

East Hollywood High School

Board Meeting

February 1, 2023

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EHHS Governing Board Meeting (2023-02-01 16:37 GMT-7) - Transcript

Attendees

Amanda Darrow, Katrina Walker, Katrina Walker's Presentation, Nicole Lowe McBride, Richard West, Ryan Marchant, Scott Pruyt, Skip Francone, Susan Soleil

Transcript

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Skip Francone: East Hollywood, High School Board meeting for February 1st, 2023. And this meeting is now in session. Those. Here at the meeting today are Katrina. Will you just start and tell us here?

Katrina Walker: Sure. Katrina Walker, Principal.

Skip Francone: Ryan. Scott.

Ryan Marchant: Ryan Marchant business manager.

Scott Pruyt: Scott Pruitt. Board member.

Skip Francone: Susan.

Skip Francone: Amanda.

Amanda Darrow: Amanda Darrow board member

Skip Francone: And rich.

Ryan Marchant: There is, we can see him now.

Skip Francone: We can see you now rich anyway. Richard West Board member is is also with us and I am Skip Francone board chair. With that. Let's move on to our first topic on the agenda, the fy23 Financial Review,

Ryan Marchant: Yes, we Katrina. If you could pull that up, if that's at all possible. It's the actual the budget report and I sent this out to the members yesterday. I hope everybody had a chance to. That's it right there. Yep. I had a chance to hopefully you've had a chance to kind of review this. We did have our audit committee meeting for 30 minutes before here. So Scott and Skip. And I were able to kind of go through here and actually, it's, it's great to have a functioning audit committee, because then, they can flush out any questions or concerns that they might have for the board for themselves and then they can kind of bring it to here for the meeting. But having said that, I don't know if I don't know if we need to go

Ryan Marchant: If we have a, I guess, kind of the ideas if you have a functioning audit committee, I don't think we need to spend like eons amount of time on a financial statement. I think the board kind of fills

the same way. I at least they help they do. And that's kind of the function, of the audit committee and I'm glad that we're doing this. So I really, what I would just say at this point is You have the financial statement and you've had a chance. Hopefully, to review it, we have talked about it, I don't skip or Scott. You have any, do you guys kind of want to talk about it for a minute or whatever? I mean, I guess I don't know.

Skip Francone: Yeah, Scott. Do you want to just give your impression of it since this was kind of your first audit meeting?

Scott Pruyt: yeah, I mean So Ryan was kind enough, he took us through the squire on it. That formed in its performed yearly when you have a chance to prove that and I know it's fairly long. I read through it yesterday and last night but you know I'll be honest with you when you're on the second to last page. I think this says everything and it's Number E That says, we are not aware of any instances of non-compliance with state compliance requirements. I think that really says it all. I think that shares that Ryan and Katrina have done their due diligence that the audit has been performed. And there are no discrepancies, that everything is as it should be. That's that's what I would share.

Skip Francone: Good.

Ryan Marchant: Well, thank you, thank you for that. Let me just add to that and just give you the 50,000 foot view here. We did have a good successful year last year and I think we kind of build up to that for coming up to that point last year. If you remember at the end of the year, we had about well we essentially we had a four week. We still have a negative net asset of about a, we had a million dollars because of depreciation and then the state retirement fund we won't get into all of that. But it's not a really, it's not a negative million dollar cash. But we had, we were able to chew into that almost to the tune of 500,000 last year, which is great for us. So now we're negative. Now asset is about 500,000. And and the school is in a really in a pretty good financial position. We've got

Ryan Marchant: You know, some money in the bank, which is good. We need to be prudent about where we're going with that and the things that we do. But overall I think the impression is that we're in a pretty good financial position. The audit came back. Well, they had, you know, one thing that we need to kind of look at and I think we've kind of fixed this was with the procurement or at least we're working towards that. I'm not gonna go ahead and say that we're never gonna have that show up on an audit again.

Ryan Marchant: Because their chairman is procurement. We're spending a lot of dollars and we just need to make sure that we're in compliance. But part of the problem was, is if you remember a couple months ago, we we changed our. We changed our procurement policy to make it less restrictive because we were actually more restrictive than what the state was. So hopefully that'll be helpful so far this year, we have about a 260,000, net income versus about 150 or so with budget. So we're over our budget where we thought we would be again. I kind of anticipate us at the end of the year kind of breaking even from here. We will chew into that number as the year goes on. so,

Ryan Marchant: Overall, I don't see us having quite as successful as a years as we did last year, but I think we're still can put maybe a little bit, take a little bit more out of that negative and asset but not significant amount.

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Ryan Marchant: I don't know if there's any other questions but I think you know, you kind of look through it email me. There's Scott or Skip if you have any questions but again I think that the schools that you know

headed in a fairly good financial position. The way we are we still need to be prudent with what we're doing. But I think we're on a, I think we're on a pretty good path and depending on what happens out of this legislative session and how much of an increase in the wpu, we get that could be good as well, you know? Student head counts. Always is an issue that we need to talk about and try to address. and I think, That's something that we'll just talk about on an ongoing basis that has a, you know, obviously has a significant impact on your financials. But at the point that we're at right now, I think we're kind of breaking even

Scott Pruyt: Even but we have a good cash flow position. And and we have great assets.

Ryan Marchant: Yeah. Yeah. Product. So I think that's Unless anybody has any other questions?

Scott Pruyt: Yeah.

Ryan Marchant: I think,...

Skip Francone: Oh yeah,...

Ryan Marchant: I think you're okay.

Skip Francone: so Susan has Susan has a comment.

Susan Soleil: Thank you for. Sharing all this Ryan and you have done such a stellar job. For so long. And I just want to say, Thank you for me, and from the board. I'm wondering, I really appreciate you bringing up the student. Count and and I'm just wondering if that could be a regular item. On our board agenda. Because if it only comes up once a year, we only talk about it once a year.

Ryan Marchant: Yeah.

Susan Soleil: and if it comes up every board meeting, Then we're talking about it. On a regular basis.

Ryan Marchant: Yeah and stuff right there. Katrina that's good. And and you I appreciate your point and we kind of have We can, I think we should put it as a regular item and part of the discussion is here is just that, you know, I try to put these when I put the put this deck together for the financials. I try to, you know, kind of show some history there and where we are. And you know, you can see our October 1 count was 287. Last year, we were at 304 year before that. It was two steps so we're kind of last lady in there. We're it's tough to get over that 300. We're 280 right now but we're gonna talk about a couple things deeper in our board meeting that are on the agenda that I think will really address some things and based upon what some other schools maybe might be doing and just some unique things to address the particular circumstances of our individual students and I'm excited to talk about that and get the boards input and hear what they have to say and I know Katrina will be addressing some of that. So

Skip Francone: Very good.

Ryan Marchant: But thank you, Susan. I appreciate the compliment.

Ryan Marchant: Thank you.

Skip Francone: Apparently Rich says that he did,...

Skip Francone: not get the financial documents and whatnot. And so if I could have you guys resend them to him, I would appreciate that.

Ryan Marchant: Oh yes, I apologize. Richard, I'm like a bad email for you. I know you were on there but

Katrina Walker: I, I just looked at that, too. Like, I mine just bounce back from that for me, too. It was like, Yeah, it was well,...

Ryan Marchant: It did.

Katrina Walker: for from Rich. It was the tetra-analytics one.

Ryan Marchant: Let's just jump.

Ryan Marchant: Rich. I think just jumped off. Yeah, that's the one I was using too. It messed the bounce back to me, too.

Katrina Walker: Okay, let's see.

Ryan Marchant: Rich. Do you have an updated email?

Ryan Marchant: We can't hear you're on mute.

Ryan Marchant: You know what? Let's send him a message.

Richard West: so, For me.

Skip Francone: Okay, there we go.

Richard West: So I think the email you have been using for me all along still works RP West at tetranalytics.com.

Ryan Marchant: Yeah. Okay, I will resend it to that. And see, I'll go back and see if it did bounce back to me, which I'm assuming that it might have. And then I'll resend it to you Rich. Okay, I apologize for that.

Richard West: Oh, it's it's not a, it's not a problem. I've got five or six other email addresses, if that one doesn't work,

Ryan Marchant: Okay. All right.

Skip Francone: Okay, so any other questions then? On, you know, on the Financial Review, again, the board did review it the audit committee did. And then Scott had some really, really poignant questions for Ryan and and, you know, I think, I think we're well on our way to, to continuing our our, for an, our financial strength. And that's, that's really all we can say. So there's no more questions. We'll move on to the Trust Lands plan.

Katrina Walker: Okay, let me see if I can find which two 2023 tab. It is. That's this one.

00:10:00

Katrina Walker: So every year we have money that comes from trust lands, and you guys have most of you have been through this a few times. so,

Katrina Walker: I met with the trust lands. Well, with the Community Council this week, and we talked about our School. And where we're at in the past, we've used the money to pay for a science teacher and we've been doing that for several years. And so the trust lens are the Community Council proposed that we continue to use the money to pay for a the physics teacher which Hopefully we'll still be Pete and he seems to really like it here and so I don't think he's going anywhere um, to teach physics and And we're continuing to kind of push kids to teach to take those higher level science classes, which prepare them better for college. Our challenge is always been with the science endorsements that Each each class that they need to take requires a different endorsement.

Katrina Walker: So like our biology teacher, can't teach physics. So I have here kind of the goal that will provide students with broader range of science courses options that will allow students to be to take more advanced level courses. And our goal is to increase our students proficiency in science as measured in the state accountability assessment aspire plus by 5% increase the average science score on the Act by at least three points. So the part of the reason why I include the act instead of just the aspire plus because If we're if we're having kids take physics, then we're wanting them to take more advanced level courses, to begin with, you know, start with biology.

Katrina Walker: So that does, you know, the aspire plus is just our ninth and 10th graders but the kids that are going to be taking the physics are juniors and those are the kids that take the act. So that's why I include the act and that's why the measurement like I talk about the ninth and 10th grade, and nine percent of them are proficient. But we talk about the mean, score of the 11th graders was 16.4 in science and that's all 11th graders. And then we talk.

Scott Pruyt: It.

Katrina Walker: I talked about, I think I put the ones who had taken the physics classes last year had a little bit higher median, score amongst those that took it. They were at an 18. So Would like to do is continue to hopefully have more and more of those juniors. Having had taken the physics class. So then those act scores continue to raise And and I don't know. Do you have any questions on?

Katrina Walker: On that plan is just to use that. Oh, I guess I should probably It's about 44,000 and it doesn't quite cover. That doesn't obviously cover his entire salary. We have to pay for the rest of that and plus his benefits. But it does cover a good chunk of that.

Skip Francone: Any, any thoughts on that? I mean, my my feeling is that, that anything we can do to increase the level of education at our school and, and the opportunity for education for the, our student base is a good thing, and if that's how we, that's how we have choose to go about paying it. I think it's wonderful.

Katrina Walker: And I do need a vote on it. So,

Skip Francone: Okay, Scott, did you You have a comment Scott, I didn't. Okay.

Scott Pruyt: No. I mean I honestly I think that's a it's been successful for Katrina and Ryan. I see no reason why we wouldn't continue.

Skip Francone: Well we're fortunate to have trust loan, trust fund lands. So we really are because that that gives us a little bit of a A little bit of some pocket money to use for these kinds of things.

Skip Francone: well, you know I think anybody else have any comments and then we do need to have a vote on this. So we'll we'll have to have a motion. Is there a motion?

Susan Soleil: I'll make a motion that we accept the Plan to spend our trust land funds.

Skip Francone: Okay.

Susan Soleil: Helping to pay for a physics teacher. Yeah.

Skip Francone: All right, and we have a second. Richard West has seconded that. Motion. So, therefore there's a motion on the table that has been Seconded by Richard West to use our trustline Trust fund.

Skip Francone: Monies too, to pay for this to pay for the the further education in in this way for this teacher. So all those in favor of using this money this way, Why don't we just raise your hands? So I can see very good. Then the the motion carries and has been approved, unanimously unanimously by the Board.

00:15:00

Katrina Walker: Yeah, thank you.

Skip Francone: With that, we can move on to the school calendar.

Katrina Walker: Okay. I'm clicking on the wrong thing. There we go.

Katrina Walker: My computer's slow, I mean you can see I have too many tabs up. Okay, so I'll just kind of give you a quick overview of the calendar. It is not much different than the calendar of this year. The main difference is that we are going to start a little bit later. I keep It keep trying to click on where we're presenting. Like that's gonna help.

Katrina Walker: So, You in the past, we've been getting out before Memorial Day, but Memorial Day is a little bit earlier this year. You can see. So this year, instead of doing that, we're gonna go through the 30th. The last day of school is going to be on the 30th. I actually kind of thought through, I don't want to have the teachers do usually what I have done is the last days of schools on a Friday and then the teachers have to come the next day in order to check out because I can't handle doing graduation rehearsal and graduation ceremony and checking the teachers out but I didn't want the teachers to have to come back in June. It just felt wrong. And so I'm gonna do the last day on the 30th. Will do graduation rehearsal on the 30th in the morning. So the kids are all rehearsed and do all of that. But then

Katrina Walker: And but then I think we'll still do graduation on the 31st.

Scott Pruyt: If?

Katrina Walker: I'll let the teachers check out in the morning, they can come to work in the morning, get all checked out and then we'll go and do the graduation ceremony in the afternoon that way they don't have to come back on the third which would be just miserable. So that's one change that is definitely different than how we've done it in the past. um, Then because of that, we're going to be starting just a little bit later. In the school year, it just kept you know it eventually it has to reset, you know, we kept creeping, creeping, creeping creeping into August. You know, my birthday is on the 17th. And so I it's like when we start school before my birthday, it just feels really wrong and so,

Katrina Walker: It, you know, we just kept creeping further into August it just got got earlier and earlier. So now we're pushing it back. We will start on the 23rd. We'll start on the 23rd this year. I think that'll work out well...

Scott Pruyt: Thank you.

Katrina Walker: because the other schools are starting early. I don't have it right in front of me, but I want to say Salt Lake District or Granite District is starting in this week like on the 14th or 15th and then one of the other schools is starting in the day before us on the 22nd. And I prefer to start a little bit after the other schools, just because that gets kids a chance to go to the other schools and realize they don't want to be at the other schools and then they can come and start on the first day with us. Um, so that works out a little bit better for us. Let's see.

Katrina Walker: You kind of see? Where the holidays lie we usually do.

Katrina Walker: Three days for Thanksgiving break. It kind of worked out really well. That the term would end right before Thanksgiving break. So we Won't have, you know, the split up. So, so much in that term and then the Christmas break is one day shorter than we usually do. But I think that that will be okay. and, Just the usual holidays will have kind of an extra day off. That's for snow like emergency day if we need to make it up. Which we usually don't especially now that you can do the online days and then spring break will be the same as Salt Lake and Granite District.

Skip Francone: Okay, well, that looks good. Any.

Katrina Walker: And Rich. So you know, the solar eclipse is on the 8th going through Arkansas. I know that.

Katrina Walker: I'm it worked out really well to land right by spring break. So I might be able to make it I family that lives out in Arkansas. So we're planning on going.

Skip Francone: Okay. So any comments about the calendar? I mean it sounds, it sounds very logical and sounds like it'll work out, great.

Katrina Walker: No.

Susan Soleil: You need a motion. You need to vote on that. I make a motion that we accept the 2023-20-24 school calendar as Proposed by Katrina.

Katrina Walker: Yep.

Scott Pruyt: 90 second.

Skip Francone: All right, we have there's a motion on the floor to accept the 2023-2024 school calendar. It has been seconded by Scott Pruitt. All those in favor of accepting this calendar. Raise your hands. Is anyone opposed?

00:20:00

Skip Francone: Very good then. The calendar has been accepted as proposed.

Katrina Walker: Yeah. All right, what's next?

Skip Francone: All right, very good. The bylaws. I think we need to to vote on that on the bylaws. If has anyone come up with any changes that they would like to make in the bylaws after having a little bit of time?

Katrina Walker: The, the only change that I made in it was that we added the alumni that we talked about. So, rather than a parent of a student,...

Scott Pruyt: You.

Katrina Walker: We added a parent of a student or an alumni. and,

Katrina Walker: I think that may have been the only thing that we added or changed.

Skip Francone: Okay. Were there any other thoughts about the bylaws? I My feeling was that they served us. Well that that they gave us. They're not. So strict that we have to really pay so much attention to them and follow them, you know, to the letter and that gives us a little bit of leeway, which I think is good for our type of a school. So I I my personal feeling is that they service. Well,

Ryan Marchant: Yeah, I reviewed them too, and and our original biologs going way back were a lot more restrictive than these and we've actually done. This is the second or the well, this is the third, at least the third rendition, maybe the fourth, but over the years we've made them less restrictive which is really good. So I I agree with what you're saying. Skip it's it's good to have less restrictive in my opinion and I

Skip Francone: It gives us some room. It's it's, there are so many things to pay attention to and and difficulties in in just having boards and all these other things you hear about it all the time. So I like the fact that we can be a little flexible. Any other comments or All right. Well with that I think it's we need to approve these bylaws then and as a board and so that we can put them Away for the time being until we review them the next time. So is there a motion to approve these?

Scott Pruyt: Scotty.

Skip Francone: These the change, the one change that we made and the bylaws as written.

Susan Soleil: I was waiting for someone else to make the motion.

Richard West: Hey, I'll switch. rolls with you, if you like,

Richard West: So I move that we accept. That we approve by laws. As presented and amended by Katrina, I think

Skip Francone: Okay. All...

Susan Soleil: I second that motion.

Skip Francone: there's a motion on the floor to to approve accept and approve. The bylaws as changed and written. And presented.

Skip Francone: and, all those in favor of approving, the bylaws as written, raise your hand, All right, therefore the board unanimously votes to approve. The bylaws as written and presented for the coming years until we revisit them again.

Skip Francone: All right with that. Let's take a look at the Fee waiver policy.

Katrina Walker: Okay, I'm talking a lot today. The Fee waiver policy. We did not change anything. from last year, we felt I felt like the fee waiver, the fees that we did last year were Good, we don't have to have emotion on this right now. It's just we have to have it reviewed in two board meetings before we finalize it. And so The plan is to not have a change, there's a 30. \$30 concurrent enrollment one time. Non-refundable application fee. And then we do \$20, maximum prevent but actually most of our events are free and then the graduation cap and gown is also a few because they Order to participate, they have to pay for it and it's expensive. So that's that actually is classified as a fee so that can fall under a few waiver.

Katrina Walker: Then that those are the only fees that we have. We don't charge class fees. We don't charge enrollment fees. We don't charge any other any other fees. The other things are additional costs and the fee waiver does not apply to those that like the yearbook a Uta bus pass. If it's lost or stolen. And that's we talked about that last year, the we did. \$10 for the first replacement and \$20 for the additional replacement. And those were just like as an incentive to at least dig. In your laundry to find it because those cost us a whole lot more than \$10. And then the concurrent enrollment. There's if they're taking concurrent enrollment, there is a tuition that goes along with that. That's an additional cost and then Chromebook Replacement and Chromebook Charger. I left these on here. However, We aren't for the most part. Giving Chromebooks out anymore.

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Katrina Walker: We do on occasion and Krista has them sign. A little thing that clarifies this again when they check Chromebook out but that's only in special circumstances and once in a while if they absolutely need that like if they've if they're sick or something like that they absolutely have to have on a home but we move to having all the chromebooks in classroom. So each classroom has a classroom set. Now instead And then a few weaver policies in order to apply for the fee. Waiver. They just have to apply for free and reduced lunch.

Katrina Walker: so,

Skip Francone: Okay, are there any comments or questions or thoughts about the student fee policy as it stands today? We do not have to take a vote on this today, as a matter of fact, we have to present this twice.

Katrina Walker: Yes.

Skip Francone: So with with that, there's time to think about it, of course, I yes.

Amanda Darrow: I just have a question for Katrina. So, Have you ever run across where students may not sign up for concurrent enrollment because of the financial aspect to it? Would that ever be a problem?

Katrina Walker: I haven't. And I think that there are scholarship Kind of situations through snow. Get it covered. also, so most of the classes I think are like 15 bucks, maybe, For a course. But I've never, I've never had an issue. I don't actually do a lot with Getting them enrolled are advisor, does that? But I've never I've never had that come up and she would definitely tell me if that was an issue. I do think that there are situations where There are scholarship kind of things and snow doesn't make them pay for the

fees and things like that. And we do cover, if The enrollment, the application view. If they can't cover that, we cover that as well. So I've never seen it be an issue, I've never had to come. so, Yeah.

Amanda Darrow: Okay, great. Thanks.

Skip Francone: Any other thoughts then today on this? And again, we'll revisit this. So, if you do have any, we can bring them up at the next board meeting, where we visit this topic, How about this? The fy24? Flexible schedule, proposal.

Katrina Walker: Okay, this is something that I I'm I'm gonna pull this up because I just presented it to the staff, but I don't necessarily need to go through all the slides with you. This is an idea that came up. Because we, and I'm definitely not set on it yet. I just want. It's something that I want to bring up so that you guys are aware that we're kind of thinking about it, and we can kind of discuss it. um, it came up as a discussion about prep periods because right now on our current schedule, our teachers only have a prep every other term so sometimes because we're on the weird three period schedule And at six, terms every other term, the teachers are teaching. All day. And they don't have a, So it came about as that conversation and then Ryan has been talking to me about fast forward.

Katrina Walker: Fast forward is kind of our sister school so rich you are probably aware of their schedule where they've They when Covid happened, we kind of went two different paths. I chose an alternating day schedule, where kids were coming to school one day and then online another day. And what fast-forward did to split their population as they chose half days because they chose an AM schedule and a PM schedule. And so they split their kids that way. Well, it's worked so well for them that they haven't gone back. They've stayed that way. And because the state has waived the 990 hours They've kept that, but I Oh, hang on. Like Nicole. That's coming on. McBride's are here. Think. Admitted, I hope they're here. There.

Katrina Walker: Hi.

Skip Francone: Good to have you here.

Nicole Lowe McBride: Sorry, we're late.

Skip Francone: Hey, it's okay. We're happy you're here. So thank you. I'm grateful for you being here.

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Katrina Walker: so, I'm just currently going over kind of this really crazy idea,...

Nicole Lowe McBride: Thanks.

Katrina Walker: but Came to me. Well, it came to us as we were discussing and has kind of become something I actually want to consider.

Katrina Walker: So fast forward as a school. That is kind of tied to us. I don't know, it's kind of a sister school. They're on a similar schedule. They were on a similar schedule to us but when Covid happened they split Into half days so that at like an am schedule and a PM schedule. So they can split their kids in half and not have the like avoid the contact kind of stuff, and they've decided to stay with it and I Ryan's been like talking to me about it for a while now, but I've like, we can't do that because we're a film school and we need that project time and that's really important to us. And then I kind of got thinking about it. I'm

like, what if we could and what if we could offer both options and so, I kind of came up with this strange idea. But I am kind of liking it and we've talked about it with my building leadership team and we went up to Logan. So this is kind of what I'm envisioning, and I don't know if it's actually, well,

Katrina Walker: I don't know. So my envisioning what I'm thinking about is like kids could come half day and they could choose and they could come and just get like a basic diploma and they attend half day am like am session or PM session and they take their one hour classes, their core and electives they meet the same credit requirements that we have now and like the pacing for graduation and earning credits is about the same. but it kind of gives us the flexibility for those kids that have a lot of kids that really struggle with anxiety and really struggle with these things, but at the same time, I I really feel strongly that kids need to be in the building at least part of the day and so I don't like online. I struggle a little bit with online and I kind of liked this idea of they can choose Because as a parent, I also feel like I want my kid to be there all day.

Katrina Walker: And so I'm like and what if you have kids that want to come? And they just want to do cool film stuff and that's why they're here. And so those kids would attend a full day, they would take their core classes in the morning. And then for an hour and then they would go and take project based classes, we film Art, CTE, whatever, in the afternoon, and I don't know what to call it at this point, but I was kind of like a media arts diploma, like my daughter, could earn an honors diploma at her school and they would earn kind of like this kind of diploma plus where they're just doing these cool projects in the afternoon. And so, and then we'd still offer. Credit Recovery Through limitless, the way we're doing. Now we'd have the night school option but then we could also maybe move some of that night school into that PM session too and offer two sessions of of what they're offering where it's a work at your own pace come in and get the support and earn credit faster.

Katrina Walker: I, Kind of I did this for my teacher so they could kind of see what it might look like. This is be like a

Katrina Walker: A student schedule that would come in like on the half day. They would be taking all their classes that they need, but they would be all either morning. They becoming eight to 11:15 or they be coming 12 to 3:15. and then, This might be what a student who has a full day schedule? Would look like, they would come into the morning session, do all the classes, the same way the other kid did. But then in the afternoon they would be taking these really cool project based art related classes, or CTE related classes.

Scott Pruyt: Process.

Katrina Walker: And I can kind of see this maybe Hopefully opening up some opportunities for some really cool collaboration type classes with teachers. And then what a teacher schedule would look like. Would be something like this where like a core teacher would teach all day. But they would teach one hour classes and it would kind of mirror.

Katrina Walker: Mirror each other and they'd have a prep. And then maybe the film teacher, would teach shorter classes in the morning. So we can still offer those electives that they need. Those kids need that are one hour classes and then the film production classes would be longer project based classes in the afternoon. um, So that kind of was where it started with thinking about it so Nolan and I decided, Okay, fine, we're gonna really think about this and we're gonna go up to fast forward and see what it's like. And

I'm sure Ryan and Rich can tell you a little bit more about what they're doing up there. but one thing that was really interesting to me, is that You know.

Katrina Walker: I don't know the teachers actually really like it and they had the opportunity to go back to the original schedule and they chose not to, we did that alternating day schedule. And as soon as like we, the restrictions were offer, like, we're back in everyday. Get your butts in here all day long. We did not. I didn't not like that schedule at all. It was awful. And so, Than most of the new teachers. Most of the teachers that they're really like it, the film and our teachers struggling because they don't have that project, they don't have the full day option, they're just doing the half day half day. And so they're not doing it the same way that I'm kind of inventioning it. So, the students absolutely love it. The parents also like it. Um, I'm gonna skip through some of this stuff because this is more relevant. Well, this was interesting to me. We have really, really struggled with discipline issues right now.

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Katrina Walker: in a way that I've never seen before, like the attention span is Little to nothing. It's just been really different and I've tried. I've been trying to think through all these ways that we can address that and building community and talking about restorative justice practices and how to incorporate those more and, and doing some things to really try to help the discipline issues. And with this schedule, they don't have any discipline issues. They're very few and I've been thinking a little bit about that as well. Like, like Are we lowering? I don't know. Sometimes I'm starting to mature a little bit and get a little bit of wisdom under my belt, I guess. But I

Katrina Walker: Like am I getting to the point where I'm trying to hold on to something like these kids are different than what we've ever seen before? And are we trying to hold on to something that they they learn differently in there and they their needs are different. And so maybe maybe we're trying to make them sit in these two hour-long classes and that's part of the issue, like they're not able to sit there that long. They're not able to focus that long. And the teachers talked about when we were up there talked about, honestly, they're able to get through more content and able to be more effective in their teaching in that one hour because the kids are focused and they're when they're there, they're learning, they're not running around doing crazy stuff and so Because they were on that two hour, the same schedule that we are on one of the other things that I thought was really cool. Is that a lot of the kids are working Or they're going to technical school. They're doing concurrent enrollment which.

Katrina Walker: I think a lot of our kids work anyway, and I thought it was really cool. They have a club, one of their CTE, teachers, talk to us about, they're really their CTE, departments really working on building more bridges, between that work and career because they have that time to do that. And so the kids are working. And so they are working on. Okay, you've got a job. Let's help place you in a job. Let's help you explore the careers that you want to get into. And you've got this extra time, you know, let's let's use it. Use it effectively, I guess. Um, this is the thing that I Think is the most important and it's kind of shifted away from and my thinking, about this whole process is shifted. It's shifted me away from thinking about the prep period because that's what started the conversation.

Katrina Walker: I'm concerned. I've been concerned about enrollment for a while and we've been talking about enrollment for a while and we just kind of keep hovering at this since covid. We've just kind of hovered at this lower number and I it makes me concerned. I don't want to keep covering there and I feel like things have changed since covid and we need to do some things. I know as rich you were talking about in the last board meeting, you said and something. And I put it in the bylaws as kind of a joke. Like,

you know, and when things become stale, when someone become stale and I've been thinking about our program and I'm like, have we become stale and what we're doing, you know, we're just kind of holding to the same thing and maybe we need to maybe figure out some ways to refresh and to do some some things that are exciting and new. But this is something about fast forward. That was interesting. So I used to work there when I was first started out, when Kate was a baby, she was born. When I was pregnant my first year there, so she's 18 now. So that was a long time ago. But when I was

Katrina Walker: are the enrollment was at 200 and then you guys expanded what Ryan was at about 2010 ISH, when you built on that add-on, This is the

Ryan Marchant: I think that's yeah that's about right. Yeah.

Katrina Walker: This is the history I told my teachers I hopefully I'm accurate but that you expanded and then the enrollment your enrollment went up to 250. But then it dropped down again.

Ryan Marchant: More. Yeah.

Katrina Walker: Say like Pre-covid. It was about 150 to 200 kids. And Despite the fact that there's been there was huge growth in Cache Valley at the time, they built two new high schools like gigantic growth going on and then but then enrollment was dropping. and so, You implemented this new program. Covid happened. Our enrollment dropped because of covid. Fast Forward currently has 505 students with 40 kids on the waiting list. and they are operating on similar teaching, like, teaching staff as What they were before Covid? and so,

00:40:00

Katrina Walker: I just see that as like, Kind of an opportunity. I mean, obviously, this is something that parents and students. And it's the teachers are liking it, and they are enjoying the flexibility of it and and so, I kind of I want to explore that as an option. My next steps in this are to, I mean, I definitely have some Like the

Katrina Walker: Some things that I'm worried about and like, I need to get my next steps. I guess are getting data. Susan.

Susan Soleil: I'm curious.

Scott Pruyt: but,

Susan Soleil: You made this presentation to the teachers? What did they say today about this?

Katrina Walker: They were actually really positive. So, when I, when I presented this to the building leadership team at first, they were like, terrified. So like I have about like, four or five teachers that I meet with and they're like the leadership team and we kind of problem solve things together and I always like to get teacher feedback and they were a little bit terrified. And then I went, we went up to Logan to really like, dig in and see what it was actually like. And then when we came back, and they'd had time to sit with it, they were like, no, I really thought about this. And this is be awesome. But when I presented it to staff today, I was really surprised they were, they kind of started out a little bit like, Oh my gosh, this is a little bit and but then, as we finished talking about it, they're like, Oh wow, this could be really awesome and they could see a lot of possibilities with how cool it could be.

Katrina Walker: And I see that, I see that there could be a lot. I do see that there's some concerns that I have, you know, that I need to know how many. How many parents would be interested in both things? Yeah, go ahead.

Susan Soleil: Thank you. I appreciate this presentation and the creativity and the out-of-the-box thinking because we don't want to put children in any boxes.

Susan Soleil: I'm curious if fast forward has data in terms of student performance, I'm going to hear attendance is about the same discipline is good. I mean, it's all about the students, so it's Friday. And doing well. Then, it makes complete sense. so, I just curious if they had some Other data besides attendance or discipline?

Ryan Marchant: Um at that is a good question Susan. I believe that they do would have to ask Jill on that and we could probably get Jill and Alex provide some of that but I think that that's a question that we need to ask. And maybe just get a little more information on that as we, as we kind of do our due diligence, whether we want to, you know, do this or not.

Richard West: so, I think it would be difficult to

Richard West: To attribute. Um, academic outcomes just to this schedule. And I think that's a really difficult proposition. And in fast forward is going through some difficult times. And we're still going to have to work on some of those things, but I think.

Richard West: looking at academic outcomes, specifically, and trying to Pin them one. A specific schedule. I think is fraught with all kinds of scientific problems and I wouldn't want you to either accept this proposal or rejected on the basis of those data.

Susan Soleil: Thank you, Rich. I guess I didn't mean thriving academically. Just thriving, right? Their well-being. Our students. Thriving in this. Or successful in all sorts of ways, not just academically with this schedule.

Richard West: Yeah, and well and that's that's a challenge as well.

Richard West: To be honest. I wish we. Had some of the data we were collecting in both schools years ago, then we frankly, we'd know a lot more but, No schools are are paying attention to those kinds of variables right now? Schools are. Attending to other kinds of things. I'll be bold and say, keeping the doors. Open has taken precedence over a lot of other issues. so, I don't think we have to be Frank. Susan, I don't think we have good data on much of anything.

00:45:00

Nicole Lowe McBride: Katrina, were you finished with your presentation before I make some comments?

Katrina Walker: Yeah. Yeah. No, that's fine. Yeah. I I actually Just, I'm done. Yeah, I want to hear what you guys have answered questions.

Nicole Lowe McBride: Okay, so I mean my I have two initial reactions to it. One is like woof, that's big like logistically, you know, to figure that out and to get everything into place. I'm glad to hear that there would potentially be a template you know, from following someone who's already done it. But so the bigger point you know that the youth that I deal with are typically the youth that are really struggling that have a hard

time in a classroom setting that don't do well in your traditional type of classroom and two hours is extremely long. and so,...

Katrina Walker: Mm-hmm.

Nicole Lowe McBride: I always think like whenever I'm looking for resources for kids, I wish that there were options out there that were different And unfortunately, when you're looking for a program for you to participate in school there, I mean there's some hybrid, you know, type of things right now. But basically everyone kind of offers the same thing.

Nicole Lowe McBride: So when I hear something like this, that would provide an opportunity for you to gain an education and to, to more importantly than gain, an education gain, a sense of being able to, to accomplish goals, right? So there's a structure there that may meet their needs better to be able to accomplish those goals. I get very excited about that so the idea of it is, is pretty intriguing to me, the logistics of it is pretty over with. So that's the piece that like as this gets teased out, if it looks like something that could come to fruition, someone may have to hold my hand to figure that piece out.

Katrina Walker: Yeah.

Nicole Lowe McBride: I think that like the more options you can offer kids, the more buy-in, you're gonna give up, get from them, right? So when they feel like they don't have choices, then they just don't comply. But I think if they were given the opportunity to kind of choose their schedule and even though they don't get necessarily get to choose which classes they have to take because you know, those stupid core classes I think that that you'd probably get more buy-in and...

Skip Francone: For them.

Nicole Lowe McBride: more and higher attendance.

Skip Francone: but, We're going to see how.

Katrina Walker: Yeah. Go ahead. Amanda your next.

Amanda Darrow: Yeah, so I I want to come at the Teacher angle here and say one, I'm super concerned that we have some of our educators that don't have prep. I cannot imagine being in the classroom, the whole day, without some prep time and just thinking of...

Skip Francone: You. Actually,...

Amanda Darrow: how much extra work they're doing off hours to do the preps. So,

Skip Francone: in the morning. Okay.

Amanda Darrow: I love the piece to this where it's giving daily prep. If for some reason, this doesn't go into fruition. I we want to visit a way to ensure that our our teachers do receive some prep time. So somehow we need to get to to a space on that and...

Katrina Walker: Yeah.

Amanda Darrow: you know kind of looking at the idea of for the students and kind of following and piggybacking what Nicole just said. And I would think that getting some student input would be the next step and really listening to student voices at this time. If they're like, this is excellent. Then we should run with it. If this is what they want to see in the school, I think it would be really valid for us to attempt to shift like this, even as big of a logistical challenge. It might be. I think there's just some things that we absolutely should do in this and then,

Amanda Darrow: Trying to see how we can formulate this into a bigger plan. I really support this.

Katrina Walker: Yeah. Thanks.

Katrina Walker: Go ahead, Richard.

Richard West: So, in the absence of

Richard West: Clear and unassailable data on either side. It seems to me that we we resort mostly to logistical considerations. And, and it seems to me that one of the things that might be kind of fun. And, you know, We have demonstrated over the past couple of years that we can get together. As a as a board and we can be located all over the globe and still participate in this. I think it'd be interesting for faculty members from both schools to get together and have a conversation about what works. What they've had difficulty with and then let's get some of the students involved in this as well. So that While we don't have really great data, at least, we can get anecdotal data from.

00:50:00

Richard West: Individuals, whose lives have been influenced by these decisions.

Scott Pruyt: But I think that's a great idea, Richard. If both those faculties had an opportunity to converse, And like you said, you'll see the kind of the pros and cons. And we mitigate the cons and, and work work. The pros for the children.

Katrina Walker: Yeah, I am planning on this is kind of a separate thing, but it ended up working together honestly. I'm planning a professional development for the second half of the year. That is teachers shadowing other teachers. And last year, we did it in house and they were a student for the day so they could get student perspective. And the interesting thing is, every almost, every single One of them came back in the reflection of two hours is too long. And, but this year, I'm gonna have him go out into other schools. So we're no one. And I went up to fast forward. I'm actually gonna send my math team up to fast forward. And I'm innocent my film and music team up to fast forward. So we're gonna like do some of that sending the teachers that are going to be most impacted by the that shift and thinking of, How am I going to get through this content and then also how

Katrina Walker: You know, how logistically does it work to teach in these one-hour periods and I want my teachers to be able to see what it looks like at fast forward to. So, I think that, you know, finding out figuring out more ways to collaborate between the school to schools, we need to do more of that. because they are similar in in a lot of ways and they kind of started with the same ideas and it's been interesting to watch how they've we've developed and done different things that done some of the same things, and

Skip Francone: Now I think it I mean I've been around a while now myself and and I've always been interested in knowing more about what fast forward does. So yeah, I think this fascinating and I do I I went to I went to judge

Skip Francone: Back when we use chisels and hammers and stone, but but we actually had a flexible schedule there and it was interesting. Some students thrived,...

Katrina Walker: Here.

Skip Francone: some didn't but it, but it but it seemed to work very well on the whole. And I think everybody benefited from it. So I personally feel strongly that it's something, we need to investigate more on the level that Rich was talking about, since we don't know how this might turn out, but we need to make sure that logistically it turns out the way it's supposed...

Susan Soleil: It.

Skip Francone: So that we meet all the, all the guidelines that the state gives us and everything else.

Katrina Walker: Yeah. Go ahead, Susan.

Susan Soleil: I just want to echo what Amanda said, in terms of getting feedback from students. I think that's a critical piece of this as this plan is moving forward.

Katrina Walker: yeah, I think for me, to be able to wrap my head around, the logistics of what the schedule would actually look like, I mean, it kind of have this like Oh this would work but I think in order for me to really kind of get into the nitty gritty of how to schedule teachers and how many sections of things I would need and I've got to get numbers on. What kids actually want? Do you know if we were to do this schedule, would you want half day? Would you want full day? What kinds of projects would you be interested in doing in the afternoon? What do we need to offer? As far as classes. So that is definitely. That is my next step is getting all of that information. I am going to send

Katrina Walker: Parent fee. I do need parent feedback and that's always kind of hard to get but I put together a survey that's just kind of a quick quick survey for the parents and instead of just sending it in email, I'm gonna we're heading into enrollment right now. I'm gonna make it part of the Steps that they have to go through somehow. We're trying to figure it out so that when they register their kid, they have to take the survey. So that that way I can get every parent to respond to it so I can get better better data on what parents want for their kids as far as the schedule goes. so,

Skip Francone: I think that's wise, I think that's why if you tie it to something, they have to do, then that helps Right.

Katrina Walker: Yeah. The kids are easier we have in the building. I can talk to them all day long. Her parents are harder. No.

Skip Francone: Right. Mm-hmm.

Skip Francone: Very good. I think we all have a lot to think about, you know, on this and we should all do some research of our own on what other schools are doing. And you know the Internet gives us a lot of it's a library all of its own for sure and so we can come back next at the next meeting with some new

questions and and some new suggestions and Katrina will have a better a better footing underneath her for, you know what, what sounds good anyway, and I think this is a great path to be on and...

00:55:00

Katrina Walker: Yeah.

Skip Francone: that's my My.

Katrina Walker: That's what I found has been helpful is to like sit with it. Yeah. Sit with it for a while.

Skip Francone: Mm-hmm.

Katrina Walker: It's what we kind of, you know. It came up as a really weird idea and then we sat with it and then we presented it to the teachers and they sat with it and we kind of, I don't know, it's been involving and I it's I like the direction that it's headed in. So I hope that it. I hope we can make it happen honestly. so,

Skip Francone: Any other comments about that at the moment. I know it's probably all got us thinking in our little in our in our think tank so hopefully we'll come back with great information at the next meeting.

Skip Francone: Okay. Please.

Nicole Lowe McBride: Minutes, whatever feedback they've gotten from the parents. And from the students that fast forward, who have actually participated in it to see kind of what their thought process has been on it because that that wouldn't be,...

Katrina Walker: Yeah.

Nicole Lowe McBride: you know, something that is speculative. It would be something that they have done that. They could provide honest feedback about

Katrina Walker: Yeah.

Skip Francone: Yeah, I totally agree. Another great source of information.

Skip Francone: All right. Any anything else about that in particular? Katrina. You kind of have it covered and any other thoughts that we want to cover tonight on that?

Skip Francone: Just a quick amphitheater update. It's been a kind of a since our last meeting has been a little crazy at work and and time has been limited as we've filled in for our friend who passed away. And but it the the process is still in play working on doing some fundraising, with some different landscapers, and some different places. So I think that's going to come in to into play. The drawing, is that that's being worked on right now is not quite finished but, but will be by the next meeting for sure. So we can, we can do this one of the visions. I have of it quickly is that, you know, as I as I look at the property and believe me, I've been over there. A number of times standing in the property looking east and west and everything trying to figure out the logistics of it. I like that. I I feel like the back of this amphitheater should be up against the trees on the east side there.

Skip Francone: Facing to the west, just because it gives it kind of a nice backdrop. There's some nice trees there and we have plenty of width of the property to do so, and then we can come out, lengthwise is

plenty long, so we can do the things that we were talking about, you know, Grow boxes or or some sort of something like that and all that. But there's so many other fastest to this. How do we protect this from vandalism? How do we, you know, how do we do all those things? So think about those things, as we as we move forward, in this planning stage, because that's going to become important too. We want to protect it once we do this. But hopefully, I'll have much much more to tell you at the next meeting, including an actual architectural drawing and vision of someone else. Besides myself of how this might look, okay,

Skip Francone: But that, but the process continues, I talked about it yesterday with somebody. And so the process is continuing and I hope that, you know, by by the next meeting, talk about, you know, how we're gonna raise some more funds because really, that the community is, is someone we we could rely on for a big chunk of this and And so, I'm excited about it anyway and I'm continuing it. So, don't hesitate to, you know, send me ideas or whatever. anything else tonight or we all good and, and ready for a Happy Meal, Okay. All right. Well with that, I want you to know how much I appreciate you all being here tonight and how grateful I am for this board is just something that just excites me when I think about it. So, thank you very much for being here in this meeting.

Susan Soleil: If?

Skip Francone: Is that what you're

Ryan Marchant: Thank you.

Susan Soleil: Thank...

Amanda Darrow: Thank you.

Susan Soleil: everyone. By.

Katrina Walker: I,

01:00:00

Skip Francone: Yeah. All right. Thank you guys. Thanks Katrina.

Katrina Walker: Yeah, thanks.

Skip Francone: I love your idea. Keep up the good work. All right.

Katrina Walker: Yeah, thanks. How to stop recording and get out of here. Okay. Thanks. Bye.

Skip Francone: Yeah, good night.

Meeting ended after 01:01:57 🖐️