch just that people that had applied online brought them in and so what we're going to do a shift to have a little bit more of a local touch we talked about that, even with our teachers.

249

00:44:46.920 --> 00:44:52.230

Courtney Russell: Finding people from the bronx and so we're going to do a little bit of advertising on foot and trying to get.

250

00:44:52.800 --> 00:45:00.930

Courtney Russell: Some local people to consider applying and come out and sit down so we'll continue this and have that squared away by January.

251

00:45:01.740 --> 00:45:20.850

Courtney Russell: The final piece around facilities, I know I sent hobby or a message about this a couple of weeks ago so i'll fill the board in just a bit and give Javier and update as well, but um we we had an issue late this summer, with the last line where there was a small gas leak at our 1001.

252

00:45:21.900 --> 00:45:33.960

Courtney Russell: side I might have I see some Heads nodding said, maybe I told you guys about this as well, but anyway came and put an APP on the gas, and so it has been a long painstaking process to work with our plumber.

253

00:45:34.860 --> 00:45:44.010

Courtney Russell: The good news is we confident in the plumber, he has the appropriate licenses we had an inspection with department of building the other day, probably about two weeks ago.

254

00:45:44.610 --> 00:45:53.700

Courtney Russell: And the SI or the or wasn't quite where it needed to be so they're doing some additional remediation, of course, at a cost so just keep in mind this is.

255

00:45:54.210 --> 00:46:03.810

Courtney Russell: kind of going into that facilities to repair line, but the concern and i'm sharing this today is that the the lesser concern.

256

00:46:04.470 --> 00:46:14.460

Courtney Russell: Is that it's my understanding we're not able to use things like food warmers that's not a big problem, because we have the the high school side, and we can kind of roll things over and things are fine there.

257

00:46:15.120 --> 00:46:25.770

Courtney Russell: The bigger concern and the fact that we can't have the heat working and, as you clearly see you know today, we had a nice and warm day but there's certainly have been cold days in our colon.

258

00:46:26.460 --> 00:46:35.550

Courtney Russell: So we are working diligently hand in hand with that plumber with DOB eventually with con it to try and get that gets turned back on so.

259

00:46:36.390 --> 00:46:41.730

Courtney Russell: We have reached out to the appropriate facilities, people who the higher ups within the daily.

260

00:46:42.210 --> 00:46:50.820

Courtney Russell: And we've also reached out to the Charter office, not much anyone's able to do at this point, other than you know, keep pushing and keeping On top of this vendor.

261

00:46:51.390 --> 00:46:56.940

Courtney Russell: But I just wanted to make you all aware of you know where things are and we're hopefully this will be resolved within the next couple of weeks.

262

00:46:58.500 --> 00:47:01.800

JLopezMolina: it's been something that's been on the radar for months.

263

00:47:04.320 --> 00:47:04.650

JLopezMolina: Like.

264

00:47:07.830 --> 00:47:14.490

JLopezMolina: Like if we're not able to keep the school hidden or we will move into remote learning.

265

00:47:18.090 --> 00:47:28.560

Courtney Russell: I think we lost travis so we can probably ask him that question when he comes back on I know we've talked a little bit about like heaters, and things like that I don't know if that is permitted here, he is.

266

00:47:28.950 --> 00:47:39.840

Courtney Russell: How much of that is permitted, because of like fire safety pieces, so I don't know if he's yet considered you know, a contingency plan around remote, but we can certainly ask him that, now that he's back on.

267

00:47:42.330 --> 00:47:43.860

Courtney Russell: i'm travis can you hear us okay.

268

00:47:53.130 --> 00:47:53.760

Travis Brown: Hello.

269

00:47:55.410 --> 00:48:01.830

Courtney Russell: So I was just I was briefing the board on the the gas leak issue and.

270

00:48:02.520 --> 00:48:12.750

Courtney Russell: Javier had just asked if is the one of the contingency plans if we can't get the heat backup in time, where you know the the building is affected quite a bit with not having heat.

271

00:48:13.500 --> 00:48:22.470

Courtney Russell: Have we considered going remote with the K through eight and I told him that you and I hadn't an exploit that a lot yet so he wanted to get your your input there.

272

00:48:23.370 --> 00:48:24.540

Travis Brown: yeah I think that.

273

00:48:24.900 --> 00:48:25.710

Travis Brown: I think that would be.

274

00:48:26.820 --> 00:48:32.880

Travis Brown: funny enough I didn't even consider that option, but that would be that would be a great option.

275

00:48:34.710 --> 00:48:46.680

Travis Brown: Especially if it gets pretty cold here, but we haven't we haven't really discussed a plan B or C, I think the plan was to, I think, please Plan B was to make sure plan a work.

276

00:48:48.090 --> 00:48:54.780

Travis Brown: So I think that's that can be we can explore it as that's a really good option, because we've done it for some times and we have the tools to do it.

277

00:48:55.710 --> 00:49:07.440

JLopezMolina: yeah that's what I was thinking just we should definitely have a plan because yeah I think on some level the, the world is outside our control.

278

00:49:08.460 --> 00:49:14.400

JLopezMolina: And so, whether the work gets done in that timeline is outside our control and it's already starting to get cold so.

279

00:49:15.540 --> 00:49:29.100

JLopezMolina: should just be ready, and you know, we have the capabilities to do some to do remote and I know I know you've you've gone from remote in person pretty quickly already so we can maybe have a switch on that.

280

00:49:30.810 --> 00:49:31.980

JLopezMolina: Now just about.

281

00:49:33.330 --> 00:49:43.200

Robb: Definitely, would this be like a go remote on days, where the temperature hits a certain level or this be for an extended period like or would it be for the entire winter.

282

00:49:45.060 --> 00:49:50.550

Travis Brown: I think we would, I think the option would probably be we would go remote.

283

00:49:52.290 --> 00:49:55.950

Travis Brown: for a period of time, because I think could be too disruptive for parents to.

284

00:49:58.950 --> 00:49:59.310

Robb: yeah.

285

00:50:00.150 --> 00:50:00.630

Travis Brown: That makes sense.

286

00:50:02.400 --> 00:50:03.600

Robb: I feel like I.

287

00:50:06.300 --> 00:50:07.620

Robb: I feel I feel like.

288

00:50:08.670 --> 00:50:19.260

Robb: I don't want to I mean this might be too strong, to say, but I feel like remote should almost be a last resort, I don't know if that's been the message of with with the learning loss that we've seen through.

289

00:50:20.340 --> 00:50:22.770

Robb: I mean it's a good option, because we know we can do it.

290

00:50:23.910 --> 00:50:28.650

Robb: But I just just the downside, what we've seen from.

291

00:50:29.670 --> 00:50:40.350

Robb: From from what we've gone through the past 18 months we know there's learning loss with remote, so I feel like we should do everything we can to avoid that.

292

00:50:41.910 --> 00:50:43.950

A. Abreu: I agree with rob.

293

00:50:45.000 --> 00:50:53.010

A. Abreu: I mean Daphne if there's no other choice and definitely we not gonna have the kids freeze.

294

00:50:54.210 --> 00:50:54.690

A. Abreu: But.

295

00:50:55.170 --> 00:50:55.410

It.

296

00:50:56.940 --> 00:50:59.400

A. Abreu: would be definitely the last resort.

297

00:51:01.290 --> 00:51:06.150

A. Abreu: There should be other options on tested that I hadn't tried before that.

298

00:51:08.100 --> 00:51:19.530

Sara Jean-Jacques: I agree that it should be last resort, and I really worried for parents who aren't prepared for this like I really think that, if that is where we think this is headed, we need to bond pat Sam because.

299

00:51:20.220 --> 00:51:30.180

Sara Jean-Jacques: A lot of people are back at work, you know, and this would be I feel like we had kind of a contingency plan, even during coven where we.

300

00:51:30.570 --> 00:51:42.240

Sara Jean-Jacques: You know, for parents who couldn't swing it held kids in at school doing remote learning, and so I just really I feel a lot of concern around whether parents are going to be able to flex to remote.

301

00:51:50.220 --> 00:51:59.970

Robb: Do we have any any political pressure on the utilities that it can be pulled out, I mean sending sending kids home, not for coven but for a.

302

00:52:01.110 --> 00:52:05.430

Robb: Something like a gas leak seems like it seems like that would be something.

303

00:52:06.630 --> 00:52:13.890

Robb: Politicians would want to avoid and and I don't know if there's leverage that can be pulled to make this repair go faster.

304

00:52:16.830 --> 00:52:21.930

Robb: If it's if it's impacting kids learning, I think we can we can mobilize a lot of resources.

305

00:52:23.700 --> 00:52:25.290

JLopezMolina: When I never thought about like.

306

00:52:26.400 --> 00:52:29.070

JLopezMolina: The potential negative press pressure, but.

307

00:52:30.210 --> 00:52:33.570

JLopezMolina: We could like bring down upon the heads of.

308

00:52:37.230 --> 00:52:40.890

JLopezMolina: You know I don't know plumber, or even political folks.

309

00:52:42.330 --> 00:52:46.260

Robb: yeah hey good yeah is it even is it a is it counted.

310

00:52:48.690 --> 00:52:56.850

Courtney Russell: It it's a few layers so the plumber, we have to hire and pay they're the ones making the repairs, the next layer

311

00:52:57.270 --> 00:53:00.420

Courtney Russell: is then the Department of buildings, they ultimately.

312

00:53:00.810 --> 00:53:12.060

Courtney Russell: say whether or not it passes and then it finally goes on to con it was the gas and electric provider so we've we've made it kind of back and forth between the first two stages and because the PSI was low.

313

00:53:12.900 --> 00:53:20.580

Courtney Russell: The plumbing company is doing more of a Paris right now so we're expecting hopefully within the next week or so we can get the DOB to come out again.

314

00:53:30.690 --> 00:53:36.540

Tahina (Ty-ee-nah) Perez: Courtney i'll just voice my question, you said it, I think right before principal brown hopped on maybe travis you know.

315

00:53:37.620 --> 00:53:41.460

Tahina (Ty-ee-nah) Perez: Is it that space heaters are not allowed or we're just not sure if they're allowed.

316

00:53:45.270 --> 00:53:55.050

Courtney Russell: I don't think they are I don't have an official word but i've had a few conversations that they could be a firehouse I don't have that in writing, I don't know travis if you have any more information there.

317

00:53:56.100 --> 00:54:03.810

Travis Brown: Round spacey that's typically when when I spoke with I spoke to miss proud of facilities manager space heaters.

318

00:54:04.830 --> 00:54:12.750

Travis Brown: we're not allow and I think part of it is around that it could be potentially dangerous to kids as well.

319

00:54:14.070 --> 00:54:25.980

Travis Brown: And I think I think that's the number one thing, but we can double check that, but when I when I spoke with her, she shared that a space heat option is not allowed in a facility.

320

00:54:27.480 --> 00:54:39.540

Sara Jean-Jacques: Is there something like more advanced than a space heater about like kind of like you know, like portable air conditioners Is there something that's like more industrial that could potentially be allowed.

321

00:54:41.190 --> 00:54:42.540

Sara Jean-Jacques: Does anybody know I don't.

322

00:54:44.670 --> 00:54:46.800

Courtney Russell: that's a great idea Sarah we do have a.

323

00:54:48.090 --> 00:54:58.770

Courtney Russell: HR company that we can engage in that conversation with so that's something i'm not that we can start as soon as someone asked them if they you know might have any creative ideas there's so thank you for that.

324

00:55:09.600 --> 00:55:14.580

JLopezMolina: All right, well let's let's keep our eyes on this important if you can make sure we have an update.

325

00:55:16.140 --> 00:55:27.090

JLopezMolina: likely of the Board will need to update between now and the next board meeting just with the weather going away at us, so if maybe you could send an update over email, that would be great.

326

00:55:29.640 --> 00:55:39.840

JLopezMolina: to shop assistant travis's directors report executive directors report so crevasses you some do some other additional things to sort of touch on yes.

327

00:55:42.270 --> 00:55:43.260

share my screen.

328

00:56:00.060 --> 00:56:01.920

Travis Brown: So we have on a screen here.

329

00:56:03.120 --> 00:56:06.450

Travis Brown: As a high school interim assessment data for quarter one.

330

00:56:07.560 --> 00:56:14.130

Travis Brown: This past week was the katie katie eight interim assessment week so we'll have that will have that data at the next.

331

00:56:16.140 --> 00:56:36.660

Travis Brown: board meeting but here's the high school in some assessment data they went a week ago, so the data is in here so at first you'll see the first chart shows the English language arts pass rate and when you pass rate is that this is the percentage of students who scored at 65% or above.

332

00:56:37.710 --> 00:56:56.370

Travis Brown: And again, these eyes are predictors of performance on a State tests and typically the state, the end of the State test that I had that happens in high school that happens in June, so in English there the results results there, the reason why there's no pass rate for.

333

00:56:57.720 --> 00:57:01.140

Travis Brown: Because they took a performance has it wasn't a comparable test.

334

00:57:01.410 --> 00:57:15.210

Travis Brown: So I don't want to include those rates and then the second one, as you see, as mathematics, you have social studies and then science was bumped to the next page so again i'll pause there, so you can look at the for the for charts and.

335

00:57:16.590 --> 00:57:31.080

Travis Brown: And just to orient you, so it is that this is internal assessment one in one column for 2021 and then the second column is the password for 2022 2020 so you can compare this year's with last year's.

336

00:57:56.760 --> 00:58:03.960

Travis Brown: Yes, so we were seeing these in school and mathematics, these are two areas of concern.

337

00:58:06.330 --> 00:58:24.060

Travis Brown: couple days of a big first big mathematics and and remote over the last 18 months mathematics has been hit hard, it was harder to do remotely and a lot of cases, so I think we're feeling some of the effects there, but then also just.

338

00:58:24.810 --> 00:58:33.090

Travis Brown: You know from observation is, we feel that the algebra algebra one and algebra teacher has to do.

339

00:58:33.840 --> 00:58:38.280

Travis Brown: They have to they have to come up come up to speed they're both branding teachers in this.

340

00:58:38.580 --> 00:58:47.190

Travis Brown: In these classes so we're shifting our high school director mathematics, to really spend a considerable amount of time about 60% out of time.

341

00:58:47.490 --> 00:58:52.710

Travis Brown: supporting those classes, especially when we see geometry and pre calculus really.

342

00:58:53.220 --> 00:59:05.700

Travis Brown: Really leagues ahead of them and doing better than they did last year, we wanted to shift, a lot of her focus in time to the algebra two classes, because those numbers are honestly did that they're just not acceptable.

343

00:59:13.110 --> 00:59:30.060

Travis Brown: And then we have social studies so global one, is a global one, is a concern and then biology is 20% is a concern, and the reason why these are really big concerns, because when you look at biology global one and algebra.

344

00:59:30.780 --> 00:59:38.190

Travis Brown: They really make up they make up your ninth grade so when we talk about ninth grade when we talk about graduation rates.

345

00:59:39.600 --> 00:59:52.590

Travis Brown: What happens in ninth grade typically it's gonna it's gonna play out for years later, when we see young people graduating graduating and there's a lot of research and data out of university of Chicago and so that really states that.

346

00:59:53.820 --> 00:59:59.340

Travis Brown: The freshman how freshman do, how ninth graders do it kind of creates their academic identity.

347

01:00:00.180 --> 01:00:08.490

Travis Brown: And GPA is in freshman year high school are similar almost identical the GPS of juniors they have.

348

01:00:08.850 --> 01:00:17.250

Travis Brown: When they become juniors so we have to really triage the ninth grade, and I know we came off of a you know came from remote and came off a pandemic, but.

349

01:00:17.640 --> 01:00:28.350

Travis Brown: We have to we're going to put a lot of efforts here because, again we don't want our our ninth grade I did it to be that a failure, because we know the effects the long term effects of that in three to four years.

350

01:00:28.800 --> 01:00:39.180

Travis Brown: So that's where we're pushing a lot of our attention is around making sure we over the next two interim cycles that knife where it gets better, faster because.

351

01:00:39.780 --> 01:00:53.610

Travis Brown: Again we when we talk about credit accumulation and academic identity, this is a really, this is a big area that we have to improve or we can we can forecast that graduation rates are not going to be on par with what we all want.

352

01:00:55.650 --> 01:01:00.750

A. Abreu: To have travis um I know you mentioned about the algebra one and algebra two.

353

01:01:02.910 --> 01:01:23.670

A. Abreu: been also part of you know, the teachers performance, would you say that about the other ones, because I see i'm on the English test ninth grade did not too bad In fact I think they did better than the other great so if these are the same students.

354

01:01:24.840 --> 01:01:25.350

A. Abreu: In.

355

01:01:28.980 --> 01:01:34.350

A. Abreu: This it also the same case for the other teachers or just like getting to well.

356

01:01:36.810 --> 01:01:37.260

Travis Brown: I think.

357

01:01:38.040 --> 01:01:40.800

Travis Brown: our strongest our strongest teacher is that.

358

01:01:41.040 --> 01:01:47.400

Travis Brown: our strongest freshman teacher is the English teacher, so I think it shows in Vegas shows and a data.

359

01:01:49.980 --> 01:01:53.100

Travis Brown: And I think I don't think it's the kids I think it's.

360

01:01:54.960 --> 01:02:05.310

Travis Brown: I think there's some challenges of coming back to school in doing math and doing science and person I think there's some skills that were lost in a remote setting that we have to catch up on.

361

01:02:05.880 --> 01:02:21.000

Travis Brown: But what i'm saying from observing the teacher and seeing the work that the teachers are producing where the lesson plans and things like that I think they can become stronger and algebra algebra to specifically, so I think part of it is there's a lot of rust from.

362

01:02:22.290 --> 01:02:22.800

Travis Brown: and

363

01:02:23.910 --> 01:02:33.180

Travis Brown: law, a lot of a lot of things we're not taught and a lot of skills, were not taught that should have been, but I think on top of that, on top of that.

364

01:02:33.660 --> 01:02:44.790

Travis Brown: I think our teachers can can become better, faster, which can improve kind of celebrate the rates of the rate of learning in the classroom but I don't I don't go ahead.

365

01:02:46.530 --> 01:02:49.050

A. Abreu: Question in terms of like I know.

366

01:02:50.430 --> 01:02:56.520

A. Abreu: In terms of how many years have they been in that grade are doing that subject.

367

01:02:57.630 --> 01:03:00.960

A. Abreu: In terms of like the global entrepreneur.

368

01:03:02.430 --> 01:03:03.510

A. Abreu: Those teachers.

369

01:03:05.520 --> 01:03:17.580

Travis Brown: So the algebra teacher, this is her first year with us her second year teaching, so our first year, she taught in a remote setting, so this is our first real year in person in a classroom.

370

01:03:19.830 --> 01:03:24.870

Travis Brown: that the English teacher has been with this is her third year with us and.

371

01:03:25.890 --> 01:03:35.490

Travis Brown: The algebra two teacher, this is his crochet with us and we this is his second second year teaching full time.

372

01:03:39.390 --> 01:03:42.420

A. Abreu: So I mean I I definitely miss the part.

373

01:03:44.460 --> 01:03:45.630

A. Abreu: You said that you were going to.

374

01:03:47.190 --> 01:03:49.140

A. Abreu: mathematic coach.

375

01:03:49.560 --> 01:03:59.940

A. Abreu: Right that's the term that you use, but the mathematic expert will be supporting those teachers to make sure that it gets a little better.

376

01:04:00.660 --> 01:04:10.860

Travis Brown: Yes, yes, all those two teachers in particular have been put on performance improvement plans for the next cycle and a plan is, they have to increase these numbers.

377

01:04:16.770 --> 01:04:23.490

Tahina (Ty-ee-nah) Perez: Is there any like push in or pull out support for the students, I know that the teachers are getting.

378

01:04:24.810 --> 01:04:29.430

Tahina (Ty-ee-nah) Perez: Their development but is their capacity or plan or ability to get.

379

01:04:30.510 --> 01:04:34.860

Tahina (Ty-ee-nah) Perez: extra time for these kids to go over some of the concepts that they missed.

380

01:04:36.630 --> 01:04:40.740

Travis Brown: Yes, we're about to that's a great question where we're about to design.

381

01:04:41.910 --> 01:04:54.780

Travis Brown: So we have after school Tutoring that's that's going to start in alone, most of these kids are going to be slated to to go to APP the school, we also want to go in and start a Saturday, a ninth grade.

382

01:04:55.890 --> 01:04:57.180

Ninth grade math.

383

01:04:58.290 --> 01:05:06.990

Travis Brown: camp for for high school students it's got to be first time we've done this because we just seen across the board.

384

01:05:07.650 --> 01:05:18.390

Travis Brown: lagging math skills and mainly coming out in a remote setting, so I think there's there's a there's a there's opportunity to play catch up and in the mathematics arena.

385

01:05:18.690 --> 01:05:28.920

Travis Brown: la and social studies Hello translated and online setting but mathematics we've seen in science we've seen a lot of struggles there.

386

01:05:31.860 --> 01:05:37.770

A. Abreu: was going to be doing like throwing water extra curriculum on support.

387

01:05:39.210 --> 01:05:43.290

Travis Brown: Teachers will and we're going to look to hire outside teachers as well.

388

01:05:53.130 --> 01:05:58.050

Sharon Beier: Can you just show them the science scores again, please sure, thank you.

389

01:05:59.220 --> 01:05:59.760

No problem.

390

01:06:13.620 --> 01:06:22.710

Briar Thompson [she|her]: On the back, I mean, I think it ruins it going this, but I want to make sure we have the right urgency in the whole around it and could we come back to this.

391

01:06:23.220 --> 01:06:29.760

Briar Thompson [she|her]: In the next meeting just to hear an update on like what we've put in place since they schools have come out to.

392

01:06:30.240 --> 01:06:38.160

Briar Thompson [she|her]: And sort of keep a close eye on it, because I worry that if we get all the way to the next term assessment and we don't see a shift with like mist.

393

01:06:38.640 --> 01:06:50.250

Briar Thompson [she|her]: windows to potentially add different interventions and I think it would be helpful for us to keep talking about at each board meeting to see like here's what we've done is there anything additional we should be doing that kind of thing.

394

01:06:58.440 --> 01:06:59.730

Travis Brown: I think that makes a lot of sense.

395

01:07:05.760 --> 01:07:08.490

Travis Brown: Any more questions on it high school in terms of assessment data.

396

01:07:11.100 --> 01:07:15.000

Sharon Beier: Why is there such a big difference between global one and global two.

397

01:07:17.370 --> 01:07:20.280

Sharon Beier: Is that is that teacher related also where.

398

01:07:24.510 --> 01:07:30.630

Travis Brown: I think, right now, what we're what we're doing is we're looking at yeah we were actually surprised at that number.

399

01:07:32.130 --> 01:07:38.040

Travis Brown: You know, because the global one teacher is historically, you know this is his.

400

01:07:40.710 --> 01:07:48.690

Travis Brown: Second, for four year with us, but he's he's a strong teacher so we're looking in we're looking into that to see why it's so low.

401

01:07:49.020 --> 01:07:59.730

Travis Brown: And part of part of our test, because our test are are really tough we make them tough on purpose, so if a student can pass our tests, they can pass the state examination so.

402

01:08:00.330 --> 01:08:14.670

Travis Brown: yeah we're looking into those doing the item analysis with the teacher the coach doing with it, so we can we can make sense of we can make sense of this data and create the action plan action plans, once we know why kids are performing.

403

01:08:15.420 --> 01:08:28.710

Travis Brown: At this while and 39% of kids are passing so a lot comes out of the Board is seeing the numbers here, but now, with the teachers are doing is they're actually planning what the culture is to try to figure out where where kids are struggling.

404

01:08:31.110 --> 01:08:33.300

Sharon Beier: That was the teacher that came to the last meeting.

405

01:08:34.290 --> 01:08:35.670

Travis Brown: Yes, and bass yes.

406

01:08:35.850 --> 01:08:39.630

Sharon Beier: He seemed really great enthusiastic and.

407

01:08:41.160 --> 01:08:41.850

Sharon Beier: connected.

408

01:08:55.380 --> 01:08:59.550

Travis Brown: And I think one of the challenges also is is.

409

01:09:00.660 --> 01:09:06.450

Travis Brown: In ninth grade we get an influx of new kids who have never been in our system also so.

410

01:09:08.220 --> 01:09:17.490

Travis Brown: What we've seen like if you, if we look at one of the highlights from last year was that our eighth graders 86% of them were efficient.

411

01:09:18.480 --> 01:09:30.090

Travis Brown: In La but we almost get about 5050 50% of our ninth grade classes also made up a new kids that we never that we had haven't been.

412

01:09:30.660 --> 01:09:38.490

Travis Brown: Part of our culture and and haven't been indoctrinated into the school or so, so we see some kind of sometimes we we.

413

01:09:39.090 --> 01:09:50.700

Travis Brown: It takes a little time for them to get a debt of that for them to adapt to our school and the rigor of the high school so, so I think that can be a challenge but we'd have to look at.

414

01:09:51.840 --> 01:10:05.760

Travis Brown: Of that 30% who are those kids and that's what that's The thing that we got to parse out as well, like all these when we look at ninth graders, we have to start looking at have these kids been in our system or the new to our system.

415

01:10:19.500 --> 01:10:22.050

Travis Brown: Okay, then, if I can jump to coaching.

416

01:10:23.910 --> 01:10:32.280

JLopezMolina: And observation I think, knowing that information can help contextualize the result, but will that impact the action that we need to take in order to address.

417

01:10:36.300 --> 01:10:38.250

Travis Brown: No, I don't think it's a I think.

418

01:10:39.450 --> 01:10:40.110

Travis Brown: What it.

419

01:10:40.650 --> 01:10:42.360

Travis Brown: What it can do it can.

420

01:10:43.050 --> 01:10:52.830

Travis Brown: Help us assess our middle school program and our K program and to make to look and see if.

421

01:10:53.460 --> 01:11:02.670

Travis Brown: we're preparing kids for high school right away, so I think you can give us that context, to help us to help us look back at our K Program.

422

01:11:03.120 --> 01:11:13.410

Travis Brown: And we just be helpful, see but it doesn't dictate the action, I think the action is looking at where kids are failing why in China assess while they're failing in creating a plan to address that.

423

01:11:18.570 --> 01:11:21.990

JLopezMolina: I just want to be mindful, how we use that information because you know, in the.

424

01:11:23.100 --> 01:11:29.970

JLopezMolina: Appropriate inappropriate contracts would be like okay well does individuals came from out of our.

425

01:11:31.260 --> 01:11:45.480

JLopezMolina: universe, and so the way to fix it would be to restricts the people come to our school to only a specific universe, and obviously that's not that's not the kind of item that we want to be making so I just wanted to be mindful that we're.

426

01:11:46.500 --> 01:11:47.490

JLopezMolina: we're all on the same page.

427

01:11:52.620 --> 01:11:54.390

Travis Brown: makes makes sense i'm going to say big.

428

01:11:58.740 --> 01:12:00.510

Travis Brown: shift to culture and discipline.

429

01:12:01.860 --> 01:12:08.730

Travis Brown: What we've seen in the high school first and the high school we've seen.

430

01:12:11.040 --> 01:12:12.810

Travis Brown: A rise and students.

431

01:12:15.300 --> 01:12:24.780

Travis Brown: Well, I don't want to say that because I don't want to contextualize it, but the challenges that we've seen with two students and the high school is using baby and beta pins.

432

01:12:26.610 --> 01:12:29.790

Travis Brown: This is students are using.

433

01:12:30.810 --> 01:12:43.050

Travis Brown: And it's been talk amongst the students things like that edibles invade pins and we're talking with students lot of students are sharing that their friends and people they know during the pandemic started.

434

01:12:45.210 --> 01:12:57.150

Travis Brown: Using edibles and they pins and we've caught two students doing it in high school, so one of the things that we're doing is we're bringing in the.

435

01:12:58.590 --> 01:13:09.360

Travis Brown: Police 42nd police precinct that they have a Community Ambassador she's going to support us to bring bring the police into the school to really talk to students about.

436

01:13:09.960 --> 01:13:18.510

Travis Brown: The negative reality or the side effects of using edibles replace that they don't know using eight pins because our our young people don't.

437

01:13:19.260 --> 01:13:28.860

Travis Brown: You know, young people need to be knowledgeable of drug usage and things like that, especially out of the pandemic I know there's been a lot of efforts around mental health and.

438

01:13:29.190 --> 01:13:37.710

Travis Brown: and building a partnership, but coping yc as we talking to our students, a lot of them say a lot of them are sharing that a lot of students have gone to.

439

01:13:38.790 --> 01:13:58.470

Travis Brown: using drugs, whether recreation or trying it and I think there's an opportunity here for us to really talk to our own talk to our kids about the side effects, especially if they're buying edibles or whatever from people and places they don't know and the downside of it.

440

01:13:59.550 --> 01:14:13.530

JLopezMolina: surprised I think this is a great idea, I have one thought to add to this, which is is a police or you know is that the not the right, but is that the best.

441

01:14:14.310 --> 01:14:29.250

JLopezMolina: Individual to communicate this message to the audience only because of you know, some of the recent distrust frankly with police, you know it may be a different audience.

442

01:14:30.510 --> 01:14:37.140

JLopezMolina: Bringing a different audience would be more the scholars might be more receptive to the message coming from a different audience.

443

01:14:38.010 --> 01:14:42.270

Travis Brown: yeah and I thought about that, so thank you for sharing that perspective.

444

01:14:43.380 --> 01:14:44.490

Travis Brown: I think it's important.

445

01:14:46.230 --> 01:15:05.340

Travis Brown: And I know we have a good, the reason why we were looking there because is because we have a good relationship with the 42nd present and their Community affairs unit and a lot of our students go to the PL and a lot of our students to our.

446

01:15:06.510 --> 01:15:16.290

Travis Brown: to our surprise know a lot of offices from the 42nd preseason and are in the police explorer program and things like that, so we would.

447

01:15:17.100 --> 01:15:25.350

Travis Brown: You know, but I think it's worth looking at honestly I think we, you know because of those relationships in those relationships, I thought it.

448

01:15:25.770 --> 01:15:31.830

Travis Brown: would be okay to move forward with it, but if the board feels like there could be because there's other organizations that can do it.

449

01:15:32.190 --> 01:15:40.260

Travis Brown: And I know there's been over the course of the last couple years now there has been increased distrust with the police department, I think.

450

01:15:40.860 --> 01:15:49.560

Travis Brown: How are, but especially the local police department, they have come to the school and they're trying to make inroads in the Community and in the school, so it.

451

01:15:49.740 --> 01:15:50.970

Travis Brown: But I think it's we can.

452

01:15:51.480 --> 01:15:54.540

Travis Brown: is definitely is definitely talk about it.

453

01:15:55.200 --> 01:16:06.660

JLopezMolina: Now I only raised it as like a point of discussion, obviously I think you're closer to the sentiment at the school and what would be most influential for the scholars but it's just just something to consider.

454

01:16:09.900 --> 01:16:18.360

A. Abreu: travis and I were just wondering, in terms of those two students what other support what's the support system for them.

455

01:16:19.290 --> 01:16:27.840

Travis Brown: Yes, a great great question so one of there's a couple of things where we now, when we see something like that.

456

01:16:29.400 --> 01:16:44.850

Travis Brown: And when we say suspension, the reason why it's the suspension, because we do remove the student from the school for a short, no, it was a day, just to remove the student with their parents and come up with a come up with a plan for the students so.

457

01:16:45.780 --> 01:16:54.270

Travis Brown: We we don't want to punish distinct it well, we want to do is provide them and pitch them to supports because.

458

01:16:54.750 --> 01:17:06.870

Travis Brown: You know, obviously we want to make sure that we're addressing the issue so in both cases we communicated with the family and we're looking we look for Community partners if the parents, sometimes the parent knows.

459

01:17:07.140 --> 01:17:18.300

Travis Brown: Our place to send their kids and then, if they don't we work with the local community or try to connect the kid to those connect the kids it'll supports, especially if this is something if the kid has been abusing.

460

01:17:19.080 --> 01:17:30.390

Travis Brown: And, in both cases here, they still one one of the cases the young lady says she's been using for some time, and she comes from a really a really tough situation she says how she medicaid herself.

461

01:17:31.350 --> 01:17:39.960

Travis Brown: So and that's been a long going challenge, so they are connected to services and support and therapy and then the second case.

462

01:17:41.910 --> 01:17:45.690

Travis Brown: The young man said he was just trying it for the first time and his parents.

463

01:17:46.770 --> 01:18:07.380

Travis Brown: His parents came in and and where we're looking to connect them there's some issues with the with the debt so we're looking to connect them to some some external services also around family counseling and and undead and another layer of that is around drug abuse.

464

01:18:11.670 --> 01:18:20.670

Travis Brown: And we find that our Community and surrounding areas I actually rich with resources and it's around connecting parents with those resources.

465

01:18:24.870 --> 01:18:30.990

A. Abreu: And I was just wondering, are the students students that are new to us that.

466

01:18:32.370 --> 01:18:37.800

A. Abreu: You have worked with them before this is new students coming in.

467

01:18:39.000 --> 01:18:42.780

Travis Brown: Now these our In both cases, these are students who have been with us.

468

01:18:49.650 --> 01:19:00.900

Travis Brown: And I think a lot, a lot of what we're seeing is honestly students adjusting back to school or so and I think students have been left alone in their house their homes for a significant period of time.

469

01:19:01.320 --> 01:19:08.880

Travis Brown: And I think there's been just a lot of cases some good oversight, but and sometimes teenagers were just left.

470

01:19:09.330 --> 01:19:19.290

Travis Brown: left at home to do school and different things because parents had to work, and I think we've end from communicating with our young people, there has been an increase uptick in.

471

01:19:20.010 --> 01:19:37.890

Travis Brown: Drug abuse drug use, so we have to create a plan to really talk to them about it and and support them as they try to experiment figure things out and give them different give them so they understand the full picture and bring their families in and into, so this is kind of a new thing.

472

01:19:38.040 --> 01:19:39.810

Travis Brown: As we tackled a mental health thing.

473

01:19:40.410 --> 01:19:41.280

Travis Brown: Where where.

474

01:19:43.650 --> 01:19:48.840

Travis Brown: kids are communicated and drug usage is is more common than we think it is.

475

01:19:50.040 --> 01:19:57.330

A. Abreu: So travis I know like going back, just as the common when we talk about remote.

476

01:19:58.740 --> 01:20:05.700

A. Abreu: I think that hearing this is like even more powerful reason to Daphne look for.

477

01:20:06.720 --> 01:20:10.410

A. Abreu: Other choices when it comes to like i'm.

478

01:20:13.350 --> 01:20:22.620

A. Abreu: Really, I mean remote to psych because, yes, I mean definitely we we definitely know about the academic.

479

01:20:24.000 --> 01:20:24.840

A. Abreu: piece that.

480

01:20:26.280 --> 01:20:30.330

A. Abreu: One down, for we you know hearing this we also.

481

01:20:31.590 --> 01:20:34.350

A. Abreu: students were head and other ways that.

482

01:20:35.760 --> 01:20:37.890

A. Abreu: You know, sending them home.

483

01:20:38.970 --> 01:20:46.680

A. Abreu: That you know, especially those that need to support the most might be.

484

01:20:48.540 --> 01:20:49.380

A. Abreu: suffering.

485

01:20:53.130 --> 01:20:55.200

Travis Brown: yeah I agree, and I think it it.

486

01:20:57.270 --> 01:21:09.060

Travis Brown: It shows us also as a high school we're not we're, we have to do, youth, development and offer programs and good partnerships that really support the whole team.

487

01:21:09.450 --> 01:21:20.070

Travis Brown: And I think this is the opportunity because teenagers do experiment with things unfortunately drugs is one thing is across the country, whether they are black white or.

488

01:21:20.610 --> 01:21:25.590

Travis Brown: or anything I think as a school, we have to do is provide those.

489

01:21:26.100 --> 01:21:39.840

Travis Brown: Those partnerships and programs around those types of things because we can't be naive and think they're not part of the world, these things are not part of the world, so I think is an opportunity for us whether it's drugs, alcohol things like that.

490

01:21:41.280 --> 01:21:49.890

Travis Brown: Pregnancy sex education, we have to as we come back, we have to, we have to support our kids in those things, and whether it's through partners.

491

01:21:50.820 --> 01:22:03.870

Travis Brown: Or if we can do it internally, I think we have to start building that wraparound service in our school, even though we're a small school, we have to have those services for our young people, because we can prevent a lot of things if we talk to our young people about these things.

492

01:22:19.590 --> 01:22:28.650

Travis Brown: And then the last the last big piece around the culture pieces that this week was high school homecoming young people had an amazing time.

493

01:22:28.920 --> 01:22:37.320

Travis Brown: But i'm really excited to just report that our student organizations have really kicked off and young people are starting to engage and.

494

01:22:37.890 --> 01:22:41.730

Travis Brown: Just do an organization to creating the smaller cruise where they can talk through.

495

01:22:42.120 --> 01:22:50.790

Travis Brown: Some of the what's going on in their lives and and the challenges they're experiencing so it's a it's becoming a really vibrant Community again.

496

01:22:51.210 --> 01:23:02.130

Travis Brown: out out of the coming out of the pandemic and is fail at like a feeling like a school again so there's a lot of there's a lot of joy, a lot of happiness in the school and I think.

497

01:23:02.940 --> 01:23:14.460

Travis Brown: coming out of the pandemic kids is showing up and and young people are young people are getting acclimated to being back in school, and I think that's super important, so a quarter into the school.

498

01:23:14.820 --> 01:23:25.410

Travis Brown: I think it feels like like we're back and feels like is it feel like it's a good place now, we have to triple down on academics and really get young people to learn at really high levels.

499

01:23:32.730 --> 01:23:37.470

Travis Brown: And we did the end out quickly the College and career piece.

500

01:23:39.360 --> 01:23:49.650

Travis Brown: We continue our partnership with Royal college right in the bronx around creating a dual credit credit courses for students so that's exciting.

501

01:23:51.870 --> 01:24:00.750

Travis Brown: We got some early acceptances for Delaware State University, which is historically black college 2021 students were accepted into Delaware state.

502

01:24:01.080 --> 01:24:15.420

Travis Brown: Students don't know yet Delaware state is coming to the campus to notify the students and we do have five students who accepted to mercy right now we're still early in the process, but these are some these are some early decisions that have come in that I want to share with the board.

503

01:24:16.530 --> 01:24:18.090

Travis Brown: And with that out, I close.

504

01:24:22.560 --> 01:24:23.760

JLopezMolina: All right, thank you, Mr Brown.

505

01:24:24.240 --> 01:24:24.780

Travis Brown: Thank you.

506

01:24:25.620 --> 01:24:27.090

JLopezMolina: Any questions from the border.

507

01:24:34.770 --> 01:24:44.010

JLopezMolina: Alright, we will then pivot to the Ferris step presentation, thank you, Mr Irving for hopping on.

508

01:24:46.200 --> 01:24:49.770

JLopezMolina: And I will turn it over to travis maybe to do an introduction.

509

01:24:54.060 --> 01:24:55.650

Travis Brown: Good evening everyone again.

510

01:24:57.450 --> 01:25:01.440

Travis Brown: I want to introduce to introduce everyone to Julian Irving, this is a.

511

01:25:03.600 --> 01:25:12.930

Travis Brown: A really amazing young man with amazing and I could say young man because i'm a lot older than you think, but with an amazing story that I think.

512

01:25:13.500 --> 01:25:25.110

Travis Brown: People should really i'm here and it's very interesting because Mr Irving used to teach at metropolitan lighthouse and that's where we met and.

513

01:25:27.180 --> 01:25:34.080

Travis Brown: And was just really a positive force at the school and you do when you walked over there and saw him of students.

514

01:25:36.060 --> 01:25:43.860

Travis Brown: You know amazing things were happening so when we got the chance to talk to him about working there, we had to jump at it, because.

515

01:25:44.460 --> 01:25:52.500

Travis Brown: Again, just an amazing Community Member amazing educator and we're really proud that he chose us so.

516

01:25:52.980 --> 01:26:04.080

Travis Brown: really want to welcome you to our board meeting and meeting our wonderful board members in I think it's worth just if you could, if you'd be so kind just.

517

01:26:04.980 --> 01:26:21.750

Travis Brown: Just share who you are and a little bit about your story and and then share with you know, because this ship first couple months at Ferris also so to the board would love to hear how that's going for you as well, but without further ado, Mr Julian.

518

01:26:23.910 --> 01:26:24.600

Julian Irving: Thank you, Mr Brown.

519

01:26:25.650 --> 01:26:29.130

Julian Irving: i'm going to thank you all for having me a part of your board meeting today.

520

01:26:30.300 --> 01:26:41.880

Julian Irving: Just to kind of dive in i'm going to be transparent and I do have a Tutoring session that i'm doing at 805 So if I have to have to run out, I do apologize about that ahead of time.

521

01:26:44.310 --> 01:27:07.050

Julian Irving: My name is Julian Irving, I hell and come from the bronx New York i'm from not too far from where the school Ferris is currently but the neighborhood that I grew up in was really involved in a lot of negative things that impacted not only myself my brothers, my friends, and my family.

522

01:27:08.460 --> 01:27:17.430

Julian Irving: And it was very easy to grow up with a sense of doubt, and a sense of discouragement for any hope for a future or bright future.

523

01:27:18.450 --> 01:27:35.340

Julian Irving: I grew up in a household raised by my grandmother who took in me and all five of my brothers, because my mother was unfortunately addicted to drugs, drug substance and.

524

01:27:36.390 --> 01:27:50.190

Julian Irving: continue to have kids but weren't taking care of them, and my grandmother took on the burden of adopting all of us, but then, at the same time being like that second mom for us or actually what I was called my mom for me.

525

01:27:50.850 --> 01:27:57.690

Julian Irving: she's like the person who continue to keep me and all of my siblings together, because if not, I honestly don't know where i'd be today.

526

01:27:59.010 --> 01:28:02.820

Julian Irving: But growing up in the bronx I was kind of involved in a lot of the things that.

527

01:28:04.380 --> 01:28:06.660

Julian Irving: You know that are available in the neighborhood.

528

01:28:07.740 --> 01:28:17.700

Julian Irving: The ways that they want us to be cool and wants to be down they want us to be accepted and doing a lot of the negative things that I was involved in and up into middle school.

529

01:28:18.360 --> 01:28:23.220

Julian Irving: I think really helped me to see where I wanted to be for the rest of my life and.

530

01:28:24.090 --> 01:28:33.240

Julian Irving: When I was going into high school, I had to make a decision on whether to go to the school that I got accepted into them my best friends we're going to them, and you know my.

531

01:28:33.660 --> 01:28:49.980

Julian Irving: My crew or friends and I know for a fact I know people at this school or actually do something that would be beneficial for me in a future and that was attending a more rigorous school Catholic all boys school cotton the haze high school in the bronx.

532

01:28:51.270 --> 01:28:57.480

Julian Irving: But the challenge would be going to that school was that I couldn't afford it, it was almost $900 a month.

533

01:28:58.530 --> 01:29:05.280

Julian Irving: being raised by my grandmother on her beat on government assistance receiving food stamps so that we could eat.

534

01:29:06.240 --> 01:29:22.260

Julian Irving: There wasn't a lot of residual money I wouldn't even say income because the only income to she did receive was government assistance, so there wasn't any income coming into the House me to you know for me to attend this high school, but I went to the school myself.

535

01:29:23.460 --> 01:29:31.560

Julian Irving: I went on the first day of school I didn't even I didn't have a school high school I didn't go to my high school that I was accepted into a winter quarter Hayes.

536

01:29:32.220 --> 01:29:38.160

Julian Irving: I met with the principal I met with the dean of discipline and I asked them if they are there slots open for the school and.

537

01:29:38.700 --> 01:29:47.520

Julian Irving: Ultimately, they have why they haven't given me a test for it, you know they really like my ambition that I came up by myself, without my parents, on my own volition, and drive.

538

01:29:48.660 --> 01:29:54.390

Julian Irving: But then the question came on how will you afford this you know because it's X amount of dollars per month.

539

01:29:55.110 --> 01:30:09.840

Julian Irving: And so I had a talent, that I had to just started the year before, which was breakdancing and i'm not sure if any of you have ever been down to Times Square i've been on a train before and seeing like the dancers, that will come on the train or the break dancers, that was me.

540

01:30:10.890 --> 01:30:22.680

Julian Irving: I started off doing it by myself, we call it hustling but any way that we can use and explore our talents and things that are innate in us to continue to excel propel us forward that's something that.

541

01:30:23.490 --> 01:30:30.000

Julian Irving: i've always been interested in doing so I didn't care I got my boombox you know X my grandma some money to give me a boombox.

542

01:30:31.800 --> 01:30:40.560

Julian Irving: A went down to back I forgot what the stores core is back when he asked in that CD stores, but it was a store down downtown where I had to get like this old school hip hop.

543

01:30:41.220 --> 01:30:47.340

Julian Irving: CD and I was playing that for my routine and I was dancing and I was earning money on trains.

544

01:30:48.300 --> 01:30:54.780

Julian Irving: All throughout New York City and then I actually started something within my neighborhood which was.

545

01:30:55.170 --> 01:31:02.190

Julian Irving: A poor with a couple of younger individuals who were around for my day my building or around the surrounding neighborhoods and block.

546

01:31:02.850 --> 01:31:16.620

Julian Irving: And because they were interested in dancing to but they needed somebody to help them coach them guide them give us some tips and tricks and so we put together a little crew and it was me i'm I was 12 when I first started.

547

01:31:17.760 --> 01:31:25.200

Julian Irving: So I had like a nine year old to nine year old 10 year old and a this other guy who's actually one year older than me.

548

01:31:25.650 --> 01:31:37.740

Julian Irving: But they always still kind of under my wing because didn't know how to do any those moves and we took my real break dance moves like I have a boss about in the top of my head from doing head spins on 42nd street it's kind of crazy but.

549

01:31:38.910 --> 01:31:46.950

Julian Irving: The extent of the work that we put into perfected our craft and how I was allowing them to see that there are things that they can produce.

550

01:31:47.280 --> 01:32:01.350

Julian Irving: That is different than what the neighborhood is expecting us to do, or what anybody is expecting for them to be able to produce really stuck a long way with them they're all still dancing to this day i'm not currently dancing.

551

01:32:02.820 --> 01:32:11.010

Julian Irving: But it's something that I hold near and damn proud of myself and then I always like to preach the mascot as as well because.

552

01:32:11.460 --> 01:32:20.130

Julian Irving: In your story in your background your situation it never really deters you from achieving any right future that you can achieve.

553

01:32:20.580 --> 01:32:27.330

Julian Irving: And it doesn't matter if you are coming from a household where you are doing that negative negativity or it's being done to you.

554

01:32:27.900 --> 01:32:36.840

Julian Irving: there's ways to navigate through that and explore internally the skills and traits that we have to possess that we can continue bringing to the table so.

555

01:32:37.620 --> 01:32:45.900

Julian Irving: You know dancing every single day, when I was in high school I would come home bring cash that I had give it to my grandmother we stack it up until we got enough for that month's.

556

01:32:46.920 --> 01:32:59.490

Julian Irving: tuition and any any money left over our assists my grandmother with helping with bills or do other things for myself if I could like maybe go to the movies, with a friend so.

557

01:33:00.390 --> 01:33:09.540

Julian Irving: And it really gave me a sense of independence and it allowed me to grow into a person that I saw the potential within myself, but then I also saw the potential within.

558

01:33:10.110 --> 01:33:16.050

Julian Irving: Other Members of my Community so being part of a community and being able to give back and being present.

559

01:33:16.470 --> 01:33:23.970

Julian Irving: and showing and telling my story storytelling is something that really strong and passionate on I often tell my students.

560

01:33:24.480 --> 01:33:35.070

Julian Irving: That i'm not your math teacher i'm your life coach and today we actually did like thank you notes for some of our teachers before we go into the holiday break next week and a lot of them.

561

01:33:35.820 --> 01:33:46.770

Julian Irving: wrote me thank you notes that I was reading not too long ago a couple minutes ago, and the things that they were saying thankful, thank you for with were moments and times that I affected them that I didn't even know.

562

01:33:47.430 --> 01:33:54.060

Julian Irving: And a lot of them wrote, thank you for being my life coach and I think that I thought that that was interesting because i'm the math teacher.

563

01:33:54.570 --> 01:34:02.190

Julian Irving: But they're like thank you for being my life coach and always bringing positivity to the to the classroom and allowing them to see that they can.

564

01:34:02.730 --> 01:34:07.560

Julian Irving: persevere and overcome any of those obstacles and challenges and they're currently facing so.

565

01:34:08.460 --> 01:34:15.750

Julian Irving: Through what the relationships that we build in class in those conversations in those those those best those stories that I tell them in those.

566

01:34:16.200 --> 01:34:25.260

Julian Irving: Collaboration between thoughts and ideas and exploring within themselves how they can assess themselves, they can reflect on themselves, they can.

567

01:34:25.530 --> 01:34:36.120

Julian Irving: identify skills and traits within themselves that they can use to either help themselves or help somebody else in the Community, because I always told them that it's not about how much you do, how much you know.

568

01:34:36.810 --> 01:34:43.860

Julian Irving: But more so, how you can affect them to become a member of the Community and society and so we're really big on.

569

01:34:45.870 --> 01:34:50.820

Julian Irving: A lot of the way we communicate in class like when students come up to the board everybody's clapping.

570

01:34:51.510 --> 01:34:57.540

Julian Irving: We had to make sure we are clapping because we're supporting we're rooting them there's no, you know calling out when there's a student.

571

01:34:57.900 --> 01:35:06.570

Julian Irving: Who gets something incorrect is a way that we respectfully disagree, we go through, and I never let them slip when it comes to the time when I hear that that's wrong.

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01:35:07.230 --> 01:35:11.340

Julian Irving: Now it's supposed to be negative three and it's like for one we don't yellow in class, because we need to know.

573

01:35:11.670 --> 01:35:16.320

Julian Irving: that we need to have that respect that somebody has that Mike and has that floor, how do we communicate effectively.

574

01:35:16.710 --> 01:35:30.720

Julian Irving: And then respectfully disagree, but the not only disagreeing but, given your reason for disagreeing and so a lot of what we do in class yes there's math in it, I noticed all the gaps that we have within the math because of this last year and pandemic.

575

01:35:32.010 --> 01:35:41.820

Julian Irving: However, through these life skills and soft skills that they're learning their Dubai in for what they're doing in class is at an all time high.

576

01:35:42.180 --> 01:35:48.570

Julian Irving: And I got a lot of their respective a good rapport in the class where they they want to come into class and they wonder grinding want to learn.

577

01:35:48.810 --> 01:35:58.440

Julian Irving: They want to continue pushing themselves because they do see more from themselves thing we probably would have in the past i've had students who were spread students that are performing on grade level.

578

01:35:59.910 --> 01:36:06.660

Julian Irving: I have students who are telling me that i'm making them love math the sharing actually love to come to class and that's really something you know.

579

01:36:07.050 --> 01:36:23.190

Julian Irving: Those those are the moments that are when the small wins that I look for and I just continued to I just want to continue to propel each and all of them throughout the year show up to the games like we were at the basketball game today like it's like we continue to just.

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01:36:24.480 --> 01:36:37.530

Julian Irving: allow them to see me as a human I see them as humans and members of the society and, through them, being able to realize all those in a facts about themselves and myself.

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01:36:38.010 --> 01:36:46.650

Julian Irving: They are now seeing the bigger purpose of their life and their future and they're more invested in it and that's, all I can have access to those individuals so.

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01:36:47.070 --> 01:36:54.600

Julian Irving: I would say that we're seeing a lot of progress from the beginning of the school year, where I was the new teacher in the school, not a new T shirt but the new teacher in the school.

583

01:36:55.410 --> 01:37:00.750

Julian Irving: Today testing the waters, a little bit Oh, is he going to last, is he going to be a really good teacher to now.

584

01:37:01.230 --> 01:37:12.750

Julian Irving: walk into class within the first two minutes classes starting they know what to do, and they are grinding and they're working their behinds off and so it's something that I really you know.

585

01:37:13.320 --> 01:37:21.030

Julian Irving: ecstatic about at the way that the year starting off, and I know that if we can get to this place in November will definitely get to our even stronger.

586

01:37:21.660 --> 01:37:32.640

Julian Irving: Spot towards the end of this year, and hopefully can allow students to see beyond high school can allow them to see beyond the bronx and continue to excel and everything that they do.

587

01:37:38.070 --> 01:37:42.000

JLopezMolina: Thank you so much, do you have time for a couple questions man.

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01:37:42.120 --> 01:37:42.660

Julian Irving: shows you.

589

01:37:43.920 --> 01:37:44.370

Julian Irving: Yes, I do.

590

01:37:45.900 --> 01:37:47.580

JLopezMolina: um any questions from the border.

591

01:37:59.790 --> 01:38:04.290

Robb: yeah thank, thank you for sharing with JEREMY is awesome story love hearing hearing it.

592

01:38:05.490 --> 01:38:12.570

Robb: Either either now or just keep this in mind we're you know we're a board that's here for you this is your board to we're here to serve serve your needs.

593

01:38:13.080 --> 01:38:23.400

Robb: If there's anything that comes to mind immediately that can be helpful that you need throw it out to us, but if not tonight just keep it in mind, you know, we want to know what we can do to support it.

594

01:38:24.720 --> 01:38:26.220

Julian Irving: Definitely Thank you euro.

595

01:38:29.550 --> 01:38:37.470

Tahina (Ty-ee-nah) Perez: I don't have a question just want to thank you, Julian for just sharing your story and being so open and vulnerable and.

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01:38:38.730 --> 01:38:54.210

Tahina (Ty-ee-nah) Perez: How you've used your story to propel you to where you are today and just what a amazing example and I mentioned just a beacon of light, you are for for your kids and other staff members, so thank you for letting your light shine bright.

597

01:38:55.710 --> 01:38:56.280

Julian Irving: Thank you, thank you.

598

01:39:02.010 --> 01:39:08.700

Julian Irving: Thank you tomorrow as well, I do apologize I hate rushing off of things I wish I can you know actually do have questions.

599

01:39:10.530 --> 01:39:15.300

Julian Irving: If you guys would invite me to a future meeting i've definitely be.

600

01:39:16.890 --> 01:39:21.930

Julian Irving: open to attending it's been a very long day and i've been like kind of back to back like I went from work.

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01:39:22.590 --> 01:39:27.990

Julian Irving: To pick my son up from work, I mean personnel from at the school come back went to the basketball game.

602

01:39:28.560 --> 01:39:40.950

Julian Irving: came back from data for Tutoring sessions jumped on this call, and I have another Tutoring session, so I do apologize, I can walk all over the place, but I want to thank you guys, for having me here today and I look forward to meeting you all speak with you in the future.

603

01:39:41.370 --> 01:39:41.910

Sharon Beier: Thank you.

604

01:39:49.440 --> 01:39:58.260

JLopezMolina: All right, let's look at the agenda looks like the next item on the agenda is the board member interview keep me honest I didn't skip anything because you know we've been going.

605

01:39:59.370 --> 01:40:00.720

JLopezMolina: we've been jumping around a little bit.

606

01:40:04.260 --> 01:40:15.930

JLopezMolina: Alright sounds like the consensus of silence means that i'm correct and the heart remember interview is next so let's welcome Mr me and or Angela right yeah.

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01:40:15.990 --> 01:40:18.480

Anne Sullivan: yeah hi hi everybody nice to meet you.

608

01:40:19.650 --> 01:40:25.260

JLopezMolina: Thank you for for joining us to the entire entirety of our board meeting we've.

609

01:40:25.350 --> 01:40:27.090

Anne Sullivan: we've made a good clip for having me.

610

01:40:27.840 --> 01:40:37.020

JLopezMolina: i'm, so why don't we normally start by introducing everyone we actually have a lot of people on the line today and that might that might take a little while so.

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01:40:38.940 --> 01:40:42.480

JLopezMolina: I would just assume that everyone here is an important stakeholder and.

612

01:40:43.950 --> 01:40:59.340

JLopezMolina: Maybe you can just tell tell the door and everyone on the phone sort of what brought you to to ferals academy is what you know why you have an interest in in the position and sort of what will just tell us a little bit about yourself.

613

01:41:01.290 --> 01:41:09.240

Anne Sullivan: Sure, so I found the fourth position on god's word and calm and I.

614

01:41:09.930 --> 01:41:16.860

Anne Sullivan: applied for it obviously through the job board, so I would not honestly i've known about Paris Academy, had I not seen that job posting.

615

01:41:17.310 --> 01:41:26.760

Anne Sullivan: But when I looked at, I saw the posting and I looked at the school and I thought wow this school knows what they're doing right.

616

01:41:27.420 --> 01:41:36.720

Anne Sullivan: So when I saw your website talking about how you help kids explore and then you need to help you really helping them to learn how to think.

617

01:41:37.530 --> 01:41:41.790

Anne Sullivan: You know it's not just teaching in front of a classroom it doesn't seem anyway.

618

01:41:42.660 --> 01:42:01.620

Anne Sullivan: But being part of the Board also means, and I can see it, and one of the reasons I wanted to be part of the whole meeting right tonight is to see if the thoughts of that I had that you really empower your students to succeed and.

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01:42:02.730 --> 01:42:08.130

Anne Sullivan: What I loved about the conversation, especially, for example when you're talking about the assessment results.

620

01:42:09.150 --> 01:42:17.430

Anne Sullivan: You didn't look at them and just assume one thing or another you're willing to try different things for different students, even to look at them individually.

621

01:42:18.090 --> 01:42:25.950

Anne Sullivan: Because you look at each student individually to try to help them be successful, and they can be in whatever path because they want to take.

622

01:42:26.520 --> 01:42:39.900

Anne Sullivan: And for me, I have been through I had an interesting past I have degrees in not only teaching, but I have computer science and psychology so it kind of.

623

01:42:40.410 --> 01:42:50.520

Anne Sullivan: went in three different directions and brought them all together, I was in technology for a long time, and when it's a tech ED in 2008 and now I own my own.

624

01:42:51.870 --> 01:43:08.610

Anne Sullivan: Small technology company called ablation visual innovation and we have a small platform that enables students to warehouse their best work their employment and community service and anything they want in basically any digital media that they want and part of our goal is to help them.

625

01:43:09.630 --> 01:43:18.240

Anne Sullivan: collect the things that are most proud of, and that they enjoy the most and we designed it so that there's a self reflective component in it.

626

01:43:19.080 --> 01:43:27.960

Anne Sullivan: They can see the meaningful things and kind of be able to tell their story as i've heard several times tonight about storytelling and the importance of it.

627

01:43:28.680 --> 01:43:38.040

Anne Sullivan: I see that important to students as well, so again, that was a match for me when I saw this board position because you're working to help students tell their story.

628

01:43:38.490 --> 01:43:47.850

Anne Sullivan: And then the other piece that live Stream does is we help kids create digital portfolios to showcase themselves, whether it be for high school.

629

01:43:48.630 --> 01:43:58.710

Anne Sullivan: applications to college or for a job or internship and so and it kind of you know supplements kind of a resume and their and their interview and other things.

630

01:43:59.190 --> 01:44:12.240

Anne Sullivan: And again looking at for our academy looking at what you all, are doing with their stem programs looking at how interactive you are with students there the school seems to do with the students.

631

01:44:13.290 --> 01:44:19.620

Anne Sullivan: I just wanted to be a part of it and thought I could be a value to all of you, because i've.

632

01:44:20.670 --> 01:44:31.050

Anne Sullivan: Since 2008 I was, I was the head of global number Member services at educational record record zero we did assessments and instructional programs pre K to grade 12.

633

01:44:31.500 --> 01:44:40.440

Anne Sullivan: So I have a very heavy background actually in assessment work, as well as evaluation, I spoke at many conferences all over the world, quite frankly.

634

01:44:40.740 --> 01:44:50.940

Anne Sullivan: About holistic evaluation and how to evaluate students there's more than just their test scores, and I work with lots of schools, not only in the United States but.

635

01:44:51.660 --> 01:45:02.640

Anne Sullivan: We focus very heavily on Southeast Asia working in China and Taiwan in Vietnam and many, many places in Southeast Asia and Europe.

636

01:45:03.420 --> 01:45:12.750

Anne Sullivan: Just working with schools to help evaluate the students not not only as a group, but as individuals and looking at students to say.

637

01:45:13.350 --> 01:45:20.580

Anne Sullivan: All right, well, what else might have been going on, during that time period so, for example, with the assessment results that we just looked at.

638

01:45:21.420 --> 01:45:30.810

Anne Sullivan: You know where where are they So these are the assessment results, but where are they in the classroom and how much do those match or not.

639

01:45:31.500 --> 01:45:38.190

Anne Sullivan: So that would be one thing to do so that maybe even the younger teachers of the teachers who haven't been there that long.

640

01:45:38.550 --> 01:45:47.730

Anne Sullivan: Yes, obviously, they want to be looked at, you know holistically as well, but you want to look at the students individually to see if they're matching with their.

641

01:45:48.300 --> 01:45:56.250

Anne Sullivan: You know the grades in school and then in the time period of the test can make a difference, too, so depends on you know what might be going on for this to be too.

642

01:45:56.790 --> 01:46:09.300

Anne Sullivan: So that's probably a very long answer to that question, but, as you can see i'm very passionate about helping students be successful in whatever success means to them because success doesn't mean the same thing to all students.

643

01:46:09.780 --> 01:46:20.880

Anne Sullivan: And that's okay and, but I would love to be part of the way Ferris academy is working with their students and especially under Sir students and students.

644

01:46:21.210 --> 01:46:29.670

Anne Sullivan: with learning difficulties and you ll and other challenges, instead of saying you know all those students have those issues, so they you know.

645

01:46:30.540 --> 01:46:39.870

Anne Sullivan: Working with you to make them successful and help them, give them the tools that help them be successful, instead of just saying Oh, has shown too many people put.

646

01:46:40.860 --> 01:46:50.070

Anne Sullivan: To the side that aren't quite the same as others and it just frustrates me to no end, so I think if kids are given the right tools they can be successful.

647

01:46:53.460 --> 01:46:55.260

JLopezMolina: So I will now open up.

648

01:46:56.310 --> 01:46:59.190

JLopezMolina: to questions from the morning, so any questions from the warning.

649

01:47:08.070 --> 01:47:11.370

Briar Thompson [she|her]: The one thing that we often ask point Member or potential partner in this.

650

01:47:12.120 --> 01:47:20.520

Briar Thompson [she|her]: Is you know, based on my evening today are there, particular committees that you would find most interesting to contribute to and so just as a quick.

651

01:47:20.970 --> 01:47:29.730

Briar Thompson [she|her]: rundown of what the options are we have the academic committee, we have the Finance Committee, the Executive Committee and the Culture Committee missing what have you.

652

01:47:30.960 --> 01:47:34.440

Briar Thompson [she|her]: I think it's just those four of those for.

653

01:47:35.580 --> 01:47:35.790

Briar Thompson [she|her]: The.

654

01:47:38.430 --> 01:47:39.750

JLopezMolina: Culture and academic.

655

01:47:40.680 --> 01:47:44.460

Briar Thompson [she|her]: yeah yeah great Okay, so what interests you the most.

656

01:47:46.500 --> 01:47:51.300

Anne Sullivan: What would be academic would be number one for me and then the probably executive would be number two.

657

01:47:53.940 --> 01:47:57.360

Anne Sullivan: And then the culture will probably be number three I don't know if you only don't order, all of them, but.

658

01:47:59.310 --> 01:48:03.330

Anne Sullivan: The academics, would I would think I think I can make the most impact there.

659

01:48:03.870 --> 01:48:06.450

Briar Thompson [she|her]: mm hmm that makes sense, thank you.

660

01:48:15.120 --> 01:48:29.070

Tahina (Ty-ee-nah) Perez: Another question that we typically ask is now that you've seen a board meeting, and you know you've shared your thoughts some what what pushes might you have for us or things that you might what might you offer to the board.

661

01:48:31.710 --> 01:48:32.310

Anne Sullivan: um.

662

01:48:34.710 --> 01:48:36.300

Anne Sullivan: Well, I see it.

663

01:48:38.430 --> 01:48:40.890

Anne Sullivan: Writing faces I as I went through.

664

01:48:42.180 --> 01:48:42.600

Anne Sullivan: So.

665

01:48:44.280 --> 01:48:47.130

Anne Sullivan: So you you ever work with.

666

01:48:48.630 --> 01:49:01.650

Anne Sullivan: The communications for the students more or anything like that so, for example, the again just looking at the score is someone who really, really great and like we want to make sure that the students know that and.

667

01:49:03.000 --> 01:49:03.900

Anne Sullivan: You know how.

668

01:49:05.010 --> 01:49:14.820

Anne Sullivan: I know principal grounds on the phone with on the phone and I don't know how much you guys get involved with making sure that.

669

01:49:15.840 --> 01:49:22.500

Anne Sullivan: When I say internal marketing now i'm not talking about marketing for this, although I love the I love I love the banner or the.

670

01:49:24.150 --> 01:49:34.110

Anne Sullivan: The oh my gosh this the billboard that's the word or sorry the billboard that was created, I thought that was great, but I just the interval marketing for the kids because again.

671

01:49:34.620 --> 01:49:47.550

Anne Sullivan: While there were obviously many challenges through coven I think the fact that you know again your school tests have more students that anything anyone else, before you know everyone else in the.

672

01:49:48.720 --> 01:50:00.120

Anne Sullivan: In the district that you compare to that should be kind of like that's a great celebration for the school and thanks for the school and that can make a positive impact for the kids in other ways, and so.

673

01:50:01.710 --> 01:50:06.720

Anne Sullivan: Does the board ever get really kind of involved in in working on on those kinds of thing.

674

01:50:16.920 --> 01:50:21.090

Briar Thompson [she|her]: i'm happy to take a first pass of that and maybe how many are you can add, I think.

675

01:50:21.720 --> 01:50:29.580

Briar Thompson [she|her]: it's a good question, I think there have been different times during the year we're with decided that we wanted to celebrate certain things, and one of those was their.

676

01:50:30.540 --> 01:50:42.030

Briar Thompson [she|her]: dedication about teachers of the last year with coven, and so the board had worked with principal Brown and with Courtney to organize gifts for the staff.

677

01:50:42.630 --> 01:50:57.180

Briar Thompson [she|her]: I think in terms of communicating with students we've had lots of discussions as a board around, how do we find the right balance between governance and operations and trying to give space and and sort of flexibility and.

678

01:50:59.100 --> 01:51:02.730

Briar Thompson [she|her]: Freedom for the principal Brown and Courtney to.

679

01:51:04.050 --> 01:51:12.270

Briar Thompson [she|her]: have a lot of the operations more than Austin and we've been trying to stay in sort of a governance space, and so I think the closest we get to that is sort of.

680

01:51:12.690 --> 01:51:22.170

Briar Thompson [she|her]: asking if that's happening or making suggestions and sort of following up as accountability, but not getting into it as much directly but Javier would you add anything to that.

681

01:51:23.940 --> 01:51:29.940

JLopezMolina: yeah the only the only other thing I would add to that is the sort of like delineation between.

682

01:51:31.500 --> 01:51:43.290

JLopezMolina: What the board does, which we want to be able to sort of contribute back and then not stepping on the toes of the management team, so you know, we take the lead of the management team and and principal Brown.

683

01:51:44.460 --> 01:51:49.890

JLopezMolina: With basically everything so that we do, and so.

684

01:51:51.660 --> 01:52:03.180

JLopezMolina: yeah he is at school, all the time and he's got his finger on the pulse of of what's important and what's going to be impactful and so doesn't say that we're not going to get involved, but I think when it comes to sort of leading.

685

01:52:04.530 --> 01:52:07.230

JLopezMolina: Our number one remax, I think, is to provide.

686

01:52:08.850 --> 01:52:12.300

JLopezMolina: The structure to make sure that.

687

01:52:13.590 --> 01:52:19.740

JLopezMolina: His teeth empowered to do what they would what would be most impactful for the scholars and.

688

01:52:21.360 --> 01:52:35.490

JLopezMolina: As much as far as we do, above and beyond that, like getting involved in the instead of giving back to the scholars themselves I think it's sort of a nice and important sort of additional thing that we do, but I think the core of what we do is providing that structure.

689

01:52:39.120 --> 01:52:39.570

Thank you.

690

01:52:47.610 --> 01:52:51.270

JLopezMolina: All right, I have one question which, again we typically ask of.

691

01:52:51.840 --> 01:53:06.720

JLopezMolina: Potential board members, which is what are your other sort of extra curricular or I say extracurricular because that's the school term but extra outside of your typical job or to your other sort of time commitments, and do you find that those.

692

01:53:08.100 --> 01:53:08.640

JLopezMolina: But that.

693

01:53:09.990 --> 01:53:13.410

JLopezMolina: might be a contract with being able to commit time to the board.

694

01:53:15.810 --> 01:53:22.080

Anne Sullivan: And so my my be of time commitment, if I have two kids to play hockey.

695

01:53:24.420 --> 01:53:25.470

Anne Sullivan: I get busy.

696

01:53:28.020 --> 01:53:31.050

Anne Sullivan: So, but you know typically.

697

01:53:33.210 --> 01:53:48.780

Anne Sullivan: You know, I have the work that i'm very fortunate that the work that I do even with other so i'm an advisor for another company called grab the torch achieved his leadership ethics philanthropy and purpose.

698

01:53:49.800 --> 01:54:03.150

Anne Sullivan: To high school students and as an advisor for them, you know that I have flexibility and when I work with them, and so you know, I think, basically, I think I could.

699

01:54:03.390 --> 01:54:13.230

Anne Sullivan: manage it, because it seems very structured like I know when the board meetings are, and I know when things are, it seems, and maybe i'm wrong about that with with.

700

01:54:14.190 --> 01:54:29.670

Anne Sullivan: Sarah Academy, but from my conversation with Courtney and seem like you know they're you know, there are certain time periods, and I feel like I can make the time it's I think it's a matter of making time and if there is one board meeting that, for some reason.

701

01:54:30.690 --> 01:54:43.950

Anne Sullivan: I absolutely cannot make that I would be able to let people know way ahead of time to be able to manage that you know, like we have the hockey schedule for the whole season, I know if i'm going to be, you know out.

702

01:54:45.060 --> 01:54:56.490

Anne Sullivan: You know Chicago or wherever, but usually even when i'm away it doesn't matter unless of course it's a forced in person, but especially if it's virtual it doesn't matter where I am because I.

703

01:54:57.780 --> 01:55:06.570

Anne Sullivan: I kind of I can do my I do my work virtually for the most part, anyway, so especially while we're virtual it's going to be very easy, you know.

704

01:55:07.050 --> 01:55:20.490

Anne Sullivan: In person it's just matter if I somehow i'm not in the same same state, if I can be brought in virtually that would be, but I don't see that really happening very often they met you meet monthly so I don't see it as being a big challenge at all.

705

01:55:22.620 --> 01:55:24.990

Anne Sullivan: Right, I think I can manage it, let me put it that way.

706

01:55:26.190 --> 01:55:29.010

JLopezMolina: Excellent um any other questions from the board.

707

01:55:33.540 --> 01:55:36.030

JLopezMolina: Going once going twice.

708

01:55:37.890 --> 01:55:39.660

JLopezMolina: Alright, and right.

709

01:55:40.740 --> 01:55:40.980

Anne Sullivan: yeah.

710

01:55:42.720 --> 01:55:46.080

JLopezMolina: I have too many and and annie's work that I.

711

01:55:46.650 --> 01:55:49.020

Anne Sullivan: I I honestly am for the either so.

712

01:55:51.630 --> 01:55:53.190

JLopezMolina: Do you have any questions for us.

713

01:55:56.220 --> 01:56:07.500

Anne Sullivan: Now, I think this has been a great board meeting to be on I think all of you do amazing work and I really enjoyed you know, seeing the details that you do get into with with.

714

01:56:07.980 --> 01:56:26.190

Anne Sullivan: You know about the school, as you said, but but staying kind of in a in a particular role around the school and principal brown it was especially really nice to meet you in person, are you here, I read a lot about yourself very impressive but.

715

01:56:27.480 --> 01:56:29.790

Anne Sullivan: Thank you for having me tonight, thank you.

716

01:56:35.100 --> 01:56:48.780

JLopezMolina: All right, well with that, then we will adjourn the board meeting and go into executive session, unfortunately, have to kick everybody out, except for the board members and Courtney.

717

01:56:50.640 --> 01:56:53.640

JLopezMolina: And maybe Mr Brown let's keep Mr Brown as well just to.

718

01:56:54.810 --> 01:56:56.790

JLopezMolina: make you in the middle, but I don't think we need to.

719

01:56:58.380 --> 01:56:59.760

Anne Sullivan: Do I stay on here.

720

01:57:00.180 --> 01:57:02.430

JLopezMolina: um no you don't have to leave them for sure okay.

721

01:57:03.810 --> 01:57:13.980

Anne Sullivan: Okay, well then, I just want to say goodbye, and thank you to everybody, for your time this evening I really appreciate you having me, and if you do have a wonderful school so very impressive.

722

01:57:15.150 --> 01:57:15.690

JLopezMolina: Thanks very much.

723

01:57:16.020 --> 01:57:17.520

Anne Sullivan: Thank you take care.

724

01:57:18.750 --> 01:57:20.670

Anne Sullivan: Thank you, thank maybe you.

725

01:57:23.040 --> 01:57:23.580

Maria Dorsey: Can I can.

726

01:57:23.910 --> 01:57:32.670

Maria Dorsey: Remember and and I just want to say, I am a recipient of one of those Thank you letters, so I got to tell Mr Irving, and the letter made me cry.

727

01:57:32.730 --> 01:57:42.120

Maria Dorsey: One of the scholars down i've got to tell Mr every tomorrow Thank you everyone have a wonderful night and travis good play that basketball saw you.

728

01:57:45.690 --> 01:57:47.970

JLopezMolina: motion to reconvene at the board meeting.

729

01:57:50.340 --> 01:57:53.220

JLopezMolina: Or maybe I just reconvene important meeting anytime.

730

01:57:54.810 --> 01:57:59.370

JLopezMolina: We will now vote on and sullivan's.

731

01:58:02.820 --> 01:58:06.240

JLopezMolina: candidacy for the board member position.

732

01:58:08.490 --> 01:58:14.340

JLopezMolina: All of So yes, I would say all of those in favor please raise your hands.

733

01:58:18.330 --> 01:58:19.050

JLopezMolina: And the.

734

01:58:19.200 --> 01:58:19.680

reaction.

735

01:58:22.200 --> 01:58:26.250

JLopezMolina: All right, all of those opposed to please raise your hands.

736

01:58:30.390 --> 01:58:36.240

JLopezMolina: Let the record show that the Board has not approved the sample them as a board member.