**October 2020 Board Meeting Recording Transcript**

Lucy: [00:02](https://www.rev.com/transcript-editor/Edit?token=ptiIWMcxUKmB4cu9pvUccTuNzyOdetiTea9gcv6KYHxFiJ-j1BGZrOqKb9bD15TOCbx7lX8CXo3ZnLwnS7o7JzgqVB8&loadFrom=DocumentDeeplink&ts=2.3) Okay. Can I trouble a board member to write down everyone who is in attendance for us, and just note any of the decisions that are made, any of the votes, who firsted and seconded? It would be a real big help. It's hard to do it at the same time as speaking.

Atiba: [00:29](https://www.rev.com/transcript-editor/Edit?token=33rEbXm_QGMbbXd5AEuOs4sYYGC8kE8wp1AdW4HnOdqL5Sn1bhoWn0A8MJzCU_EG2pTHQh0KlrYEYgtMMn_QQYyPdc0&loadFrom=DocumentDeeplink&ts=29.79) I can do that, Lucy. It's Atiba.

Lucy: [00:32](https://www.rev.com/transcript-editor/Edit?token=kajhtSxB-EPAGB_N8zGgAl31d1WNlfGJgY_SPYyqukoXnNtyxP_yicgHZqCXXCr2cYDh6flBS4NRq1sla8oPZYGMejs&loadFrom=DocumentDeeplink&ts=32.28) Thank you Atiba. Okay.

Atiba: [00:33](https://www.rev.com/transcript-editor/Edit?token=k_PsBZoJdc6JGu__Zm73ohfWnL7MhpHcDK9i6Vpg9KcdcaYt0yU4rmgdnL1eqyZd_GdX1M4RSek4tVkibwjbov09S1w&loadFrom=DocumentDeeplink&ts=33.32) I think if ... I will work on getting everybody's names, but since the meeting's recorded, you usually get a digest of who's on. So, if I miss anybody, I might just send a list, double checking after.

Lucy: [00:44](https://www.rev.com/transcript-editor/Edit?token=4jZaUzHi-nhmZKe4wlwdkQENDDnInLmz7J0e-zPuC_BfEn6UetFVR9gDhatRr2Cn6x9faM5JL_1bM7mY6KEgW3E6G-w&loadFrom=DocumentDeeplink&ts=44.36) Great. Okay. So, with that, I will call the meeting to order. Sorry, I can't see what's on the ... Yeah. Perfect. Okay. So, I'm also going to make a motion to approve the board minutes.

Zack: [01:11](https://www.rev.com/transcript-editor/Edit?token=iFECinE4L-GbqdHpVP3oiXOa3l3iQGdD2EsT_lGxtj3Us-5G4SoMgDB1t01GtZNP8URG8K4TwCeVyhzhAf6d1H8dqOc&loadFrom=DocumentDeeplink&ts=71.8) Second. Zack.

Lucy: [01:14](https://www.rev.com/transcript-editor/Edit?token=SukDd_vuwUQKJwbu7Gxt7CUypmfXcxwZRYhRlJ1fMWpZkhvZkyWltQjxoFB0vfX1v9bsr3IL3VtFG5m5_RwFD__-iT8&loadFrom=DocumentDeeplink&ts=74.78) All in favor.

Female: [01:19](https://www.rev.com/transcript-editor/Edit?token=yFqewPnLNhMp-TPmyVt1SpD7Pj6Vjp6vq_5arfM4lXmeOqEkxYmstfbsJZNEj7P3NIbTqt2jWLxM36Im7XxUu2SFSaA&loadFrom=DocumentDeeplink&ts=79.61) I.

Male: [01:19](https://www.rev.com/transcript-editor/Edit?token=hQo_KOQH1mcMLczNEjx-2YdtLV5xt3Jwv3VxX_0UkUE_DPzaNw4boTbEPL6GGPTGdYAjplTWLMOdJrHmEdwHSTkf_Wk&loadFrom=DocumentDeeplink&ts=79.68) I.

Lucy: [01:22](https://www.rev.com/transcript-editor/Edit?token=b2qOqF9giECj8B3aBhtO1V7y16R4Py7DXzpkoLhLRd-22DA_wPRVet1WdkzCbyjVDsQCs2HLZZ72dhcbYF0sXOtnC6w&loadFrom=DocumentDeeplink&ts=82.6) Any opposed? Okay.

Female: [01:28](https://www.rev.com/transcript-editor/Edit?token=riFzwiFz5KYfa12D6OKFX_hQe3eyb7wsZuUkBdx8SFnuvcZ7v3bq5Xzd-YsJ17LYXZnnVuxA9jp8jkhxGjIhyioHT0g&loadFrom=DocumentDeeplink&ts=88.69) Sorry. That was [inaudible 00:01:30] just saying it, and was on mute. My bad.

Lucy: [01:32](https://www.rev.com/transcript-editor/Edit?token=pT-zVeUUzvs-hcu6kswL0Qvs8_wNrjXL4t9Oma5GqQ2Wftn90Eh_R5zacC9AORz17JFPo9R5GtoTaOYPRwl__v0NeFI&loadFrom=DocumentDeeplink&ts=92.52) I figured it was something like that. Okay, great. Any ... So, public comment period of the board meeting. Do any non board members have anything to share with the board? Okay. Hearing none. We'll go on to the board chair update. It will be brief, but I want to thank everybody here for joining. Apologies that we don't have all of our ... and especially our newly voted on board members. I was going to start with a more official welcome, but we'll save that for next time. But, thank you all for being here. Another thank you all to all of the staff for continuing to navigate what is an ongoing difficult situation, and a lot of uncertainty that we all have. But, you guys continue to meet the moment and I think I'm fair in speaking on behalf of the board in thanking you guys for all of that. And, it feels all the more real as we gear up. Obviously, we had sort of a moment of it when we were getting ready to submit our renewal application, but now we are gearing up to get ready for the renewal board visit.

Lucy: [02:55](https://www.rev.com/transcript-editor/Edit?token=nxPcxTSYe5s5kMVU-vZNxPxWVc3FSVZgphcV0nw7Le3K3ZNEreGBqmuesh_cxnUKo8HIGuf-0bmLEETAKaaf7bFzwAA&loadFrom=DocumentDeeplink&ts=175.19) There's been a lot of back and forth over email where Gersch has tirelessly entertained all of the questions coming from our authorizing representative, schedule changes, et cetera. So thank you all for making that work and for everything you guys are doing to prepare us and put us in the best position possible for that. I also want to remind board members that we are entering the season of board elections, if you will, where we, next month, will be choosing new officers and realigning on committees, which is a great timing for the committees because we'll get our new members all committeed up. And, I want to encourage everybody to think broadly and consider raising their hand for a board officer role. So, that's my, additional plug/plea this time around. So, please consider that. And, if you're considering it, but have lots of questions about how awesome it is, just don't hesitate to reach out to me. I'm happy to talk about it and convince you, or peer pressure.

Lucy: [04:05](https://www.rev.com/transcript-editor/Edit?token=mrs4xfuUpA7Je4eNB4cpuAN9aKvqkBnHxMRXGNrmCy3FNGp1FOtXCSbsl-IXHrcr5SDQQrIZ-GNNJO9w8zWZe95KOh8&loadFrom=DocumentDeeplink&ts=245.02) So, with that, I will turn it over to Gersch.

Gersch: [04:12](https://www.rev.com/transcript-editor/Edit?token=nzX3PlJgI5Di8l9-TFdAf7_oevTtn_t8BxTtbiAKox0o2Ixxz-d38npOAM7pl3aI3xH2PjSgJlZXi9EogpSyNfhKzU4&loadFrom=DocumentDeeplink&ts=252) [inaudible 00:04:12], I did make some changes to my ED updates, so I will share those now. Since we don't have Nora on, and I can't see if we have Deb on, but, this will also kind of serve as the academic update as well, right? Okay.

Gersch: [04:44](https://www.rev.com/transcript-editor/Edit?token=O5Y7WYLy6O6hvlEDzba-ZknWiSYDyjpeowhs6-VmLc9RBtdfCas8oqCocbuXvNfgdA699efJeIVQAXH-yV68YoeiLHI&loadFrom=DocumentDeeplink&ts=284.83) Okay, can everyone see the PowerPoint and not the presenter slides? Okay, good. So, as we have done since August, we're going to start with some good news, and the good news is, we are starting to see some progress as it relates to our student achievement. It's not where we want it to be, right? So, I don't want to give that message, but we're at least starting to see the needle move for particularly our younger grades, K through two. There are still some challenges with the upper grades, particularly fifth grade, but this is, at least, very promising. So, what I'm sharing here is the percentile growth for our Map data. And essentially, the percentile growth is measuring the expected growth for the [inaudible 00:05:40] scholars relative to where they were expected to be. So, we helped vetting for first grade at the 99th percentile. We increased significantly for third grade. We also increased for fourth grade, but as I shared, fifth grade continues to be a struggle where their growth demonstrates that they are in the first percentile in terms of expected growth, right? And then, for language arts, we don't have comparative data because we administered the language arts assessment of Map for the first time this Fall.

Gersch: [06:17](https://www.rev.com/transcript-editor/Edit?token=yKFjtJRe0zx0_nouIu8n2ViJcE5yFVIhOYAhZceUzYsFLm7X3_4LTjPEN16aPyRGqFaOp71DPOJX7jqCZQugNrs5-V4&loadFrom=DocumentDeeplink&ts=377.75) So, wanted to see from Leta, if you have anything additional that I may have missed in explaining this piece.

Leta: [06:26](https://www.rev.com/transcript-editor/Edit?token=0MCNEjuJlGRS6gGGdQBXqlK_2zINXRpdyNsfVjG7M8aafzPb4mF5JNk8XD9XOwv4D_oeCzQutumObaXCmJJ4Ks4ngzI&loadFrom=DocumentDeeplink&ts=386.35) No, I think you covered everything. We're just glad to see that we've made progress in most areas. We're excited because it just lets us know that the needle is moving in the right direction. There's absolutely more work to do, but I really do appreciate the evidence of the work that we have done, and as well as our very, very hardworking teachers.

Gersch: [06:54](https://www.rev.com/transcript-editor/Edit?token=gm2pwp2qL6WLnaTezKWgv7JKlD5Ou-SuEozcJ7OYteXEBoENhZ145P3sekOXTHEsN1KgWPC8kT-kgRtsxpww0wj9H20&loadFrom=DocumentDeeplink&ts=414.19) Absolutely. Moving right along. Here, what I'm showing to you is the change in the mean RIT scores. So, the actual points that students were expected to gain versus what they actually gained. And so, what you're seeing in these different, colors, obviously if it's red it's because they didn't meet it and it's off by more than two points. The reason this piece is in yellow is because this change represents less than a point. If you actually drill into the decimals, it's like 0.6. They missed it by 0.6. So, that was worth putting in yellow. And, the reason these cells are in different colors was because I wanted you to see the cohorts, the movement of the cohorts, right? So, in Fall 2019, our first graders growth ... I'm sorry, their change was only 17 RIT points, whereas for 2020, the first graders, the new first graders, their change was 39 points and they were expected to gain only 22.

Gersch: [08:02](https://www.rev.com/transcript-editor/Edit?token=kiw39bq2qiknh7rgxNhh6nCPfHkdhn7Bod5QyLVt8z4wYU7Nj02Iukk99N8HH02byJwj-j6eA31VC3bqyTJeXfJpwO0&loadFrom=DocumentDeeplink&ts=482.91) But, those first graders then became second graders. Right? That's what you're seeing. So, the orange is allowing you to see the change over time, right? And so, that means that students, the first graders who were behind in the first grade, not only caught up in the second grade, but they added to their growth, right? So, that's what we're able to display here. So, it demonstrates that Fall 2020, we had a stronger start to the school year than the start that we had in Fall 2019. That's essentially the takeaway here for mathematics.

Gersch: [08:36](https://www.rev.com/transcript-editor/Edit?token=HF8aE09meqvenzPSZh9-h2wVC9zLV9HHnE-7ex_XpIS2a3oOXvdH2OgSrPwFwkhc1k-_j9wseKXEiKT1lkMQseRwSbc&loadFrom=DocumentDeeplink&ts=516.11) And then, for language arts again, because this is the first year that we're administering the exam in language arts, we don't have a comparative year, but given all of the green that you're seeing, it does demonstrate that we are off to a good start. With again, fifth grade being a bit of a concern. Robin, if you could share with the board, because we're not going to have an academic committee update, if you can share some of the things that you're doing in the upper grades to support, the teaching and learning, particularly as it relates to our fifth grade scholars?

Robin: [09:11](https://www.rev.com/transcript-editor/Edit?token=GFXSqOj8cCI7jV8DsUeTZjIpfq82U6EWJzXYW2TshmMtwHVbGM9ua4V8e6yKBJ0CGw6alxxEjrh0wsfjQ0Kvd40pXHA&loadFrom=DocumentDeeplink&ts=551.96) Yeah. I think one thing we talked about as an ILT is, how we're going to drill down and get what a lot of leaders in this context are calling, "Just right" data. So previously, prior to the COVID school closure, we were planning to give the students two to three interim assessments, which are long, kind of like summative, cumulative assessments. So, in our recent conversation, we have talked about switching to looking at assessment data from bi-weekly quizzes so that we can get a closer pulse of our students achievement and levels of mastery on the common core standards on a more consistent basis, so that we could actually see what gaps needs to actually be filled, in order for the week in order for us to see overall growth on their Map performance.

Robin: [09:58](https://www.rev.com/transcript-editor/Edit?token=0kv2KZ-LRyNsqEvuDDgg0vt-q2vOLt9JBnkpKVcJOdysHHi3GwIBJtdGatjKt8k7guzp7ss-3Cy0dK8ePIpuo_yu_sQ&loadFrom=DocumentDeeplink&ts=598.72) So, I think the number one way that we're gonna address it is really getting that just right data from the bi-weekly quizzes, so that we can get a really strong assessment of where they are. The students are also going to take an assessment called the NWEA reading fluency assessment. They're going to take it, I believe, on November 11th during that week of the assessment window and that will give us some more accurate data, especially in ELA to tell us who is reading on grade level, above grade level or below, or far below grade level. So, once we have those two data points, we will be able to drill down and outline some really concrete, next steps of support and intervention for those upper grade students. And, we've known historically, that they have the largest gaps to fill and it almost seems as if like Gersch said, by the time they get to fifth grade because of their educational experiences prior in the previous years, that the gap has widened to the point where it's really hard to fill.

Female: [10:53](https://www.rev.com/transcript-editor/Edit?token=OwpelPrcjdlpZCHNtDCxWuHtXV3Gi_GKvnmql64j_qi6dNFeEwbj_h5kSW8NY4FPubbcpeqv8ceuJ9glA6pcn-HlaZk&loadFrom=DocumentDeeplink&ts=653.09) Can I just add something to that? I just want to emphasize that it's the ability for the teacher to effect change in the classroom that is really crucial here, that to the extent that the teachers are able to master and understand the content themselves and relay that to students. That's a considerable, a major part of the work that Robin is doing with those teachers to get them better at understanding the grade level content so that they can really it to students. That effective instruction equals effective outcomes for students and I don't want to discount the role of the coaching that has to happen. There is a fifth grade teacher that there's a bigger lift for the coaching experience and we have a very willing fifth grade teacher. So, that's us trying to do the work at this space as they're fifth graders.

Female: [11:42](https://www.rev.com/transcript-editor/Edit?token=PKPPRSjw6tHzKTGb2WVwvf7Cvlldr8NCH0lETieBxfz0i8XK7rxBIj4KX-AM7rBqi3OgaZYL0VHeJerOI6tNCUneRag&loadFrom=DocumentDeeplink&ts=702.84) However, as we're sending students up to fifth grade, we want to ensure that in third and fourth grades, they are ready at the grade level that they're currently in, so they can be ready to master the other work. Our instructional coaching format has changed so that we are doing vertical alignment. So, fourth and fifth grade teachers are getting their coaching together. And, the benefit of that is that they are able to see and to have this exchange and this discourse around what are the prerequisite skills that students need to have in order to be successful in fifth grade and why it's so critical that they do get it in fourth grade and then move on to fifth, or they get it in sixth grade and have it ready to go on to third grade. So, the coaching experience, the direct coaching of teachers is really crucial to seeing a change here. For some people, even fifth grade mathematics content for our teachers, that's part of the coaching as well. So, it's really about getting the teachers up to speed on how to deliver the most effective instruction so that we can get our students performing at grade level and beyond.

Gersch: [12:49](https://www.rev.com/transcript-editor/Edit?token=8BfsMFqNclsnomwBpgoMFNW30o4h05IZ0-LAY8YAh29o62H82hUPXbupS-u5-0eGNX2ZH3u_lnCFHi_7C7gecssG0XE&loadFrom=DocumentDeeplink&ts=769.23) Yep. And, that's actually a great segue for the other piece of good news is the trajectory data in terms of teacher growth. So, there's a direct correlation between the teacher trajectory and what we're seeing in student outcomes, right? And so, more effective teaching will lead to more higher achievement for our students. So, when this team first came to be in 19-20, there was a mapping of all of our teachers. And so, that's what you're seeing here. The Instructional Leadership Team is able to determine based on A, implementation of feedback, B, student outcomes within classrooms, whether or not teachers are on a positive trajectory, a flat trajectory or negative trajectory.

Gersch: [13:41](https://www.rev.com/transcript-editor/Edit?token=jD5yaGVJr2V9E_8-7tJ7hvfGcwPyGEfkjYtIyPLsiX-3ruNmibyvCWt021IriuMtwz4tcHhdbfPPfN02dLKrlpQpLH4&loadFrom=DocumentDeeplink&ts=821.62) And so, what negative trajectory means is, either a teacher is not implementing the feedback, or even with implementation of feedback, we're not seeing growth for scholars, right? So, the opposite is true for those for the teachers who are on a positive trajectory. You'll see that the change from the 19-20 school year to the 20-21 school year is, we've been able to double the number of teachers who are in the positive trajectory and we have significantly decreased the number of teachers who have a negative trajectory. I believe this 5% represents two teachers. About two teachers. This is because of a couple of things going on. One is, there are folks who are no longer with us, right? So, many of the teachers who were sitting in this 22% did not transition from the 19-20 school year into the 20-21 school year. That's part of it.

Gersch: [14:37](https://www.rev.com/transcript-editor/Edit?token=aHf1BS6nUYmrF3soEWqzEshG2hFZEeqgtaguSBLyoCPl78Y4bzK0I13Sgd4GzOnXdNk3qQdu91WHXmPPlpSaTVLWBFI&loadFrom=DocumentDeeplink&ts=877.88) The other part is that there are some teachers who are in this 44% who, over time, and increasing their willingness, and changing their mindset, have also seen the changes within their scholars outcomes. So now, instead of being in the flat, they are now on the positive trajectory. Did I capture that effectively, ladies?

Female: [15:01](https://www.rev.com/transcript-editor/Edit?token=hvF3V2SkQZ4pvEqO_1td5EE2vFqNxpb_z9Lsm8Mlh_Tcz5SF-ZAAAKasDAuEXsi6qwVwC3cTCWjzZuPZBSGKpOQQbYI&loadFrom=DocumentDeeplink&ts=901.73) Yes, absolutely. And, the only thing that I'll add is that, we, as an ILT, when we meet each week we assess any changes in progress based on the coaching experience. I believe we have two ... do we have two teachers, I think, that moved or one that moved?

Male: [15:21](https://www.rev.com/transcript-editor/Edit?token=LP6wT3A4qdb-8suzb9SMwksH02AUx9S7CqMT20WnkSK5i4QgRdsWQYRKN-IyAPmBw8ZQF3lo_vJPNrG2gJpvdliHZBM&loadFrom=DocumentDeeplink&ts=921.01) We had one that moved from the negative to a flat. And, one thing that I would just add Gersch is that, what we've noticed if you see with the numbers, the more teachers that we have in the positive trajectory, when you think about the breakdown of those teachers on team, they naturally have like models. So, the people that we've seen move from like flat to positive, some of that work has been coaching work and that's working closely with them from last year to this year, but some of that work has been the new hires that we brought on board who were started with a positive trajectory and just sitting those who might've been at a flat trajectory with them and we were able to see them just in a different dynamic, and grow in their professional trajectory. So, that has also been great to see.

Male: [16:04](https://www.rev.com/transcript-editor/Edit?token=nzmBtPbJGXwZ7mJlKImoPugcA6CSWMg3xtZtHXwLNAyBDRul-ZWtVrOCip7GyWDPx20uxb5PDbK1BUG-v77AbQm6cc4&loadFrom=DocumentDeeplink&ts=964.63) So, the more that we are at a positive they can have a direct influence on their colleagues.

Leta: [16:11](https://www.rev.com/transcript-editor/Edit?token=dx5U9KI6wDdf2n7pJuLd64LiIOoYshXqnRauHwnP7LUzFHdOJNmBHs5ViGv5WEhlkbJfYfpprMhuivssdCzzEYW-r0w&loadFrom=DocumentDeeplink&ts=971.95) Yes. And so, one change that I can speak to in particular from the 18-19 school year prior to this ILT team forming is that, in the 18-19 school year I could probably name two teachers that I thought were considered in this green area. Two, possibly three, right? And they were, essentially one or two in the lower grades and one in the upper grades. Whereas now, there is at least one in each grade level, right? And so, what we're seeing is that not only do we have more teachers on the positive trajectory, but they're spread more across the school than in prior years. Which is also very effective because to Robin's point, there's at least one model on every grade team of an exemplar, that their colleagues can look to.

Leta: [17:08](https://www.rev.com/transcript-editor/Edit?token=KxNJiy_xkiPxy4W0uFauzaZsC1qVAC2konIaNMjVPM_iDRPC-dwVzUzfapZToDLVGSj8GP3s8cGaqTRlV2Qka7t2EEM&loadFrom=DocumentDeeplink&ts=1028.56) Any questions about either the math data or the teacher growth trajectory data?

Female: [17:17](https://www.rev.com/transcript-editor/Edit?token=DJ3TPAfZKaM9xWal94XnPUnHu1mdpD1enVMYjTasOPdlvnKotAVfaRahHIwubw6IPE3BteHG0EspvOne2IgNJpRG0AE&loadFrom=DocumentDeeplink&ts=1037.82) A shout out and a question, shout out to you all for being able to track this type of growth this way. You know, I'm your number one fan. I'm leading the [inaudible 00:17:27] fan club. So, I think that dynamic, and I think it was Leta who spoke to the teacher knowledge, especially around content, and so that prompted my question. Is, have you all thought about ways? So, there's the student outcomes, there's the coaching. Have you also thought about ways to gauge teacher of things like the college and career readiness shifts, things like the instructional best practices? And, I'm saying this through the context of, at my job, we actually give a survey, which is essentially an assessment that gauges a teacher's familiarity with like, "Do you actually understand what the college and career readiness shifts are? Do you actually know what these instructional best practices are?" So, I just wonder if you all have thought about putting together a tool like that.

Female: [18:15](https://www.rev.com/transcript-editor/Edit?token=aMgRG8IoJSVsJPf1tqJjhtlbqHarqnoT_YqkdCxTN0ToXayhOyZxx1oJudjwTqwb_ukxOMsvVzXspL1SGDXFfl8H_8g&loadFrom=DocumentDeeplink&ts=1095.8) Yeah, we don't have a way of formally assessing teacher knowledge as it relates to the college and career readiness expectations or ... The way that I'm, and I guess the way that you framed this, it's really about thinking in the big picture, and much of what the work that we do in trying to address teacher knowledge is directly related to their content knowledge for mathematics and ELA. But, that is food for thought, Kristen, this idea of thinking of ... Even when we talk about 21st century skills, do they understand what that is? Or, advanced literacies. That is not something that we delve into. One thing that Robin and I are very conscious of is, being cautious about how much we have our teachers bite off of the big apple. Learning Apple. And so, it is something to consider as we think about, at least, framing for teachers where all of this is supposed to take us in terms of college and career readiness, and advanced literacies and all that good stuff. So, it's food for thought.

Gersch: [19:40](https://www.rev.com/transcript-editor/Edit?token=6Zv6QFGm-tWdB3nYMvse8doUdLGaAoFqqNvng3ZcaSUWd1nD63EjYVxxj_rvVGN2JUdsbMZDjiN_3iY56jeUc703_oo&loadFrom=DocumentDeeplink&ts=1180.35) Any other questions? Okay. So, let's talk quickly about our priorities. So, in speaking about the strategic plan as you all know, this year's focus areas are longterm sustainability and organizational health. Essentially, what we are doing in diving into organizational health is, we are trying to find a way to measure organizational health as a school, right? And so, in using the Anchor text, The Advantage [inaudible 00:20:20] written by Patrick [Lencioni 00:20:21], he talks about organizational health as being the single most important factor for getting an organization from being either good to great, or unsuccessful to successful, right? So, you might be wondering, "Why is that? Why would organizational health be the thing versus hiring the best people, hiring the smartest people?"

Gersch: [20:44](https://www.rev.com/transcript-editor/Edit?token=lJNQfKyh9Tctp7fkd6heBLExcoX1DFmfGjP1UocABpaNBumGuV3XrRs2zAkL6l25vDSuAKoxj-XI9gf4Nlkwvm5euko&loadFrom=DocumentDeeplink&ts=1244.46) Essentially, what he found is that, in hiring the smartest people, ff they are not happy in their organizations, they will find another place to work. So, there is all of this work that we do to attract the best talent and part of what we do to retain the best talent is ensure that we are measuring the right things at the right time, and responding effectively to challenges as they come up. And so, he talks in his book about the four disciplines that every healthy organization engages in. The first is, building a cohesive leadership team. The second is, creating clarity, then they reinforce clarity, and then they over-communicate clarity. I think it's very clear what the theme here is, right? Which is clarity and the communication of clarity. So, I don't know if you all are making this connection, but the connection that I made to the four disciplines is how we have engaged in our school turnaround efforts. And so, the 18-19 school year was steeped in us building a cohesive leadership team, right?

Gersch: [21:48](https://www.rev.com/transcript-editor/Edit?token=u8UKDVTBDLvUpwNmqresaTF5IMIDBAmBxsAzfokDCyS9yKnnspbyK-mZ9XhLIfVozpnFRIbkKsTqOQyCr-NwSH9YnGs&loadFrom=DocumentDeeplink&ts=1308.79) And so, now that we've gotten, I believe, very far in that discipline, now it's about how are we creating clarity, reinforcing clarity and over-communicating clarity? And, that's what the organizational health survey is going to help us to measure and have more information on. So, I wanted to make sure that it was clear that this really does go hand in hand and align itself quite nicely with our turnaround efforts, and that this is not one more initiative that we're taking on, but rather, a folding into our turnaround efforts.

Gersch: [22:24](https://www.rev.com/transcript-editor/Edit?token=KTFuE4m5EWKAehLLCQwzCgHaGNRx01EyjF75PZpCpj3dOpO8JG_HFPuQislxINTOlAzioNIueCVQLm4PN7vAfPJznt0&loadFrom=DocumentDeeplink&ts=1344.29) So, as you heard me say, we are going to be administering an organizational health survey for all of our staff members to take and the three areas that we are going to be measuring are, employee engagement manager effectiveness and equip factors, right? And so, we will be able to get a score essentially, of these three areas in terms of how well we are doing. How that works is, [Lacema 00:22:49] has partnered with an organization called Qualtrics, and Qualtrics has already vetted a set of questions that are made to measure an organization's effectiveness and organization's health. And then, produce data for us or a dashboard for us, that gives us a score in each of these areas. Once we have the dashboard with our scores, Qualtrics is going to partner with us on creating a corrective action plan for any area that we seem to be underscoring in, right?

Gersch: [23:24](https://www.rev.com/transcript-editor/Edit?token=pr6REtn1Jj79jftbnZ7_dss6e6pRoWTqSVpPr7yFeJWPTviJyqqIQRq7EPq4dPCRitBWvDb1nz0UikSx2Vgi9Tvqq44&loadFrom=DocumentDeeplink&ts=1404.06) And so, you may be wondering too, like how is this different from the same as the staff survey? So, the staff survey, the historical staff survey that we've always taken, really has measured how staff members feel about other teams, right? Teachers were asked questions about the finance team, or asked questions about the operations team. And sometimes, we're asked questions that they either did not impact them, or they did not have enough information to provide significant enough feedback. And also, the administration of the staff survey was typically at the end of the school year when it was too late for us to do anything about the data that we received. So, the administration of the Work health survey will be in the Fall so that we have the time to receive and digest the data, and come up with our corrective action plan so that we can implement the feedback in real time for that particular school year. So, what does that mean for the old staff survey?

Gersch: [24:30](https://www.rev.com/transcript-editor/Edit?token=b_5i0EoOPsWzq9JCydiZopM4d1mAdkacdOmEVI5ZbUTUhg1aJ_rAFzZ3aKlXb88MjAaObK06n1IHA1f9xV1xpWyDD_s&loadFrom=DocumentDeeplink&ts=1470.23) Essentially, we will be doing away with that staff survey and this will take the place of it. We will have this administration in the Fall and once we get the data, we're going to implement our corrective action plan. And then, in the Spring we will reassess how we are doing in terms of these areas. Let's say for instance, we had a rating of 57% on employee engagement and we're really looking to get to 85%. Once we have that data, we'll know exactly where we are faltering in employee engagement, even down to which teams at the schools have the lowest ratings, and we'll be able to work on the things that will allow for us to increase our employee engagement. We will then, reassess at the end of the school year to see did our plan work.

Gersch: [25:25](https://www.rev.com/transcript-editor/Edit?token=LVu4dT0z189KWtZuQBrWHqifcV8AIl3d62AdO8HpSgm3TgQMUS6zj5OPNBwUtoFRUeq4HE3iE41gtDGm23_bC52L7F4&loadFrom=DocumentDeeplink&ts=1525.24) So, that is essentially the life cycle of the work health survey for one school year. Our hope is to be able to administer this survey year over year so that we can track our growth on our health overtime. In terms of the process and the timeline, the administration will happen between October 27th and November 10th. We will get the data and work with Qualtrics on the corrective action plan some time in November. By early to mid-December, we will be sharing the high level data with staff, along with the corrective action plan for immediate implementation. Any thoughts or questions about our work health survey? Okay. Great. Hearing none. I'll keep us moving.

Gersch: [26:22](https://www.rev.com/transcript-editor/Edit?token=tEPGkLXVoGeujQ1igS0K8atbfMG-pwtAQo_eE_5tmjZ7uHRHICMsorLQX2hi3w8XRllqLVrMRFLx-2LCKGNnsBRIuoU&loadFrom=DocumentDeeplink&ts=1582.92) The other big initiative right now is renewal. As promised, I shared that I will be providing a primer to all of you about what it looks like for the authorizer to engage with the board. Now obviously, you all had this conversation in May with Paula, where she asked you questions about governance and what have you. What we've put together, myself and Nora Clancy, are the list of items that they are going to be likely vetting for, right? So, Nora put together this list based on the performance framework. What we see in green are all the areas where we are strong, right? The areas where you see the yellow or the red, are places where we've had to make some significant changes, or we're in the process of making significant changes that have not yet been implemented, or we don't yet have a plan for it, right?

Gersch: [27:24](https://www.rev.com/transcript-editor/Edit?token=vZqpZr7blSm_jAONImHmHo9us5xoPALg0yYZWoT4cbVTjZkoNAGTWmpjSdQgtVNOjehahte3Bx2wy7zAFY_I3Vu-G6w&loadFrom=DocumentDeeplink&ts=1644.33) That's just something for us to be aware of. It's not necessarily a red flag, but we should be clear that if we are asked questions about these two areas, then there is a possibility that we are not quite where we need to be as a board. So, I shared with you during my ED updates last week, the sample questions that were taken from the oversight plan. I'll be really transparent. There are some of these questions that don't really feel board facing, but that was what was in the [inaudible 00:28:01] plan. What I'm also including though, are a set of questions that Nora have collected from different boards that she's worked with, and the questions that either Paula or Paulo, or other authorizers have asked of their schools. So, these are the questions that come up the most frequently, and then these are the Lacema topics to anticipate.

Gersch: [28:30](https://www.rev.com/transcript-editor/Edit?token=bzCf3DWKKJa5hcOzkhS9HD-3k1RVExcE_e_8CmOizWwIHMGwjRdntv9-Ns2qvxhul9vAgJcB-Eyu5tbuZbgijd2g9UQ&loadFrom=DocumentDeeplink&ts=1710.22) I won't go into it just yet, because I have a couple of more slides, but what I've shared with you in Board on Track is a primer that allows you to get a deep dive on each of these questions. So, I provided responses for you, for all of these questions that they are most likely to ask. It's not meant for you to memorize the answers by any means, so don't feel the pressure to do that. But, rather just to read over it because most of these questions, we've talked about already in some capacity in the ED updates, or in committee meetings. So, this is just like a refresher for all of you.

Gersch: [29:10](https://www.rev.com/transcript-editor/Edit?token=mMAseleIDTMKLprTFAybHSpRt393KAUJDW8__EaHcIlPDfBSx-nhL8cbuBeTcuABmZqNfY7alMgRPpn0tj-sXlTucWo&loadFrom=DocumentDeeplink&ts=1750.48) There are only two questions that I don't believe we've walked through before, and so I'll walk through them once we're done with these slides. So, in terms of next steps, I've already shared the primer with all of you. As you all know, we're having our virtual site visit on the 9th and the 10th, and your focus group is going to be the evening of the 9th in place of the academic committee meeting. One more piece here is about our COVID redesign plan. We wanted to share an update. The task force and the senior leadership team have reviewed some data, and we decided that it would be best for us to remain remote through February 2021. The rationale for that is really twofold. I think number one, just the increase in infections rates in New York City. And secondly, the data that we all reviewed last month from our families and our teachers just demonstrating a level of concern and apprehension about going back into the building.

Gersch: [30:20](https://www.rev.com/transcript-editor/Edit?token=Itan0Vqw3MgbQt__P17dM17iR1TFNGRGz4X_T44jZvi6S5mWvsUX6-o-pHb7549bWXqSWM4KS71uhQYRU1VO0MWDLEI&loadFrom=DocumentDeeplink&ts=1820.07) I think lastly, the fact that 93% of our families have shared that they are satisfied or very satisfied with our remote learning means that, at least in this setting, we are able to produce a quality program for their children, and I think the data also demonstrates that as well. Given all of those factors, we don't believe that this is the time for us to rush back, particular with the holidays quickly approaching. February will be the end of the second trimester. So, what we'll do is, attempt to reenter the building for the third trimester of the school year. Any questions about that decision before I talk about next steps? Okay.

Gersch: [31:07](https://www.rev.com/transcript-editor/Edit?token=AXqVesqxiPTyIjtaviF_Vrx7lx6qVzhP1cIg7BLnmF48WYLDoCOHzjgaS9E_lm9MHc5N2On1vbsYsJkvVDexQ61OcEk&loadFrom=DocumentDeeplink&ts=1867.61) So, the next steps will include adjusting our remote schedule, and the rationale behind that is, while teachers are relieved that we are staying remote, they did provide us some feedback about the sustainability of our current schedule. Obviously, we want to be, not only flexible, but responsive to staff. So, our grade level chairs are currently working on a plan to adjust the schedule so that it is not only more sustainable for teachers, but it doesn't sacrifice the quality of the programming that we've been able to provide so far. We're also including a Friday incentive for scholars. I will hold off on what it is because I needed good news for next month. Also, Darlene, our wonderful Director of Operations, is working on building readiness planning to ensure that the space is in-person, ready for February. Questions, comments, concerns? Okay. Hearing none.

Gersch: [32:13](https://www.rev.com/transcript-editor/Edit?token=Q09bAdmgFXSbuxnh1AZ4JPun2PPGJT4jZWSvZio4Uz4um7HZyS_AF0rusxEEtmlBXu9J3C47WBMjUyfzuwxSj-KbpwY&loadFrom=DocumentDeeplink&ts=1933.16) As you all know, our board focus right now is anti-racism, and I sent a survey out to everyone last week. I have seven responses, but I have 10 board members. So, in the transition between the board meeting and executive session, the three of you who shall remain nameless, will take the survey so that we have the data. I also can't name you because I don't know who you are. So, if you did not take the survey, please make sure to do that in the in between. If I could just steal a couple of more minutes so that I can share those two questions that I wanted to share with you all. One moment.

Gersch: [33:00](https://www.rev.com/transcript-editor/Edit?token=eWewGlR0jR0mTuTal_l_AsvpRSJocBAUf_Z6xx71fkcOF4MlckLFB-EIzAxte2FeG4dnm3SkioZGySDuVOrBduE12r8&loadFrom=DocumentDeeplink&ts=1980.56) Can you all see the Word document? Yes, great.

Male: [33:05](https://www.rev.com/transcript-editor/Edit?token=ahb63TEv1rs3nAUxF77eG_uT4K0NbQf9uu4dHVO2w3_rD_eq009HQjzK52bRImnZjq0sTOKiRPHcZjqPbdcQ_9kUGdQ&loadFrom=DocumentDeeplink&ts=1985.11) Yes.

Gersch: [33:06](https://www.rev.com/transcript-editor/Edit?token=Y8xREnMHJJ_U34TrHoMGsTfPdgJtKkj6ndfhFU431NBVIjpUhIvpPU-BNbmaNZ3A19GPrWLg6Bt_OkrygCcn9QN0C_k&loadFrom=DocumentDeeplink&ts=1986.68) So, this is the primer. Everything in bold represents the questions that were in the PowerPoint slides. As I said, I only want to share just two questions. This is the first one. We got a ding, if you will, during our midterm review, stating that not enough stakeholders knew the key design elements of the school. So, we went through this process of changing the key design elements, I believe it was last Fall, and we've since, approved them. So now, these are the key design elements. It's, Scholar centered, inclusive environment, social justice and a constructivist approach to math and balanced literacy.

Gersch: [33:52](https://www.rev.com/transcript-editor/Edit?token=u2PtG9job7KMZbsj7kkctkDUhVmWI8FtZzn1lXRFcD5UgT49mjh0J7fXJJnC1un_--_GiuKt2kdXRI-aFk1n1CTlLrs&loadFrom=DocumentDeeplink&ts=2032.48) What I've provided for you is, the process, why did we change the key design elements, the process that we took to do so and specific examples of how the key design elements live and breathe in our academic program. Right? And so, in that way, when Paula asks this question, you have some examples to pull from here. Okay? In the interest of time, I won't go through all of those pieces.

Gersch: [34:18](https://www.rev.com/transcript-editor/Edit?token=kwUT88eTdsaQZEciPrbZQVTc-yHQNZwUwG0uZJTN5ea6N5Rk7tPz40oDjNEhJlsczp1bgXBgDf0ncYH2ry1s9p4ioVw&loadFrom=DocumentDeeplink&ts=2058.85) The last piece was a question about the mental health of our staff. I'm not sure that this is a question that they would ask the board versus the leadership team, and because I'm not sure, I want to provide you with the response for how we have managed mental health. First and foremost, Lacema has an employee assistance program where our staff members have access to free mental health services for the school year. They have access to 12 sessions in the year, so one per month. That has, essentially, always been the case historically. Even pre-COVID, they had access to that. At the start of the pandemic, we did share an email with them to remind them that this was a benefit that they had access to.

Gersch: [35:07](https://www.rev.com/transcript-editor/Edit?token=IGN-IqTkNYO6k9ls5E68y0Myv2oUPTO-P0aVYmPxMwPXuh5i5sqlBI-sIkI7en-CLmU6C8W11dZhwDbsqvkoJRCTrLY&loadFrom=DocumentDeeplink&ts=2107.43) The second thing that we did in 19-20 in the Spring was, institute the Wellness Fridays. Wellness Fridays was an optional time where staff members could come together and do Yoga, do meditation. It wasn't freeform, so our Scholar Support Team was in charge of that time, so they had scheduled, meaningful events in order to just allow people to get together socially and sort of unwind, and have a place to sort of just have a mental break, if you will. I think there was one time where they walked a mile together, but in their homes, right? So, as a way to get some exercise.

Gersch: [35:50](https://www.rev.com/transcript-editor/Edit?token=RLV6tlaraoNuOsZbh-m1TkiB3-CviS3HGZvjks1l10ZgqgqkJ_spKXrcuV6ncpiD-CAQLQd4zNAhhpIx-sGBf6rKUzU&loadFrom=DocumentDeeplink&ts=2150.48) For the 20-21 school year, we continued to have EAP, but instead of having Wellness Fridays, we have Quiet Fridays once a month. Essentially, this is sacred time for our staff. Typically on Fridays, we have professional development, or team huddles, grade team meetings. But, a Quiet Friday is a Friday where that does not take place. After they are shutting down for, in terms of instruction at 12:00, they have the rest of the afternoon to do whatever they like with that time. So, we do find that by the time our teachers get to Friday, they're pretty fried, just as most of us would be at the end of a work week. So, we find that provides them with some solace, right?

Gersch: [36:35](https://www.rev.com/transcript-editor/Edit?token=lHzLA0siGsI-Apr17ObUAh38IfLrIyh1j-HEFTKNJGyffjd-YRiYSvz_qxfRb4mf0Pf9R3DQSFoksmcRB1Zmsyl_w4E&loadFrom=DocumentDeeplink&ts=2195.91) Lastly, the piece that I shared before is that, our grade level chairs are looking to adjust the schedule so that week over week, it is more sustainable over time for our teachers, as a way to help them with the mental health. The only thing I didn't add was that sometimes, in Leta's weekly message, she also shares little tips and tricks around self-care that the teachers obviously can do at their leisure; It's optional. But, these are just some things that we have been sharing with our staff that they can do in order to help preserve them, mind, body and soul. I wanted to just highlight those two questions, but you have access to this entire primer so that you're ready for this conversation with Paula, come November.

Gersch: [37:24](https://www.rev.com/transcript-editor/Edit?token=Sg6LQfS7446pAr5H0pvDvbr-4QV-STGQpuZxsIJAAG8HtdEQOJkBnlWV2_aNXy-EILg55boce6mtQc3aMv3Ytrp5plE&loadFrom=DocumentDeeplink&ts=2244.38) So, I shared a whole lot. I'll take any questions, comments or concerns that folks have. Okay. Hearing none. I will turn it back to the agenda. Thanks everybody.

Lucy: [37:44](https://www.rev.com/transcript-editor/Edit?token=QqSOylK7ZtLeXFVsquKp4oidiIE0UzFN9Hgp1zVhRCN26_EzjOeFFevehh2_z0HY4dqUgd1jtu3DXi9U7Oy_HADpY44&loadFrom=DocumentDeeplink&ts=2264.31) Actually, one question. So, you said it's posted on Board on Track? That information?

Gersch: [37:49](https://www.rev.com/transcript-editor/Edit?token=F3wl4P4XEiizsNy5a_9JzQmq_9i3cljC3pyooHyjgOGXyUpxr7Lf6PQLkkQl6GyiLgIVfZZMBjL7BC9cYMSbL0v_rOc&loadFrom=DocumentDeeplink&ts=2269) [crosstalk 00:37:49] too.

Lucy: [37:51](https://www.rev.com/transcript-editor/Edit?token=MR96aEZRQLftixM0VKYvOx6hE3EuHIha1XILGXaAGK_URvns-2d7CN88_viTJeG_egy0Ny17pZuvgJCTALnYsKsSRwc&loadFrom=DocumentDeeplink&ts=2271.34) Sorry?

Gersch: [37:52](https://www.rev.com/transcript-editor/Edit?token=HoaelyIn3mIncYA4vGjsLUNHgejBd7cAXvwELBMDG_hHGigQPWSUMi5sRMKPkhRVtQBi3EfDPC9Aia4Qn1C4vViv-jA&loadFrom=DocumentDeeplink&ts=2272.49) I'm going to email it too, after the meeting.

Lucy: [37:54](https://www.rev.com/transcript-editor/Edit?token=JF-G6uyYYgAPALAUK9xYqapoUUip0LfLI1rzaZsdMeHFrpmPDEaqTaP9FaDbXO5GMHyGEgVBRSHTKEDhbNvav20Yal0&loadFrom=DocumentDeeplink&ts=2274.31) Okay. [inaudible 00:37:57]. Maybe in that email if you could say where in Board on Track it's posted so that people [inaudible 00:38:02] find it as easily as possible there.

Gersch: [38:04](https://www.rev.com/transcript-editor/Edit?token=CDMyx3HVwIJFtnJfdvaow7Z0C8aKgIS2hINnq_oixJnljEcdcoBUlJbu5m0irToVSxUcZNE_VapzH7X2GnEgQM6bTNw&loadFrom=DocumentDeeplink&ts=2284.39) It's in the agenda, so here are my ED updates, and then here it is right above.

Lucy: [38:09](https://www.rev.com/transcript-editor/Edit?token=Q-GlzGC6xC08hcRmvB8I_lM33czayqPblblP-oyVvgSXon5r9qg2ezBgAE_x8cv8BFDD3reP34XivvL1NBYmamERnto&loadFrom=DocumentDeeplink&ts=2289.23) Okay. [inaudible 00:38:10] I guess people can just go through there, or the email versus finding on Board on Track. Sounds good.

Female: [38:13](https://www.rev.com/transcript-editor/Edit?token=X88pfYFHqt0KjRdn2brF_4Xrk0eSEfFOCqofEBCHfEO-Okfs-zE42AUFOCO2Dem8UfgDf-gnnng9A9879UDzfg7-isk&loadFrom=DocumentDeeplink&ts=2293.55) Thank you, Gersch. That was really helpful.

Gersch: [38:26](https://www.rev.com/transcript-editor/Edit?token=YOo0FjLEM7-TTuAx3vNi8RKVmWKVpEsYjc65f7uCSCKeAzcybYMNL7RQujSbH1kWkt-CaUByGdtB93wi9Yb_WR5mFpA&loadFrom=DocumentDeeplink&ts=2306.19) Now, we have the committee updates, but the academic committee, we already did, so ...

Lucy: [38:32](https://www.rev.com/transcript-editor/Edit?token=ej0q7-HTvqvYsEhDAuVE5lGdluKeN2lWbAQe_KgVPex2HY4h2_b3LyKT593xFVdi-8NFXTQidwJOty-u3brl6BaG7Ts&loadFrom=DocumentDeeplink&ts=2312.86) Okay. Since Ray is out, Atiba and I don't know, Adele, if there is any updates that maybe you want to talk about? And then, Atiba, I know we have to vote on the ... If you could sort of play the role of Ray, that would be great.

Gersch: [38:51](https://www.rev.com/transcript-editor/Edit?token=niucIP39lGXAZkGkxEsI6sEOgXBVh8PeilSWquJ3VjaUIT_AP45NUfS4JWhajMxZhLdrXmNkMq50jtvtP-HhxRzrzJg&loadFrom=DocumentDeeplink&ts=2331.11) Just let me know where you would like for me to go first.

Atiba: [38:59](https://www.rev.com/transcript-editor/Edit?token=TyLJyEWrnr4i76_mhbpLQicypzMbs9K9jk35RkZTTQabavSjNVunROWfcygvrS0KqVvX_pzoIsdC7sFzDY2Hz4z3FZ8&loadFrom=DocumentDeeplink&ts=2339.82) Let's just start with the school audit. I'll talk quickly on that.

Gersch: [39:03](https://www.rev.com/transcript-editor/Edit?token=GbMOFDcrcF13QnaydEWoab48FCjEylSME5PODWOxtTY9bSM5ZCBewMppz7teGKZ-2u7AowTy_D-jG9Rtmvv9X2jWtPY&loadFrom=DocumentDeeplink&ts=2343) [inaudible 00:39:03] see the audit?

Atiba: [39:05](https://www.rev.com/transcript-editor/Edit?token=bFzdLtDPuc1FJXOczqzXOdhVWhr-h3BbyppZXYyCCuS5382qd2IlhCx7ePmrDvoFT3fHfP108aic0kTB0bPxUnitCn0&loadFrom=DocumentDeeplink&ts=2345.01) Yes.

Gersch: [39:06](https://www.rev.com/transcript-editor/Edit?token=-CbLupuK0AHhl5msE3OmB-idI_qBHL5cKk6Yx6dCx-J2YZEoR8EkMLcHrG_FT231hvAPI7NJMxlHbjUyE87vrhddDNU&loadFrom=DocumentDeeplink&ts=2346.66) Okay, great.

Atiba: [39:08](https://www.rev.com/transcript-editor/Edit?token=UJWS8WD7-QnHPH-R_Cpk-gfa0A4jwM6NxubpS7DZZSetz3JIpncHxHQi_0aV2ItZgMDma1eVTEBXW6GEvwzvBfgTfWQ&loadFrom=DocumentDeeplink&ts=2348.62) So, we had a call recently with our audit firm. Overall, high level is that the school came back with a clean audit. So, that means that the auditors found no issues or no deficiencies, or no problems with the financial control, the management controls in place. So, that's what we strive for and we've gotten it year over year. Last year, there was this one small comment, I would say, around internal controls, but that was not repeated this year. So, all in all, a good clean audit, and we'll take any questions you may have before I make the motion to ... we approve the audit. I can't remember [inaudible 00:39:54]. Yeah.

Atiba: [39:55](https://www.rev.com/transcript-editor/Edit?token=panrV56vRuOGIShG8UqPJQDyONAL81D5EtlD9jUz6P2mppNIelf7WmHKdV_wGNel449I8Jgyekv_DWQYnmWekJbu6Oo&loadFrom=DocumentDeeplink&ts=2395.42) First off, I'll just turn the floor back over, if there are any questions on the audit. Okay. All right. That concludes the audit component then. I just want to make sure I'm following the governance because we do this every year, but for the audit, it's not really a vote. It's just a report. I'm making sure I'm correct in ...

Adele: [40:27](https://www.rev.com/transcript-editor/Edit?token=JVjpTLHUArDV4Scf71RFsQhzBXTIC9cYbp4xj5VYX9HoKFX13698ESfPxG4P4fOZjPpVN3Vq7rErGEFqJFiKvWlj5NM&loadFrom=DocumentDeeplink&ts=2427.55) It's a vote.

Atiba: [40:29](https://www.rev.com/transcript-editor/Edit?token=woWAqEzDEAGFJlrVScwKOf3GvVafzFP1wFMy7PGepXK7kWi7NB-CUvsYbxtOyn8zRgZwS7ez3rjas1KT-yXiFp8LoCw&loadFrom=DocumentDeeplink&ts=2429.4) Okay. Thank you, Adele. So, we're going to vote to approve the 2020 Lacema School audit report. I'll make a motion to approve the 2020 Lacema School audit report. Is there a second?

Female: [40:44](https://www.rev.com/transcript-editor/Edit?token=fq-7aPprlNOMnyr70AFCjvipiNaERaReEYXZbvCrWSQ-KeGOglJg8IMTU-bk3eJNUtJHONfxChEw27HazIWmwIzalC4&loadFrom=DocumentDeeplink&ts=2444.4) Second, [crosstalk 00:40:47]

Male: [40:50](https://www.rev.com/transcript-editor/Edit?token=Pg23JPQdWtrICTbuu9iABsAXLcKJJiKVVryqVVK7QPJ2GRQNWeZHRR0PDAzE5P4K--422Wa4qu_ulABxJT0Dlzowhg4&loadFrom=DocumentDeeplink&ts=2450.75) All right. All in favor.

Female: [40:53](https://www.rev.com/transcript-editor/Edit?token=EHd67qlmX5Y744uMJzk2v1MIAAh9fYRw6RmMzwbOLbROk8I7r5ruIbWsBP-QqNbtSva7spfkNJjFVrzBVxtI3sOleGg&loadFrom=DocumentDeeplink&ts=2453.19) I.

Atiba: [40:55](https://www.rev.com/transcript-editor/Edit?token=0sj55DQxLUDLBeI896xKDRuti4kjpzoo8b7oGmLD3QV1Zmaa3_4RoR0tneISf6DlvaCXLCEpaYie70CbBLIvfOEEVBc&loadFrom=DocumentDeeplink&ts=2455.89) Great. Thank you. That has passed it. And then, if we can open up the September financials. Adele, can I have you ... sorry for the quick on the spot, but I realized for me to write notes and talk through this would be a bit of a challenge. Can I have you just talk through it and so I can copy the notes, or the minutes correctly?

Adele: [41:16](https://www.rev.com/transcript-editor/Edit?token=W11CXhQLHly6Jp4EphEGHsxEnuXNozKB7kuRToDUGE0fKnExNvlmU5_lArl50GrQPDf4v3UgMSF4nAFMwBJOBY9W72Q&loadFrom=DocumentDeeplink&ts=2476.12) Sure. Comparison to the prior month, we are forecasting lower amount of students by about three. We are still showing a surplus on the bottom on E33 and we continue to realize some savings due to some pending hires of 9,300. Every month that we don't replace staff or we don't make these hires, we should expect a similar amount of savings going out. We also had a decrease in special education billing. Look at the bottom August compared to September and that's because we have a lower amount of students requiring services than forecasted. That's also effected revenue. Between general enrollment and special education, our revenue is down on that end. But, once again, we have forecasted a surplus, and that assumes that our PPP loan will be forgiven. Without it, we can expect a 701,000 deficit. That's pretty much it. Any questions? Okay.

Atiba: [42:47](https://www.rev.com/transcript-editor/Edit?token=HJY30CkD4dqDY5KB1G1I1SmLu95Dqwwdxy_X9R2dsSAzpoIfO0gpH98PkZVtWIK738g_xi27ryb_fjPoUUotiaB3XGE&loadFrom=DocumentDeeplink&ts=2567.82) I'll make a motion to approve the September year to date financials. Make it a second.

Lucy: [42:54](https://www.rev.com/transcript-editor/Edit?token=Z6fTFomJAp98uOM_SMzOvrnYyYRQgcX4yTSS9IK9Gv81l1vtx98JhTmJSXQpWyatpjOzd6dMKi5BlgiPHctZVWs5QMY&loadFrom=DocumentDeeplink&ts=2574.68) Second, Lucy.

Atiba: [43:00](https://www.rev.com/transcript-editor/Edit?token=X_ulmU92ljJN2YfcCgNKpEscVJ8q2R-VTTQAM6yRekYJL_J8YXv35LqMIs2H28ksJgL2MI5bwoAswRUg_aSu4adGIjM&loadFrom=DocumentDeeplink&ts=2580.62) All right. All in favor.

Female: [43:01](https://www.rev.com/transcript-editor/Edit?token=BWbt9GMWetNNRVqdGbHVw5gSaz59rbLOoJmvIfok6KsbiVQgkYApI3DnUzjtldnN-VTGu3KZEmIeSkA6Ff_Q4tjWw80&loadFrom=DocumentDeeplink&ts=2581.51) I.

Atiba: [43:03](https://www.rev.com/transcript-editor/Edit?token=GWIOdqVwy0o-DIDL38a210YSn7PqLR45xX2AoVSWZ3XDM4VsFFe4_ITORb-J3-IoNlhjVBDtFbEzdhHPAVS0mCzqnGE&loadFrom=DocumentDeeplink&ts=2583.94) Anyone opposed? Okay. Thank you.

Lucy: [43:17](https://www.rev.com/transcript-editor/Edit?token=ynZVENoLJW83O-aAQt4srbI_usJG2zQj5xlSS3_rMhoGni2WrDuj5e46pmbKBjaPg0L5NZMRM2h7TG2WdiO5nICr3io&loadFrom=DocumentDeeplink&ts=2597.94) Great. Okay. So, next up is governance. On the governance call, we are working through the board book and we have gone back to try to update it and make it something that lives with the governance committee. I think we made reference to this in the last meeting, but this sort of has a place that we hold all of our processes and procedures, and they, then, live on in a document that evolves as our processes and procedures do, and hopefully helps acclimate new board members and doesn't just sort of exist in any of our memories and minds here.

Lucy: [44:16](https://www.rev.com/transcript-editor/Edit?token=oW2KTW6dv-Somtkrxik0Uavy-ribC-QZ3cReqHFQUy0LwIAzHfIlzHVaTsM327L20I4DJQdRXdrsuGSmCKEGILC0x4o&loadFrom=DocumentDeeplink&ts=2656.44) So, we're working off of ... Our starting point is to try to put together a good table of contents and make sure we have all of the right content there. The governance committee focused on that, and then as well as some planning for our upcoming point made learning sessions. Gersch made a ... not a plea, but a strong case or suggestion that anyone, whoever those three are who have not yet completed their surveys, do that. We really want to make sure that we schedule this in through the way that maximizes what we're getting from the learning experience. Also, respects the significant amount of time that the board members invest in their work here. So, we're trying to balance a number of things. As well as the fact that we only have 60 days with which to complete it from start to finish.

Lucy: [45:13](https://www.rev.com/transcript-editor/Edit?token=BFbp_SQxyvbGo_oSpHZBvid6cXB9RjZPzZnd4diZaVtTm3RL-aIp-dLFz37knK3K2FINkiuuvgbYftS9jE4r5WE4tPY&loadFrom=DocumentDeeplink&ts=2713.91) So, if you complete the survey, [inaudible 00:45:16] to try to find the best balance of all of those factors. I think that's it for governance. Any questions? No, okay. Moving on to executive committee. The executive committee, as I mentioned last month, is working on updating our ED evaluation process. This got a yellow in Gersch's notes earlier because it is an area that we're working to improve, and I think it aligns it with some of the focus that Gersch talked about in terms of the school and what it takes to sort of invest in our employees, and it's not just about bringing on an amazing executive director, but also how we support the executive director's development over time and honor the work that she is doing.

Lucy: [46:15](https://www.rev.com/transcript-editor/Edit?token=pvb2jwfCIVq6fls3_zFsxqLH60FPbuT3_s69ctoUdVXg6QFXPQSlvwLJK5QPvSNG73V7WiL8WtBbUccpws0XZQ0q_Jc&loadFrom=DocumentDeeplink&ts=2775.09) So, we are making sure that all of our pieces align, including going back to the job description. Right? Because, we're pleased to see that we are in a quite different place than we were. There is a lot of things that are different about our school and our structure, and how our executive director spends her day, than we were starting the search process. So, we're going back and making sure that we're fully aligned, and we look forward to working with the rest of the board to finalize that process over the next few months.

Lucy: [46:55](https://www.rev.com/transcript-editor/Edit?token=Va7ITW23lB6px58hdcRGAGiI0CQaSPHpOw3yH1rfcWB53tsdQviHjZwlF1z7b7bC7f_JBXlt7mjoZCisohuyI1RMvr8&loadFrom=DocumentDeeplink&ts=2815.77) Okay. We haven't done the followup items, agenda item in a while, but it's still here hanging on. Are there any followup items?

Gersch: [47:05](https://www.rev.com/transcript-editor/Edit?token=5sxq8ONATAJLAuglAyKPzdzq0v7VevqTZuvzJAMJTVODyzwAj6Ng6oF5r47eFhKND6i2Am5Qb9To49qobKgeGh81Qgs&loadFrom=DocumentDeeplink&ts=2825.65) That would be for Ray. Unfortunately, he's not here. [inaudible 00:47:12] for today. The only one we have for today is for me to email the primer.

Lucy: [47:18](https://www.rev.com/transcript-editor/Edit?token=HS01fqJm79BOS6sqQWIgAr6KMAkACn5WiuMT-5lyuDmIWE_w_qEYa_Gy267jMxB2sOXQnBRvdJrWNVtWmMJ5kdRALNY&loadFrom=DocumentDeeplink&ts=2838.04) Yeah.

Gersch: [47:19](https://www.rev.com/transcript-editor/Edit?token=QNxR9Hq1_OmHpOX3dyJNWxj3Tc5vy9xI0wS6r8jM6E98Lh30-vR85jmyLrhy9G5MpTBbF77NVfvlj-fqb8Hfyy10YwM&loadFrom=DocumentDeeplink&ts=2839.61) But, I can't recall what they were for last month.

Lucy: [47:23](https://www.rev.com/transcript-editor/Edit?token=YcP-qy7xr-8LM-x2Yr8stEZhRgi_JTczQak9LQfOFHxqbN3q-Ym-RFGAje6q5-U5M2-CSE7Bz9lAXN2PkiIi72YeG9c&loadFrom=DocumentDeeplink&ts=2843.83) Yeah. I don't have that either, but I think we can sort of go with what's for today. So, the followup with the primer, all board members should check out the primer in advance of our renewal visit. Gersch, can you tell us again, the day of our renewal visit? It's November ...

Gersch: [47:40](https://www.rev.com/transcript-editor/Edit?token=65KrwQA9TN0ekatWwOsxFC19oWsmlDYti9jyfb-HvrSseHXD-mAzn24fYh_79nn7SxfrswkvVgl6ALEXTBU5n79Hj9U&loadFrom=DocumentDeeplink&ts=2860.55) November 9th and 10th with the board focus group being the evening of the 9th at 5:30 in place of the academic committee call.

Lucy: [47:48](https://www.rev.com/transcript-editor/Edit?token=VO2WVM8g6Ak-KSI4azjOAX6NprC6x-WIrjULlzdZxHfv2oHZ0Vp0GLjG_OH86B14ibPYOxTCr1xYPWWIodSwmyDTYtc&loadFrom=DocumentDeeplink&ts=2868.36) Can we do a double check that our new board members are on invite for that, and maybe you and I could offer them, if they would ... I think we should still offer them to join and maybe if they want to talk with us in advance about you and I, we could make some time available to chat with them about what to expect.

Gersch: [48:08](https://www.rev.com/transcript-editor/Edit?token=D4V5u6FCBbn61pjOkKjBc5VvwiPt5caNDwVK-hLsymYKcda34BPGwQrA1v2NskKUHSoJGgjOz16YG2zNt__R2BUeLrU&loadFrom=DocumentDeeplink&ts=2888.14) So, the new board members would not be joining that because they're not official members yet. However, I can send them the recording from today's meeting so that they are up to date on what we've discussed.

Lucy: [48:25](https://www.rev.com/transcript-editor/Edit?token=Avub8uO5HlMvXxK0VcfzYYvkuhSfeiS3IVMB6u8-lgCsyJvdkNji4NDLPMYo1MuVDa-MgCDvKIGS_iet-HuGDIrNhzs&loadFrom=DocumentDeeplink&ts=2905.73) Okay. Anything else from before we ... We don't have, actually, executive session on here. Oh no, I'm sorry. We do. I jumped to [inaudible 00:48:33]. So, any followup items before we move to executive session. Okay. I want to thank you all for joining us. I'm going to motion to move to executive session to discuss personnel matters.

Female: [48:48](https://www.rev.com/transcript-editor/Edit?token=tapVUMC72rIBNE6X1vagRG25N6ByCuVn5IwdQly8sff2tGtIe3WHPv1soPcPZ-5E9p5dmu9ikI3lSMtMIEmMTnZLeE8&loadFrom=DocumentDeeplink&ts=2928.22) Goodnight [inaudible 00:48:50]

Female: [48:50](https://www.rev.com/transcript-editor/Edit?token=TOCl3cQbF2g5Kr1WKO9fmT89CTsHlk2FDzriU_rOyhw-3ZxYi2wMqOr8VxBsNQDzrzTPufutXuGsD3NJM9hTyr1VZZ0&loadFrom=DocumentDeeplink&ts=2930.73) Have a good night, everyone.

Male: [48:51](https://www.rev.com/transcript-editor/Edit?token=YXdTFOjFXTuingCGQc_GhekIEmkv9VDAspak1Yrj9JlGUXahw2EP4qrPaKS_x8eGc83qEfI23i_rAPLeF7rrmz4sJKY&loadFrom=DocumentDeeplink&ts=2931.97) Have a good night. Bye.

Female: [48:54](https://www.rev.com/transcript-editor/Edit?token=1Av8L6zPjrq5pRgasSy6xtE03C1iTCMuc7bFskYsUa2KuKCN_ix2Kzr9tzzpPNNNgdN4PqQhcnrBf9091SHSv6SfzF8&loadFrom=DocumentDeeplink&ts=2934.06) Thank you.

Female: [48:54](https://www.rev.com/transcript-editor/Edit?token=IJS9cJqnS9wjj6IPDebKwsrGTMC5OhvpgPsdWrLK01ZzTNxSU-X2iV8S_L0VbaqHGvePuUcictNnMDEqyFYOocnmidQ&loadFrom=DocumentDeeplink&ts=2934.18) Goodnight.

Gersch: [49:01](https://www.rev.com/transcript-editor/Edit?token=hurphqdmTSIJMlYsXzPdqLCSW4beZ4Lof6eOUAopj7Ae0r1wImVGlOhMRMzem9_UXJdYeHRT6E_smAFpeVWybCjIpgU&loadFrom=DocumentDeeplink&ts=2941.11) I'm putting the piece in the ... the form. Why am I losing my words? The survey. Put it in the chat. It's one question. So, if you did not respond to it, you can access it through the chat and then let me get my proverbial ducks in a row while you all do that. And, we didn't lose any ... okay, [inaudible 00:49:58]. I'm sorry. Cool. We have everybody.