

# New Executive Director Community Forum with Cody R. Miller, Ed.D. - 2024/12/02 16:29 PST - Transcript

## Attendees

+1 419-\*\*\*-\*\*63, Adam Trainer, Amber Martell, Becky Mills, Bina Prithviraj, Blair Bozarth, Brooke Ryles, Cassie Snow, Cat Laird, Cathryn Luther, Chau Johnston, Christopher J Alcala, Cody Miller, Connie Dalrymple (MamaCam), Elizabeth Crowley, Fraser Horn, Hanna Kennedy-Bennett, Jaimie A, James Kirby, Jennifer Falkowski, Jennifer Spycher, Jessica Elkinton, Kate Kidd, Kevin Pierce, Leah O, M C, Mark Luther, Matthew Benton, Matthew Miller, Mivsam Yekutieli, Nicole Kopacz, Nicole Stoddard, Rebecca Cohoon, Sarah Badawi, Stefanie Baker, Stephanie Lewis

## Transcript

**Mark Luther:**

**Mark Luther:** Amber, have you used the Q&A feature that's down in the bottom right hand corner? I see polls and Q&A. I don't know what that looks like, but it might be easier to use that for folks to ask questions instead of trying to do it in chat, but So, there's like a Yep.

**Mark Luther:** Cool. I can and...

**Amber Martell:** There we go.

**Amber Martell:** It should show up. Do you see it now on your end?

**Mark Luther:** then you can click a button to ask a question.

**Amber Martell:** Okay. Awesome.

**Mark Luther:** So yeah, I'll instruct people to use

**Amber Martell:** All right. It is 5 o'clock. I just want to say thank you to everybody who has joined so far. I'm sure we'll be getting people joining throughout this. It is December 2nd, five o'clock. This is City View Charter Schools. sorry, I have to admit as I'm doing this, so now I feel for our secretary and his job. anyways, I just want to thank you guys again for joining Dr. Miller. We do have Mark Luther joining us tonight as well.

**Amber Martell:** he will be our moderator and he will be asking the questions that you submitted on the survey and he will go through A part of everything as well. So I'm going to go ahead and...

**Mark Luther:**

**Amber Martell:** hand it over to Mark. Yeah.

**Mark Luther:** Sweet. ...

**Mark Luther:** thanks, Yeah. So, who am I? Mark Luther. I'm a parent here. I offered to help and, this is me helping. So, Q&A session. We've got some questions that were submitted via the online form that was edited. Heard some feedback that didn't necessarily make it to everybody. It got caught by spam filters and things of that nature. So down in the bottom right hand corner of at least if you're on PC there's a square triangle and circle kind of activities button you click on that there's a Q&A option and you can go into that and actually ask a question. so as we're going through this if you have questions please add them there and then once we get through the ones that have been previously submitted we'll go through any that you have that you've added live.

**Mark Luther:** please shy away from, confrontational questions "Do you like pineapple on pizza or things of that nature?" so yeah, keep it friendly. And yeah, I'll turn it over to Dr. Cody Miller. I'm going to call him Cody from now on, but formerly Formally Dr. Cody Miller. let him give his elevator pitch, tell us who he is, and then we'll jump into some questions.

**Cody Miller:** So, my name is Mr. Miller, Cody Royce, as my mother would call me. so any of those, you're good. this is my 26th year in education. started as an instructional assistant many years ago and, then taught elementary grades. became an instructional coach and then assistant principal for five and a half years. almost all elementary, one year at middle school as an assistant principal and then principal for 11 years. and now I'm at a large school district in San Antonio.

**Cody Miller:** We have just over 100,000 students in our district. so that's my career in a nutshell. I have a bachelor's, masters, and doctorate in education from Walden University. in Texas, our certifications are definitely a little bit different than in Oregon. So, in Texas, I'm a certified teacher in first through 8th grade, a certified principal, and a certified superintendent. And then, in Oregon, I think it's just administrator, so a lot more generic. familywise, my husband, is Chris, and he and I have five kids.

**Cody Miller:** they are 17, 18, 20, and 23. so, I was telling Amber yesterday, we are almost empty nesters. which is a little bit weird after having kids in the house for 23 years. So, trying to adjust to that. So, let's see. Anything else? I like being outdoors and enjoy kind of walking. We try to walk most evenings and enjoy just going out and any anytime we can go for a hike or walk bike ride, I'm all for it. Just got off a cruise and so I'm still a little bit doing this. If you've ever been on a cruise took a nice cruise for Thanksgiving with the kids, so haven't quite gotten over the sea feeling.

00:05:00

**Mark Luther:**

**Mark Luther:** Out of curiosity,...

**Mark Luther:** where'd you go?

**Cody Miller:** We went to Rotan,...

**Cody Miller:** Honduras, Kosamel and...

**Mark Luther:** Nice.

**Cody Miller:** Costamaya. and what was really cool is my son, my 17-year-old is he was in dual language. So, he has good Spanish skills and this was the first time he was actually able to use his Spanish skills.

So, he was kind of our navigator translator, which was fun to see him be able to do that, after years of dual language instruction. So, it was really cool to see that. Yeah.

**Mark Luther:** It's Okay, so I'm going to go through the handful of questions that we have. Excuse I'll share who asked it, kind of what their role is, if they're staff or parent.

**Mark Luther:** I'm going to go through and ask one question by each and then we'll see if we have any additional questions in chat. If not, there's a couple folks who asked some kind of additional questions. We also have some duplicates that I'm just going to kind of lump together. so yeah, I'm just going to start top down, no particular order. Cat Lair, a member of the staff, her first question was, "You mentioned that you wouldn't change systems that are safe, effective, and working So, for those that are unfamiliar, this is in regards to some of the written questions that Cody was sent and then he responded to and then that was shared out via email to all of us. you mentioned that you wouldn't change systems that are safe, effective, and working Can you provide an example of how you've resisted making changes when others advocated for it and how you communicated that decision effectively?

**Cody Miller:** most of the time people don't advocate for change that doesn't kind of follow those things. so I don't know that in my career I can cite a time when somebody was advocating for something that was unsafe, ineffective or that they wanted to change something or that they wanted to change something that was safe, effective and working most of the time people are changing something because they want to achieve some purpose or outcome but I can give you one example of a time when I resisted change and it's So in my current job I supervise a I think 97 schools for their afterchool program and every school is different. The context of every campus is different.

**Cody Miller:** which doors are available, where the program is provided space by the principal. And in general, we have guidelines about how we want checkout to be handled, how we want staff to navigate moving kids through the building. And so we try to standardize that as best we can. But across 97 sites it's not always practical. It's not feasible. So I have visited all 97 of those sites between the beginning of the school year and Thanksgiving.

**Cody Miller:** And in visiting them, there were a couple of sites where for example, the cafeteria might be kind of the hub for most of our after school programs. U cafeteria, gymnasium, those are typical spaces, right? And the dismissal area that the school staff was using at that particular campus might be the front door as opposed to a door that was closer to the cafeteria. my inclination would be to say, let's use the door that's closest. but kind of the way I approach that is really those three questions, right? So, is this location for dismissal, is it safe? is there anything about using this door as opposed to that door that makes you as a site leader ineffective or less effective? and is it working well?

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**Cody Miller:** or are there problems that are caused by using this door as opposed to that door? And in some cases we found that There were some things that weren't working well. So having that staff change to a different door was the right decision. In other cases, if the staff could say it's safe, it's effective, it's working okay, I might do it differently, but if it is all three of those things, then I'm okay with you continuing to do it the way you're doing it. and just monitoring it. And if you find that at some point it's not working well, then adjust.

**Cody Miller:** so I said, I haven't really ever that comes to mind found a situation where somebody advocated for change when those conditions were in place already. Does that make sense? Yeah.

**Mark Luther:** Yeah, makes sense. I mean, folks aren't going to request change. That's very negative. unless there's a good reason, So, makes sense. Brooke Ryles, She says, "Without a background in E education, and I'll pause there. This is actually very similar to another question that, another parent, Jeff Soger, and I apologize if I butcher names, folks. I'm sorry for that. Brook Ry, Jeff Suger, basically said, "Without a background in EL education, how do you plan to lead teachers and staff in EL education?"

**Cody Miller:** So, kind of a two-part answer, right? I think having basic knowledge about something is important, and yet it's not everything. So, I have never taught geometry to eighth graders. And yet I've been a campus leader where geometry is being taught to eighth graders. And I've had to go into that classroom and sit and observe and evaluate a teacher teaching geometry to eighth graders even though I've never done that. Even though that's not my expertise. I've had to do that. and there's been other times in my career, right? I've been a principal at a dual language school.

**Cody Miller:** at a bilingual campus and I am not the expert in bilingual education. I'm not expert in dual language. so I've led initiatives many times where I was not the expert in the room. And so I think so first part of my answer I think leadership isn't necessarily about being the expert in the room. I think leadership is about asking the right questions. working collaboratively with a team to set common goals. backward planning from those goals to figure out what path we need, what resources we need, and what strategies we're going to implement to achieve those goals.

**Cody Miller:** leadership is as much about those things as it is about having specific knowledge and expertise about the thing right that said EL education is as a package kind of as a whole program really good stuff that isn't unfamiliar

**Cody Miller:** looking at we are crew there are so many components of that that are similar to components in other programs that those programs may be better they may be worse but they're similarities so for example I've been a principal and a leader at a restorative discipline campus

**Cody Miller:** And there's similarities between some of the components of restorative discipline and some of the things in we crew and the quality of instruction in EL education the components of highly engaged kids engaged in creating authentic work engaged in dialogue exploring their enir

**Cody Miller:** environment both within and outside of the school. those things are not unfamiliar to me. there are certainly things that I need to learn. and I'm excited about that. in my current job, I lead three different departments. one of them is adult GED and ESL. I have never taught adult GED and ESL. I've never written curriculum for adult ESL but I understand the outcomes and I understand the need and so my coordinator for that program, she is the subject matter expert in adult ESL and GED.

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**Cody Miller:** And I sit with her a lot and I ask her a lot of questions and we talk about goals and we talk about how things are working and what's not working and what needs adjustment and how I can support her in that work. And so I lead a department that I am definitely not the subject area expert at, but I work really hard at learning the things that I need to know in order to support her and support the work that

she's doing. So, I think in my answer to that I said that I had purchased my book and I haven't had as much time to do reading as I want but here it is. No, no kidding.

**Cody Miller:**

**Cody Miller:** And I've started reading that and taking notes and just highlighting things and thinking about how that fits with what I already know and then reading deeply about the things that I don't know that are a part of that program. So I hope that answers the question.

**Mark Luther:**

**Mark Luther:** So, I'm going to add on a follow- on question there.

**Mark Luther:** I'm personally not very familiar with the education industry as a whole. We Are Crew? What is that book that you just held up? can you explain that? Yeah.

**Cody Miller:** Okay. Yeah.

**Cody Miller:** I mean, gosh, you're putting me in front of a whole bunch of people that are probably way more familiar than I am, so that's not a fair question mark, but I will do my best. so we are crew is in a nutshell a system for building positive school culture and climate that supports everybody involved. that's probably my elevator answer.

**Mark Luther:** could be applied anywhere.

**Cody Miller:** So it should be ubiquitous across the curriculum in EEL.

**Cody Miller:** It's really kind of the culture that underpins it. I think there were a couple of different places where the authors have said if you get we are crew right everything else should go So, it's about building a culture and climate where kids can take risks, can be safe, can do really hard things, and where it's okay to fail and...

**Mark Luther:**

**Cody Miller:** to learn from that failure. so, again, not the expert, but yeah.

**Mark Luther:** Yeah. No,...

**Mark Luther:** thank you for That I mean, even if nothing else, it just gave me an understanding of what that book is because being a parent, I hear, City View Crew.

**Mark Luther:** I hear crew a lot. And then you mentioned this We Are Crew book that you're reading and it just kind of helped connect some dots there. So, next question. this comes from another parent, Nicole Stoddard. I believe knowing student names is an important part of building community. To what degree have you been able to learn the names of students at your previous schools? So,

**Cody Miller:** ...

**Cody Miller:** certainly I love being able to address kids by name and to be able to connect families too. Not just know the kids, so to be able to say, hey Mark, I saw your kiddo so today. And to be able to make those connections between parents and their kids. I think the time that I did that the best was at Hidden

Forest Elementary. I was there for four and a half years. It was very kind of stable community. We didn't have a whole lot of student turnover and I knew probably 80% of my kids by name. and they would challenge me on that.

**Cody Miller:** So they would ask me if I knew their name, Because if I call somebody else by name, they want to make sure I know theirs. So I try really hard. And I think even today, I'll see my kids went to, the same school district, but not my campus. So they went to elementary and then they went to middle school with the kids from my school and then high school. And so when I would go to their events, I would see kids that had been mine at Hidden Forest and at Larksburg. both of those elementaryaries fed into the same high school. And so I would always try to remember them. I will not promise that I will know every kid's name, Nicole, but I will do my best. and I do try really hard at that.

00:20:00

**Mark Luther:**

**Mark Luther:** I can empathize there.

**Mark Luther:** I don't remember names very long at all, but faces are engraved in my brain until I die. So, ...

**Cody Miller:** For me,...

**Cody Miller:** for me it was the car line, So if I stood out at the car line and I called all those kids' names, then I was making the connections between the kid and the parent and that helped me tremendously. so that was one of my strategies for getting to know the kids.

**Mark Luther:** Another question. And before I ask this, I saw we've had a few others join.

**Mark Luther:** so if you didn't catch this message, you can actually submit questions live right now, we're going through the list of previously submitted questions through the form that was emailed out. But if you didn't get that or you have another question that you want to ask, you can go down into the bottom right hand corner, at least if you're on the browser version and on PC, there's a activities button and then you can click on that. Underneath there, there's Q&A and then you can click the button to ask a question. So please fill out your question there. If you can't find that, just throw it in the chat. and then I'll find it and get to it after we run through these that one's a little further down. Let's see. This one is Katherine Luther happens to be my wife. she is a parent.

**Mark Luther:**

**Mark Luther:** With starting in a new school,...

**Mark Luther:** would you find it beneficial to shadow the current ED before jumping in with two feet? So, would you find it valuable shadowing, basically Nicole Awesome.

**Cody Miller:** Yeah, I think that's always,...

**Cody Miller:** anytime you can spend time seeing how somebody else does a job before you take over both reigns, that's a good thing. so I'm definitely not opposed to that. Yeah. ...

**Mark Luther:** Let's see. We've got another question from art teacher. so I'm assuming this is art teacher at City View. What role does art play in education and in schools in general?

**Cody Miller:** not enough of a role. so I've been at schools that have an art class and I've been at schools that didn't. And whenever possible, I've tried to support and encourage for our district, so I always worked in a district with multiple schools and so staffing decisions were very rarely up to me. that the district would allocate who we got. my preference is to have a music teacher who's really kind of doing the musical arts and then have somebody who's doing visual arts and have both types of opportunities for kids to participate in art.

**Cody Miller:** and it's not always possible, but whenever it is, that's kind of my goal. in the absence of those programs, I've seen where we've tried to have every teacher do art, but I will tell you, I am not an artist. And so if you ask me to teach Mark how to paint like Van Go, it's gonna look like prek crayon because I don't have the skills to teach that, but I can teach reading really effectively. I can teach math really effectively. So if I'm a third grade teacher and you say, "Hey, by the way, we also want you to teach art." It really kind of ends up cheating the kids out of quality art instruction.

**Cody Miller:** that's an area where you kind of need to know you need to have some skills. I don't have them as a teacher have skills to do other things but not that. So I feel like art and music really need to be dedicated professionals that are teaching those things that passionately love that. I don't even sing So to ask me to do something musical, you'd really be losing out on opportunity for kids and they would probably learn all kinds of things really poorly. So I think it needs to be dedicated programs whenever possible.

00:25:00

**Mark Luther:**

**Mark Luther:** makes sense. And you wouldn't struggle to teach me how to paint because of, lack of skills on your part. I promise you that I am not artistic in the slightest. okay. So, I saw a comment about questions. I'm going to run through and...

**Amber Martell:** I answered it.

**Mark Luther:** Did you Okay.

**Amber Martell:** They just wanted to see the questions that we were asking in the chat. So, I went ahead and put those in there.

**Mark Luther:** It looks like Did it get all of them? I think it might have cut off. okay, we are through the primary questions that individuals asked.

**Cody Miller:**

**Mark Luther:** There's a couple folks who asked some additional questions. Let me jump over see if we have any Q&A. Okay, no new questions have come in. So I'm going to start cycling through the secondary and tertiary questions folks had.

**Cody Miller:** Okay. Yeah.

**Mark Luther:** so this one came from Cat U staff member Cat Lair. Can you share an example of critical feedback you received in a leadership role and how you used it to grow as a leader?

**Cody Miller:** So one time my associate superintendent Dr. Donna Newman. she said, "Cody, you have great ideas, but sometimes okay, before I say this, I'm going to tell you I'm still working on it." Right? So, just know that I'm still working on implementing this advice. So, she said that when you have a great idea, sometimes you have to ask questions to lead other people to the same to lead them in your thinking rather than telling them this is what I think and I think it's a great idea that I have.

**Cody Miller:** and so, she talked about asking questions in a way that just gets people to kind of go through your own thinking, So, I can't even think of a good example, but I really have to sometimes pause and be very intentional about that. try to ask better questions and not just simply share ideas, and so I think one of the ways that I try to implement that with my team now so I said I have 800 employees who work under my supervision currently. eight direct reports and then those eight each have staff members under them.

**Cody Miller:** And so I have a good example. So we had a conversation about dress code. I look very traditional, my sister is a hairdresser. She owns a salon, So hairdresser is a little bit of an understatement. She owns a salon called House of Color. I can't even count how many different colors of hair she's had. she's pretty non-traditional. and to me there are a lot of things that I think are really important battles to fight, but hair color, the style the color of your eyeliner, things like that.

**Cody Miller:** I don't find important and those are not battles to me that are worth fighting. but that's my opinion, right? So, I was recently having a conversation with my leadership team and one of our specialists had asked if we were willing to give some flexibility regarding our employees. And I was like, why do we care about that? and so I asked my team what are our rules and why do those rules exist? How do those rules impact people's job performance? if somebody doesn't follow those rules, so if they have pink hair instead, does that make them less effective?

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**Cody Miller:** does it make the school less safe? Is there some negative impact from them having pink hair? if we didn't enforce that, do we foresee any consequences that might be problematic? and just kind of tried to ask questions to get us through that. we did not end up changing hair, So, what was the question about ing change? how you resisted making changes? I would love to just say, your hair can look whatever it needs to look like. Just come to work and be kind to kids and take care of them.

**Cody Miller:** we did end up as a team coming to the decision to relax the dress code with regard to pants because they had to wear certain colors of pants they had to wear a certain color of shirt. So, we relaxed that a little bit. but we ended up not changing the hair yet. but asking those questions really kind of helped the team to think about, How does it impact our kids? and really kind of led them to a place where they were all comfortable with kind of finding a middle ground. so that was advice that Dr. Newman gave to me years ago was to just ask more questions to kind of help lead people to think about things critically.

**Cody Miller:** to maybe get to an outcome rather than deciding on an outcome in advance and then trying to convince people instead. And so I've tried to do that. sometimes it's really challenging to ask the right questions, but I think I've gotten better at it. but I said, I can't tell you that I'm perfect. I think it's a journey, maybe, not a destination. So working on it. Yeah.

**Mark Luther:** Thank you for that. so we've got just a couple questions left for those that have just joined. if you have questions that you didn't get a chance to submit previously, and they've come to you last minute, whatever, throw them in chat. We also have a Q&A widget open in the meeting, so you can actually formally just put your question down and we can ask it. Next question. from my wife. I talked to you before we started the meeting about this. school culture is to call adults by their first Either teacher or, Miss, Mr. Are you comfortable with Mr. Cody to the kids? yeah.

**Cody Miller:** Every school I've been at has been a little bit different even district to district right I remember when I moved from being a teacher to being an assistant principal I moved from a district where they were very formal with Mr. Mrs. and last name and I moved to a school where at least among the staff and faculty they addressed each other by first names and I introduced myself to somebody as Mr. Miller and they were so offended by it and I was like m So I learned that there's really kind of different cultures. I'm good with it. I think I would probably want to go by Dr.

**Cody Miller:** Cody just worked, I slaved over that dissertation.

**Mark Luther:** Awesome. ...

**Cody Miller:** So, aside from that, yeah, I'm good with first names.

**Mark Luther:** and if I had a PhD in anything, I'd probably want to be called Dr. Mark. So, I saw Nicole K,...

**Mark Luther:** she's our current ED, put a question in chat. what is your ideal approach to getting to know the staff, their needs, and their priorities?

**Cody Miller:** It takes time.

**Cody Miller:** And I will say that I like to have a lot of conversations with people in both groups and individually. and what I have found in every leadership role I've been in is that over time, people typically feel more comfortable to come and just share openly their thoughts, their concerns, their ideas and time makes things easier in relationships.

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**Cody Miller:** but for me it would be really about building relationships with people and getting to know them having time being visible being available. so that there's opportunity for people to talk about what their concerns priorities and needs visibility and availability I think are the priority.

**Mark Luther:** Thank you for that. last question that I have on the list from the forum. again, another one from my wife, Katherine Luther. Why Oregon? Are you familiar with nine months of rain? Seasonal depression is a real thing here in the Pacific Northwest. So, why Oregon?

**Cody Miller:** We were both born in San Antonio and we've lived here literally forever. when we go walk in the evenings, we walk around the hospital I was born at. And so we had decided a while back that we did not want to live our entire lives within a small radius of the hospital where we were born. Right. So he's also from here. And so for us it was then okay if not here then where? And we spent some time really talking and thinking about what our other options were. We walk about six miles in the evenings when we go for a walk.

**Cody Miller:** So, we spent a lot of time talking through things and we talked about kind of the climate we were looking for and both the geography of a space, the weather of a place and the political climate. and when we kind of put all those things together, frankly, it was our son Marshall who he really kind of pointed us that direction. because he said, " I'm going to live in Washington State." And we were like, why would you want to live there?" And so, we looked at Washington State and we're like, it's close." but for us, we really based on those things, we really settled on the Willamett Valley and wanting to be really somewhere between Portland and Eugene.

**Cody Miller:**

**Cody Miller:** And once we kind of settled on that, then it was really just starting to look for a place for us to shift in our career. So, nine months of rain, I've been here in San Antonio when it's 116 degrees and I wish that I could get just a little bit of mist to relieve the 116 degree dry weather. when you walk across your yard and the grass is crunchy, it's a sad day.

**Mark Luther:**

**Cody Miller:** So, I'm ready for change and I'm excited for the different climate.

**Mark Luther:** I'm over here smiling...

**Mark Luther:** because I was born in San Antonio as well and I've lived all over Texas in my younger years. I've lived all over the country, lived in Germany and I settled on the Portland area because lots of reasons, but you don't want to move here. It's horrible. go somewhere else. All right. Trying to keep this place a secret to ourselves. No, it is wonderful here. I could go on for all the reasons why, but sounds like you've done your research. So okay, we've got another question from Cat Lair. I haven't read this ahead of time, so Cat, I'm sorry. Bear with me.

**Mark Luther:** City View's culture values self-expression for kiddos and staff within clear boundaries and embrace a more active approach to education, including how staff and students present themselves. How would you navigate and support this culture given your more traditional beliefs? Yeah. Heat.

**Cody Miller:** I don't know that I have more traditional beliefs.

**Cody Miller:** I mean, I guess it's all subjective, so, I think down here in San Antonio, I am definitely not considered somebody who's traditional. but I also recognize that different people have very different perspectives. so I'm not sure if you caught my conversation about my sister, right, Cat? But my she and I are very different. and we still very much love each other and I love her self-expression. She's got a whole lot of tattoos. She's got more than I do.

00:40:00

**Cody Miller:** If I ever wear a polo, you'll see I have some tattoos right here with my kids initials and...

**Mark Luther:**

**Cody Miller:** a ripped up Texas flag that might have several different meanings, that we can talk about over coffee while it's raining outside. so I don't know that I'm traditional. I 100% K. I think it's more that I traditionally dressed tonight.

**Mark Luther:** The traditional appearance.

**Mark Luther:** the, middle-aged white male glasses.

**Cody Miller:** Yes. That Yeah.

**Mark Luther:** Yeah. Yeah. Yeah.

**Cody Miller:** Not so much that's always my preference. I typically wear tennis shoes to work. So, even when I'm, looking very businessy, I like to wear tennis shoes. a lot of days I wear a polo. if I can get away with it. If I have something really important like this, then I wear a tie. and, probably look a little bit more professional. But I don't think that how you dress as an educator or how you fix your hair or whether you wear makeup or not or whether you wear hose or not. I don't think any of that really changes necessarily your effectiveness as an educator.

**Cody Miller:** it might change how other people perceive you, but it doesn't change your ability to do an outstanding job with kids. So, I love the idea of being somewhere that isn't hung up on silly rules that are not important. and I'm totally okay with that. and I think I dress differently for different occasions, right?

**Cody Miller:** So, I had a meeting with our deputy superintendent today. I didn't wear a tie. I wore a button-down. so I really try to dress for the occasion. I don't have any problem really with much of anything. And I've always told my teachers, if I have a conversation with you about how you're dressed, it's because you're really dressed inappropriately. we got to cover things up. But other than that, I hired a teacher one time. Honest to God, I hired a teacher because she came to an interview dressed as a Hiree her as a prek teacher, I'm not a traditionalist. But I also know that sometimes the traditional tie and jacket is the right thing to be dressed in. Fair answer. Okay.

**Mark Luther:** Okay, I think that is it for questions that we had submitted. I'm going to throw one off the top of my head at you just because I feel like 43 minutes is a little short. We got to keep you on the hook a little bit longer. trying to understand who you are deep down inside and what drives you. this is an interview question I typically ask people that I'm interviewing at work, but your ideal career like be being in your roles that you've had to do all sorts of things. You've had to teach kids, you've had to lead teams, you've had to solve problems, all these different micro aspects to your job.

**Mark Luther:**

**Mark Luther:** What is the one thing from it that you enjoy the most? That drives you that makes you do what you do, what is that one thing that you had to do forever if you could choose or...

**Mark Luther:** you understand what I'm trying to get at?

**Cody Miller:** Yeah, I do.

**Cody Miller:** I enjoy seeing people succeed at something that makes them happy.

**Mark Luther:** What aspect of your career is it that you enjoy the most? I guess is the simple way of saying that.

**Cody Miller:** Which is really generic, and so I they find a passion in something academic. That's great. but I've also seen one of my favorite things to do as an elementary principal was to go watch the middle

school kids in some of their performances and how they, go watch their band performance in middle school or go see them play football or soccer and, volleyball, whatever, right?

00:45:00

**Cody Miller:** to go see where the kids that had been at my campus had made connections and found their passion and found things that really drove them. So that's a really broad generic answer, And I'll give you a recent example. So I work with a whole range, So we serve in my current job we serve from four years all the way to 104 years. and one of the programs that I created with my team here recently was we as a school district were desperately in need of instructional assistance. it's a desperate need. I mean we don't pay people enough. That's part of the problem.

**Cody Miller:** and so in my department, we problem solved. In Texas, you have to have a certificate to be an instructional assistant at a low-income school. and so that's a barrier for people to enter a low-income job. And so we brainstormed through our adult education department, how can we remove that barrier? And we created a program where we took people who were interested had them start on a Monday and they took their certification test on Tuesday. who enrolled all 44 passed. then Tuesday afternoon had them apply to our district for instructional assistant jobs.

**Cody Miller:**

**Cody Miller:** We spent Wednesday and Thursday helping them write which a lot of them had never done. we did mock interviews with them. We talked about how to dress for an interview. And on Friday, we invited our school principles to come and hold a job fair to hire them. And to see the excitement of those 44 people walk in the door on Monday and walk out of the door on Friday with a job that they're excited about was I mean, man, I rode that wave for a while just excited about seeing them find something they were passionate about and...

**Mark Luther:**

**Cody Miller:** succeed at so it doesn't matter what the age is, right? It's about helping people connect with something that they can succeed at and be passionate about. yeah.

**Mark Luther:** Yeah. No,...

**Mark Luther:** that makes sense. And yes, it is a bit of a generic answer, but it's actually a very deep and introspective answer at the same time, you understand what it is that you enjoy and what drives you, and that's why it's so generic. And if you said something specific it's putting doctor in front of my name on a letter that's getting mailed to all the staff like you tell a lot different.

**Cody Miller:** Yeah, creating spreadsheets. It's so exciting.

**Mark Luther:** Yeah. okay.

**Cody Miller:** Okay.

**Mark Luther:** There was another question that I missed in chat. We've got one that was just asked. We've got at least two more. this goes back to will Dr. Cody refuse I'm sorry.

**Cody Miller:** Yeah. ...

**Mark Luther:** Will Dr. Cody confuse the kids? will they think doctor means, medical doctor?

**Cody Miller:** a great great question. I had in my last school district, the district culture was title and last name. So, I went by Dr. Miller. And I can't even tell you how many times I had kids ask one, they would ask me medical questions. and I'm like, I don't know what that lump is on your cheek. but we have a school nurse. or they would ask me, if you're a doctor, why do you work here? and I took both of those as opportunities to talk to kids about that there are different kinds of doctorates and there are different career paths.

**Cody Miller:**

**Cody Miller:** And so I found that it was consistently an open door to talk to kids about that that not everybody who has a doctorate is an MD, that that there's EDDDs, that there's PhDs, that there's all kinds of different doctors, and that you can pursue a career path that gets you to a doctorate without having to go, be a medical doctor. So I always used it as an opportunity to kind of teach kids. and they always went so there are definitely kids...

00:50:00

**Mark Luther:** Yeah,...

**Cody Miller:** who don't know that that's a thing but I just always taught I would always use it as an opportunity and then I would point them to the nurse if they needed to be checked on something that I'm not qualified to check on. I'm a doctor...

**Mark Luther:** I'm not a doctor, but that looks not healthy.

**Cody Miller:** but not that kind. So yeah,...

**Mark Luther:** I stayed at a Holiday in Express last night. how do you support students with struggling behaviors that may be impacting classroom culture?

**Cody Miller:** I think it's a challenge everywhere. And I have found that kind of post pandemic, it's a bigger challenge than it was pandemic. and I'm sure Nicole knows this, as well as any campus leader, there's not a one-size-fits-all. And even when you feel like you've got it down, somebody walks through the door that challenges your assumptions about what and can do. So for me it's one making sure that we have some boundaries in place so that one child's behavior doesn't impede the learning of all the other children in the classroom.

**Cody Miller:** my goal is always for kids to be in the classroom that they belong in to the greatest extent possible, but that in order to ensure that other kid loses out on opportunities to learn, there may be times when that child has to be in a different environment, whether that's in individually with me or, another campus leader or in a different environment that may be necessary for a time period. but the goal is always to get them into the regular classroom in a way that they can succeed and that doesn't impede the learning of others. I try to build relationships with parents and their kids. and sometimes that can be a challenge, right?

**Cody Miller:** some parents are very resistant to cooperating with the school. and their resistance may come from their own negative experiences as a child. and so we have to kind of recognize that too. but if

trying to set goals, create behavior improvement plans, figure out what level of support can we provide reasonably that might help this child to be successful. every kid is different. Every kid that walks through the door is different.

**Cody Miller:**

**Cody Miller:** But it's a puzzle that I think takes a lot of investment of time and energy and effort and relationship to try to solve and there's been a few that I haven't solved. I have one knee that still pops to this day because I have a kiddo that he was a challenge and I spent a lot of time with him and he caught me in the knee one day and so my knee still pops sometimes. So, whatever investment of time and energy it takes, I think that's the key. But, there's times where I just go, I'm not sure what the answer is for this kiddo. so Nicole,...

**Mark Luther:** We got a couple more in.

**Cody Miller:** Hopefully you're going, "Yeah, that sounds familiar." I don't know that there's a perfect answer, but relationship.

**Mark Luther:** Cat asked another question. How do you ensure that marginalized voices, students, families, and staff are actively included in shaping school policies and decisions?

**Cody Miller:** Cat, you're not annoying. I'm reading the chat, too. so I like to use surveys and I've talked to at least one group at some point about, I know some parents might not have the time to be involved in ways that other families can and so I try to be available as much as possible so that I can answer questions so that I can hear what people are wanting to share whatever's on their mind.

00:55:00

**Cody Miller:** but I found that surveys open the door for us to really kind of get a diverse perspective. So, I like to use those quite a bit. and maybe almost to the point of being annoying and sending out too many surveys or asking too many questions because I also know as a parent when I had five kids in school it was difficult to keep up with all of the different emails and messages for all of the kids. And so I can tell you there are a lot of things that I missed.

**Cody Miller:**

**Cody Miller:** And I think I'm a pretty involved parent, but, yeah, I mean, that happens. So, just trying to create as many avenues and channels as I can for parents to get information and to share information is important.

**Mark Luther:** That was kind of similar to a question I was going to ask. So, thank you for asking that, Cat.  
...

**Mark Luther:** another question from Cat. One of your first year goals is to build relationships. What specific signs would indicate that you are succeeding at your goal? And how would you respond if those signs weren't apparent?

**Cody Miller:** Good question. yeah,...

**Mark Luther:** How do you measure relationships?

**Cody Miller:** So I tell my leadership team now that I value disagreement and I want them to tell me when they don't share the same viewpoint as me. So, I actively solicit that. And what I have found is that over time, when I've done a good job of building relationships, people are more apt to come and share diverse viewpoints. and to do that without any concerns for, retribution or anything.

**Cody Miller:** I want people to tell me if they disagree because, if I have the idea that we should, put an upside down school bus in the front parking lot to advertise, somebody should go, that's not a good idea. and so I think one of the benchmarks for me are people openly sharing or are they holding back? and so one of the ways that I respond right now is occasionally when we're in a meeting and we're talking about something that might be a really big kind of different decision, I'll ask them tell me why you think I might be wrong, why might this be a bad decision or what could go wrong that I'm not thinking about?

**Cody Miller:** and if they share openly, then it gives me a sign that we've moved in the right direction in the relationship, So, if that's not there, if I'm finding that people are resistant to that, I think spending more time talking to people one-on-one is helpful. as opposed to, whole group all the time. so smaller groups or individually having conversations with people helps to build relationships. The other thing is I try not necessarily even start with, but I try to always ask questions that help me understand what's going on in somebody's life. and some people are really open to share and others don't want to. And that's okay, too.

**Cody Miller:**

**Cody Miller:** But if you've got something going on that that might be on your mind then I want to talk about that too so I understand how that's impacting you. yeah so I think just time and lots of conversation and facetime I think facetime is important too. Emails they're not relationship builders.

01:00:00

**Mark Luther:** All right, I've seen some names come and go, so I'm gonna take the time here. If you have a question, please throw it in the chat. We'll get to another one from Evie Stoddard, 8th grade student. What was your favorite grade when you were in school and why?

**Cody Miller:** Good question. favorite grade. I think that I really liked my senior year in high school the best. and for me I liked it the best because that was when I really felt like I had found some things I really enjoyed. So, I was not a good student in elementary and middle school. I really struggled. I was in special education from second grade through 8th grade. and really had a lot of difficulties with reading with math and really started to overcome those in 8th grade.

**Cody Miller:** And then by my senior year in high school, I had really found I liked theater. and so I feel like that was a place that I felt connected. I raised a hog, which I don't think I was very good at, but I enjoyed it for FFA. and so I feel like I had found my place a little bit and I was in a version of student council at my school. So that kind of leadership role was somewhere that I found that I really enjoyed. and I had teachers who taught a little bit differently. really up until probably my junior year of high school, I had gone to schools that had a traditional approach.

**Cody Miller:** they taught all day and then sent us home to do a couple hours of homework, which was an absolutely awful way to learn, personally and in my senior year, I had a group of teachers who understood that one that we were still kids and we still needed some time to be kids after school and two that at that point a lot of us had jobs. And so our teachers really structured learning so that they taught in very very

short amounts of time, like a 20-minute lesson, and then gave us time to actually do the work in class when the teacher was right there and could help me. and I found that that was a really effective way for me to learn because if I'm being really transparent, I'm a little ADHD also. And so I needed a short lesson and time to practice it and then a short lesson and time to practice it. And I got that my senior year in high school.

**Cody Miller:**

**Cody Miller:** and I didn't really get it at any other time in my education career. So, for me, feeling connected and feeling like my teachers were teaching in a way that helped me understand better was really helpful.

**Mark Luther:**

**Mark Luther:** I like that. Speaking of ADHD, you got a couple pictures behind you that are a little crooked. No. ...

**Mark Luther:** what was the topic of your final thesis? So, this one comes from Blair Bozart. what was the topic of your final thesis for your doctorate?

**Cody Miller:** My dissertation was on upper elementary school scheduling.

**Cody Miller:** So if you give me a master schedule, I can do masterful things with it. I really enjoy looking at a master schedule and doing kind of working through creative solutions. and sometimes I need somebody who's a really practical and can pull me back from that really looks great on paper but here's some practical issues that we might face. But there was a school district here in San Antonio that was doing a structure that was unique where they had teachers in teams of three. And so imagine you had Mark, and myself teaching, right? So Amber might teach reading and language arts. Mark might teach science or might teach math.

**Cody Miller:** and then I might teach science and social studies, right? Amber would start her day with third grade and then would get fourth grade and then would get fifth grade, all teaching the same subjects. So, she would do reading for one grade, then reading for another, and then reading for another. Mark might start with fourth grade and then have fifth and then third, and I might start with fifth, and then third, and then fourth. And so, we were all three teaching the same three classes in three different grade levels, but in the same subject. So over the course of three years, if you started there, and there's a lot of assumptions here, which is where it all falls apart, if you had those same three teachers, they stayed employed at the school for all three years, and you had the group of kids start in third grade, they would go to fifth grade with the same three teachers. And so Amber, Mark, and Cody would be your teacher for third, fourth, and fifth grade.

01:05:00

**Cody Miller:** really fantastic model in a perfect world. but there are some challenges that come with that and one of them is teacher turnover, another student turnover. and then where you'd have a bubble of we've got three third grade classes instead of two. So, we have a three third grades, two fourth grades, two fifth grades. what do we do with this extra class? so there were some challenges with that, but my dissertation was all about building a unique schedule to meet kids needs in a different way in a public education setting.

**Mark Luther:**

**Mark Luther:** Very cool. and I skipped over Stephanie Lewis asks, "Could you expand on how you navigate parents who are challenging themselves?" So, how do you navigate challenging parents?

**Mark Luther:** Is that what the question is? I believe so.

**Cody Miller:** Yeah. just with kids,...

**Cody Miller:** I think Every situation is different. so I'll give you a couple of examples. I had a parent one time had the kiddo was challenging. He was injuring kids in class often jabbing them with pencils, kicking them, just a kind of physically harassment. and we address the behavior.

**Cody Miller:** and every time we did, the child's mom would say, today he didn't eat a good breakfast. today he had a headache. today, he, brushed his teeth on the right side first instead of the left side." And so every day, every time her child did something, there was an excuse for why her child should be off the hook for this inappropriate or aggressive behavior. it got to the point that the child had seriously injured several kids. And so we said, "Well, we're referring this child to go to alternative school."

**Cody Miller:** and so I'll never forget I had to have a principal conference and so princ parent comes in, mom and dad come in, sit down in front of me and dad's opening line was I'm a federal prosecutor and I 100% know that it was intended as an intimidation tactic and I said, that's Great. As a federal prosecutor, if you had somebody who physically assaulted somebody else, would a headache or getting up on the wrong side of the bed or putting their shoes on the wrong feet or anything else? Would anything be an acceptable reason for that person to have committed that assault? He said, "Well, no, of course not."

**Cody Miller:** and here we are. So, it can't be an excuse for your child at this point because they'll learn that that's an excuse when they're an adult and that's not accurate because you just told me that adults who assault other adults can't use those excuses. So, and that was a challenging family. I had a mom who she had definitely had some negative experiences in her own childhood with schooling and she was verbally abusive with my staff and with her we had to draw some very clear boundaries and tell her you will not speak to people using that language. You will not come in and scream and yell.

01:10:00

**Cody Miller:** you will not raise your voice. You will not storm past the front office. And if you do, there are adult level consequences for that behavior. And so some of those consequences are you will not be allowed to come into the building. and if you do and you behave that way, you will be removed by a law enforcement officer. We're here to work with you, but we will not tolerate abusive behavior toward our employees. So, every situation is different. I try to always keep a calm head about things and maintain a professional approach. but sometimes you have to really draw some clear boundaries.

**Mark Luther:** All another question from chat. This is Cat, you're not annoying and I'm not going to hold you to it that you're done with questions. I expect to see at least one more after that comment. If a kiddo's academic or behavioral struggles clearly require more support at home, but it doesn't seem that the family is engaged, what steps could you take to engage their involvement or encourage their involvement? Sorry.

**Cody Miller:** different reasons for not being engaged. and so it depends. if the lack of engagement is because they're working two jobs and it's really difficult to work two jobs and then spend time engaging in academics with the child. we might need to find other ways for that child to get academic support that doesn't put more pressure on a parent who's already struggling. that's just real. I mean there are a lot of families that are in that situation. my mom was a single mom most of my childhood and there were times when she was very able to be involved and there were times when she just wasn't.

**Cody Miller:** and so I think we have to recognize that if not being engaged is simply because they're diest maybe talking to families to set goals and including them participating in setting academic and behavioral goals for their child and making them kind of a part of the planning for reaching those goals can be helpful. ultimately we can't make somebody be engaged.

**Cody Miller:** so I think we do our best to encourage we, share information frequently. and I'll give you a good example of I've had this happen more than once in my career. and it's a really low level of engagement, but we've had early release in most of the districts that I've worked in. And as a principal, I remember one parent really distinctly. she drove up to the office. She was upset. We had early release and we had called her and said, "You need to come get your child." Mark is still sitting in the front office. and she came in and she came in roaring, just nobody told me. How was I supposed to know? we send out a weekly message. It was in the weekly message. I didn't get that. do you get messages from us?

**Cody Miller:** can I see the last message you had? And so I point it out, It says it right there. we send you have to read it. I can't make you read it. and I said, "Did you we have a marquee out front?" And did you see on the marquee we put that we have early release? It's been on the marquee for a week. I didn't read that. so sometimes you can provide all the information. you can provide everything a parent needs, but you can't make them engage in just, using the information they're provided. So, I think we do the best that we try to involve them the most that we can. I have always felt like having kind of an open door policy to the extent that's appropriate and possible is good. I want parents to come up to the school.

**Cody Miller:** I want parents to be able to come up and see what's going on and be a part of the education of their children. So, I've always created a space for parents to have lunch with their kids. I've always try to encourage parents to encourage teachers to have 100% participation in parent conferences when we schedule parent conferences. even if it's by phone call or Zoom, just connect with every parent somehow. I think the best success I've had was when it was really talking to a parent about this is where your child's at. This is what we believe they can accomplish with the right support. do you agree with us that they can get there and will you partner with us in that work? that doesn't always work. sometimes they say yes, yes, yes, and they go and then things don't change. But I think just involving parents in the conversation is important.

01:15:00

**Cody Miller:** ...

**Mark Luther:**

**Mark Luther:** Yeah, I think you kind of answered Cat's next question, which was, can you share a time where you successfully changed a parents perspective about their role in their kiddos's success? what did you do and what was the outcome? I think you just mentioned that, but if there's another example you want to feel free. Otherwise, I'll move on to the next one.

**Cody Miller:** no, I think that's it. Yeah.

**Mark Luther:** As a CVCS alum, I have a deep appreciation for the unique culture and sense of crew here at City View. How do you plan to honor the school's history and traditions while also bringing your own leadership style and vision to help it grow? That's good.

**Cody Miller:** history. So, every school has great history and traditions and I think those things are really good and valuable. So, they're things that I wouldn't want to do anything to change. I think everywhere I go every school I work in every setting there's opportunity for growth and so I think the important thing is for the school team to set some goals together for where we want to grow what we want to improve and to move forward as a team on agree

**Cody Miller:** upon honoring those traditions, honoring the history, but kind of setting a collective vision for where we want to go down the road. and I've heard bits and pieces of that. So I know that there's been some surveys that have gone out that have kind of begun the work of figuring out what the community wants. and so I think the important thing to me is that it's not Dr. Cody's vision, right? Because if it's my vision u the day that I'm gone, that vision is dead, It has to be a collective vision. It has to be the vision that we come to and agree upon as a group and then we all work diligently toward that vision, whatever it is.

**Cody Miller:**

**Cody Miller:** So if that vision is, for us to have a fleet of buses and, pick kids up daily from Bend and Eugene, great. Then that's what we all work toward. if the vision is to have three or four campuses, great, then that's what we work toward. If the vision is to just grow the one campus, and, do something with that, then that's what the vision is. So, I think it's not so much about me. I hope that the benchmark of my work at City View is that I help lead the team in identifying what that collective vision is and then that I help drive us in the same direction consistently working toward that vision.

**Mark Luther:**

**Cody Miller:** I'm trying to answer questions fast as fast as they're coming in.

**Mark Luther:** Yeah. Yeah.

**Mark Luther:** I mean, we've got another 40 minutes or...

**Cody Miller:**

**Mark Luther:** so this was scheduled for. So, I don't know that we'll need it. Let's see here. Where was I? Okay. Cat, another one. Find Mark, you win. This is more of a fun one. if you could plan an ultimate spirit day at City View, what activities would you include to get kiddos, staff, and families involved? Right.

**Cody Miller:** Man.

**Cody Miller:** I don't know. that's probably the hardest question that I've been asked through this whole process. I think that kind of going back to my last answer, I think that I would probably really want to just kind of have a brainstorming session with our group and say, "Hey, what wild, fun ideas do you have?" and see what everybody else says. yeah, so I had a really great engaged PTA at Hidden Forest Elementary. We

had something board members. and it was amazing. And they put on it was called Fun in the Forest every year.

01:20:00

**Cody Miller:** And every year was a little bit different because the makeup of the board was different, but we had a really great time with them kind of creating different activities. so I don't have a really good answer for that and I hope that that doesn't make you give up on me,...

**Mark Luther:**

**Cody Miller:** But I don't know that I have a really good clear vision for that yet.

**Mark Luther:** I've got a recommendation.

**Mark Luther:** But put Dr. Cody in a dunk tank. That's one of the things that I remember from elementary school was throwing a ball trying to dunk the principal. that was every kid was lined up for that. let's see. Another question from Matthew Miller here. let me see. Firstly, to get to know you better, can you share if you've been to Oregon in the past or whether or...

**Cody Miller:** I've been in a dump tank more than once. Yeah.

**Mark Luther:** not you have what excites you the most about a possible move to the state?

**Cody Miller:** So, I'm going to tell you first of all that when your name popped up,...

**Cody Miller:** I was like, why is my son on the call? because that is my son's name. So, I have not been to Oregon. and I know that's probably the craziest answer I could give you. what excites me the most? being outdoors. I've talked about this a few times with my husband. watching the sunset over the Pacific Ocean is something I want to going and seeing the king tides. sitting on the bank of the Willamett River and just watching it just kind of do its thing. hiking and exploring.

**Cody Miller:** I really want to get down to Northern California and see the redwood trees. all pretty much outdoor answers, drinking coffee in August when it's not 116 degrees. because I love coffee and it's so sad to drink a cup of coffee in August in Texas. right Mark? I mean, it's not fun. So, all of those things. just looking forward to all of those things, exploring Seattle, and Washington. from San Antonio, not many people realize how big Texas really truly is. I 10 from Louisiana to El Paso is right about a thousand miles. And so from San Antonio, a full day's drive in any direction still does not get you out of Texas.

**Cody Miller:**

**Cody Miller:** So, I'm looking forward to just exploring and being able to drive to Vancouver and go, "Look, I'm in another state. How awesome is that?" And I didn't have to drive all day to get here. so, all the outdoor things. Looking forward to all that and coffee. Yeah,...

**Mark Luther:**

**Mark Luther:** 12-h hour drive. Half of that time was going through Texas. The other half was going through Louisiana, Mississippi, and half of Alabama. So, all right.

**Cody Miller:** exactly. Yep.

**Mark Luther:** Let's see. one from my daughter. Look at this. Savannah Luther, fourth grade student. What is your favorite school lunch?

**Cody Miller:** I don't know if this is a thing in Oregon, so Savannah will have to tell me. but super good in Texas. enchiladas, rice and beans. That is the best. They're always cheese enchiladas in Texas. So, yeah,...

**Mark Luther:**

**Cody Miller:** hands down. How about yours, Savannah? You'll have to tell me in the chat.

**Mark Luther:** All right,...

**Mark Luther:** another one from Matthew Miller, not your son, Matthew Miller.

**Cody Miller:** Not my son, M.

**Mark Luther:** Secondly, with regard, at least I don't believe it's your son.

**Cody Miller:**

**Mark Luther:** Secondly, with regard to academic progress, how do you envision helping maintain an equal opportunity for all to meet core requirements, while also providing enhanced opportunities for students who may have different needs, whether accelerated or in need of additional support?

01:25:00

**Cody Miller:** I 100% believe that we should be focused on growth.

**Cody Miller:** In a lot of schools across the country, we use the MAP test. not sure if that's something that y'all use at City View, but the MAP test is as opposed to a test that measures whether you've achieved a certain benchmark of standards. it measures growth. And you're welcome, Cat. Good night. sorry, I'm watching the chat now, too. I can't help it.

**Mark Luther:**

**Mark Luther:** So, I'm gonna interrupt you real quick. I didn't Amber put it in chat, but feedback is welcomed on your opinions on Dr. Cody Miller. how this went, any additional questions, just general feedback. email it to Amber. she posted her email in chat. It's a [martell@cityviewcharter.org](mailto:martell@cityviewcharter.org).

**Mark Luther:** I believe by close of business Friday. Is that what was emailed out? Yeah. Okay. Awesome. Sorry.

**Cody Miller:** So that's okay.

**Cody Miller:** So I think focusing on growth above all else is really important. in my last position as a principal, we tried to create opportunities for out of school time enrichment and intervention so that we were offering both. And it was really important to us that even kids who needed intervention had access to enrichment opportunities.

**Cody Miller:** So that if I'm a struggling reader, I shouldn't not have opportunity to take an art class. I shouldn't not have opportunity to, go to the robotics club, and so creating opportunities for kids to have both opportunities to meet their needs is really important. and that's really where that scheduling piece comes in. I have at the last two schools implemented an intervention enrichment block during the day that's spend 30 to 45 minutes for every single grade level. And during that time we try to do smaller groups that are targeted at individual kids specific needs. So if Amber needs intervention then Amber's getting intervention during that time.

**Cody Miller:** and if a kid doesn't need intervention, but needs maybe a push, maybe they're reading above grade level and they need a challenge, then we're providing that as well. So, I think it's really a mix of a few different things. So, it's building a master schedule that provides opportunities for intervention and enrichment and it's providing for out of school time support as and all of that takes a lot of coordination with the entire faculty. So it can be done. and again with the focus on growth, Because if a kid's a fifth grader but they're reading at a first grade level if our benchmark for success is that they have to be reading at a fifth grade level by the end of that year, then we're setting them up for failure.

**Cody Miller:** But if we get a kid from a first grade level to a third grade level, that's huge success and we should celebrate that. my preference is to focus on growth. And I know I live in I haven't been an educator in Texas. we are the ultimate testing state, which is absolutely dreadful to live in and to teach in. there's a need for it but I think it's got to be balanced with a focus on growth. so I hope that's hope that answers that question.

**Mark Luther:**

**Mark Luther:** All right, another one from a student. Isaiah, I'm not going to try to pronounce the last name.

**Mark Luther:** I'm terrible with names. I'm sorry. fifth grade student, did you ever consider pursuing a different career path?

**Cody Miller:** I did.

**Cody Miller:** So too so I wanted to be a pilot and maybe an astronaut because I just thought that was really cool. never did that. never really took any steps toward that. But the other one that I actually kind of took seriously was my first years in college I wanted to be a youth pastor and I went to Colorado Christian University for my freshman and sophomore years in college and I actually was a youth ministry assistant at a Presbyterian church kind of southwest of Denver.

01:30:00

**Cody Miller:** and I really enjoyed working with adolescents and in that area. But in my sophomore year, I got a job as a teaching assistant and I really felt like that career that education was really more the path for me. And so my junior year I switched from youth ministry to education. So, I've had a lot of Bible classes in college. I've read the Bible front to back a couple of times. but this was the career path for me.

**Mark Luther:**

**Mark Luther:** Reading through chat looking for more questions. I see Savannah responded her favorite school lunch is the pizza bagel.

**Cody Miller:** We do not have the pizza bagel school lunch here.

**Mark Luther:** Ours was always the traditional rectangle,...

**Cody Miller:** I will come have b pizza bagel lunch with you one day. That sounds good.

**Mark Luther:** flat pizza.

**Cody Miller:** Yep.

**Cody Miller:** That's a great question,...

**Mark Luther:** All right.

**Mark Luther:** Another one from a student, Anora Trainer, fourth grade. What's going to change?

**Cody Miller:** Anora, and I don't have an answer to that. I think that my job as the executive director is to ask you what you feel needs to change, to ask parents, to ask teachers, and to really listen and for us to decide as a team if anything needs to change and if something does need to change, what that is. And then for me, if we as a group decide that something needs to change for us, my job then is to help make that change happen. but I don't think it's definitely not my job to decide what needs to change.

**Mark Luther:**

**Mark Luther:** Good answer. I like that. I think that's it for questions.

**Mark Luther:** We'll wait another minute here. if anybody pops in. Let me go check the Q&A session.

**Cody Miller:** I agree,...

**Cody Miller:** Amber. I love all the questions from the kids.

**Mark Luther:** I said no confrontational questions, but I'm going to ask one.

**Cody Miller:** Okay. man,...

**Mark Luther:** Does pineapple belong on pizza?

**Cody Miller:** we've already had this conversation,...

**Cody Miller:** Mark. So,...

**Mark Luther:** That was our icebreaker question before folks joined.

**Cody Miller:** and I will answer it.

**Mark Luther:** So yeah,...

**Cody Miller:** It does not. But I will not be upset with you for having pineapple on your pizza. Just don't put it on mine.

**Mark Luther:** pineapple belongs on pizza.

**Cody Miller:** No. We'll have to agree to disagree.

**Mark Luther:** Right. Right. that's one of those debate questions.

**Cody Miller:** Right back.

**Mark Luther:** So funny.

**Amber Martell:** I just wanted to echo since moving here from Las Vegas, it has been great enjoying hot coffee and not feeling like I'm drinking a hot substance in a sauna...

**Cody Miller:** Yes. Yes. Yep.

**Amber Martell:** where it's just not pleasurable. So now I just have to stop drinking my cold stuff because it's too cold.

**Mark Luther:** All right. I think that is pretty much it. I don't see any new questions. probably a good spot to wrap up. So, thank you for join Dr. Cody Miller, thank you for being here, giving us the opportunity to ask you questions. This is a pretty unique experience that I've never done before. So, it's nice to have this Amber, thanks for putting this together. feedback, please send in feedback to the board directly to Amber A Martell. am a rlc cityviewcharter.org. this Friday, close of business. I think that's it. Amber, you want to say anything else? Wrap it Hang up.

**Amber Martell:** questions. I know you're not on here right now. this has been very enjoyable and educational for all of us. Dr. Miller, I just want to say thank you again for everything, the questions, the answers, and the knowledge that you gave us on e education. So, thank you so much. Have a good night every welcome Blair.

**Cody Miller:** Yeah. ...

01:35:00

**Mark Luther:**

**Cody Miller:** thank you all. I am so excited about the opportunity and I hope to meet everybody in person soon and connect all the parents, kids and all their names. Yep.

**Mark Luther:** Awesome. Thank you,...

**Mark Luther:** Dr. Cody.

**Cody Miller:**

**Cody Miller:** I really was thrown off when Matthew joined.

**Cody Miller:** I was like, why is my son here?

**Amber Martell:** Hold that.

**Amber Martell:** Hold on one second.

**Cody Miller:** Yeah. Hi, Adam. Thank you, Blair.

**Amber Martell:** All right you guys, if we are done for the night. somebody wants to join. So, let me just let them join and I'll tell them. Hi, Elizabeth. I know you just joined. the meeting is now we did record it, so I will have Adam post that so that parents can go back and watch it.

**Amber Martell:** Are you on?

**Cody Miller:** There we go.

**Amber Martell:** Let me message him.

**Adam Trainer:**

**Adam Trainer:** I'm here. I'm just not camera ready.

**Cody Miller:** Did you enter?

**Amber Martell:** You're All So, it's just Good job. I think that went really well. Okay, that's good.

**Cody Miller:** It felt good.

**Amber Martell:** Adam, any feedback?

**Adam Trainer:** It was great. I'm hesitant to say too much, but I think the roller coaster, depending on how you perceived it, Cody, will pay us dividends hopefully with I think the direction we're all trying to aim for. So,

**Cody Miller:** Yeah. Yeah.

**Cody Miller:** Yeah. No, it was good. there were some challenging questions and it's education, so there's challenging questions in education. I think Nicole's question was a good one. and she knows as well as I do, there's not an easy answer when you have really challenging kids in the classroom. we all do everything we can to try to address that, but there's no one-size-fits-all. There's no perfect answer. So, and I know she's outgoing, but I know her opinion matters to some people.

**Cody Miller:**

**Cody Miller:** So hopefully she related to my answer to that,

**Amber Martell:** Yeah, I would have liked somebody and...

**Amber Martell:** I think we would have had those teachers that come forward, but some of them are at a conference and then one of them just got some bad news about a family member. But I know teachers wanted to know, how you would support teachers in that role as well that have difficult students. We had a kindergarten teacher who is struggling with a kiddo who destroys the classroom quite often and just recently threw something that contained metal and...

**Cody Miller:** Yeah. ...

**Amber Martell:** it hit her on the neck. but nothing's been done per se. so Mhm.

**Cody Miller:** and some of that I need to know a little bit more about Oregon's rules.

**Cody Miller:** our fantastic Texas legislature has been on a parent bill of rights kick, which listen, I'm all for parents having rights, but one of the things that they've done is that they've outlawed out of school suspension for kinder through second graders. So then when you have a kid like that who's physically assaulting people, all I can do is put them in ISS, which really means sitting in my office at that age, and that's not necessarily the right answer and it doesn't put any accountability on the parent. so I don't know if there's any of those kinds of restrictions in Oregon. Those are things I'm going to have to figure out. but sometimes our lawmakers think they know way more about education than they do and they create barriers for us that are just really difficult to overcome.

**Cody Miller:** So, we've had those situations here and I've had kinder, first, and second graders that really needed to go home. They needed to be sent home, but we couldn't do it because our legislature says, "Nope, that kid gets to stay at school no matter..."

**Adam Trainer:** Hey,

**Cody Miller:** how absolutely awful they behave." And so then we don't really make progress with them till they get to third grade because then in third grade we could say, "Okay, now go home." and so now we've had three years of holy terror with some kids, but our legislature is that's their creation. So, I think finding out what kinds of restrictions have been put in place, if any, is kind of an important first thing. and I think one of the questions that I have too and I feel I really need to get there to kind of figure out some of the answers is understanding what happens when a kid gets to the point of alternative school is there a place for them to go because in some states there's not and in some states there is and there's an Oregon

01:40:00

**Cody Miller:** place where a kid can go to alternative school. Is that a place? so is an expulsion going to lead them to an alternative setting or is an expulsion go home and be gone.

**Amber Martell:** I don't know

**Amber Martell:** how Hillsboro works. Do you? No.

**Amber Martell:** But here's my thing with that, and I know this is a controversial way to handle certain things. our charter school in Vegas did this, and I disagreed, but agreed. So, it was kind of hard. they always said when you're opening a new school or a building, it takes three years to get the kids that you want. And I think I've shared this with you before, three years to get the kids that want in there. So they also had a lottery. but those kids that had those behavior issues were kind of red flagged. And so every year, even though you were already in the school, you would have to reapply for the lottery to get in. So those red flagged kids, because they had to reapply, they wouldn't get through on the lottery. And that was their workaround on how to do that. Do I agree with it?

**Amber Martell:** Like I said, it's a tough one because it is a charter school and we're doing those kiddos a disservice and...

**Cody Miller:**

**Amber Martell:** the parents a disservice if they need that extra care that we can't give them because we don't have that funding. But at the same time, we know what's really truly going on with that kid? There could be something more on why they're acting out that way.

**Cody Miller:** Right. ...

**Cody Miller:** so I think too we need to look at the like and I know y'all are working on a renewed charter agreement with Hillsboro and...

**Amber Martell:**

**Cody Miller:** so that special education support for those kids. it really is their responsibility if I understand correctly to a certain extent right because if the kids's in special education that falls on them yes some services

**Adam Trainer:**

**Amber Martell:** Yes and...

**Cody Miller:** Maybe. Okay.

**Adam Trainer:** I was skimming our agreement this morning,...

**Amber Martell:** no. Yeah.

**Adam Trainer:** but I didn't dive into that part of it. It does outline it and it does outline also I'm spacing right now. how we select our students, the weight listing and such. The Yeah.

**Amber Martell:** And I think they can provide us those teachers and supports. They still come off of our bud off of our budget. but if their budget cuts are being cut in certain areas, right? because I know we lost a couple of the people for and last year and I only know that because last year it came out because my daughter lost one of her educators and nobody said anything to me until her gened teacher contacted me and said, "Hey, I just want you to know what's going on in case Izzy comes home.

**Cody Miller:**

**Amber Martell:** I've agreed to take up those extra minutes." And I said, " I'm grateful for that, but that's not your job. You're a gened teacher." ...

**Cody Miller:** Right. Yeah.

**Amber Martell:** so I don't know exactly to the extent that Hillsboro really supports that.

**Cody Miller:** And there's so much that I think that I need to figure out and we need to kind of work on and, as we kind of cast a vision for where we want to go.

**Cody Miller:**

**Cody Miller:** I know you and I had talked a little bit, Amber, about possibly complete separation from Hillsboro so that we get a better chunk of that funding and really have a little bit more control over those pieces that they're currently responsible for that we can manage those ourselves. but in the meantime, we need to make sure we're holding Hillsboro's feet to the fire so that the things that they're responsible for,

they're doing because that's part of the contract. It's not just a one-way thing. It's got to be a two-way agreement,...

**Amber Martell:**

**Cody Miller:** but that's all stuff that really I need to get up there and get my feet on the ground to figure out and then we can kind of move forward. But there's, a teacher shouldn't have their room destroyed every day. and it's a detriment to the kids in that classroom if there's not appropriate intervention.

01:45:00

**Cody Miller:**

**Cody Miller:** So yeah, you just turn off recording,...

**Amber Martell:** Yeah, I agree with that.

**Cody Miller:** right? Okay. Just made sure.

**Amber Martell:** No, we're not recording.

**Amber Martell:** No, no,...

**Cody Miller:** So Hillsboro is be like, "What the heck?" I already have it.

**Amber Martell:** no. and this is just for my own knowledge, have you looked at what it would take to do your admin license up here for up here?

**Cody Miller:** I do. I'm on it.

**Amber Martell:** Jeez, can I expect anything less?

**Cody Miller:** Yep. I Yeah,...

**Amber Martell:** Come on. Okay.

**Cody Miller:** Two weeks ago I was finally approved. So, I had applied in early September and so no, I'm a licensed administrator in the state of Oregon and it's a reciprocal license.

**Cody Miller:** So, I have a year and a half. I have to take a class next summer through D is not Somebody's offering it. I've already found it. I need to register. It's like a week-long seminar on Oregon specific school law and finance. and then submit that back to TSPC and then TSPC should approve a regular standard administrator certification.

**Amber Martell:** So, this is a kind of funny circumstance.

**Cody Miller:** So yeah, what?

**Amber Martell:** And Adam, I don't know if I told you this or not, but the accountant for the school, Tanya, they're actually selling their house right now because they're moving to Texas. Yeah. They already have land and stuff down there and their kids are down there. So, I thought it was hilarious. I was just like, "

that's funny." So, I guess they're still going to work remote because they work with a lot of the charter schools here in Oregon. so we'll see how that goes. I had another question and now I can't remember what it was. it'll come to me. Adam, anything? Since you get your one-on-one time. I said since you get your one-on-one time.

**Adam Trainer:** I really appreciated it, Cody. I thought you did great. one thing I consistently have or one thing that I'm increasingly appreciating about is how you set boundaries or how you push back. maybe I'm over stating this, but how you kind of said ISO 90001 didn't align with education for, X Y and Z reason. Not just because you didn't like it or because didn't feel like it fit, but because you had good reasons because those bases were covered elsewhere. If I'm remembering the gist of your answer. Right.

**Cody Miller:** I wrote I would need to know a little bit more about Oregon finance, but if it's similar, then I would say, yeah, I think it should be covered. So, yeah. No, and I don't mind. so I think one thing that I've picked up on and I've shared this with Amber, Adam, is I believe that there has to be a healthy relationship between the executive director and the school board. And just without Amber saying anything, I've watched two schoolboard meetings and gone, "Oh my god."

**Cody Miller:**

**Cody Miller:** So, I want to be a team with but I mean, ultimately, y'all are the boss, so just, I'll push back. But if you say, " no, we're going to do ISO 9,0001. All in favor?" I oppose. Nay. We're gonna do ISO 90001. Great. I've watched a couple of your schoolboard meetings and...

**Adam Trainer:**

**Adam Trainer:** playing September. Yeah. I dream of those days.

**Cody Miller:** I've been on a school board I've been to hundreds of schoolboard meetings and so I feel like I have a really good clear feel for how they should go and when I get there it's going to change. That's all I'll say.

**Adam Trainer:** Yeah. and...

**Amber Martell:** I can't wait. I'm sorry.

**Cody Miller:** Just got to give me a date.

**Amber Martell:** I know.

**Adam Trainer:** I'll say I think none of us are guiltless I don't know if that's the real word. I'm tired. I'm sorry. But I think we all have room for improvement.

01:50:00

**Amber Martell:** No, we're not.

**Adam Trainer:** I think none of us is faultless.

**Cody Miller:** Of course.

**Adam Trainer:** But yeah, but I echo what you're saying. I would much rather have a much more team cohesion. Let's get something done. Let's we agree when we agree, we disagree.

**Adam Trainer:** And then let's execute and move on to the next problem. Right. Hold on.

**Cody Miller:** Yep.

**Amber Martell:** Yeah. Yeah. Yeah. yes. So, that was going to be my next question. have you guys started looking at areas around here virtually since you haven't been here yet? what does that look like if we were to have you start, sooner than later?

**Cody Miller:** Yeah. ...

**Amber Martell:** What does that look like for you?

**Cody Miller:** we have a realtor. Her name is Liz Bover. She lives in Independence, Oregon, and she has a tiny home in her backyard that we're going to live in until she finds us a house.

**Amber Martell:** Where is Independence, Oregon? Do you know...

**Cody Miller:** It's West of Salem.

**Amber Martell:** how long that drive is?

**Cody Miller:** It's an hour.

**Amber Martell:** Okay. just like, "Oh,

**Cody Miller:** It's an hour, but that's not the permanent solution.

**Cody Miller:**

**Cody Miller:** It's a tiny home in her backyard it's gonna get us through. and the deal was we were looking for a place that we could live temporarily and so we really were looking on Airbnb and we found this t tiny home and we're like, "Okay, cool. it's better than a hotel room, right?" But she has a tiny home in the back and then she has a three-bedroom, two bath across the street. So, she's like, " if I can get you into the three-bedroom, two bath, I will, but we will have a place to sleep. That's the important part." and she will either love us or she will get annoyed with us and find us a house. we've connected with a mortgage company.

**Amber Martell:**

**Cody Miller:** We've already filled out an application with them.

**Cody Miller:**

**Cody Miller:** we're just being really picky too about what we want. so there are three things that we needed to do. One was a credit thing that we're working on. One was finding a job and getting a letter that says this is the job and...

**Amber Martell:** As you said,...

**Cody Miller:** this is the pay and this is the start date, right? So y'all are working on that. And the third was and then we had a savings goal that they said we need to have this much in savings and so we've hit that. So it's really at this point we just need to get there. so I met with our deputy superintendent today and she said we will work with you on whatever you need to do.

**Amber Martell:** What is your ideal start date?

**Cody Miller:** Here's the challenge. it isn' about It's really about our business. Chris has stopped taking bookings here in 2025...

**Adam Trainer:** Yeah.

**Cody Miller:** because of the uncertainty. So, we don't want to commit to somebody that we can do their event and then not be here. do what? yeah. He's So, we have an event company.

**Cody Miller:** We can set up a heck of a party. he does full bartending services.

**Amber Martell:** Now I have my wheels turning.

**Amber Martell:** Do you see this, Adam? God.

**Cody Miller:** And then we have all kinds of rentals. Margarita machine and tents and tables and chairs and We have the whole nine yards. So that's what we do. So he's stopped taking any bookings for 2025. So, we're kind of in a weird space of do we take bookings for January? Do we not? I don't know.

**Cody Miller:** I think in that regard maybe February 1 would be ideal because that'll give us enough time for me to give notice and then we have a clear date to start taking bookings there and transition. But

**Amber Martell:** Okay, now I'm going to go back to the weather related kind of question. y'all are break driving your vehicles up here, right? Okay.

**Cody Miller:**

**Cody Miller:** February in the winter.

**Amber Martell:** Are you prepared?

**Cody Miller:** Yeah. Calling trailers.

**Amber Martell:** Are you prepared for that winter storm?

**Cody Miller:** Yeah. ...

**Amber Martell:** Okay. my gosh.

**Cody Miller:** there won't be a storm that day, though, so it'll be fine. It'll be fine. It'll be fine.

**Amber Martell:** So, my kids, when did they move up here? They moved up here, I want to say it was the end of February. and they drove from Vegas all the way up here,...

**Amber Martell:** a Haul, and two cars. And, they hit some tricky weather.

01:55:00

**Cody Miller:** Yeah. Yeah.

**Amber Martell:** And they were like, and they did not go the route that I told them to go because my youngest one's like, No, this one's better." And I was like, "You should have listened to mom. I had the route for you." so yeah, that's just something to kind of keep an eye on. Okay.

**Cody Miller:**

**Cody Miller:** I know we've talked about that and so having I feel like if February 1 is our date then it gives us enough of a window to go we can get there this is going to work right and if weather's bad we can kind of work around that but I don't know it's and we're driving three vehicles up there So, my 17-year-old has to drive that whole route, too, which he's not excited about. He's like, "Dad." I'm like, "What am I going to do? I'm not going to drive up there and then fly back and drive another car. So, join the party." ...

**Amber Martell:** right How long does it take from Texas?

**Cody Miller:** 30 hours.

**Amber Martell:** Ours was 18.

**Cody Miller:**

**Cody Miller:** Yeah, it's a full day just to get out of the panhandle.

**Amber Martell:** Yeah. Yeah.

**Cody Miller:** It's Yeah,...

**Amber Martell:** Texas is a big state.

**Cody Miller:** I think it's 10 hours to get If you're headed north from here,...

**Amber Martell:** Yeah. ...

**Cody Miller:** it takes 10 hours to get out of the panhandle. So, Yeah.

**Amber Martell:** hopefully we will be able to talk soon and get everything figured out between us board members that are currently left.

**Cody Miller:** Yeah. I know you have board meeting this Wednesday and...

**Amber Martell:** I, No. ...

**Cody Miller:** then the 18th. and I saw you had your executive session all marked out for this Wednesday. Are you're not having executive session this one?

**Amber Martell:** so the school is backed up on policy approvals. They have not done them for over a year and a half now. and Becky, who I guess is in charge of that, sent us an email wanting us to meet on Saturdays in December to get this done. And I said, I am not meeting on any Saturday this month. my weekends are booked with my family and I'm not coming to the school on the weekend for policies. that

to me is ridiculous. So, we were going to cancel this Wednesday, but then I Adam's like, " I was guess we could do policies." So, we're going to be doing hopefully some policies on Wednesday.

**Cody Miller:**

**Amber Martell:**

**Cody Miller:** Okay.

**Amber Martell:** And the reason why we're not having the executive director or executive session about you this Wednesday is because we have to give the parents time to send that feedback to us. So what will happen is once I get that feedback I'll probably just call an emer an executive session with the board members Adam me and...

**Cody Miller:** right.

**Cody Miller:**

**Amber Martell:** TV and so then we can discuss it and go from there on everything.

**Cody Miller:** Okay.

**Amber Martell:** So, once I get that feedback from those parents and I call that, I'll let you know when we're going to call that, just so you can be on standby because I know we have to talk to you in the executive session as well. we'll have to talk first and...

**Amber Martell:** then invite you into it. and we'll go from there. And then we'll have on the 18th, if all goes how I'm envisioning it in my head going,...

**Cody Miller:** Okay.

**Adam Trainer:**

**Amber Martell:** then on the 18th, we would make that announcement that we offered you the job. And that would be in a public meeting,...

**Adam Trainer:** And procedurally,...

**Adam Trainer:** we can't make a decision formally until it's in public session. Okay.

**Cody Miller:** Of course.

**Amber Martell:** right? Yeah.

**Cody Miller:** Yeah. Yeah. Yep. Okay.

**Amber Martell:** But we can talk in executive session about offering it, pay start all that kind of stuff. yeah. And then in the public session,...

**Cody Miller:** Okay. That sounds good.

**Amber Martell:** that's when we would go forward.

**Cody Miller:** I texted you earlier out of my texted Amber and just wanted to make sure it was okay with you all for me to start joining those meetings publicly and not with my kids' name like I did last time.

**Cody Miller:** So I'll start doing that, now that we've kind of gotten past tonight and, it's a little bit more public. So, okay.

**Adam Trainer:**

**Adam Trainer:** That'd be exciting and interesting. So,...

**Cody Miller:** Yeah. Yeah.

**Adam Trainer:** yeah, curious to see how that dynamic plays out.

**Cody Miller:** If it changes anything.

**Adam Trainer:** Yeah. All right,...

**Cody Miller:** All right,...

**Amber Martell:** All right,...

**Cody Miller:** y'all. I'm excited.

02:00:00

**Adam Trainer:** Cody. Thank you.

**Amber Martell:** thank you so much. Go home and...

**Adam Trainer:** Have a good night,...

**Cody Miller:** Yeah. Yeah. Bye.

**Adam Trainer:** guys. All right.

**Amber Martell:** wait. Bye.

**Adam Trainer:** Take care.

Meeting ended after 02:00:19 🖐️

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