**February 2021 Board Meeting Recording Transcript**

Lucy: [00:00:02](https://www.rev.com/transcript-editor/Edit?token=tR1nUrv1PeRWa8VpxqesoZP479A8XxYUq9G4pMifbjI4OBzxo2p_cBc0cBbyUGIJS_EGUmTb2yjB2uaa1H47W2BpbOs&loadFrom=DocumentDeeplink&ts=2.64) ... guys aren't going to take me seriously when I say for my last time, I'm going to motion to call the meeting to order, but this is my last time doing it. [Len 00:00:13] you got the attendance?

Len: [00:00:18](https://www.rev.com/transcript-editor/Edit?token=ZCntJlFofJ6boN5w4jYjqU7rGN61MFnJ9kwbLinnOYAdAr7YAyr5XaeNDRQGi-_lACOploa2JZ8fJpA8EMMctPyD0KY&loadFrom=DocumentDeeplink&ts=18.69) Yes.

Lucy: [00:00:20](https://www.rev.com/transcript-editor/Edit?token=3JLoxZ9srIoLncaLB9jxNygHfGkuSfjQbHNfxaYXrHA5Hn5aZrr9_QsyNibrfnd5GTJm2Rh_PlYPCleuGLqd9ZjuJqE&loadFrom=DocumentDeeplink&ts=20.29) Great. Okay. Guers, can you scroll down because I... So I'm going to motion to approve the minutes from the January 2021 board meeting. We also need to approve the minutes for the special board meeting, though most of it was in executive session I think we still need them. I think we'll still need the minutes from that and no votes actually, officially were taken in that meeting. So maybe they're just blank minutes.

Guerschmide: [00:00:58](https://www.rev.com/transcript-editor/Edit?token=Ys2umnkidzdeMvaWZeIhLedjbJJJiBr-Rq9AbxScI6PTXapEuJwhBUdzutOgO-csXqzRVvzVYfTtYob2PMrgDzeDZoU&loadFrom=DocumentDeeplink&ts=58.66) Do we have minutes from that meeting?

Lucy: [00:01:04](https://www.rev.com/transcript-editor/Edit?token=IrSs3EmGoxloAvoXWBVvmOpyA_QyDJwB6MAHJsxoQISbr1FiCtw5YPMPl_5j6BWL7xA4NaXJXzE8XJNbdH-tuKsKPGU&loadFrom=DocumentDeeplink&ts=64.42) Len took them, I think we're just going to have to edit them to reflect the fact that the votes are, I don't know, withdrawn.

Guerschmide: [00:01:12](https://www.rev.com/transcript-editor/Edit?token=gBmSKQSJXyTknBi1WyU1eGkxNTjHqYQW1wT7uGkW2VekfJ5gXN7qrcYLDaK4lRpbuUIJkYjX2szxrsNLZkELyqcSR1I&loadFrom=DocumentDeeplink&ts=72.14) Okay. Was it posted on to BoardOnTrack?

Len: [00:01:21](https://www.rev.com/transcript-editor/Edit?token=v1E0DmYIgzFi0IZgXrj2k_cDg86ncKeGoKiv-VPcVkl5LKkJUbtb_K9qdzchWLWnj-0m05QkskWrj3UhFBPIORRUhdM&loadFrom=DocumentDeeplink&ts=81.93) Yes.

Lucy: [00:01:22](https://www.rev.com/transcript-editor/Edit?token=b6KHVVXzkSqdBC_uet8ZqULqReQQJ8JpWCIbHrfQ3d9PMFcvDyN4J6jOt4-6C1XfDnlJTD0lC3xYObA_Qe26-1Oewd4&loadFrom=DocumentDeeplink&ts=82.77) So I'm going to move... Nope, sorry Guers.

Guerschmide: [00:01:25](https://www.rev.com/transcript-editor/Edit?token=ISfshOy65CC_hma9jnjzjxuGWvV7JK6J37jT9YaZ7fmeMPpNRt7mDZ2ceKQxFf3j4NhUq0vOLXfrZEuPQ2u4TPiyZiY&loadFrom=DocumentDeeplink&ts=85.96) Sorry, I was just going to say did folks have a chance to review it so that we can actually vote on?

Lucy: [00:01:34](https://www.rev.com/transcript-editor/Edit?token=l3BKyxd-LbaEvxSTqq7UHImd9p39R4TluVuK_-rTcFdjF-QmsBmmfX2h6DRcncWWT6j8zbI-8MEHcnnPZoiT3GNYwYo&loadFrom=DocumentDeeplink&ts=94.13) On which minutes the February one?

Guerschmide: [00:01:37](https://www.rev.com/transcript-editor/Edit?token=zkdyKIoP7L1MDQ_VTKHkFKYxcDCzrQFO55fO_EsccZI7wdcKMQoLOXxz3bGoDPZCEaRAUONxMst07GGG0FO667pjMvg&loadFrom=DocumentDeeplink&ts=97.7) The special board meeting minutes?

Lucy: [00:01:41](https://www.rev.com/transcript-editor/Edit?token=rHUySMQUCIqqrvOGbtKu6DGMgV947zNEc2UsJV5snLLBsBkYrQEZOv9dTkm0hY9LJc0hSlpeejKZPRYbx0BERz197mA&loadFrom=DocumentDeeplink&ts=101.01) I have not and I just was noting that let's handle out the next one because I also want to make sure that it is... I don't know if they've been updated based on the fact that we're withdrawing the vote. So let's just make sure that we remember that for the next board meeting, I guess. So I'm going to motion to approve the January minutes.

Len: [00:02:03](https://www.rev.com/transcript-editor/Edit?token=GMQLDAzLqokts8io82f68xar0JcCrUD9bXDY9Bhk3pendgCo8gnI4jFsGg_M67aZ86qMhEwWUHuDqfLC1wt1N7DuncI&loadFrom=DocumentDeeplink&ts=123.23) Second, Zack.

Lucy: [00:02:06](https://www.rev.com/transcript-editor/Edit?token=JbJX4zEUrtxhnUp96RJsmntqGV3wTKhxxT46bKlX8WqAzLPV7c7CxXzXSRDug6bLFM6dl4k9pxtuUv_0GrSHvFQENFA&loadFrom=DocumentDeeplink&ts=126.11) On favor?

Guerschmide: [00:02:08](https://www.rev.com/transcript-editor/Edit?token=_BFseqjbfOdoDFCIGyF8zNFHpeHwVzIYi-VUryHN-KnBAQXZhx6rzhtRG5S_xkZ02_IMyLa01ExHAdySCOJxF7a0Xbw&loadFrom=DocumentDeeplink&ts=128.11) Aye.

Len: [00:02:08](https://www.rev.com/transcript-editor/Edit?token=bF0MMA6ANA9idKKaZo4Fbi4ChS_WE4JDtygTo7mFctDrSLVcshTOW6Q0mLG06VJELxR2repA7yawjXspZ3t4EdxgVUw&loadFrom=DocumentDeeplink&ts=128.18) Aye.

Lucy: [00:02:11](https://www.rev.com/transcript-editor/Edit?token=5EXJXuywqhNBdKKapuAEa6oCqSO-WUnhP-xSYzQKX1NB-ZZbAg46rWPVMSLivqJT0hLPJX9S-rsrTa_QmaSOXlsxCZc&loadFrom=DocumentDeeplink&ts=131.61) Any opposed? I'm not hearing a quorums worth of yes, no, I don't think. Everybody voted?

Guerschmide: [00:02:21](https://www.rev.com/transcript-editor/Edit?token=E4_D-HcITo-M_yo474BBoc_uxafUNiwTDLhG0j120Lb8EqHLMebEWdbw3y7gNFc77bElNfGlscGCh6k0xg5mHwR7luM&loadFrom=DocumentDeeplink&ts=141) [inaudible 00:02:21] take yourself off mute.

Lucy: [00:02:26](https://www.rev.com/transcript-editor/Edit?token=5aehMGyFFZK0JPeryYptwR1K2sYRDsAE5jl-0AWnJr5D92k5wEPL0kK6AwmI-mH58NiF3LDSec_iafKcKbyfhi16uk0&loadFrom=DocumentDeeplink&ts=146.37) All right. Hearing no nos, we're going to assume everybody else is good and we'll keep going.

Robyn: [00:02:33](https://www.rev.com/transcript-editor/Edit?token=bSuURSqHERat56o7ZCqlwieS4rbfoMqfJHz7q2bDfarlAAb-LONJLwQnF5r2UTm8q7R21G5D5Fk5PWIk2ZmoUE0eD2k&loadFrom=DocumentDeeplink&ts=153.88) Lucy this is Robyn. Sorry, Lucy this is Robyn, I have a quick question. So I was reviewing the board meeting minutes with one of our teachers who I'm coaching her through her leadership program. So it was like a leadership exercise and then reviewing them, I noticed that my name was spelled wrong in one of them and I know that's a very small clerical error, but I didn't feel the small enough error that needs to be revised and how to revise and or when it should be revised or something like that.

Lucy: [00:03:02](https://www.rev.com/transcript-editor/Edit?token=fbxNUhK_trm_ivkCuMbF4jkjk5sY4hu7A3UoxgowhNKZ78rzOkzPErHmedTGtlcCigEz6MiwQVtuv3J7bTrJRGRcHLQ&loadFrom=DocumentDeeplink&ts=182.96) So please let us know when that was, I think we should get it right because it's your name, I don't think the authorizer will notice or hold it against us but for our sort of internal purposes and values we should make sure that everyone's name is correct and we've had a number of secretaries and fill-in secretaries. So if you could just send us, email maybe Len and me the dates, one of us will figure out how to fix it.

Robyn: [00:03:30](https://www.rev.com/transcript-editor/Edit?token=zqYn_TGIG2vDNcbMam281RHZBi1xht7yPYmiP8qcn-w8UJOXL2wr_sMdthydl0hy_3aLECQ5calXrlwOZ_7Kcr6vlUY&loadFrom=DocumentDeeplink&ts=210.78) Okay, thank you.

Lucy: [00:03:35](https://www.rev.com/transcript-editor/Edit?token=9JRrBrW9Zygmeiorip7nxLNLKFnmAWf6GoSznVpiWJ6phpNqMt4FywgE4XmjayqJNuNTpyfe2CsuKXGGVIwaMteDOmc&loadFrom=DocumentDeeplink&ts=215.96) Thank you. Okay, we actually happened to be in the public portion of the meeting anyway, so any other members, non board members have public comments to share with the board. So then we'll move to the board chair update. So it is now February, we've now been doing this remote for a year, wanted to just acknowledge that this is now I think, our 12th board meeting in the remote space. So a huge thank you to all of you for everything that you do in the meetings, outside of the meetings, all of our school based folks for the innumerable and immeasurable things you do big and small every day to make this happen. It feels like every month of the pandemic is a different unfortunate milestone to acknowledge, but these are not gratuitous thank yous.

Lucy: [00:04:51](https://www.rev.com/transcript-editor/Edit?token=ljf-ctOpBXsejlIssF71Lp36gW7lvgmf1zW-m-LWkTKrLk4uZQBls4SYuMH0dgWFn19dptJC3RwfW_szsxl5iiLQvTY&loadFrom=DocumentDeeplink&ts=291.5) I think one pieces that we've all been able to be on the emails [Lakasha 00:04:57] sent out around vaccines, I'm sure Lots of us have thoughts and feelings about the fact that as a society, people are just starting to talk about the fact that we did not prioritize opening schools from the beginning or doing whatever we needed to do to treat education as the most important priority during the pandemic and for getting our teachers and our school based folks vaccinated quickly, but I am happy to know that some of you have been able to get vaccinated and I think that I speak fairly on behalf of the entire board when I continue to thank you for everything that you do and I hope that this is the homestretch for what has been a really difficult time for all of us, for you all for the people that you supervise and support every day and for our families and our scholars. So thank you all for that.

Lucy: [00:05:54](https://www.rev.com/transcript-editor/Edit?token=Z51h9-VlgycLSsNqDYNShqpP2P5lubDryJxoPsyAihzf31JkvLrCizQLEKta-bxK2qIDcWcxf1ibmMCbbPqCWpgK3kU&loadFrom=DocumentDeeplink&ts=354.35) I would be remiss if I did not again, call out the fact that we are like, I don't know, decades into the tenure of Adel at La Cima, and it feels like maybe he started his career at La Cima and hard to imagine going through finance committee updates without you here but I know that all of us have had an opportunity to work with you and in ways large and small, and we've pretty big shoes to be filled but we're excited for you for your next chapter. I'm excited for you for your next chapter.

Adel: [00:06:34](https://www.rev.com/transcript-editor/Edit?token=qMdxOINLtwVoH7uBVA5bRDNzDmuz2cko2aQcDShnQTEWhH3khM48UQHGpaxXVHFc-UKeXs2JNuh_KSMCuXi_eoehAoo&loadFrom=DocumentDeeplink&ts=394.96) Thank you, Lucy.

Lucy: [00:06:37](https://www.rev.com/transcript-editor/Edit?token=uV11MpN5zSg7DfTteQgtAO_pMxd4lmgxpyrdngTjBL4MQfShHLjiP-Pc-g-FPlKd6e1GPvoCt8SDFHPEYW7YIfTuqqo&loadFrom=DocumentDeeplink&ts=397.54) I think it's fair to say that you're not really leaving the La Cima family, you're just not going to be here with us every day.

Adel: [00:06:43](https://www.rev.com/transcript-editor/Edit?token=aM9x4gtRzVtxOVySjEOfFPlHYV8-jVcFvb3QmpmM6LrVkU7EVPDCuq_4ts93qzL2Mm2RWPqs0yve6gjQd1NNtkaMPIs&loadFrom=DocumentDeeplink&ts=403.48) Physically, yes. But I like the fact that you said where I started my career. So I like that.

Lucy: [00:06:54](https://www.rev.com/transcript-editor/Edit?token=EyvU3J_6ZM8oY_IkjuqShjtFbptre4uMIKJLRibKbHUQUstswu6knMPY5SxTKPNq6MdXN0dotB2RWJGs9UeUpfGTlMA&loadFrom=DocumentDeeplink&ts=414.13) I mean, you probably have a different perspective on that and maybe you did think you were really leaving, but yeah, I just think you and I, I'll speak from personal experience, you and I spent hours together, one on one through some difficult times of the school and during those difficult times you were a really important source of stability for a lot of folks at the school and I will forever be grateful to the support you provided me during that difficult time and you provided to a lot of other people. So thank you for that.

Adel: [00:07:31](https://www.rev.com/transcript-editor/Edit?token=-Dk3ikcZGXmY8s0LUJgLNkc_HIFrfFIIdbrTAfUeONDqmGM4V5m7Wuu1OzAVCoCi1NihVJPAZTWIBkAPmgTPKqNFzUo&loadFrom=DocumentDeeplink&ts=451.12) Thank you for the nice words.

Lucy: [00:07:36](https://www.rev.com/transcript-editor/Edit?token=mpXSrCfS_sPfQDrmANpfmE7ayGnaYaHQFft9ZvvJvOjxLi61K4Z1gYPwp_O-D3e7Qr2evoq343Z2ixY5DB60-4J3ziQ&loadFrom=DocumentDeeplink&ts=456.57) I did want to open it up Adel, if you want to say anything or if anyone else wants to share. Not everyone is sort of a public space person but this doesn't all have to come from me.

Adel: [00:07:49](https://www.rev.com/transcript-editor/Edit?token=npdjPAzPWBhFpDDHT6Sy7QYkn4rpfN-G7i3mYDyJeTcc2UW2jMS2AehE-x3AEw_brWMBX6aBe-Z3Z1aILvctxXhaJBc&loadFrom=DocumentDeeplink&ts=469.97) So I'm pretty much in that same space, not a very public person as you know, but I'm very humbled and full of gratitude just having to work with all you and I know we've all been through a lot of changes in different cycles at the school but I have nothing but admiration for the board, the team, past colleagues, everybody's done a great job and they stuck it out and I wish the school success. Thank you.

Lucy: [00:08:25](https://www.rev.com/transcript-editor/Edit?token=OBRViZQjH_lEgUzM0c2OooHZkdwePqvdjRcgpZAPJb6pRDuksCymA9fl6YBROkGz-LUdWEeWwghMpjz_kbFdfDfg2FE&loadFrom=DocumentDeeplink&ts=505.45) Thank you, Adel. I guess, just on that note, I want to also acknowledge that board members we've had some scheduling changes, we have had some extra meetings, some rescheduled meetings. We will discuss a few more dates later on, thank you for your flexibility and commitment through these additional sort of scheduling pieces. I am very excited to remind everyone and we'll talk about a little bit later that this is the last meeting that everyone's going to be in their roles. So your committees, your officerships, that will all transition starting next month, or starting with the next cycle. Okay, Guers turning it over to you.

Guerschmide: [00:09:28](https://www.rev.com/transcript-editor/Edit?token=WchnAW54iBdSPAPt9kqYQumamhIWm12pKXQNc0CIe4wsbqZfynHceHUWva9Q15QC9J9eB3s0PBv_JQFgaFfteP1_BoE&loadFrom=DocumentDeeplink&ts=568.21) Thank you, Lucy. I'd like to bring this up. Can you all see my ED update? Okay, perfect. So before I jump into ED update, I also want to acknowledge Adel. I would say in echoing Lucy's comments about Adel being around during some of the tougher times and through a lot of transition, I would say that Adele was certainly instrumental in my transitioning onto the team. I remember many, many a meeting in our sort of like our conference room at the school, where he was like, "Okay, Guers, so budget 101." I just really appreciate all of the support that you provided. No question for me was too silly or stupid, you took everyone as seriously as possible and I really do feel like everything that I know about La Cima very much came from you and just from your steadfastness, your perseverance and your persistence through everything. So I just appreciate you so, so very much.

Guerschmide: [00:10:45](https://www.rev.com/transcript-editor/Edit?token=Hq5Dkw-Mk5d83GSVpEzFMG3fsCOe177CqZ7jdo1B9PFWC8JEiUwyQ-ZWIsSTKbguoLMVmPFKUhMwrGJT72UYfegrfvE&loadFrom=DocumentDeeplink&ts=645.49) I'm going to stop there because there's more to come at the end of the week and there will be confetti so we'll wait until then. But I just wanted to say thank you so much and didn't want to miss the opportunity on your last board meeting to say a few words.

Adel: [00:11:05](https://www.rev.com/transcript-editor/Edit?token=PkZUsJlSOvCGFMVDZ2wfZTq3F5cUjEVZT7kJEE2UdQOtv9nSdQ17sU-IobBiASS0DwndkAXh0YXpAkQjl7etue3osfE&loadFrom=DocumentDeeplink&ts=665.11) Thank you, Guers.

Guerschmide: [00:11:05](https://www.rev.com/transcript-editor/Edit?token=ZeDDnJzBj_m4ITRswjy98VI14CUp0MG6CjFXlU68Q0wSZmaBeCjOi6mEvZkfCoAE75JSpLY1htuQFTxWfPsm8fNrTpM&loadFrom=DocumentDeeplink&ts=665.15) Yep. Okay, so 2021 priorities. As I've been sharing, obviously, we are still in the midst, we're in the last year of the current strategic plan, we will be creating a new strategic plan based on our renewal. So a little bit of feedback from our authorizer because we have received at this point the final version of the report, which we will pass around to board members maybe in the next day or so. But as I shared before, we have 10 benchmarks in the performance framework. In our renewal report we met seven of them, and just to back up a little bit, we received the final report but we've not received the actual charter term yet. That's not coming for another couple of weeks. But we did receive the renewal report to provide factual edits to the CSL team.

Guerschmide: [00:12:03](https://www.rev.com/transcript-editor/Edit?token=uwWuV8M7eMM1bq0WrMzTDsvpyYsL9_9zOs3dOiuh1k_MP1uKOPYi1FR7c5oVSyu2cKZ0uFBsUqVwplXOrpP0OYcWrLQ&loadFrom=DocumentDeeplink&ts=723.42) So in terms of the three benchmarks that we did not meet, so the designations basically are exceeds, meets, approaches and falls far below. So we did not receive a falls far below for any of the benchmarks. We received an approaches for three of the benchmarks, and a meets for the remaining seven. So student achievement was approaches, enrollment and legal compliance. Enrollment was not surprising, we talked about that quite a bit, not only because of the overall enrollment, but also because of subgroup enrollment.

Guerschmide: [00:12:34](https://www.rev.com/transcript-editor/Edit?token=0sla3mdYqSVvoZwHStrHftFkM4HOzgCUJjB1OK7kqd7i484JVoliW1o3T4-b_Qok2UOdfBw3Lq-ybH23BKLixRxqQmY&loadFrom=DocumentDeeplink&ts=754.94) Student achievement actually was a bit surprising, because if you look at absolute performance of La Cima scholars, we met or exceeded the district in all but one year of the charter term. However, the CSO and the charter school office, they have a second measure that talks about trending towards proficiency. This is a measure that we've talked about before where we said it's been really difficult to ascertain what data actually goes into trending towards proficiency. So luckily, we've been able to get more information about what that measure actually is. Essentially, if I could sort of oversimplify it, it's the measure of students who have been with us for two or more testing years, and whether or not they've been able to remain proficient or increase in proficiency.

Guerschmide: [00:13:31](https://www.rev.com/transcript-editor/Edit?token=VHYZFrXMqSilFwDCqMo3i3fLH6CrOQuacqYhf9U0dOHGUD1dQY_z2GnLVgG52NOZkWAtWHtt7w7dxI0dLrMFWiYYBsE&loadFrom=DocumentDeeplink&ts=811.35) So for every student that you are able to get from a two to a three or a three to four, you get credit for keeping them proficient or increasing proficiency, but then you lose out on students who had a three in the first testing year and then go down to a two in the second testing year, right? So the challenge that we've had, I think, one of the bigger challenges that trending towards proficiency does not account for are students who left La Cima and whether or not they were still proficient at the other school that they attended. It's hard to account is that proficiency because of that new school, or because of the solid foundation that they got from La Cima. You can't tell that but also for students who maybe were a two at their last school and now they're at La Cima and they're a three. So those students don't count for us at all because they only count in your denominator, students who have been with you for at least two testing years. Does that make sense everybody? Okay, great.

Guerschmide: [00:14:39](https://www.rev.com/transcript-editor/Edit?token=5liIQ7-iZC2bTImzsU8LoeCSSPXeGKy42TkgZ2c6KrxmlmX7OYAUMhiWZ2MO1M68EceET6Ow88quTqx0gpxp7LrLxas&loadFrom=DocumentDeeplink&ts=879.07) So as far as that number is concerned, we were approaching for all years of the charter time and the benchmark that we had to meet was 40% and we were somewhere around 37% or 38%. So it was very, very close with the exception of third grade, which we surpassed it, but when you look at the totality, so third, fourth and fifth, we were incredibly close, but close but no [inaudible 00:15:07] essentially. So that's why it was approaches for all four of those years. If anybody wants more information, the actual raw data itself to look at, we can send that to you but that's essentially the headline on student achievement. As far as legal compliance, I would say most of our factual edits, lived in this section of the renewal report because there were quite a few things that the CSO reported on that we actually don't agree with.

Guerschmide: [00:15:36](https://www.rev.com/transcript-editor/Edit?token=Im2J9TKNsNhIppeUaaBPDwcFv274YMm0mGsJYgfGS4W6ieJ_4_w5ElE496dHImurOv9PdkUIc1haCNJUNjeNpLmKO0c&loadFrom=DocumentDeeplink&ts=936.93) Lucy and I were on a call, actually with David Frank, to speak with him about some of the characterizations that we saw in the legal compliance section, and as a result, we are planning to provide a response letter to the charter school office that will be attached to the renewal essentially saying some of the things that we either disagree with or things that we wanted to provide more information on. Any questions before I move on?

Guerschmide: [00:16:06](https://www.rev.com/transcript-editor/Edit?token=Tv1y3wg44zavXmZD--LsGCunVul9heJn-PZ122hYrJ5EIVUENLYochTMoUzoF0qf5A48yYrehFjKcWF3Ngwn81HYmXE&loadFrom=DocumentDeeplink&ts=966.64) Okay. So in terms of next steps, while I did say that we would probably be getting the renewal decision the week of the 22nd, which is this week, the board of regents meeting has been moved to the middle of March, which is to say that we're more likely to get a response the week of March 8th. So that's the one adjustment here, and then we want to make sure that in our drafting of the strategic plan which we should start fairly soon, we want to make sure that it is reflective of the feedback that we got from the renewal report and then like I said before, we're going to provide an addendum letter to the renewal itself, so that when it's posted online our response to it is also available for the public to see. So in terms of the strategic planning-

Lucy: [00:17:09](https://www.rev.com/transcript-editor/Edit?token=XD4mKYUMbY01ljKfaY3Z9nm1aGM6fyhj6Vd2ffVcqoD9dmevUfRw0kmsHc9wId1KlgfF8xSZGOYUvYGYwzE8YctN2vs&loadFrom=DocumentDeeplink&ts=1029.67) Can I ask a question?

Guerschmide: [00:17:10](https://www.rev.com/transcript-editor/Edit?token=oUTZyjzLGCAZStW1MS3FeK00IWpQA2EcwHIZ6nQids4jgAcZliOg11etNMmQXxGL7dhbN-3BUQRDR24DaApNPPWp9fM&loadFrom=DocumentDeeplink&ts=1030.93) Of course.

Lucy: [00:17:12](https://www.rev.com/transcript-editor/Edit?token=iiiSQSpo6Jm0t8rWN_9FQJ5fDpTH5LbUEZLAFBgsWlhmKqPb3bLWRba1nmomyAxVfgMARYBpNCbJJ5sRUnnBS06Z5sc&loadFrom=DocumentDeeplink&ts=1032.71) So for this, I guess, do we have an idea out of the 10, for schools that have met the requirements for seven and over seven and or between five and seven, kind of where that leaves them with the renewal?

Guerschmide: [00:17:27](https://www.rev.com/transcript-editor/Edit?token=77EW-ThSyvJ1tNeqhDZnF0sdrUTlqphLgTbUPlMEoyVXMNxTo89IXGmPsyEGBb-plJJPHWDjxReDl0vDAIiFKYasSBg&loadFrom=DocumentDeeplink&ts=1047.23) Yeah, that's a really good question. So let me hop back a little bit. All of the benchmarks are not equal in weight. So the ones that are the most important are one and nine, are the absolute weightiest. So the fact that both of those are approaches gives me a little bit of pause around getting like a full five year term. However, there are two things that I feel hopeful about. The first is in a conversation with David, he said, "Well, number one, a non renewal is not even on the table." Which if we were having that conversation in '17, '18, would have been different. But the second thing is, I took a look at the full time renewals that [Nicid 00:18:23] has given over the past three years, it's been about 17 to 20 schools and not all of those schools had meets for student achievements for all years of their charter.

Guerschmide: [00:18:36](https://www.rev.com/transcript-editor/Edit?token=3RGx_4c5vlDtNSgQB6JldAF54oomNKyZpRcKcArXX5ssGPxfOcCTIvT7nXGVuIjZBBjKQiEijMueN1S4WHL2yO-r7UQ&loadFrom=DocumentDeeplink&ts=1116.74) There's actually one school where they didn't meet it ever in their charter term and they still were able to get a full time. Now, when you dig into why, the school had a pretty compelling rationale about why. So for that school, while they did not receive a short term, they didn't receive five years either. They received a full time but they only had a four year time. Right. So I think in one turn, the CSO office wants to make sure that five year full times are really given to your gold standard schools, and at the same time they wanted to recognize that the compelling argument that the school had about why they've not met that benchmark was also honored in some way.

Guerschmide: [00:19:19](https://www.rev.com/transcript-editor/Edit?token=6NiLYdAE_g__os9A_LB5hrd_jDprI-F6Ho6soJY-2u44RfRbFxezrZoqD-ndv4Kl0TmHExrdn1FilqHa6x9tI65ul1Y&loadFrom=DocumentDeeplink&ts=1159.86) So I can't give any guarantees about what the response would be, but I at least know that a non renewal is not there and I don't think a full time is completely off the table either. That's a good question. Any other questions?

Lucy: [00:19:42](https://www.rev.com/transcript-editor/Edit?token=qeCl3DSp304P-dEgP0rINJRBzSEYZWy2RM7zV_KzLaR9c2SzczWy4Be3MNIQPI_6FLTyS1F3Qg7pG80pC9dGB9d6ggY&loadFrom=DocumentDeeplink&ts=1182.67) Sorry, I had one more. So we changed our enrollment numbers because I know that's something we wanted to do. I mean, does that impact this at this point or no?

Guerschmide: [00:19:52](https://www.rev.com/transcript-editor/Edit?token=EPptx0DsysPF10fFJZ3_B86-6lzSvYMNPJoe8FtoNAQm1YrBr5Ei8dIpJBGUioV0lf2sR1SUlpT7-Ts2Ntbz6nFHJ7I&loadFrom=DocumentDeeplink&ts=1192.99) I think the way that it impacts us is that they will at least give us credit in that they did not have to bring to our attention that this was a challenge, but rather we were preemptive in making that decision, which speaks to benchmark seven, which is organizational capacity, to what extent are the leaders fully aware and well skilled in responding to the challenges of the school? So I think that's where we get the credit.

Lucy: [00:20:23](https://www.rev.com/transcript-editor/Edit?token=PhuRFHthcUenJuRWhJ3jzVjsAwwX7Bh-d01ytFDWyoN_n4PWVX1i_Drrp5cjt4YsLZlP_uOzuu00gYLwEtT0FVpjXJ4&loadFrom=DocumentDeeplink&ts=1223.46) Okay.

Guerschmide: [00:20:26](https://www.rev.com/transcript-editor/Edit?token=v5A00OdH13pDQGW5auR1L9PtfRcaB-pgL7ySHN7Lf9Lrzekwqp2TsfvBsf2pv4UYQtoeYJDJJqp8OVCO9eercjxAe_A&loadFrom=DocumentDeeplink&ts=1226.63) Any other questions? So in terms of strategic planning, as I said before, I think it just makes sense for us to at least start with the bedrock of the renewal report and what the renewal is telling us are some of the deficiencies of our charter. So the areas of focus will be the academic program, enrollment and operational soundness and I'm speaking about operational soundness because when we talk about legal compliance for the school and why we got tripped up there, it wasn't for lack of knowledge of what the legal standards are, it was really because of some weak systems that we had in place and needing to strengthen those systems again real time. So that's why for me it's more about operational soundness than it is about us getting beat up on what the legal issues actually are.

Guerschmide: [00:21:23](https://www.rev.com/transcript-editor/Edit?token=PStCQq5fr2lNlyYsFNtDiFV8f65dzImyypLAKddBOslXMbkMr93IAbKbNUWzaVCZslSKV2jp2XtallYHbkcuaeFy2oA&loadFrom=DocumentDeeplink&ts=1283.49) So I'm going to say a little bit more about enrollment in the next board meeting and so I'll share what I think could be a possible three pronged approach to how we address our enrollment challenges and then, even prior to the board meeting, I would like to schedule an enrollment working group. I know that we've not met up for some time, but that's mostly because the renewal was going on and I wanted to get through the renewal and get a full understanding of how the CSO was looking at our enrollment patterns before bringing that group back together.

Robyn: [00:22:01](https://www.rev.com/transcript-editor/Edit?token=QNR2e_sJMAQQnDQtuHg80GKFv_zlmBU-vog5oMUyctZYbYd2FK7naAHOEoB0YK0FuLvye4rwSzGVavginPZWJeNK6oc&loadFrom=DocumentDeeplink&ts=1321.66) What's the third one, Guers?

Guerschmide: [00:22:02](https://www.rev.com/transcript-editor/Edit?token=Pp5gNlBS1yXdgd1ssdzI3HxeLw4pejghH-F-PmrjnLZcWuQ2cQqO-cPh3lzWOAuj9liXDRUV73Pa-D9e_uLt1TMCWh8&loadFrom=DocumentDeeplink&ts=1322.22) Sorry.

Robyn: [00:22:05](https://www.rev.com/transcript-editor/Edit?token=i5fhb6zAamplpZLzn4xSz9A75-Kp-xYE9meEj-mJhr3Nit0hL57xO3YooFpgG710VGtMb27jBHvt3g_JI6yVlvRs0Pw&loadFrom=DocumentDeeplink&ts=1325.53) I got enrollment, legal operational soundness, and the third one was?

Guerschmide: [00:22:10](https://www.rev.com/transcript-editor/Edit?token=zz9kkRFNcJ-5X89FoMI2bJMWbxTZVTMtzYIjkszafQWqQtDo1M5zZGot4UwNyqaVKF1baE-Dgor9M8oAyt8JXkC26nA&loadFrom=DocumentDeeplink&ts=1330.27) Yes, the three our academic program enrollment and operational soundness, the operational soundness is part of the legal compliance.

Robyn: [00:22:19](https://www.rev.com/transcript-editor/Edit?token=PG5RJ5jeVoXJiVXyx9xKI3b_E1YqEEq5HCZO4FrKPKHbUR3Ae9N_n9jGdzSWnkTAti2mszik014dtJcP31aXoYjv2xM&loadFrom=DocumentDeeplink&ts=1339.37) But the other one about this? It was another one you mentioned.

Guerschmide: [00:22:24](https://www.rev.com/transcript-editor/Edit?token=1IQSynrOU01QDut90UHynORGf41nVn37PbWCbIhdf1GrkcNRX5Sb_7ytqjD_LrfUJ3winCParEm_k2otu9kMCItzeX4&loadFrom=DocumentDeeplink&ts=1344.7) Those are the three, those are the only three that I've mentioned.

Robyn: [00:22:28](https://www.rev.com/transcript-editor/Edit?token=L11g5sVqgYkDaHLZfQ8QrQ0R19OWqcmBx5nnCrjwG9Q33C8DKPtTmklcSWTGFXaKAAHZyWsSdKApcaTX43DZJBk0mW4&loadFrom=DocumentDeeplink&ts=1348) Enrollment, operational soundness, and what was the other one?

Guerschmide: [00:22:31](https://www.rev.com/transcript-editor/Edit?token=RMjEigeH98YwAwcXUsF4rOPNdYFuhgW9-cw7hgYv9H91Sg4T1-JBfdOzUZRjoPk3ngZGiRdM-HSbRQqF38Nd-fbj9DU&loadFrom=DocumentDeeplink&ts=1351.71) Enrollment and academic program.

Robyn: [00:22:34](https://www.rev.com/transcript-editor/Edit?token=3U3-hWp_FV2Gv564rKeILqkODEzv6GkwtA9-_A1kXxyDd6Mw6CfjL9ZvG-88ib33PostV3XACWAGFM8d5l9tO7jM6zk&loadFrom=DocumentDeeplink&ts=1354.06) That's it. Okay.

Guerschmide: [00:22:35](https://www.rev.com/transcript-editor/Edit?token=SzW02COSwZneb-LXppslnRq_mG0Hu-hIn77RF693sb3V-YVf68dldx4E5EfEDiOc0AXM8zQHJiTDwu1DPNVp1pbDAcI&loadFrom=DocumentDeeplink&ts=1355.81) Okay, great. So, obviously this is still within the context of our continued turnaround efforts and we've seen a lot of progress as far as our turnaround is concerned, I think we've obviously been strengthened in every area, regardless of what the performance framework is saying now, I think that we've made significant progress and the renewal report does reflect that as well. When you get the renewal report, and you have a chance to read it, in most places, it's pretty effusive about the school and naming all of the things that are working really, really well and all the improvements that have been made over time. So we should feel encouraged by that and you will want to read it, but we're not losing sight of the things that we have already put in place. I think what was probably the most comforting thing is that everything that the renewal report named are things that we are already working on, with the exception of one thing that caught us by surprise, which we felt was inaccurate anyway.

Guerschmide: [00:23:45](https://www.rev.com/transcript-editor/Edit?token=zwSpRW3xTQQwYKkdXUQP0z1J6Xi5kCPXZOMOasbvlB8pdMqSFLzAAZVcNVXYHau4arigC2K_vD5GGVINNPpggxTEMfw&loadFrom=DocumentDeeplink&ts=1425.44) So I wanted to bring back this slide from a couple of updates ago, to name that we're not moving away from the work that we're doing around our academic programming, but we're actually going deeper. Lucy, you look like you have a question.

Lucy: [00:24:00](https://www.rev.com/transcript-editor/Edit?token=U8D0h98YRyt-SJDtlIDpXzNnoJjgqY8FTnRkvrPybDxQGCy6NlSW4_i55mhdZlnlgrOtcxDRrI7hYmbi_4NaYk8N_c4&loadFrom=DocumentDeeplink&ts=1440.82) I wanted to just share with the board because I feel like you're being very diplomatic which is on brand about the renewal report, but there were a lot of things that were not fair, inaccurate, wrong, and Guers in sort of true to form had like within 24 hours charts for me to look at, like this is what they said, this is where it comes from, this is why it's wrong and here's 10 reasons ways for us to push back and it was incredibly thorough. So while it strikes us as that there's some sort of politicking going on in terms of what we're really hearing from the authorizer as to sort of why so that happened or what they're willing to change in response to Guers's really thorough responses, I think that we have done everything that we can and Guers has sort of made the case in even making that case as to why the school really is sort of on the path in that way and sort of just showing that thoroughness.

Lucy: [00:25:05](https://www.rev.com/transcript-editor/Edit?token=SD-0tK2XHc_VqjyOqfNxBpM0PIpG-P1p1OwWvtmO72iPQrGY9TJw6KpXIextwHFtkEaVQzTmLqh7cvNFbweeLCN8zTs&loadFrom=DocumentDeeplink&ts=1505.79) So I wanted to thank Guers and for our board members to take a look at the renewal report. There are even some things in the report that are unfair, I think about the board itself that suggests that we don't have some of the sort of protections or thoroughness in places that really are inaccurate, but that being said, I think we've done everything we can and Guers has really done a great job pushing back in all the appropriate ways.

Guerschmide: [00:25:31](https://www.rev.com/transcript-editor/Edit?token=B3_dNSq2dZEdbmAP1h3wDv1liEfBYNbjBDRQ_Q5VHYd_92iTnyeITjSJ5HixLoGhMzTTRGfEkN30sU7Z36-1Mzt9OcU&loadFrom=DocumentDeeplink&ts=1531.22) Thank you. Lucy.

Len: [00:25:32](https://www.rev.com/transcript-editor/Edit?token=FylXnEVPQSZJYSti9vAeM9xEQF1D-7jAp0uqpTej1N3ZU5SYTa_QN9fApeF1xveC9Ae7rYDgYFNHmNx4m-Jd1MjavaQ&loadFrom=DocumentDeeplink&ts=1532.49) Listen, I'm sorry, how does our push back impact our current situation? Just curious.

Guerschmide: [00:25:41](https://www.rev.com/transcript-editor/Edit?token=xno5SFdEUDc9uOtbi8jU-aaiUyyUDrDtVxxtcAEFeGNGnb9UQ6-57fma4PeGHE8-ay5J1JvY1weacHwLg4ZIP1J4rZA&loadFrom=DocumentDeeplink&ts=1541.81) Yeah, so like do we feel that by pushing back, we might create some resentment within the charter school office and that it shows up in our charter time decision?

Len: [00:25:56](https://www.rev.com/transcript-editor/Edit?token=AXzJDIa1t2Hgbcr4Y1lGTJ12XxRZWizl8qO8GSEm7RdjzfBcP0y6BLWy5X0DA_hy3lAhAbeDdFSWxLCU8mvFzvQVrQM&loadFrom=DocumentDeeplink&ts=1556.53) No, actually, if it could actually impacted in a positive way, that's what I was really thinking about.

Guerschmide: [00:26:01](https://www.rev.com/transcript-editor/Edit?token=ZUxkfkmCZiDXntX_l11MQmPgIcKWiOsLTN64Z1lybc9QoPO4l6j-48fVPpeQ8rv3UYLh_uHg2JOAblOS9u9WRqrFf6E&loadFrom=DocumentDeeplink&ts=1561.74) Yeah, I think that's right and I think that that's part of the reason we needed to push back because essentially, I really do think that the decision even though it hasn't been shared with us, is pretty much made by the time you get the report. That's my own personal opinion about it and having done that work before, you know what you want to give to a school for the most part. I think that was why I did push back as hard as I did because it felt like it was being written to substantiate a decision and I think that just to speak very candidly, there are reasons to give La Cima a short term, the renewal report did not need to be padded to substantiate that.

Guerschmide: [00:26:50](https://www.rev.com/transcript-editor/Edit?token=JGC-FQcSCgxGoAnsBFi1KinayjmD_MKt3Da4zrOyDoHZgANwcDEYHS17XIvrv1__SRjrTe0cIjQEWasPwZdpIvp3G6s&loadFrom=DocumentDeeplink&ts=1610.87) So at the end of the day, if we're going to get a short term, it should be fair and square and to what Lucy was saying, there were things in the report that felt like you're trying to make the case for something that could probably stand on its own anyway. So I think that in pushing back and having them remove some of those items, it does make it a little bit more challenging for them to say this is a three year short term. So yes, it could actually work to our favor. There are some schools that often times will not push back, because they feel like it'll work in the opposite.

Lucy: [00:27:32](https://www.rev.com/transcript-editor/Edit?token=tuCCb86GwiBdKDZpT5P9fnZHAbW6DFtgCREMSXc5S1JKWUEWzbAHgeSwEXMFgyWb6xg8wS4OFkSKaG7as81SyiiFSIA&loadFrom=DocumentDeeplink&ts=1652.23) I also just want to say the board member, I think it's harder for us when we're more removed from this process, like how concerned should we be about getting a three year, something that's short of a full term? I will say that I think regardless of whatever happens, non renewal doesn't seem to be something that we need to be worrying about and that's what we've been prepared for by our consultants, that's what we've seemed to have heard from all of these conversations and while I personally think that we deserve a full renewal, even if we don't get it, I think that the biggest takeaways are that everything that we're doing or everything that they might base a decision for a short term renewal on, are things that we have made significant progress on over the charter term. So we are heading in the right direction.

Lucy: [00:28:23](https://www.rev.com/transcript-editor/Edit?token=4P3PcgXq8MpDwthEuX-RExbMKJqooAITgxpEEuYFFs3CY9MiSncwTM8N_hkLwVRRzFjmdfLKCRCa4Rqm7QJpKLcK4Rk&loadFrom=DocumentDeeplink&ts=1703.32) So even if, I don't actually think in person, I talked about this extensively, whether it's a three year doesn't necessarily seem likely, but it could happen. But even if it does, we have sort of the building blocks in place to get through that also. So I take comfort in that. I of course want us to get a longer term, I think it will give a little bit more sort of space and calm to everyone, particularly as the last few years have been tricky and challenging but I think that the takeaway should be positive no matter what.

Guerschmide: [00:28:56](https://www.rev.com/transcript-editor/Edit?token=PnqO-gLpgTVjUmdgIzuNI2ryY3Ma54cXKKPSUlcfdJ7-n0GFWGUBkjHXBOvKG30qcbYEY2sb82iPmIdBW1SS0x2IGOQ&loadFrom=DocumentDeeplink&ts=1736.22) Yeah. Agreed. Agreed. Yeah. Any other questions?

Robyn: [00:29:02](https://www.rev.com/transcript-editor/Edit?token=wHSoK2pJGNFPjECsNeJt-__0bQECqC0nXFnCHKBsmDwT7Pw2aNTeJjo98Y91_Amu0nuPWQIKfa0OAZ2-wGsdp_orwL8&loadFrom=DocumentDeeplink&ts=1742.82) If we get a shorter term, I mean, what would you think? Four or three or two?

Guerschmide: [00:29:13](https://www.rev.com/transcript-editor/Edit?token=LtSdJDCC1cz7ggNaP7pjkT8IaFZNbxbINIqrh0nLMVCUimg548-dRS1DhCVOxMwmm2kYTsKoAzqrMADEi7IssOsSY-w&loadFrom=DocumentDeeplink&ts=1753.23) Yes.

Robyn: [00:29:16](https://www.rev.com/transcript-editor/Edit?token=dFfVShdfa5GCu5F_DvK0n2b_OCtViIri4wQXjC4aL5T-IZwezg4SID_DxTlskowX8MdoQMBex74XiRcSY2KILeigB1k&loadFrom=DocumentDeeplink&ts=1756.92) So the best option if we got a shorter term would be four?

Guerschmide: [00:29:22](https://www.rev.com/transcript-editor/Edit?token=OeOiHrZYg4eUTGe8gba3EIzthuQBfwcXE3KQ1IaUwtmbtcQj-yZZkhpZL1k-bpI11MkDuVHPscswxtVhh-2cEocuiJ8&loadFrom=DocumentDeeplink&ts=1762.18) Yes.

Robyn: [00:29:23](https://www.rev.com/transcript-editor/Edit?token=WEP4SrDzHJBOiPS3bv-DgW_DZE_uQfZ1dZHCWhkSVuemaO93jBKo2MV9cjFXduKV4WX3zZaM18bUgDB26k2xFHXu1AY&loadFrom=DocumentDeeplink&ts=1763.6) If we got a three it'd be, aha, we could take it. Two is really bad.

Guerschmide: [00:29:29](https://www.rev.com/transcript-editor/Edit?token=J5p26So-3tCkBPUqk5okAJTahAw1ScGqDpUaU1bHWKjJKsqYFmi7CXMPxbaK4TAbewuP5GPBD5xEu-Q8WHF98h9Lp6g&loadFrom=DocumentDeeplink&ts=1769.41) Two is bad and two is also bad practice if I could just-

Robyn: [00:29:33](https://www.rev.com/transcript-editor/Edit?token=oOUSjVobTblAG9izlmWm3Ot8ZjFcKYqf8FYHYG45xXiHgxpV06wpkl2Em2nrNZ_qoxbZdjhu0GJHDO7UMRum2VSiKhg&loadFrom=DocumentDeeplink&ts=1773.3) Right.

Guerschmide: [00:29:35](https://www.rev.com/transcript-editor/Edit?token=d_IhpPouAbouJYeA6BIZbkBDFT3UBOhejXWt8Ui_PiWE7Oi6kWpHGX_HnVlVoGj8U_FWWbAl5BZbOGwPz4_gNUzbU6E&loadFrom=DocumentDeeplink&ts=1775.03) I think that an authorizer really should never give less than three and I think especially within the context of COVID, we're seeing how getting a two year time is, you're not just cutting the school off at the knees, you're giving them a death sentence because they have any data. So there are some schools who are in that position where at the end of '18, '19, they were given a two year term and in the past two years there's been no data. So it is unclear to me how you would assess such a school and I think the authorizing team felt that pain point. So I think it's unlikely that they would be given any two year renewals in the midst of COVID. I think at minimum, a short term for schools going through a normal amount would be three years.

Lucy: [00:30:24](https://www.rev.com/transcript-editor/Edit?token=vkkNFuvgdGarmFBRrMZLESKvne0zDh7-i2OKp1c-B_BfYe_mwSsOu70rhRycI37beJ_KRnrUYTaWQLiHrekQlWoJb98&loadFrom=DocumentDeeplink&ts=1824.08) It doesn't align with the messaging that we've gotten, right? We're talking about points in the report that we don't like, but they're small points in the context of a broad report that feels like it's a short term plus, like there's a lot of laws in there. So we are on the edge and it would be very, very surprising for and not sort of in line with all of the feedback that we're getting for us to get a two. I mean, even a three feels like it will be not necessarily consistent with the messaging but possible, but a two would be shocking.

Robyn: [00:30:57](https://www.rev.com/transcript-editor/Edit?token=MVZ9mnI-IF1cbbmRjBK3VzqfQ9X0AC1BQVlBfDJdrDAWPdYpp3TYxJ6GWWUoLM_FqVJFA5G-mqBppFQZwZ9bg9njurg&loadFrom=DocumentDeeplink&ts=1857.35) Yeah. I think it would be shocking too because you guys have worked very hard. So I was just wondering how we're measuring it and what we think the possibilities are. But doesn't sound too bad if it's a seven, might be some growing pains we still need to do. I see the glass half full.

Guerschmide: [00:31:22](https://www.rev.com/transcript-editor/Edit?token=QVf02p-US5fUwycEsgCFByTSbOf26v3BnZKUkIWL_R7cux8v7E8AYZu906E90ooqgtMymN_yDpIyr7JrwlEtHFGUJos&loadFrom=DocumentDeeplink&ts=1882.82) Yeah, to Lucy's point, the places where we have the most challenges were in benchmarks that don't really impact the outcome of the renewal. So, I guess that is encouraging news. Any other questions? Okay. So, I wanted to circle back to a really great conversation that we had had with the academic committee, not last month but the month before. So I'll pass this over to Letta to share more about what this slide is indicating and I think it very much speaks to the trajectory that the charter office talked about in their report saying that while the school is approaching in this benchmark, we found some really promising practices in their academic program. So, Letta did want to share more about this slide.

Letta: [00:32:21](https://www.rev.com/transcript-editor/Edit?token=cIyb4nwCJAGLtz7SldwiZu1B9hUafH2ygGPWj47mMF4dBHLbIPufa2jAZxjIJjO-F3cVVzIFMXEyZ6JapPFnQPtJCp8&loadFrom=DocumentDeeplink&ts=1941.1) Yeah, no, absolutely. Good evening, everyone. So as you know, at La Cima we have been on this journey to make sure that everything that we do in our work is driven by data and that was a tremendous, and has been a considerable shift for our team, particularly our teacher team, we're really honing in on what the information that we're getting on a daily basis about teacher practice and its impact on student outcomes and really looking closely at that information to determine our next steps. So we do that at different levels. So we do it at the classroom level, we do it when we consider how we're assessing and evaluating our teachers and then we look down, I would say, from a very high level and try to gather information about how we're performing overall in ELA and mathematics.

Letta: [00:33:16](https://www.rev.com/transcript-editor/Edit?token=HHCi9tNyqo7hf4u3Bg1fG2yy5DxtqD5IUSuLjXiXZxQxQTKDSnu7wdAdXLxOi-wvNdYZbF6XUZUMb8UuKHB89GuXyc0&loadFrom=DocumentDeeplink&ts=1996.63) Recently, as in ILT, we look at our achievement on the New York State Assessment actual achievement, as you may see here, and for ELA for the 18/19 school year. NWEA, the North Western Evaluation Assessment is the assessment that we take three times per year, for La Cima, we were taking you for the first time in both ELA and math, in the past it was only taken for math and the data was not really looked at or unpacked in order to make sense of it or provide any sort of utility. So we have since changed that practice by assessing our students in both ELA and math in all grades in the fall, the winter and the spring. This year, we're just doing the fall and the spring. So NWEA does this really wonderful thing were based on student's performance in the fall, we are able to get a projection on how many students will achieve a level three or four, if they were to take the New York State Assessment in the spring of that year.

Letta: [00:34:29](https://www.rev.com/transcript-editor/Edit?token=ZLgy1HaAr_AdCQPEIqANMLgu232BeSCMAsWgihaL1Yp30-t2wrKhXS1fcaorgJaNB2zbTgblnGdDTY-454WDTAIAPzU&loadFrom=DocumentDeeplink&ts=2069.94) So if a student for instance, get what's called a red score of say, 222, as a fourth grader in the fall in math, the assessment will tell us this student will likely get a three in the spring when they take the New York State Assessment, and based on my experience, I found that it's been pretty spot on when making these predictions. So we were able to gather information, even though we were not able to take New York State Assessment last year, it is unlikely that the assessment will be administered this year but we were able to get information that tells us about the journey of our scholars at La Cima.

Letta: [00:35:07](https://www.rev.com/transcript-editor/Edit?token=6Ac0EJRmtFUh5qookkdlzjNHAJBOPmwTRsKsVU1p2PAgoT_PPNvmxY5NscjEr2OLHhzvnbCqMiU8Bx77_MMyhjQZg1o&loadFrom=DocumentDeeplink&ts=2107.26) So here, I put together this graphic that tells us the actual outcomes for third, fourth and fifth grade. This is the data of course as you can see from the 18/19 school year where 62% of scholars in third grade achieved a level three or four, 34% in fourth grade, and 18% in fifth grade. So essentially here, third grade was carrying the school and gave our over all numbers a very positive achievement outlook. When we did the assessment last year in the fall, we were predicted to have 30% of scholars achieve a level three or four in fourth grade, 35% in fifth grade and so on. We did the assessment this year in the fall and we see a prediction that 51% of schools will achieve a level three or four if the assessment were to be given in the spring of this year. 37% of fourth graders and 27% of fifth graders. Everybody with me so far?

Letta: [00:36:17](https://www.rev.com/transcript-editor/Edit?token=GN2eUUcZIFUAzysmj_v-jxsdEi2xhDMZzYrhC8_K6fGBxaBREIDMTeYGNBoF_9V2G-U2Aw02z-CLla2nS3A5eZz_jMY&loadFrom=DocumentDeeplink&ts=2177.41) One of the things that we've noticed which Guers already spoke to that the state had recognized is that, if you see the shift in the percentage of students who are in level three or four, you're noticing that when students stay with us at La Cima, when they're getting to the upper grades of elementary, the number of students achieving at a level three or four is falling off, we're not maintaining or have not been maintaining the achievement at level three or four. This is true for both ELA and for mathematics and then the question is, of course, the natural question is, well, why? Why is this happening? First, recognizing that it is happening, and two examining more closely why it's happening, right?

Letta: [00:37:08](https://www.rev.com/transcript-editor/Edit?token=6Qy0ejyA0KUaBveKPkJM4zSWH6-mtDsS2YNN18IGw1AB0i1DD1r1FNG3u1HkZ7ahYac-W8y_WCzFJDBVwTNLWgjUQls&loadFrom=DocumentDeeplink&ts=2228.23) There is some good news here, and the good news is this, it is important to see what the standard deviation is. It's important to see what the standard deviation is, what is the difference between the highest performing cohort of students or the third graders I should say, and the fifth graders. If you take a look here, you'll see it should be alarming to us that 62% of third graders are performing at level three or four in 18/19, and then 18% of fifth graders. Something's wrong with that picture, that basically messages that the instructional practices are not being applied in an even way that maybe there was something that third grade teachers were doing or that was happening that wasn't really present in the other grades.

Letta: [00:37:54](https://www.rev.com/transcript-editor/Edit?token=CZjdSVZU2sBcNPWovXM2RkFNinGmaZdHkBMqcrpqF--mrfy_b_mYNnOqsepvZ_kduZk08hq_bFiOPQh5swsP5o44EtA&loadFrom=DocumentDeeplink&ts=2274.72) As you look across and examine the projects you're noticing that the difference between the performance for third grade, fourth and fifth grade, it's sort of balancing out, right? We're seeing two things, one with each cohort, for the most part, the number of students who are performing at a level three or four, particularly for fourth and fifth grade, it's increasing. That's one and then two, that the standard deviation is shrinking, that is getting smaller. So if you take a look here, between from 62% to 18%, 38, 35, 22, it's sort of balancing itself out while the number of students by cohort that are achieving level three or four, it's one from 18, to 22, to 27.

Letta: [00:38:41](https://www.rev.com/transcript-editor/Edit?token=_SdH0EnUCwx9_45Jlt6EZ13j1lXsFeyjXHc_1ZGLealKrsrEYRFiXFECJn12aUU-qpNtP7r8LOlu-4bZTuInG_J6ffI&loadFrom=DocumentDeeplink&ts=2321.62) Incremental increase here 34 to 35, to 37, and the same is true for mathematics that even though we saw 64%, there was a dip here, we see an increase for the next year. For fourth grade, similarly, there was a dip in this 19/20 school year, but then we see an increase and again, the difference between what we see with third grade and their performance in fifth grade, it's more balanced, it's not so extreme in the difference in the grade levels that are performing. So one of the things that we are challenging is this trend. So our plan as an instructional leadership team, is to ensure that not only are we maintaining performance for each of the cohorts at level three or four, but we're going to increase performance. So essentially, we really want to ensure that the trend that we've been seeing of losing students who are performing in level three and four, we're challenging that and ensuring that our work that we do is going to increase and improve, maintain, at minimum we're going to maintain the level three and fours and then add to that.

Letta: [00:39:51](https://www.rev.com/transcript-editor/Edit?token=4vMP_-DzagdGw2wsn72OtPryDqXtdnDDsBna7yeb9u6g6trCJPA149N3ea8Mk17EtdnMu2owhJcLKL2UtAgXln09TaA&loadFrom=DocumentDeeplink&ts=2391.77) So NWEA did predict our second graders now, if they were to take the exam, it's telling us if they were to take the exam next year when they're third graders, 43% of them would achieve a level three or four. We want to see that cohort when they move to third grade, that number will increase from 43% to 50%. So these third graders, when they move from third grade to fourth grade, they're achieving at 54% here, we want to see an increase so that 60% of them are performing at level three and four, and this 37% of scholars in fourth grade when they get to fifth grade, we want to see that number moves to 50%. I think it averages about that would be about 55% if we were to calculate, close to 55%.

Letta: [00:40:47](https://www.rev.com/transcript-editor/Edit?token=SUVsOEzv0geJKz6S3ii9-gNHiw__4sP7okpkXVVrIEhTrYagdO52kQLsgRmdh7fAp-n1MvdMxQaNFtoIWTjg-emkwNI&loadFrom=DocumentDeeplink&ts=2447.37) The same is true for mathematics that we have a pretty solid showing here but these second graders, 64% of them predicted to achieve a level three or four. We want to maintain that so that when they get to third grade, they're at 70% and so on. So fourth graders who are at 44%, we want to increase the 55, fourth graders currently who will be going to fifth grade, we want to see that move from 39 to 50%. So the natural question that this begs is, what is it that we have noticed in the teacher practice that has been causing this falling off and how do we address that challenge. So what we've been doing and what we talked about in the academic committee is this idea that the pedagogical practices of our fourth grade and fifth grade teachers in particular needs to be enhanced.

Letta: [00:41:36](https://www.rev.com/transcript-editor/Edit?token=V6P5E6LgAW09oxkjNVpxcrDmZp19vX9qj1Q5JzFsDsTgBD_6AxVKaeg7-Z_vl2HoSLOq6ROftPFxisSyWLxEgN3gzJ4&loadFrom=DocumentDeeplink&ts=2496.85) In our observations when they're delivering the content, the teachers themselves lacked a pretty, like a solid and in depth understanding of the content that they're going to deliver to teachers. Robyn and I can give you a very clear example of an experience that we had today, that we had last week, and that we have been very strategic in one, we departmentalized. So we've asked our teachers to focus on a particular content area, rather than ask them to be a generalist and develop expertise in two areas for ELA and math, we want you to focus in developing a degree of expertise in just ELA or just mathematics. Right? That's one.

Letta: [00:42:17](https://www.rev.com/transcript-editor/Edit?token=nZs-cYCsGkFUBHlUiN7Cp_o6q8fiorirmfBqUwWgNfGQj0DXsEMll3w6MF_gzuiqhCjC5GecF55kE-mkHg8VA3UpWPg&loadFrom=DocumentDeeplink&ts=2537.52) Robyn and I have been working more closely on I call it sort of like the prodigal son approach, and really trying to support the fourth and fifth grade teachers in improving their content knowledge, because they're content knowledgeable of their skills but mostly their content knowledge, they need to get very solid in depth in their understanding of the content, so that they are confident when they deliver and therefore, the students can get as much as they can from whatever instruction the teachers provide. We've seen some fruit, some beautiful fruits of our labor so far, but it is an ongoing journey and the intent and the goal is for the spring of the 21/22 school year, to see outcomes that do not follow the trend, the negative trend that we've been seeing in student achievement. We're really trying to create a trajectory that's positive in maintain achievement and increasing it.

Robyn: [00:43:15](https://www.rev.com/transcript-editor/Edit?token=hpJ70fi2HOhrFfzz_oQOJdyR8ndk25Yr_yg7C0KMxA4KFpboJoTDGxX-gx1y90XfiUMYeuo2OOczUE_vP2ygnErYkrw&loadFrom=DocumentDeeplink&ts=2595.86) Letta, can I just add one thing?

Letta: [00:43:18](https://www.rev.com/transcript-editor/Edit?token=TyUFFUuHc_2_Rg6Go3JumRcboIEeCbMKDw9hsfKE05yVex4CuBgXKS9QflDL8brHmOwiqaZPINmQ469HFXDkvrMlobU&loadFrom=DocumentDeeplink&ts=2598.64) Sure.

Robyn: [00:43:19](https://www.rev.com/transcript-editor/Edit?token=gnHk81lttuoG2klapTLd7otsr931aBJuUJBk5MSoCLdfxjuFDwYrIj8BBlImL3M_ClRbeJ7VfsF9OcSG3xk5YrOoR7M&loadFrom=DocumentDeeplink&ts=2599.29) I would say one additional strategic support that we provided to teachers is actually teaching with them, or as a model, because what we realized is that we were spending a lot of time on the content and unpacking the content from the standards but the teachers needed a real clear exemplar model of what an effective lesson will look like. So that concretely, that strategic support would look like Letta and I actually teaching live in the remote setting with the teacher. So today, we went to fourth grade classroom teaming with a set of two ICT teachers so that they could get the live in the moment feedback of what the content should look like. So there have been a lot of layers strategic support, but it's really building deep content knowledge and giving teachers a really clear model of what it looks like in the classroom. It was fun, a lot of fun.

Letta: [00:44:15](https://www.rev.com/transcript-editor/Edit?token=G3EfUO6RVcre8ll4RYGocWrNBkLtMogGageAgbAH7jImgnxuLpoURenM4rS608EOFgav2zWv8PiJ47JtauxU-ocFqfQ&loadFrom=DocumentDeeplink&ts=2655.8) Does anyone have any questions, thoughts, reflections, comments?

Lucy: [00:44:20](https://www.rev.com/transcript-editor/Edit?token=vLvbgmC7upnTxuXASu8UcgZn9aC3GqfOppwSr57xLr9E_kx9a7e5KV7-zMyhbQht9-C6MrxM6RA0PGYYV5x9qX3ZAwc&loadFrom=DocumentDeeplink&ts=2660.27) I have a quick question.

Letta: [00:44:21](https://www.rev.com/transcript-editor/Edit?token=vLY_yrM66-S7N4TF-vN0xk4cMlnZiRERuVl4cm08rYGsEIs9U6gvs3S2_Te133xWiEjR-tVx0O1tXameIfRmOcS8Ois&loadFrom=DocumentDeeplink&ts=2661.68) Sure.

Demera: [00:44:22](https://www.rev.com/transcript-editor/Edit?token=6HZZAdR3RC0pVIz6UvVScaKcSZHvfWCsoJvWqgMPenSnpA8r1xND8fFfPOjQuKiSj_rXJ4iAdRSfyB2-TqDqiv6S048&loadFrom=DocumentDeeplink&ts=2662.62) So the decreases that we're seeing from third to fifth grade, do we think it's mostly related to the teaching practices or could it some of it be that we're losing higher performing students after third grade?

Letta: [00:44:36](https://www.rev.com/transcript-editor/Edit?token=mA1ExQnoej3O-aggp9rwOlcY2ggtZpNoe8H17MINloIA3-rTBLf4kqa3hGvVFaexDIA3WKUvUUOGa7KQ4w-lFsE5EkE&loadFrom=DocumentDeeplink&ts=2676.35) I thought it might be, that was something that I thought about as well, was it [Demera 00:44:39] who asked?

Demera: [00:44:40](https://www.rev.com/transcript-editor/Edit?token=s6kfgurVoJUqHqLLDKx5BgYaFG0EA_KWDJHCZEWJbjinn9JvsoEuBZpLKFhIEFQFIzA3ukSb97dOdgavPIM0_VdhV7k&loadFrom=DocumentDeeplink&ts=2680.62) Yeah.

Letta: [00:44:41](https://www.rev.com/transcript-editor/Edit?token=GIcKgNeY0HxJuZgDobwNLf3ujV7LJjjTqEKYgKjHPHKyV_PIGMRGp3WkumtdZetLFu5IzY3ZoRh01EYoy1dEV6VQkvY&loadFrom=DocumentDeeplink&ts=2681) That was something that I thought about and we did. One of the things that Robyn and I did last year is that we looked at the students who achieved a level three or four the year before, and one of the things that we noticed, because this is another factor to point to the Demera, is that the cut score for achievement at a level three or four does jump considerably when you get to fourth grade. So in third grade, you will have, there are several students that Robyn and I noted who just met the cut score for achievement at a level three. So let's say the cut score was a 603 for a low three, and they just made it the 603. Next year is a fourth grader, that score needs to be maybe a 614 and that student becomes a high two. So there were several third graders that fell into that category when we looked at the data.

Letta: [00:45:38](https://www.rev.com/transcript-editor/Edit?token=lKUuni--fvkKiZSJ78Cb0nidZOyovN_Umky54Jq8tDeqb86wDJvg9mgb4FtF98Mvz1VAGJP-uFydudVxW_YepJ-YM5g&loadFrom=DocumentDeeplink&ts=2738.22) As far as students who are high achievers, based on my sort of loose recollection, I can't recall students who were considered high performing that we have lost, many of them we have lost that have caused the numbers to fall. I can't say that there are those students who fell by the wayside, whether they left the school or transferred or whatever that to me was not the most important factor. I really see a lot of clear evidence that the instructional practices in the upper grades is just not as solid as in the lower grades.

Robyn: [00:46:21](https://www.rev.com/transcript-editor/Edit?token=L-zyJyKVyo4dwuT_UCR4m7C-L6LxIbJOyCBwjQPM2r3OvImhvSYID60_90j4CGW12BvSrPzGeQ-CQtk2l989ZTmVPqk&loadFrom=DocumentDeeplink&ts=2781.8) I remember, we actually counted the numbers, they were very few, maybe about two students in every grade, it really was internal regression. So you even would have students who were projected to get a four in third grade and then in the following year in fourth grade, they were projected to get a three.

Letta: [00:46:39](https://www.rev.com/transcript-editor/Edit?token=vUFgwxu8fdqeraGMxxlTajpK4fiL8DAh5PbBqFfkKCLQ9FhbGSx6YRivefgIIQIyMTDBQO2a9DwoDV1hFJ_zUa8HM6Y&loadFrom=DocumentDeeplink&ts=2799.01) The evidence is really stark and clear, Demera about the teacher practices because we saw, for instance, in the example that Robin gave when we applied the support to the teachers, this can look like the experience it had last night where I was on with the teachers until 9:00pm, planning the lesson that they were going to deliver today, there was such a marked difference in the outcomes and the teachers noted that. Engagement was better of the assessments that they graded nine out of the 11 students about 81%, were able to accomplish the task, and it wasn't an easy task where you're talking about identifying meter in a poem, but talking to those two teachers about what it means to effectively co-teach, and to unpack and understand poetry and meter well, it made all of the difference in how they felt in delivering the content. Because the day just before that was a hot mess, to be very frank.

Letta: [00:47:41](https://www.rev.com/transcript-editor/Edit?token=8fDDodhxakrLY4tf7PiFSCECdS2bKMEeKCL3AvELrraJsq5tCBrfk6ERRXgb6Ah6WAU8i-Bu2mA2Z4fj7dMLgU2_vVc&loadFrom=DocumentDeeplink&ts=2861.18) So going back and spending the time, it really, they're able to make note of the fact that spending time and planning having a conversation, unpacking this content in a deep way, made me feel so much better, having clear roles about how they were going to volley the content, really made a big difference. So we see a really big gap in teacher knowledge around teaching mathematics and teaching ELA effectively.

Robyn: [00:48:07](https://www.rev.com/transcript-editor/Edit?token=JJdSKHTo5g9hj4EzmGiKhSicYQCK-JUoREWDrG0_-2Qwg4evIazSR6nQufgzH4L0hN4FuIq5DTfxy-9NWR3_4JLO0fU&loadFrom=DocumentDeeplink&ts=2887.47) I would just add that it falls on the premise that we can't take any instruction line with students that we don't know really well ourselves at all, never. So that's the promise of all of the coaching and so we will allocate a lot of time, be with that teaching team from 2:00 to 9:00 Letta [inaudible 00:48:23]. I started out with and she transitioned but it was a lot of time to get the content knowledge rich, because it was going to be unacceptable to present that lesson without the teachers having that knowledge.

Demera: [00:48:38](https://www.rev.com/transcript-editor/Edit?token=P-5-IprCtCAnEBsP_ahn7FJuYJ1GgR-H1Wu6MpOCV9QptN8045alfiyo0r0JJHAJesBPdIiRlQuzzbZyzCzsYTsO6fo&loadFrom=DocumentDeeplink&ts=2918.43) Thank you for going through that.

Letta: [00:48:41](https://www.rev.com/transcript-editor/Edit?token=zyqPSIsEewNGu3h6av7KD3iWKdmC_QO6X9MKOIocKeBWZbiBBtV5rX3IvrdXbEJ6OGV18Yob9vlZjnaZQM5U7kvi4Vw&loadFrom=DocumentDeeplink&ts=2921.69) Any other questions, comments? Wonderings?

Lucy: [00:48:49](https://www.rev.com/transcript-editor/Edit?token=m1B12uddZrB5n-GJ0f5zrg1LKBi4ibmKGTr2bRM-2HKpECpPtyDD0jw3VrPKKAX-hj4RjoLl-sN5L8LIn85LWQyPB6Y&loadFrom=DocumentDeeplink&ts=2929.23) We talk about [inaudible 00:48:51] metaphors and that's valid but I also have a wondering about the movement and growth of students between levels like one to two and I'm asking that question for a number of reasons. One is, I mean, we think about like teacher engagement and investment, it can be tough to be a teacher and you see a goal of 60% or 70% students achieving a three or four, and I hit 55 that can feel a little disheartening. But if I also know I'm aiming to decrease the percentage of my students performing at a level one by X percentage that supports my investment, but also I can see the growth there too.

Letta: [00:49:34](https://www.rev.com/transcript-editor/Edit?token=ZyJt6_chcQtYzbFdCdcNCs07HQmqT9p4zx47qkVE0wKO9qMfyZ8o6yDbB2Z_sNgWId0i4QPPw_JFja5oxrgYr1ZEh4U&loadFrom=DocumentDeeplink&ts=2974.67) Absolutely.

Lucy: [00:49:35](https://www.rev.com/transcript-editor/Edit?token=rXTgR3boQsh8A4h-cUgO2NyR00D-gXNCnBcNonGBbCgTep64tj1ufoY33Fl47uclwRlfLBIdnV5uNmjj-laJBpCMlf0&loadFrom=DocumentDeeplink&ts=2975.46) So I'm wondering how that factors in like a movement of those [inaudible 00:49:41].

Letta: [00:49:41](https://www.rev.com/transcript-editor/Edit?token=ZId3e3RzlVmUHlG6nu0NgdDuf-cLD_d_F2S7zigDQiqJFLkuLMhsXIIFn7LGd6h_SRrk4SfBx3T1NKjf6OjBtYldHTs&loadFrom=DocumentDeeplink&ts=2981.21) Yes, absolutely. So that is part of the calculation that we want to see everyone moving, we want to see ones become twos, twos become threes and threes become fours. That is absolutely, it is critical that at three and four it's telling us about the level of achievement, if a child moves from one to two or two to three, it's telling us about growth and both are critical parts of the story that we're looking at in terms of the outcomes for the practices. So that is definitely a part of it knowing that a one, a student who is a maybe a low one becomes a high one. A student that middle one becomes a mid two. So all of that growth, that incremental growth is critical and that is something that we absolutely pay attention to and we build into the experience of the whole formative assessment process that is meant to grow all of the students.

Robyn: [00:50:35](https://www.rev.com/transcript-editor/Edit?token=zC5scpT4CWAbs3dPsoNFtJwYtmGLWi_8kmlqthEfD810xaKri1BigLsvQaMzdJ6_aQekFZ3KEVDOLjAUIrJ3QrrvurM&loadFrom=DocumentDeeplink&ts=3035.59) I would just add that the teachers able to see that more immediate growth in the data from their bi-weekly assessment. So every time they get the data from their bi-weekly assessments, they make a more immediate growth goal on what they expect students to do on the next assessment in two weeks, which usually has a lot of spiral standards, because they stay within a unit for a good amount of weeks and so they're able to see on this one standard from this week to this week, even on a six week cycle for the six weeks, they'll take three bi-weekly assessments, what is the progress that students are making?

Demera: [00:51:14](https://www.rev.com/transcript-editor/Edit?token=46ZRnSnvf4o1xsgihaOlgzVGv98gGH8eyq1VMEMYG9lE8Ntb1opAobY-DVOF4cIUyZzUt-_fHjDAHbU2teeqVCZzXlc&loadFrom=DocumentDeeplink&ts=3074.6) Kudos. Instructional coaching is definitely a key lever, if not the key lever and the fact that you're doing it grounded in data and you have really clear goals is a win, and I'm looking forward to seeing how this continues to play out.

Letta: [00:51:34](https://www.rev.com/transcript-editor/Edit?token=xaQMs5PLTHqzHT13mDUqCGCO7S-0tiI5ddptr1LTDu9O6s8WYhxlRp7Ti1SRJBQGJr6-HF20F7rZg2w1yOsnkdgMSGA&loadFrom=DocumentDeeplink&ts=3094.37) Does anyone else have any comments, questions, wonderings?

Guerschmide: [00:51:44](https://www.rev.com/transcript-editor/Edit?token=R5Sba4xmdbhQipXMxdoUdh3AxsRCh5CbZeCp3WM8NHOhHLq728jEo7nrH6r5dhQyUSVsX988fNWUqRWERsmH7iuX98w&loadFrom=DocumentDeeplink&ts=3104.97) Thank you so much, thank you Letta and Robyn.

Demera: [00:51:49](https://www.rev.com/transcript-editor/Edit?token=AuMPo6FiPfYKGr3S3apQU0q_1jhhMUgiLaNUxyZUwkK4zODindv9XOX9_TLi-nwNBJqM-aPCkOw8ce5vECYcDEbGXUk&loadFrom=DocumentDeeplink&ts=3109.36) Thank you.

Guerschmide: [00:51:51](https://www.rev.com/transcript-editor/Edit?token=TGPUJdMBhIazxO2N2mCp0iB7WyTZEoh398qGCVgAkYMrlmauyPNP1r7fE940wxgLCLZ2qWLdjmoGXoHKfubRQHMQJZE&loadFrom=DocumentDeeplink&ts=3111.09) So in terms of our board focus, we have over the past several months been engaged in an anti-racism online training with [inaudible 00:52:03] learning, that has also mirrored the work that's happening at the school. Quite obviously, we can't move the entire organization if everybody who's engaged with that organization is not part of the same learning. So we have our modules seven and eight that needs to be rescheduled. We'll probably say more about it during the governance update, or did you want us to do that now, Lucy?

Lucy: [00:52:32](https://www.rev.com/transcript-editor/Edit?token=PKHiLIk-ZqIGrITKHTVNRoAjkd46SkSQt_1Pr_R-fvVVPrFduO_4KVRfiY-LQVlzbiQoFV7qrwTPJ6O0C_ZadRiKrjo&loadFrom=DocumentDeeplink&ts=3152.51) We could do it now.

Guerschmide: [00:52:35](https://www.rev.com/transcript-editor/Edit?token=R6qEc7e1tQotRZ0jKjDUlaJgWIPx9UlT77OGzcppTTPUa5eRHugWPry7b8h11TYLRNLLXphWGCEKd7ffik57KXd5WSU&loadFrom=DocumentDeeplink&ts=3155.45) Okay, great. So we want it to be scheduled the module seven and eight because we want to make sure that we have 100% attendance. So if there's ever a time when you're not able to join those meetings, please make sure that you are alerting myself or Lucy to that well in advance, so that we could possibly reschedule before that. But our hope is that we're able to find a date that works for everyone. So we want to spend some time now just shopping to date. So the first date, this was also based on-

Lucy: [00:53:05](https://www.rev.com/transcript-editor/Edit?token=Nv-9wZn8TJMf_7O2bf1NG4muABLjUK1GfpOTw3Ui6mEOMKxAbJZoVY9r-QC--ZRBcp5hWJU-WxMGy22-8VneWWZCYfg&loadFrom=DocumentDeeplink&ts=3185.62) Guers, can I just make a note before we do that, just wanting to note that seven and eight, all of the modules are really important. Seven and eight is important in particular, the schools already gone through this and therefore they're a couple steps ahead of us, seven and eight is really when we're going to be looking at ourselves and our practices and it's going to be important reflection, and so I'm looking forward to that opportunity. I'm looking forward to doing that with all of you and I'm looking forward to the fact that not just everyone, Guers you're saying that like everyone in the organization, and I think you're referring to the board but we'll also have that parallels and with the school that everyone through the entire organization has gone through and that is quite significant. So while I know that the rescheduling we're about to dates are always difficult, but I want to just call that out this evening significance of the session in particular.

Guerschmide: [00:53:55](https://www.rev.com/transcript-editor/Edit?token=8j95b-0xAz8yXm3xKnlMpKOuOtIMXC999xnBiXSNeI3k9VIdMe67SK5YZFFmMSVFMmTmI8cQ05qY3LwcgzaWFaiIpe0&loadFrom=DocumentDeeplink&ts=3235.43) Yep, exactly. So first date that we have available from Andre is March 22nd. So we wanted to just give folks a couple of minutes now to check their calendars to see if that date would work. Since there's not a committee meeting happening on that date, we're thinking about 5:30 or 6:00pm, probably 6:00pm, so that we are not getting in anybody's way in terms of their work schedule. So we're going to do this in real time, folks. So there's anybody, I'm seeing I guess from Nora. Is there anybody where March 22nd does not work for them? Thank you, Zack.

Deborah: [00:54:33](https://www.rev.com/transcript-editor/Edit?token=o90yYSBKyYvNQrUExDczXAyOHgsjTjF3Lkm8PwMJEpe9H0CTya49BikvgIPg75hsh-I6-zEQq6fgnzc3ZTy7PTGYb_E&loadFrom=DocumentDeeplink&ts=3273.96) No.

Guerschmide: [00:54:35](https://www.rev.com/transcript-editor/Edit?token=ybMf8gXGRo_VgNAjYO_BUPRlM0U1scsHWVR-aZchvnoF_HDnZ0DF_6601OflGt14V_0HM_DRvl753-JWbFn4OrFgT8c&loadFrom=DocumentDeeplink&ts=3275.48) Deborah, the 22nd doesn't work for you.

Deborah: [00:54:38](https://www.rev.com/transcript-editor/Edit?token=H1-hNtjCreSfn9bol6x-JESrJimAOBO3x3lzGXX2XLmtxj8xSMn4WpDttqYW3McVh4R7j9rCZw1efjcMlqEUoXNTUk0&loadFrom=DocumentDeeplink&ts=3278.24) No, it's fine. It's fine. That's on Monday, it's fine.

Lucy: [00:54:44](https://www.rev.com/transcript-editor/Edit?token=wE_3lcTND6LGpKLEBpzmKBKnI99wRyXQt9jtdWq9vixEi-k3cZ5g1FWaPVfSs6Mx8GBYIQ6Le802HUOthTMC0DpIXD8&loadFrom=DocumentDeeplink&ts=3284.36) I'm also sending an email out to Tristan right now to ask him because I think he had-

Zack: [00:54:47](https://www.rev.com/transcript-editor/Edit?token=tT9MpJ4Rvrhzocess6eG6eTHSlphcGZ8BDg3jKTO15jwjsisI60vQ6mjDyyJ-OpuoyafuL4IgMqxhMqJ4gPqQRlJFxU&loadFrom=DocumentDeeplink&ts=3287.55) I just texted him.

Lucy: [00:54:48](https://www.rev.com/transcript-editor/Edit?token=eA13z54bhb-C4epSNoG9rGN2CvxKg_JhbT3bq5O971ieECJobryiOEhcBvh_8KT5vLoUDm1aWRNvoI05cPxo4c3DHcs&loadFrom=DocumentDeeplink&ts=3288.19) Oh [inaudible 00:54:49].

Zack: [00:54:50](https://www.rev.com/transcript-editor/Edit?token=ocajHRL7dhtjeLKGaw8qjlG18w9Iienav-JteBz_7MotNMmIsjN-fiFRSeBHwo0Xd6_4rQb77pJ3Esb4-bJGH9v3uk0&loadFrom=DocumentDeeplink&ts=3290.2) Sorry.

Guerschmide: [00:54:51](https://www.rev.com/transcript-editor/Edit?token=TW7H0yls7iWxGwKA_9ToiMYRI3kGYjLcvoCsU0jQ6ttKgQ7UaMzTGYvsaIs_SLCPdq9V_ubh5KpmjfxItwBjVV-ndtg&loadFrom=DocumentDeeplink&ts=3291.59) Nikki, Demera and Lenworth.

Demera: [00:54:54](https://www.rev.com/transcript-editor/Edit?token=DX19icUqm045JBWnQR2lQxUkv-GMbl2FpQyQUowBfbz4-yiqd4jD_uMHhwfyyXPg35je_gBrNNX0eKleVDg56lfF3Hg&loadFrom=DocumentDeeplink&ts=3294.91) Works for me. This is Demera.

Guerschmide: [00:54:56](https://www.rev.com/transcript-editor/Edit?token=id5Xxw1n_DQiY2i8O52tCoG99cqy4Vc0SgB38S4IheJ6xpsfjbW0vG_Ok3HL2t5suoN9Cxdf-w_1W3AFREI_yjlg3xU&loadFrom=DocumentDeeplink&ts=3296.81) Right. Thanks Demera.

Len: [00:54:58](https://www.rev.com/transcript-editor/Edit?token=IP7L7uYCZdsXVmFR7dt-6B9lCKjaFvHYJi9H9FnNAR5wpy8QUM8s-MWhazE32jE6_3L_YRsqgg2NedTQCddPjjI4SRg&loadFrom=DocumentDeeplink&ts=3298) [crosstalk 00:54:58] yes in the chat.

Guerschmide: [00:55:02](https://www.rev.com/transcript-editor/Edit?token=qvbpkm5NHZdI0dPexKhU1Co12rmLvmbP-XgQT0EytpXMfYnnwEdhNVsbhNK7cYpOwceH4-37zy1s15rRpOkV7u601QM&loadFrom=DocumentDeeplink&ts=3302.06) What was that?

Adel: [00:55:04](https://www.rev.com/transcript-editor/Edit?token=q82aZh5iUvH8dyseNcqFBSMyZzKLoe6UASLS6UZTU7Uv0fanizoQjgXgs7GEQCB8vFaGkXmkiw_tTUYjy0YsJcjM27U&loadFrom=DocumentDeeplink&ts=3304.75) Sorry, I know Lenworth. You were just speaking too, you said yes in the chat. So confirming Len.

Guerschmide: [00:55:09](https://www.rev.com/transcript-editor/Edit?token=uqdE1s12Uye5FIoK58NuCADRlkdKoah82N93oEon3F9rwfZxGa_GB2t-M9K9qyqOwN1fDIwC7zx941FZFz3tnWk_ERk&loadFrom=DocumentDeeplink&ts=3309.84) All right, good.

Robyn: [00:55:11](https://www.rev.com/transcript-editor/Edit?token=fidvMJjQmLDNAF8e18UcCGszVDimltdNflKi1ry1Pym0zDvq4tbvekIfYzjcdW3DnGEBnuk75RULfyo9XCuJBj0XvD8&loadFrom=DocumentDeeplink&ts=3311.07) Did I [inaudible 00:55:11] Jen Slein.

Guerschmide: [00:55:13](https://www.rev.com/transcript-editor/Edit?token=8yE0Fg57inLejeeq58STMR0MY1nl44EeFTmNZDxuVvoLEGh_YtmH1-U03WlQ0wYOhFzd1b6pbAUZYr8Vbo0kvJCybwM&loadFrom=DocumentDeeplink&ts=3313.06) Yep. So Jen already said yes to the 22nd and so we're just waiting to hear back from Tristin. So once we hear back from him, we'll send out the invite. Thanks, everybody.

Len: [00:55:29](https://www.rev.com/transcript-editor/Edit?token=bKnaGJx8WGUfhdTGLC4vK9_NiEqaTw6OLPgBfaiMCnFRb6SGySiVkBRFvVtfz6fYpDEyBdQBq8vjliMKvfZ9Xb7_fRo&loadFrom=DocumentDeeplink&ts=3329.96) Was that so much easier than you expected it to be?

Guerschmide: [00:55:33](https://www.rev.com/transcript-editor/Edit?token=FyBGMnxI-SFfzeagYjXlaxTa_QSMwe78Y2gW8YwZHY5lc_Gb063oychQZFestdwq8Hwauw1mWCnPhlvir14YQWS9ZIY&loadFrom=DocumentDeeplink&ts=3333.35) It was. [inaudible 00:55:37]. All right. So let me go back to the agenda. Can everybody see the agenda?

Robyn: [00:55:49](https://www.rev.com/transcript-editor/Edit?token=UPqUHo4LrSCNDA3kQ1RKd3Ddg4sW1zqoZKczSQiGB41O0W3jmn_KkB4SJd5ZtH190w08OEpNd7MzDLHfisCbvQa9Hwo&loadFrom=DocumentDeeplink&ts=3349.15) Yes.

Guerschmide: [00:55:50](https://www.rev.com/transcript-editor/Edit?token=er7NKLv_S9QsgjOeCK6UY1QFa060ZE1faYOFaAK02P2Fu_vajqWLzCErsmA08cRgRvFCSSgJhDzCiL30Z-zomwTP7QY&loadFrom=DocumentDeeplink&ts=3350.86) So now we're going to move into committee updates. So the academic committee had asked us to do a deep dive on the topics from that meeting a couple months ago. So let us update was in lieu of the academic committee updates so we can actually [inaudible 00:56:06].

Letta: [00:56:06](https://www.rev.com/transcript-editor/Edit?token=EhkWb0XE9SZdliGdBuoQFEQzAfh_L96w1NgAvackpDHAQtt0Cn6iRA4Oh-6IiFdrP17WBXgLSvSIHhj347DMfftFLIM&loadFrom=DocumentDeeplink&ts=3366.33) So we can go to the financials?

Guerschmide: [00:56:12](https://www.rev.com/transcript-editor/Edit?token=sol8dZGMV-piKcY0PaW0Gur26uunv8EMQJJBr5n5f-NOMPS1IhtpKlZdUx8rjerUIeb2w_aBsyXEUjPe3j9NKSbxvcw&loadFrom=DocumentDeeplink&ts=3372.51) Yes.

Robyn: [00:56:33](https://www.rev.com/transcript-editor/Edit?token=CWvw4egWgNnrcL1s7a5VN9SbwoRKii2pOiPzdyEp4jm1wfZ1qwlaqP446VXSF783R7qdqqyH9aPShOj4EiypTwwRvu4&loadFrom=DocumentDeeplink&ts=3393.48) So I cannot find my notes.

Guerschmide: [00:56:40](https://www.rev.com/transcript-editor/Edit?token=FAxFTbAxhClSnOpzWwGxUasIHxRuL6-acTSsbcJrmVIEEEADIhcnq0rKHgLmwqG5ReZ28M_RS5mOsU5XzgcQJQrYnFk&loadFrom=DocumentDeeplink&ts=3400.02) Do you want to phone a friend, Adel is still on?

Robyn: [00:56:42](https://www.rev.com/transcript-editor/Edit?token=ccxiaUiwFru563B8XHIYNej3vPWISfxDp_n63V2_KAEDHmCiDPvHhMsolHA0eYwceA8XHdRPVyQG2ePq-08tBoddL_E&loadFrom=DocumentDeeplink&ts=3402) Yes. I want to phone Adel for 300 please.

Adel: [00:56:48](https://www.rev.com/transcript-editor/Edit?token=31YJY5Mlwt1r1J8Z4yLoyYYEKNigygwx7f9RWnrqhL8VmWh9L1FBu7JIlXAHaFhk1eRsFW-IFx23ZB-56EciGA69T2I&loadFrom=DocumentDeeplink&ts=3408.8) I'm here for you.

Robyn: [00:56:52](https://www.rev.com/transcript-editor/Edit?token=KlPvVVrKB35mnbkWIeZMvyh1OeJwVW-PYjuxxzIkZDS9zB8okah7-1ARTLLJ_2D5pPJARcz6tRSwLPo9vkjJeyT6Drc&loadFrom=DocumentDeeplink&ts=3412.11) Thank you.

Adel: [00:56:54](https://www.rev.com/transcript-editor/Edit?token=p7YPaRNnsfXUpiWsZBaeKyGirjhBiSMnt9UQAMPsnVfHyl56k1EzXSqMijTvX8rKdXn6TWNjJGFpnmJACGY_cCsRzls&loadFrom=DocumentDeeplink&ts=3414.52) Guers, should we go to the top please? So we had a net decrease in revenue and that's because we had lower billing from this last period, we also had higher investment income, and a little bit of lower [inaudible 00:57:15] for idea. Oops, we lost the screen.

Guerschmide: [00:57:19](https://www.rev.com/transcript-editor/Edit?token=OTD-AtUedToni0COk02e_pKYwfDdHlmS04I6up4TGvAdOBvB34Vwf8gf3jUkZTCUeMdGXRWXxRf9Di-gV6eqsLg7yEo&loadFrom=DocumentDeeplink&ts=3439.81) Nope, go ahead.

Adel: [00:57:19](https://www.rev.com/transcript-editor/Edit?token=twBH6tflrdduA2f8ghFkQ5xUPjYPFkKv2wSWMrdm-nbZqso5HkilB6apmcQ4rQ2iornAEW6pbNmvWVRRVQCwz_ctDk4&loadFrom=DocumentDeeplink&ts=3439.81) I don't see the screen. Okay. I think these are the wrong...

Guerschmide: [00:57:29](https://www.rev.com/transcript-editor/Edit?token=5K5FJopxnyuCq5UT4iATobCn0t9roaS5FkXG3W3wHaRde0rEUCCWo4nqG6H-5Q6rRCE5M64CKPifLdALFAI4vPjLfL0&loadFrom=DocumentDeeplink&ts=3449.69) Yeah, this is not correct.

Adel: [00:57:31](https://www.rev.com/transcript-editor/Edit?token=XVDlX1GCZ3OdwrAuSARBJogOSGPS5eyRnL6_uUy_iZsdxz48F61zPuZSKr0016Xh1-xmhmHCiick4G6IKGFL2XOzoLE&loadFrom=DocumentDeeplink&ts=3451.25) Yeah, this is not correct.

Guerschmide: [00:57:33](https://www.rev.com/transcript-editor/Edit?token=LHL150YtDc6Ld8ASgRvk5mwP4lp3Y66EVws_kjaY2YyooGznGzcRis9m-nHbGvdKo3jYSxzRBp9NQOMTJ5rWQhwg7YY&loadFrom=DocumentDeeplink&ts=3453.28) Let me try that again.

Adel: [00:57:38](https://www.rev.com/transcript-editor/Edit?token=AkXdJu5zkvd7XXghOb7_2wYgYj08SSudhKrFqTkNriMeKyQDVCZSam_O8FcxK7yJOyEg1YH4B7uFffOsMvieXeu4kSA&loadFrom=DocumentDeeplink&ts=3458.22) Yep. Take two, right?

Guerschmide: [00:57:43](https://www.rev.com/transcript-editor/Edit?token=UtumOgLhe97fa5Z99wv4Kdg1pdU_zHiAFJaVX_D8SxkexeDeI3bum0zW3JoY2SRM2O0sEQA5AOoie_Qf99RI15wlvgA&loadFrom=DocumentDeeplink&ts=3463.14) That's why you'd lost the screen for a while. Here we go.

Adel: [00:57:49](https://www.rev.com/transcript-editor/Edit?token=XkXrfmo9JxLJapTFPYxebA_K4QrDp9S77EoUaUzq0eallCNaWPTKCK6u1_N2wmHqtDR5TnOMU5XTIC5-9Xlw_phxYd0&loadFrom=DocumentDeeplink&ts=3469.4) Okay. If you could enable and then just expand those cells. So like I said, that student enrollment, there was a little bit of a decrease by about one FTE, and that whole combination as well as a lower investment income trend, we had about 7,322 less in revenue forecast for the rest of the year. On the expense side, compared to the last forecast, we showing $83,000 less in expenses and a lot of that is due to some savings to the ongoing pending hires not made, as well as the SLT transition. Right below that, as a result of all the lower compensation, you have lower benefits running, you're probably going to have a lot more released as we go through the year, and that's between taxes and benefits.

Adel: [00:58:54](https://www.rev.com/transcript-editor/Edit?token=2BAadHiDsMLckK4VorhxnzzuU-zgPJJzmGAbg3Ecb4ppVaVUfpSK5S-TgBwNpesWFfBONYM_xa9ijQR2J1cmsHWVaI4&loadFrom=DocumentDeeplink&ts=3534.06) Then we also took the opportunity to Boost Ed, who you guys will meet in a few weeks, we forecast at some of the lines and just some swings up some swings down. We increased professional development based on the way the expenses are trending on that line and we also added the expenses associated with the revamping of our website. So that's reflected there but overall, the bottom line is surplus has gone up by 75,000 and that's pretty much it. Any questions?

Guerschmide: [00:59:42](https://www.rev.com/transcript-editor/Edit?token=5ntnKQgo32Dnloa4CFERPyLx5O9d2VaRCyfRd2HC0_y_gy9lIyMwNWDBk3G9aawXYvC5x_l2pVxfvzm2cYXXy_qCgdw&loadFrom=DocumentDeeplink&ts=3582.87) Adel, you should maybe stand up take a bow this is like your final performance. Thank you.

Letta: [00:59:51](https://www.rev.com/transcript-editor/Edit?token=aSq61iGJltY4RKFbVzPc0R87BAY750ZS__d6gfWQyStNipm5Th08w5Qwmm_rGMB9-x_HIF6agfw7cciH1mKAA2lS0wQ&loadFrom=DocumentDeeplink&ts=3591.05) Well done, Adel.

Adel: [00:59:51](https://www.rev.com/transcript-editor/Edit?token=G3GY2f6HErtZMEUAbK4SE0RAS_EzSyb8C9xit6EekvdX-YptVf-ijfwZ0mPDM_SxMRJi-quH6FHwNzuZixgSX7xC6A0&loadFrom=DocumentDeeplink&ts=3591.08) Thank you.

Lucy: [00:59:57](https://www.rev.com/transcript-editor/Edit?token=empFDavkepy8xYTpAuSE9CvQKhtKK_bqwsrkfTWSel2M4k77dSgRVePAy3bjhAKwUV0friVqouqq56LkipZWubIAv8o&loadFrom=DocumentDeeplink&ts=3597.59) So I will make a motion to approve the January financials.

Guerschmide: [01:00:03](https://www.rev.com/transcript-editor/Edit?token=rSAzCgYyhvsLtBradndzWOlU9pIQy86TUk_c0Kphd2W0cw7iTfvpq7V5YnCf--bkRgMtDPFvQvmqpnwu1MoiET8j4as&loadFrom=DocumentDeeplink&ts=3603.42) Second, Lucy?

Lucy: [01:00:05](https://www.rev.com/transcript-editor/Edit?token=vnD5mdnLGqXZ8sG8mD52ygLDPnfW-kmTHtVxZAzcU0NeBLbSzUK-pAzH_bGDByptCIK9sl_c_YnsCBmtNa4huh3RtRM&loadFrom=DocumentDeeplink&ts=3605.26) All in favor?

Len: [01:00:06](https://www.rev.com/transcript-editor/Edit?token=4hHLjq6F0p5gAq2FOaORLCoPBgpECdtcCzCPljn0cPun67Kl15HbPpyEVOHUGDMJEj_yGBKOvZKPy44e5S0vOE4INvM&loadFrom=DocumentDeeplink&ts=3606.19) Aye.

Letta: [01:00:06](https://www.rev.com/transcript-editor/Edit?token=MfsPEk7FcqZrjqksyEglHnQjHXwIv7QhKkBZRpe8aMlFhSirWw8-dbwCws7LT5_EyLwYZA5orKkd-BA1phEIyUMxmQ4&loadFrom=DocumentDeeplink&ts=3606.2) Aye.

Robyn: [01:00:06](https://www.rev.com/transcript-editor/Edit?token=H2evw8KVt-qMap10l6xhgsDmvU-uYL4tMqsmijg47Rj9Nz2YG27ghC2bBFbd44lnyVCZdjg5VBkMSbpHSf-guPRfNmE&loadFrom=DocumentDeeplink&ts=3606.21) Aye.

Zack: [01:00:11](https://www.rev.com/transcript-editor/Edit?token=y5RcCbbPodSk-xCQyi7AfhtgiJ825heqxCYSRndCKpsISURZLQMjziZQ8Y5xUasdYN8vx5vbCp7Xd3Y4Q02zrZF5lJs&loadFrom=DocumentDeeplink&ts=3611.52) Aye.

Lucy: [01:00:14](https://www.rev.com/transcript-editor/Edit?token=OdDpf-9gBqZahYrl9K7o9AswU7hNd5avVIdnOM3slrpDBxHr3hUA2HVjxc39FS_flhLkJ1N8R9OVtTEtK9XT7PJat8g&loadFrom=DocumentDeeplink&ts=3614.09) Okay. All post. Wonderful. So we can move on to Chase banking moves.

Guerschmide: [01:00:26](https://www.rev.com/transcript-editor/Edit?token=mdNFaZv0LpIshH5LXbvxeHEl_bXolK2ZHxlj2jHjViWXideTP_nM6-THsYOxN_Ba0bHKQ769i6jPtSVQ-MhY9cau7KE&loadFrom=DocumentDeeplink&ts=3626.63) Did you want to take that or do you want me to do it?

Nora: [01:00:29](https://www.rev.com/transcript-editor/Edit?token=0envJJYlxa-JZpZX9Zpg2t-mCbHVGJ_sN-XUyqXeVTnroArtJyX7qgYNuAtIhd0wTxjfpbGHaUmdofaak5qL0nvX5w4&loadFrom=DocumentDeeplink&ts=3629.53) This one is self explanatory to an extent, because of the changeover that we are about to have with the committees as well as the executive committee, and new titles, we need new signers, for a number of different things, you can kind of see the different accounts that each person will be assigned for. We also need to approve to remove some people, Lucy so she doesn't have to be bothered with it. So this is just an effort for us to be able to approve this and then moving forward. Just so everyone knows, especially the new folks anytime [inaudible 01:01:07] there's anything over how much, Adel?

Adel: [01:01:09](https://www.rev.com/transcript-editor/Edit?token=bAtPoeX7GLX6GmTij5e1O7r9RhcAnDfF6LPYkRXIFKvNA-uEjODT3cLHaF-E_8PRktGiVJD8NfErmqn3ZemWa5u9p7M&loadFrom=DocumentDeeplink&ts=3669.87) 20,000.

Nora: [01:01:10](https://www.rev.com/transcript-editor/Edit?token=j3YNR0fsJWMzSBiLZa-GafRc3oqSk38dEm85HbDUJ_AOYl8C7kq0h8TGATiSUju7SIBsp_PE6GAPfyvdPkZNLMT5yQk&loadFrom=DocumentDeeplink&ts=3670.47) 20,000.

Adel: [01:01:12](https://www.rev.com/transcript-editor/Edit?token=jfsFbD31q1pTm-j3BSmgVKpwWSjTOzTNsdj-xTn-4mfAXF9gpja6Cepwco8Lr2BMjT4J_azES5Z_Fh47G3pXe1SCPFU&loadFrom=DocumentDeeplink&ts=3672.47) Spending.

Nora: [01:01:14](https://www.rev.com/transcript-editor/Edit?token=Kn7o4zWX1nDb_EDk-QdygZ-WraxPpGw_MBhr3Un6UGzifx_fZu-3GctlChlpFF5__mZgKFSCJlUOL19GKZK-h3ivfyo&loadFrom=DocumentDeeplink&ts=3674.46) They will be coming to the board asking for thumbs up agreements, presenting it to the board, so there won't be anything where I'm signing or Kristin signing anything without the notification of the board. Any questions? All right. So I make a motion to approve the new signers and remove the old signers.

Lucy: [01:01:44](https://www.rev.com/transcript-editor/Edit?token=yGtdnw0MffpzqcUcG3V1L9rw_1R0hiYBTONnDlgAd4-FPh94H7IxBlsY_KrY0f0yBSGWRYho0tECQnmLeqGWlb84DTE&loadFrom=DocumentDeeplink&ts=3704.33) So there's a typo in your name Nora, I'm just wondering if we should fix that.

Nora: [01:01:49](https://www.rev.com/transcript-editor/Edit?token=AkJnuTO0nDHdfCAxR8oZrzGbgWhjd9847gjz3lHL3A0AbVPU6ykPVOcbL0cuXhS_Iy7x0-4c1sf_m-j5saf8_vwm_e4&loadFrom=DocumentDeeplink&ts=3709) [inaudible 01:01:49] in the first name. Okay. It's silent. I make a motion to approve the banking moves for starting in February moving forward.

Lucy: [01:02:05](https://www.rev.com/transcript-editor/Edit?token=3KVSUeYkuRpYq-JmzPaCZIPKhzLldbOOeCJeMXPxS1i9Ap0UTON0pC8PSZTtFRXjE0WT-2EGsvAQp7EWW8UDzG5gF38&loadFrom=DocumentDeeplink&ts=3725.04) Second, Lucy.

Nora: [01:02:06](https://www.rev.com/transcript-editor/Edit?token=1opCTwiEOYHBsz6krn6FeeBy-7eAzSw1GSnief75HIiRTIaawBPBmjTmZ05_Z7mnyhD3_kHhN4Am4ewHyhisSeu4Q8A&loadFrom=DocumentDeeplink&ts=3726.82) All in favor?

Guerschmide: [01:02:08](https://www.rev.com/transcript-editor/Edit?token=fEFr4CYo1ul9sQvc-jqlFAJdr1zZPAZkpKxsXnU8zhkGtwGXUcVCdvldmzo50i0VBU-4-Gv7nitqiDld35SKX8PZ_gg&loadFrom=DocumentDeeplink&ts=3728.2) Aye.

Len: [01:02:08](https://www.rev.com/transcript-editor/Edit?token=cnxlLH58F-7a_nHH1eoX5c27fb-7h6_dysJi23zlsIZnOLmDaK0o3r50yydz5KAWsL0WYWixrO_WDIKXKS1UMjgD7xY&loadFrom=DocumentDeeplink&ts=3728.74) Aye.

Letta: [01:02:08](https://www.rev.com/transcript-editor/Edit?token=uOM_znlpJRxuh_s4YEoEKEiP0LvLFI0oTr98BmbodbqiWh2e5V5QDcgZpOxeVuFPlueR7-0ib3aMGgGHTzBGb52ZshI&loadFrom=DocumentDeeplink&ts=3728.74) Aye.

Nora: [01:02:10](https://www.rev.com/transcript-editor/Edit?token=2DjoJ3IfqWJRvOhBr-He47wh42exKjrtubTiJPM19C9Mbu-AN1KhQ-pRtbhC6jftRHdYFqvaC-Fq-XhlHXAeFZps74U&loadFrom=DocumentDeeplink&ts=3730.46) Any opposed? Great. It's official now.

Guerschmide: [01:02:19](https://www.rev.com/transcript-editor/Edit?token=1qjAE8zNDYdJZ1-0bJY4JyzvUo2ax6MR39Qia68Y79ps4zaix9t1BkNd3Kz7LRUDlbZgVXsf86pkKMgh7YAMUIS28O8&loadFrom=DocumentDeeplink&ts=3739.55) Okay. So we're moving to governance.

Lucy: [01:02:27](https://www.rev.com/transcript-editor/Edit?token=y9hzGrFh6McjEI0fcSXBP0KcoXtyHxo2imekzKjFwIwQlqVSrx5wZQAENoQiiiN1sLQq4aOc_AwaDaQlTfWnWNCWF1w&loadFrom=DocumentDeeplink&ts=3747.27) So we covered the rescheduling and sorry [inaudible 01:02:42].

Robyn: [01:02:45](https://www.rev.com/transcript-editor/Edit?token=m2soJzb6JSybGzjYwJZsl6le4Y4eP4kYUemPfzprTrPBPddIpFbCYz2ejxK1QX3VDDV10KfKNrTxgmKKFbnOfl1r_pA&loadFrom=DocumentDeeplink&ts=3765.71) What committee.

Lucy: [01:02:49](https://www.rev.com/transcript-editor/Edit?token=wjCDyGGqrcFJ0xUbNMFzfVGk3KFePOYOrn2pqy4M9y1JkCNkh0Apz94IyKhI-lxfE58-8iKPH_StouDUZvFRiVMo2i0&loadFrom=DocumentDeeplink&ts=3769.38) Committee thank you, switching between notebooks. So as we promised, this is the change over to the new committees, which is really exciting. We're really excited to get our newest board members on committees, which I assure you makes the whole thing feel just a little bit more real. So everyone can take a look here, you filled out a survey, we attempted to give everybody their top choices and take a moment, take a look at what committees that you're on. If you have any questions or concerns please let us know otherwise, I guess we vote on this. Do we want vote on this?

Robyn: [01:03:32](https://www.rev.com/transcript-editor/Edit?token=-ANxg7rVfLCP0LXpmgZJntiNxFIPPIcyvcI-y418U2txGv2PfUOy9TtCLMOh3fOjfZgBWgli2EHsjRDrCUEXuMy_ho0&loadFrom=DocumentDeeplink&ts=3812.71) I don't think we need to vote on it. I don't think [inaudible 01:03:33].

Len: [01:03:33](https://www.rev.com/transcript-editor/Edit?token=TTbJG1VM2EDmTsNmTFSWcoPR7OJGcZJxt2DpXyF2VCbpLLVvFT6QP4-7U8AwKGcXwf9Lx1osV-OweqrTHPtdChQZiSo&loadFrom=DocumentDeeplink&ts=3813.14) No, I don't think so.

Lucy: [01:03:36](https://www.rev.com/transcript-editor/Edit?token=qW_XN4sMV-Z_HYyKPde7oDXF4Dk3pIa8JZcgrRXhD97wddkh270qCDjpWQj4ljeTXY5Go7mfDPWp2Sq_jy8ornfPCQM&loadFrom=DocumentDeeplink&ts=3816.08) So speak now or forever hold your peace.

Guerschmide: [01:03:44](https://www.rev.com/transcript-editor/Edit?token=wyUuMLRiNbRse44caaiCpC8tCH94HyP5orzip8g76KX5xLNWEkYqscnME-yT-W7DkwIEW2JP4dYK4w2b7NJLHEJNRiE&loadFrom=DocumentDeeplink&ts=3824.17) Bye finance.

Lucy: [01:03:49](https://www.rev.com/transcript-editor/Edit?token=RP9oMxnruXTptWKwYcp0PqL1kzob_DykD_n9wveWo6iaaV7Gt2J6A9VrjHz3ZytWtPVHapKempufUZSHKT8PRWQx0oo&loadFrom=DocumentDeeplink&ts=3829.73) I think Tristin and Jen just [inaudible 01:03:51].

Guerschmide: [01:03:54](https://www.rev.com/transcript-editor/Edit?token=1AQG4QLOH0_L8QB5oIiAhP2-3aPgdAabtTvkbJn8hs1fXa1cSItlYd_I8eptIq_1Cm4cx50Ci5gxilQgysC3Hy8Qr0k&loadFrom=DocumentDeeplink&ts=3834.54) The other thing I'll just name is that because this is starting for the march meetings, you should be receiving, meeting cancellations for committees you're no longer on and then the new meeting invites for the ones that you are now on. There are a couple of people where there is no change for them, but for those of you where there is a change you should be expecting that by early next week at the latest.

Letta: [01:04:23](https://www.rev.com/transcript-editor/Edit?token=7YU9kiJXZsIaHCSua0fuSpBK7xNa7CZuQCYC1cPDvf7499IIQKzfN1goE0VYqjb6xeeiSLaIk1DU1LUV64FiKB83Kr8&loadFrom=DocumentDeeplink&ts=3863.62) Go on Zack, sorry.

Zack: [01:04:26](https://www.rev.com/transcript-editor/Edit?token=ek4ZmTuI4FqO3G4RbQF6RrVlmrvMkZ2pOy0AhY4BfzZmFJenuu-lQk9hLPgostP5MU8sQPVmO17LGESR6mIRWzYod68&loadFrom=DocumentDeeplink&ts=3866.53) The enrollment working group, that's a continuation of something that existed before and I don't think I was a part of the original group.

Guerschmide: [01:04:35](https://www.rev.com/transcript-editor/Edit?token=GN_Ar83_FUZmlpBMFj-A96MSRtI7xIta1mxhM9ivUS_bb6avYQOioUVfjBJBJoGMZoDDIt-d2IioEy5Mhmvinm1plAQ&loadFrom=DocumentDeeplink&ts=3875.36) That's right. So what I plan to do for the folks who are new to that group is I will provide you with, we have a Google folder that has all the recordings, all the materials so that you can get up to speed and we don't meet every month, also.

Zack: [01:04:54](https://www.rev.com/transcript-editor/Edit?token=DntCJsKigJMaPyiLq-KSYxgA2YjFTEaaUcUZdWn6iiHL6JkA8jtwSjKzS5TSuTeWuBdIINc0VhCQI4QHz8lzKTSDwrg&loadFrom=DocumentDeeplink&ts=3894.39) That's helpful. Thank you.

Lucy: [01:04:59](https://www.rev.com/transcript-editor/Edit?token=DOqIph22HJGKQURO2lx5s21Y2bu0uDjDVOuHf7pIH-R_ufq7AgfM1tqswfNzlvvYrr8Yo-ZTuB9jo0pt6xmmVtzX8nU&loadFrom=DocumentDeeplink&ts=3899.63) Guers, can we maybe email this out as well given that we're missing Jen and Tristin. We can coordinate between the two of us.

Guerschmide: [01:05:08](https://www.rev.com/transcript-editor/Edit?token=MuL3yUqHwpz1FIUgBHtx0gbP5W-eTGQJ2ZIS4uHkEOhormlaVofK_sWwT47yuf2iJyOisGyhAD17h-JuRrksvQA5nt0&loadFrom=DocumentDeeplink&ts=3908.12) It's also attached on BoardOnTrack.

Letta: [01:05:13](https://www.rev.com/transcript-editor/Edit?token=IzroFAU37Jn7ulYR1BcDfQKPPGjlpPw3iilCak11k7P2Kvv4tACtF1Pf46q4voX06IOp0Mm84NTLqMX5GR1XMfEnLzs&loadFrom=DocumentDeeplink&ts=3913.94) Did we ever figure out the secretary situation?

Guerschmide: [01:05:16](https://www.rev.com/transcript-editor/Edit?token=YLAAZRoLsHrCr4KzfHfYPPuicvaRjZgONG9rZQrkA5nUKPWlChrqXoxj72KExdaCvDt0f-rIzNFU6XE6MdML0PO8vIM&loadFrom=DocumentDeeplink&ts=3916.28) Such a timely question.

Lucy: [01:05:17](https://www.rev.com/transcript-editor/Edit?token=nOH9oNdRD59Vv7aT4iHbXRy4fcAAQTrR7FUVA3oiAe_nfq-3L59h7Hc8TwbO8ubv3IW_Tc-Ul2ljTajB62StOBMrtqw&loadFrom=DocumentDeeplink&ts=3917.91) Yes.

Guerschmide: [01:05:22](https://www.rev.com/transcript-editor/Edit?token=fQ5sYiXGP2BNkGMgL_t0rIwTGSsxYtP9wmiYs4tDylyV5RQH90OfCKe73P85ATAXJfJE-6sV037784vyyJ6_fXlszNU&loadFrom=DocumentDeeplink&ts=3922.46) You want to go ahead and take that Lucy?

Lucy: [01:05:26](https://www.rev.com/transcript-editor/Edit?token=eTlcScIYWWfaRHJ7d2-IhyHtrBzDxASyyHjqI-8LhFX5DP4HohQMWh4E-ZLl2vZdONsmd9-2_vnEmW4tqGEwvecykzI&loadFrom=DocumentDeeplink&ts=3926.79) What was the word that we said? I'm not disqualified by my ineptitude at process things so I am interim secretary. I'm at a very low bar. I stumbled into the job and I am going to be taking notes [inaudible 01:05:44].

Guerschmide: [01:05:46](https://www.rev.com/transcript-editor/Edit?token=k7T_iBceMox1uH-pcNOesKAIbNhSkQXmnIIWySDMoQMmN2hzGcMmyfRyEVvUEJxQPmK_ilZ25J0uSiqbDXtUxeUUFYU&loadFrom=DocumentDeeplink&ts=3946.2) Yeah, great. Alrighty. Any other questions about committee updates? All right. So we're moving to executive company. Let's get [inaudible 01:06:01] real quick. Lucy, do want to start us off?

Lucy: [01:06:09](https://www.rev.com/transcript-editor/Edit?token=X9zIsnmFq0g7NzlB_rfc4PaEBIkcHLLpqIZUpbKKAt5v20g56CAQfIWRyRlc07YqFDX2qt-rYeQX9SG1ynoALnlHI_c&loadFrom=DocumentDeeplink&ts=3969.2) Yes. Just give me a second. Okay. So as I think all board members know we are going to need to redo our votes from our special board session on our executive director evaluation processes and updates. So we shared in the past the statement of an... Or in the past, we shared for the last board meeting the statement of intent, the timeline and the job description. We took a vote on both of those matters in the past because of a few technicalities that were my fault, we're going to do it again because we've discussed these now a couple of times, we're not going to discuss again, we're just going to have a vote.

Lucy: [01:07:04](https://www.rev.com/transcript-editor/Edit?token=T6xgGIYN6Wi-Exl20VintVyhG8BAY_lz3GTNQMBorTGsfhVyXWUiEif-awv2BBSsP2DZR5IP2F0xG5ULvTcxdWISSXs&loadFrom=DocumentDeeplink&ts=4024.74) Do we need to put the timeline up? Or no, we're going to put the timeline up for discussing some scheduling issues. But does anybody need to see any of those documents again, before we vote? Okay, so it's going to be a straight up and down vote this time, given the additional documentation that we received from Guers, by email from the HR consultants and the legal and the lawyers about inclusion of the salary range in the job description. So it is going to be a yes, no, yes to the job description with the salary range, the timeline and a statement of intent or no collectively to the package. There have been I think with some additional questions about how some of this operates in other parts of the organization, we will continue to share that information and there'll be a little bit more discussion in executive session, but we are going to take the vote now since we've spent a good amount of time discussing this before. Any questions on process? Okay, I am going to motion to approve the revised statement of intent. timeline and executive director job description including the salary range. Can I get a second?

Zack: [01:08:35](https://www.rev.com/transcript-editor/Edit?token=jH65LBTUfZHn73vhW4UiFsOXQ9nop-nNYoK5XpAgSmqD6yfIOB5jSmt0ZK7Jsy7NagLUH31c-OZXlwGR641UZ4YuDXU&loadFrom=DocumentDeeplink&ts=4115.9) Second, Zack.

Lucy: [01:08:38](https://www.rev.com/transcript-editor/Edit?token=AwYol5FPuvRB_lB1Jf4TX3TiyBWeleBM9pDFNsEUCSk7rdGvdVuteg3zZvNAwDn54YAA4hbskeu1LZw274dZC9-1T_E&loadFrom=DocumentDeeplink&ts=4118.86) All in favor, and everyone one at a time, say yes with your name if you're voting yes. Yes, Lucy.

Kristin: [01:08:50](https://www.rev.com/transcript-editor/Edit?token=WY3gWFXtAj5PjcjDwPlFD2VUFW0OWcbQjWpxrLAUxa40-xHJdBdicZJKjMZI5GA4ykmpYjYgl1i5k2mnJpDeGFZUcAU&loadFrom=DocumentDeeplink&ts=4130.4) Yes, Kristin.

Zack: [01:08:54](https://www.rev.com/transcript-editor/Edit?token=1dN_WDekO4zeXgQLXRGs7ULwe2MEXj7v60lmkVP-rjVI2FhieE03xOxp_YYGYQcD2JsQAWokzgs_mPOV5BDDhr4TUJI&loadFrom=DocumentDeeplink&ts=4134.17) Yes, Zack.

Nora: [01:08:56](https://www.rev.com/transcript-editor/Edit?token=wHaaI3V-fuDU-x-Wvulp7jY1OMakBwBbDbXnNgXyLDrKJYDgAL640MPddY8oK9B0o1XAIwK3cw0_v5rCeSggGrVyIZk&loadFrom=DocumentDeeplink&ts=4136.79) Yes, Nora.

Lucy: [01:09:05](https://www.rev.com/transcript-editor/Edit?token=9DLzt_Dd4PeIyT5OjMYrgG6UqVpetEXn5POmZEXdgNoISU6FjfXtADNDVbuV0Hv8Zk7QUv8SH0_zYoVkzGGXpKp0AoY&loadFrom=DocumentDeeplink&ts=4145.69) Final call for yes votes. Any opposed. So now say your name and no vote if you're voting no.

Len: [01:09:18](https://www.rev.com/transcript-editor/Edit?token=X94HLZ9HdBBgzdPFgRolz8bVTNCZufpOqgbf3fdRiZFeqX8zuNp8_jX-6NSLWPStP36-2XwhuH7lmIs2RyvblGsmkPM&loadFrom=DocumentDeeplink&ts=4158.38) Lenworth, no.

Deborah: [01:09:20](https://www.rev.com/transcript-editor/Edit?token=LQHfc7s6B3YVdilUs15Pf_p2q0DxERWUsHB2y9uMF22DiyHaENNkmpvZBe-5RGfvZEFEXxCxY7zwqXdgbIdyEQHlB-k&loadFrom=DocumentDeeplink&ts=4160.68) Deborah, no.

Lucy: [01:09:28](https://www.rev.com/transcript-editor/Edit?token=7fRamFQL7_DDDj994iqWbdTs5sBXtlicJjhVzAumDA7vXos6zGQFa0OCwi8PWzYiucnG1qcbMlr4Onml843PTx8VN8E&loadFrom=DocumentDeeplink&ts=4168.33) In light of the fact that we no one else can vote or is not here, that's a four two vote. Okay, thank you.

Len: [01:09:37](https://www.rev.com/transcript-editor/Edit?token=qCc4skS8i_3HW5puRkm8_DdVhLd9Pl-EaiONafNZUOT69GNuTXfWGmgZpJjKtxOfTYewnxNa9nMy_hKFwNFGWJgkVVI&loadFrom=DocumentDeeplink&ts=4177.96) Hold on. You said four or is it three?

Lucy: [01:09:44](https://www.rev.com/transcript-editor/Edit?token=6FK7CK-UbnpgnPRnIeaCRfkAPK1n5dJ6Mpe0KGHjrGgqa0Vjq1SD_cMcevr05uykBRPKEVQKAX37pyYiFGjVdt1IwB0&loadFrom=DocumentDeeplink&ts=4184.35) It was me, Kristin, Zack, Nora yes.

Len: [01:09:47](https://www.rev.com/transcript-editor/Edit?token=jnxBaE3JzB3INSZ-5mX6FTJnmznFRHoUHvyUUbBUmTZuHgG-tTiIW698K-YSfxNyqWKEQKYgCNUdSnuo7O8OzWa3eEM&loadFrom=DocumentDeeplink&ts=4187.13) Oh, Nora. Okay, that's who I missed. Thank you.

Lucy: [01:09:51](https://www.rev.com/transcript-editor/Edit?token=eY-EWS7C_XLr4idrkWvpNWhMfDgWdqJEXka7hq_Qv3i2yq_4w1hnlUBTV422zMr_ONeDYGqLFMV82PlMAnozj8ZnC0s&loadFrom=DocumentDeeplink&ts=4191.43) Thanks for clarifying. For executive committee, so Kristin, the plan was the timeline up, right? To look at the executive committee scheduling.

Kristin: [01:10:08](https://www.rev.com/transcript-editor/Edit?token=cOFVcKTHv_D-Q6uMFcvI25moETUMoYGd10zcJK1bmkjG8Lo_BDFjsijElf1MVkSB1YkSDDi9ZR4uikpddecxq1bRX9k&loadFrom=DocumentDeeplink&ts=4208.73) Yep. So we just want to walk everyone through, we're in the executive director evaluation process. So just to pull this timeline up so everyone can see where we are and give you kind of a teaser to what's coming. One note is the timeline is a bit adjusted, it's kicked back by a month, depending on how you perceive time, from February to March, given just the discussion that we've been having around the vote and all those things. So where we are right now is what looks like February, but it's actually taking place in March. So Guers is going about collecting survey feedback from direct reports and she will be completing a self assessment for formal evaluation as I talk, I realize I don't have my timeline notes, hold on one second. I don't have the actual timeline notes that we moved out here but we put specific dates in for when Guers would have her self evaluation to us and then when we would have our evaluation to her.

Lucy: [01:11:31](https://www.rev.com/transcript-editor/Edit?token=TivPo8vvbqkzq2F5bxyjWy1POFE4UeNXnKinJTtYNp7PYOTt23GW41htD4OZqty7uz3WW0sQxT5Syu48vCLOuKaqHw4&loadFrom=DocumentDeeplink&ts=4291.19) Yeah, so what we're working towards right and we have not historically always done the best job of this but everyone else in the organization gets their offer letters in April, it is important that we are doing that as a board and modeling that same certainty for Guers. So we are working backwards from April here. So we can send out by email that way everyone has it, the list of dates but we'll be giving sort of the board and Guers, will be doing our self evaluation and evaluation in tandem and we'll be inviting everybody to come together for that feedback session March 24th. So that's correct, Kristin, the 24th.

Kristin: [01:12:24](https://www.rev.com/transcript-editor/Edit?token=KaDK4M8flRqu_c8VXQdfvttLjvh8XXFw2nTKXUcTb0YSIApwftK3X0XcbU84HuQf9Q8cXkbrU7Y3v-zbBu4_V8r5mko&loadFrom=DocumentDeeplink&ts=4344.01) I had to go find this sorry, the executive committee dates were not showing up on my calendar yet. So where it says board completes ED evaluation, the executive committee meeting, that'll actually be happening on March 18th.

Lucy: [01:12:36](https://www.rev.com/transcript-editor/Edit?token=3LkQOkSHes68qChDBjabWg4htkRpyP2MhsbDhb5ZZGOYxePb15u3_kLhe2oH336KJBGWr2hHluZC0b5vN3eGF2PbOfQ&loadFrom=DocumentDeeplink&ts=4356.34) Oh, you're right.

Kristin: [01:12:37](https://www.rev.com/transcript-editor/Edit?token=4paY4wqVBC_R6G64F4hxdbCkzEfHX_xAWTCzUqowvoBHIS8QNcSsVuGimsLl2D0Yj6Ih5LgG1kGrxwqXxSJACXG7dwM&loadFrom=DocumentDeeplink&ts=4357.3) We as a board are [inaudible 01:12:38] complete our portion of it and we will get that to Guers, this is where it needs everybody to check my dates. We'll get that to herby noon on the 19th. Guers, can you check my time on that?

Guerschmide: [01:12:51](https://www.rev.com/transcript-editor/Edit?token=KY40jyHA76-QVfb1bbV0wDYjwbW66GWxPvs1KiJ4rcWFmUJd32mXuuS-epzL1r9BThNJ8QzwEnncbcHqUQWRxUaWgsM&loadFrom=DocumentDeeplink&ts=4371.66) So what I have is that the entire board is going to receive the evaluation tool on February 25, which is tomorrow, then the board is going to come to the... Sorry, the board is going to essentially have their comments available by March 11th, and then the evaluation conversation will happen on March 24th which is following the March 18th executive committee conversation that you will have with each other.

Kristin: [01:13:21](https://www.rev.com/transcript-editor/Edit?token=0zxNwmO91dW51rh2YMZOSnLY4heAXo8EZz9aIv18Mw0xF6ZfG7CJLFEDgmzKqT6dmw9FF2KnTla6Rld5KU2IjPanvUY&loadFrom=DocumentDeeplink&ts=4401.55) When's our time to get our evaluation to you and your evaluation to us?

Guerschmide: [01:13:28](https://www.rev.com/transcript-editor/Edit?token=LvkEqtIahppmyu1LrNEs-iSqrJCFquzU3EEY5F639y8RA5DSVFZ-zAGc0-oEtojg1n-GxHoY825vWV6jPhapV5VRrIg&loadFrom=DocumentDeeplink&ts=4408.67) Yes. So that's March 19th by noon.

Kristin: [01:13:32](https://www.rev.com/transcript-editor/Edit?token=JbGUZ6s0RbjfZ2zf4xMNpfJWseJGxzAW0VNC2yph7zDNDehJu0ilby-9Vt1-0YyNYcMUj1_LEfnOIecopnNZH40_YC4&loadFrom=DocumentDeeplink&ts=4412.08) So that's the timeline that [inaudible 01:13:35]. So let me repeat that back because it was not very clean. Aiming for the evaluation conversation itself to happen on March 24th, during the board meeting. So to walk that back on the 18th, we'll invite everybody to the executive committee conversation but we'll actually dig into the ED evaluation, so that we can have it to Guers and she can have her self evaluation to us by the 19th. That'll give all parties at least two to three business days to review the counter evaluation... Not counter but the other party's evaluation, so that we can have a really robust conversation on the 24th.

Kristin: [01:14:16](https://www.rev.com/transcript-editor/Edit?token=dnISH6TdLHyJz4-9z6egkoDc_ZuYwvi_f4nObQEHCtqsXFd7CowRbhuBvXaSYzswAyICoJIoN4TTUulzppF4cuGhaHk&loadFrom=DocumentDeeplink&ts=4456.04) In order to ensure that everybody has ample time to complete this, we're going to go ahead and make sure the tool is shared so that everybody can actually start to capture their own thoughts to bring to the conversation on the 18th, it says by the 25th. So that's going to be our goal, if that shifts to Friday, we'll reach out via email to let you all know.

Robyn: [01:14:43](https://www.rev.com/transcript-editor/Edit?token=zCX6jqnI1VuWnYU7GSanVXI6fvFZkLkIxa3y9ZMVumRjp4wwN__1jgW56JTpsxJi7vQrZZtpcEDcvw7u5Iagrc0RLcg&loadFrom=DocumentDeeplink&ts=4483.77) Is it possible to get that in an email or something where it's just like the dates?

Kristin: [01:14:49](https://www.rev.com/transcript-editor/Edit?token=5cKFBoDL2TnsgxM4WchWOTw4_d6cVMaHsOnpUw_MauMZ44TEhhY6hLR8XUGn_J4hib1NMXdQQWy-lw5YpniqWTXLs24&loadFrom=DocumentDeeplink&ts=4489.33) Yep. We'll do that.

Guerschmide: [01:14:52](https://www.rev.com/transcript-editor/Edit?token=w69WGeXZPVX8kfOJwuOYdGJ2AeOaZQ14cOWE537GIBFykxZVkVoeAlVPo8JGc2bD_p-Bkhzn3LEA1ZrfNLr34qOuQ8U&loadFrom=DocumentDeeplink&ts=4492.67) That'll be shared, that'll be in the body of the email with the tool attached.

Lucy: [01:15:05](https://www.rev.com/transcript-editor/Edit?token=JJU7FAHh8-3FfSaulnk-igEhID4EA-aBvYjLbqejMF-7AKE1zEwEl9ZkQfHGLPHY9wtLixBGnrZEiRKjVSGgKXmfMzo&loadFrom=DocumentDeeplink&ts=4505.92) Any questions or concerns before we move on from executive? Okay. Thank you all for that. So I'm going to motion now to move to executive session. I want to thank all of the school based staff for showing up tonight as usual, another big thank you to Adel and have a great rest of your evening and please all board members... Oh, sorry. I'm motioning to enter executive session to discuss personnel matters. So thank you to all non board members and have a great night.

Guerschmide: [01:16:05](https://www.rev.com/transcript-editor/Edit?token=EeofkQvE-_FQosZLfDMqFyUFuNYfdbSTzjpMkxIugMZIIH48vDlcH65oyFRaKaPSMRtfTrnbNCym8LHzl8hNSJj7ij8&loadFrom=DocumentDeeplink&ts=4565.89) Have a good evening everyone. Take care, bye.

Zack: [01:16:08](https://www.rev.com/transcript-editor/Edit?token=jAFV7fVc0R40C-q1nlyXG3hduA0niqq2q0Pr74k3NDTgsMskqZMFjji-d2V8jEOd3gKpXbPAZYzwCG7YP6q85k31ueI&loadFrom=DocumentDeeplink&ts=4568.01) Bye, thanks Adel.

Letta: [01:16:11](https://www.rev.com/transcript-editor/Edit?token=RXqpW6hOYBJFY3W2TiS2qQK-VXlb6NBX3Vp13zjdlwEkrOg-VAPfgiZN3MpH7zI_8G-LobWL6cKajv_DSwd-MrR8t3I&loadFrom=DocumentDeeplink&ts=4571.94) Good night.

Adel: [01:16:11](https://www.rev.com/transcript-editor/Edit?token=hlDTxSIqFhRV3uAYShVsaIDWkc_vs3BtkhkGqTswT0fYG630uTbVxix2tY8wFjAlLe9cb2QEs8duSuPFoSd5dnt6Eh4&loadFrom=DocumentDeeplink&ts=4571.94) Take care.

Nora: [01:16:11](https://www.rev.com/transcript-editor/Edit?token=37YTkhsqge1sbItKkHz10i6xcwI-SNNbxCQMx9aX8_rRac9QGpnc95owfiQnNyqbFgp1G3oJppoDj2NbWvx1v0ZhOrg&loadFrom=DocumentDeeplink&ts=4571.94) Bye, Adel.

Adel: [01:16:15](https://www.rev.com/transcript-editor/Edit?token=ZkIRDCbq9EzwXMpwUkq5l0VGwLzRRM2_jDxbfsuviAsqK9rKtbzMpJ18Orwg-Kkf_exDJdnRRD4lOrIMYkYspJ4dav4&loadFrom=DocumentDeeplink&ts=4575.07) Bye.

Len: [01:16:16](https://www.rev.com/transcript-editor/Edit?token=QWqghueWd31JA6D4mpeh-QplNGSVTOg4XIHz7rGOMj_64NnajGSxu4r9OoSoeTHN3wmACJ-8mGuv2BQcQH-Q18uwhhA&loadFrom=DocumentDeeplink&ts=4576) Take care man.

Adel: [01:16:21](https://www.rev.com/transcript-editor/Edit?token=5-WJlg0PYtFVUvSnVvmH-vzOWwl2VX9xCstzuXc1Go6tByneSKeFAAdvb7-BlYV_4lt7XNOnXD3k5Rh54DKQqfeB-tk&loadFrom=DocumentDeeplink&ts=4581.5) You too.

Guerschmide: [01:16:21](https://www.rev.com/transcript-editor/Edit?token=Gs0NQWn4Sp4hCLYLQ6QX6Z_RRzc_sZYeU0xWGAed5wNN3RlvXM93ot3O5eYBq2tjjmBTUdH41gyzoWYixABwA2NRQ58&loadFrom=DocumentDeeplink&ts=4581.97) Yep. It's just us now. As per usual, when we have an executive session, we do like a five minute break and I need a bio break. So can we just five minutes? Well, maybe three minutes.

Kristin: [01:16:41](https://www.rev.com/transcript-editor/Edit?token=Qyv63pDvX6KO_6gBmVLF5lO-PXZjEQ1dcc1O_JZ61fugiKbLmfbUVv5Y6cNta-KktaXSovs383dT738QS-d7W_aFj8w&loadFrom=DocumentDeeplink&ts=4601.1) Do we also need to start recording at this point?

Guerschmide: [01:16:43](https://www.rev.com/transcript-editor/Edit?token=yW1uEI-u4qpLI07aItNIQ0r5ICyvVYED4RDlEqtsxEynnvSPsCE10hk33kGXICyxO_GMW2zm69jdnVOr7DMcGXmZ2Tc&loadFrom=DocumentDeeplink&ts=4603.55) Yes. Maybe [inaudible 01:16:45].

Letta: [01:16:45](https://www.rev.com/transcript-editor/Edit?token=m9IJ23lLclz2KJWp5e3xYTMoh-4cHhMJo0063zRZ6bqPk_OIzWBNUPoooRoy3ut1T1Y99qJATU00L8sRnTt4jp6_nxs&loadFrom=DocumentDeeplink&ts=4605.56) Do we think we need the entire 60 minutes that's on here?

Guerschmide: [01:16:50](https://www.rev.com/transcript-editor/Edit?token=JR3O1wHpnp7_7ahp9V-64Aaj1tNYV4eS76yNC1q39_0Ok9f6RAjevzExdIXsB-upWP-C61m3_s50zs9j8aivuD5e5h0&loadFrom=DocumentDeeplink&ts=4610.34) No, this was based on us being in a different place.

Letta: [01:16:55](https://www.rev.com/transcript-editor/Edit?token=EIPZEaQ0pe0XvPb5r6DqWdG_1lfAhauiygIiNIyA_EI9I92moDmdwS3Srzm85kmTHO2RjHIx5o2J1vpKlul-2obNa9A&loadFrom=DocumentDeeplink&ts=4615.25) Okay. I'm like, I'm sorry, I'm going to have to leave, pull a Tristin if we do.

Guerschmide: [01:17:03](https://www.rev.com/transcript-editor/Edit?token=NvmF0qTFq6sV1O-Xs-86uyjoW96mtwoyTwfnQoGynC_w1btHPbSXNZUImtreJPl7Drjx9nkyoE07GE-od_B9Ea1Ucs0&loadFrom=DocumentDeeplink&ts=4623) [inaudible 01:17:03]...