



Boston Preparatory Charter Public School

Governance Committee Meeting #6

Published on May 31, 2025 at 8:58 AM EDT

Date and Time

Tuesday June 3, 2025 at 10:30 AM EDT

Location

Zoom

The public is welcome to attend any meeting of Boston Prep's Board of Trustees or its subcommittees. If communication assistance or any other accommodations are needed to ensure equal participation, please contact Lily Jewell at ljewell@bostonprep.org at least two (2) business days prior to the meeting. Any changes in the agenda will be posted on Boston Prep's website and will be electronically filed with the secretary of state at least forty-eight (48) hours in advance of the meeting.

Boston Prep does not discriminate on the basis of race or color, religion, sex, sexual orientation, gender identity or expression, disability, age, country of ancestral origin, or veteran status in administration of its admissions or educational policies, curricular programs, other school-administered programs, or in its hiring and employment practices in accordance with applicable Federal and Massachusetts laws and regulations

Agenda

	Purpose	Presenter	Time
I. Opening Items			10:30 AM
A. Record Attendance		Sarah James	1 m
Josh Johnson			
Kim Borchert			

	Purpose	Presenter	Time
Mayeti Gametchu Claire Newton Sarah James			
B. Call the Meeting to Order Icebreaker: TBD		Sarah James	
C. Approve Minutes Approve minutes for Governance Committee Meeting #5 on May 5, 2025	Approve Minutes	Sarah James	1 m
II. Review of Upcoming Board Meeting Agenda			10:32 AM
A. June 2 Board Meeting Agenda Review The committee will review the draft agenda for the upcoming full Board meeting to ensure alignment with our strategic priorities, confirm that each section includes the appropriate level of detail and context, and identify any governance-related items requiring committee input or support. Members will also flag any logistical considerations or discussion topics that need to be elevated for full Board engagement. Supporting Materials: • Draft June 18 BOT Agenda	Discuss	Sarah James	10 m
III. SY25 Executive Director Evaluation			10:42 AM
A. Executive Director Evaluation The committee will receive an update on the current status of the Executive Director evaluation process, including timelines, tools used (e.g., 360 feedback, performance goals), and next steps. We will review what remains to be completed, discuss opportunities for board input, and ensure alignment with charter responsibilities and best practices for governance oversight.	FYI	Sarah James	3 m
IV. SY25 Staff Panorama Survey			10:45 AM
A. SY25 Staff Panorama Survey	Discuss	Sarah James	20 m

	Purpose	Presenter	Time
<p>Review key insights from recent Panorama survey results (staff, student, and/or family).</p> <p>Discuss implications for governance priorities, including board engagement, school climate, and leadership evaluation.</p> <p>Identify any follow-up questions or areas requiring deeper analysis in future meetings.</p> <p>Supporting Materials:</p> <ul style="list-style-type: none"> • SY25 Staff Panorama Survey • BP Leadership Analysis of SY25 Staff Panorama Survey 			
V. SY25 Human Capital Update			11:05 AM
A. SY25 Human Capital Update	Discuss	Meekerley Sanon	15 m
<p>The committee will review a summary of staffing progress and projections for the 2025–26 school year, including hiring updates, forecasted retention, mid-year attrition trends, and an overview of the SY26 staffing plan. Discussion will center on implications for leadership stability, recruitment strategy, and staff culture, with next steps outlined to support continued progress.</p> <p>Supporting Documents:</p> <ul style="list-style-type: none"> • Governance Committee Memo RE: Human Capital Updates, May 25 • SY26 Staffing Plan Overview 			
VI. SY26 Trustee Transition & Recruitment			11:20 AM
A. Trustee Offboarding & Recruitment Planning	Discuss	Sarah James	5 m
<p>The committee will review the anticipated transitions of current Trustees and confirm the offboarding process, including exit conversations, acknowledgments, and data collection. We will also align on recruitment priorities for new members based on current board composition, strategic needs, and diversity goals, and plan next steps for identifying and vetting prospective candidates.</p>			
VII. Executive Session			11:25 AM
A. Executive Session	Discuss	Sarah James	5 m

	Purpose	Presenter	Time
The Board of Trustees will enter Executive Session pursuant to M.G.L. c. 30A, §21(a) (1), to discuss the reputation, character, and professional transition of an employee. The discussion is expected to include sensitive personnel matters. The Board will not return to open session.			

VIII. Closing Items11:30 AM

A.	Adjourn Meeting	FYI	Sarah James	2 m
----	-----------------	-----	-------------	-----

Closing Discussion: Scheduling Additional Governance Committee Meetings

We anticipate the need to add two additional Governance Committee meetings:

- **Policy Review Meeting** – to review and finalize board-facing policies.
- **Charter Goals & ED Evaluation Review Meeting** – to reflect on charter goals and review the ED evaluation draft (to be shared by mid-June).

Identify potential dates and confirm availability for both meetings

Coversheet

Approve Minutes

Section:	I. Opening Items
Item:	C. Approve Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Governance Committee Meeting #5 on May 5, 2025

APPROVED



BOSTON PREP

Boston Preparatory Charter Public School

Minutes

Governance Committee Meeting #5

Date and Time

Monday May 5, 2025 at 3:00 PM

Location

Zoom

The public is welcome to attend any meeting of Boston Prep's Board of Trustees or its subcommittees. If communication assistance or any other accommodations are needed to ensure equal participation, please contact Lily Jewell at ljewell@bostonprep.org at least two (2) business days prior to the meeting. Any changes in the agenda will be posted on Boston Prep's website and will be electronically filed with the secretary of state at least forty-eight (48) hours in advance of the meeting.

Boston Prep does not discriminate on the basis of race or color, religion, sex, sexual orientation, gender identity or expression, disability, age, country of ancestral origin, or veteran status in administration of its admissions or educational policies, curricular programs, other school-administered programs, or in its hiring and employment practices in accordance with applicable Federal and Massachusetts laws and regulations

Committee Members Present

C. Newton (remote), J. Johnson (remote), K. Borchert (remote), M. Gametchu (remote), S. James (remote)

Committee Members Absent

B. Jones

Guests Present

L. Bardsley (remote), L. Jewell (remote), M. Sanon (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

S. James called a meeting of the Governance Committee of Boston Preparatory Charter Public School to order on Monday May 5, 2025 at 3:08 PM.

C. Approve Minutes

C. Newton made a motion to approve the minutes from Governance Committee Meeting #4 on 03-07-25.

J. Johnson seconded the motion.

The committee **VOTED** unanimously to approve the motion.

Roll Call

K. Borchert	Aye
S. James	Aye
M. Gametchu	Aye
J. Johnson	Aye
C. Newton	Aye
B. Jones	Absent

II. Governance

A. End of SY25 Planning

Prior to this meeting, the school based team discussed whether we should have 1 or 2 more board meetings this school year. To make sure all necessary votes and discussion points are thoroughly met and discussed. To decide the answer, the committee looked at the end of year topics that need follow-up. Opened it up to the committee to see if they think we should keep the scheduled board meetings or condense to one June meeting.

B. Board Engagement and Recruitment

The committee discussed, if we are discussing board recruitment at this upcoming board meeting. Or are we shifting to start onboarding in the fall of the school year. Specifically, for one team staff trustees, Meekerley and Lauren want the school staff for that year to be the ones voting in the trustees. Claire and Kim, mentioned the importance of being strategic with the trustees that we are bringing in. And making sure we have board that has broad strengths they bring. We want to make sure that trustees that we bring in fill the gaps we currently have. We want to prioritize finding a former educator to have on the board, in addition to one team and family trustee. Also, mentioned having someone who is data savvy would be helpful for the Board. Lauren mentioned the importance of bringing in people who align with the goals of the board, where we want to head in best service of the school.

Meekerley mentioned that other schools post Trustee public LinkedIn and idealists, for trustees and staff to repost. Lauren backed up that the benefits of this is that it sets the expectations that it is a job and that it broadens our outreach to new potential board members. Sarah mentioned there are some concerns with bringing in someone that is not directly connected to the school. The committee discussed reaching out to corporate partners as well to see if they have employees who would want to support us by being a committee member or trustee. As a school we need to be crystal clear on what focuses of the school that they will need to support in the upcoming school year.

Lauren, pushed to make sure that the Board members have that they are on the Board of Boston Prep. To start the conversations for greater networks that they support our school. Additionally, there are Boston Prep social media posts that they could start by posting.

Specifically next year we hope to have more people in the higher ed space, people in finance backgrounds, people in non-profit space, real estate offerings, etc.

Pivoted to discussion about the specific responsibilities of what it means to be on the Boston Prep board. Attendance at meetings is mandatory, at what threshold does attendance become a problem? It is important that people are at the retreat, the Toast, committee meetings, board meetings. We need to be clear on what we expect out of Board members and what we need them to bring to the table. This conversation needs to happen with current board members as well.

The committee reviewed an example of a trustee handbook from another school as well as an old trustee role description from Boston Prep.

Lauren and school team are going to work on a draft of a trustee handbook over the summer to reset the expectations for both new and existing trustees. We will also think about what current trustees can do to help us expand our pipeline of trustees. For the board meeting we will need slide about how board recruitment will work, what we need for the school priorities, and what we need from trustees.

C. Board Retreat Recap and Follow-up

Discussed, how and when the school will share students, staff, and family data with the board in the upcoming meetings.

D. Executive Director Evaluation

Sarah shared that we are going to follow the same process and timeline for ED evaluation. Meekerley had her mid year already, and there will be interviews with direct reports. There will be a narrative finalized before the end of the year and in September the entire data will be input into it.

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 4:02 PM.

Respectfully Submitted,
S. James

Documents used during the meeting

None

Coversheet

June 2 Board Meeting Agenda Review

Section:	II. Review of Upcoming Board Meeting Agenda
Item:	A. June 2 Board Meeting Agenda Review
Purpose:	Discuss
Submitted by:	
Related Material:	Board of Trustees Meeting #6 Agenda Draft.pdf

BOSTON PREP BOARD OF TRUSTEES

AGENDA: MEETING #6

JUNE 18, 2025

- I. Welcome - 10 Minutes**
 - A. Call to Order and Request for Public Comment
 - B. Approval of May Meeting Minutes
 - C. Icebreaker & Mission Moments: **Upcoming Summer Plans?**
- II. ED Update (20 min)**
 - A. SY25 Review, Part I
 - 1. College is Our North Star
 - a) Academic Data (full data deck [HERE](#))
 - b) Spotlight on Literacy
 - 2. Ethics is Our Compass
 - a) Culture of Ethics Update
 - 3. 4 in 4
 - a) Persistence Update
 - 4. Built to Last
 - a) Human Capital (initial data deck [HERE](#))
 - b) Operations (enrollment + attendance)
 - c) Finance (SY25 spending overview)
- III. Outcomes Committee (20 min)**
 - A. Panorama Survey Data & Action Plan
 - B. Overview of SY26 Board Data Dashboard
- IV. Governance Committee (20 min)**
 - A. Update on ED Eval
 - B. Overview of SY25 Board Goals & Next Steps
 - C. Review of SY25-30 Strategic Plan
 - D. Vote on SY26 Policies
 - E. Update on Board Membership & Leadership
- V. Finance Committee (30 min)**
 - A. Finance 101 for Board
 - B. Overview of SY25 Finance & Strategic Bets
 - C. Vote on SY26 Budget
- VI. Dev Committee (10 min)**
 - A. Overview of SY25 Development & Strategic Bets
 - B. Vote on SY26 Fundraising Goal
- VII. Exec Session (5 min)**
- VIII. Closing (1 min)**

Coversheet

SY25 Staff Panorama Survey

Section:	IV. SY25 Staff Panorama Survey
Item:	A. SY25 Staff Panorama Survey
Purpose:	Discuss
Submitted by:	
Related Material:	25-0602 Panorama Survey Analysis (1).pdf 25-0602 Panorama Staff Survey Results 2025.pdf



Panorama Staff Survey Results Analysis

Greatest Strengths	
Indicator and Trends	Next Steps
1. Educating All Students (74% favorable) <ul style="list-style-type: none"> Staff feel confident and comfortable supporting diverse learners. High comfort levels with incorporating diverse materials and addressing cultural issues in class. Strong scores in cultural responsiveness and intervention strategies. 	<ul style="list-style-type: none"> ➤ Adoption of a new ELA curriculum that continues to value text diversity ➤ Continue DEI Professional Learning: Sustain and deepen your ongoing internal equity training cycles. ➤ Expand Cross-Functional Literacy Walks: Use literacy-focused learning walks to reinforce strong Tier 1 culturally relevant practices. ➤ Use “4 in 4” to Highlight Best Practices: Leverage the “4 in 4” model to share exemplar lessons where diverse learners thrive. ➤ Sustain Diverse Text Integration: As new ELA curriculum is implemented, maintain focus on text diversity and accessibility across all grades.
2. Expectations & Support (67% favorable) <ul style="list-style-type: none"> Teachers generally understand their roles and expectations. Confidence in using educational technology is high. Resources are somewhat accessible, though there's room for improvement. 	<ul style="list-style-type: none"> ➤ Increased time during orientation to introduce new staff to key online platforms ➤ Expand Orientation & Onboarding: Continue building time into new staff orientation for systems like Pass, PowerSchool, DeansList, and Google tools. ➤ Codify Internal Tools Resource Hub: Sustain use of your shared digital resource hubs (Google Drive/Docs) that house key protocols. ➤ Create “How We Work” Staff Handbook: Keep updating and refining the internal manual to reinforce clarity around systems and expectations
3. Student Behavior (53% favorable) <ul style="list-style-type: none"> Clear communication of behavior expectations to students and families. Staff feel moderately supported by leadership in managing behavior. 	<ul style="list-style-type: none"> ➤ Increased time during orientation on the how and why behind our behavior management systems ➤ More opportunities to practice key routines and behavior responses
Areas for Growth	
Indicator and Trends	Next Steps
1. Professional Learning (38% favorable) <ul style="list-style-type: none"> Low perceived value and relevance of professional development. Limited input into PD planning and few new strategies learned. Weak support from leadership in teacher growth. 	<ul style="list-style-type: none"> ➤ Introduction of new teacher leadership roles (Literacy Leads), who will lead colleagues in the implementation of tier 1 literacy strategies ➤ Continued internal and external training opportunities for school leaders ➤ Integration of “4 in 4” instructional model across all content areas, with aligned internal PD cycles ➤ Partnership with external consultants for instructional coaching calibration ➤ Launch of collaborative lesson planning protocols and instructional rounds in SY26

	➤ Addition of cross-functional learning walks tied to strategic goals (e.g., literacy, SpEd, MLL)
<p>2. School Climate (36% favorable)</p> <ul style="list-style-type: none"> ○ Low student enthusiasm and peer support. ○ Mixed perceptions of trust, respect, and positivity among staff and students. ○ Working environment and optimism for school improvement are concerns. 	<ul style="list-style-type: none"> ➤ New MS/HS schedules prioritize time for Advisory and Circles, our SEL approach ➤ Realignment of roles and responsibilities across teams to ➤ Codification and launch of a revised discipline policy and internal manual aligned to restorative principles ➤ Clarification of incident response protocols through Emergency Response Team (ERT) coordination ➤ Increased collaboration between MS and HS deans to ensure consistent norm enforcement
<p>3. School Leadership (37% favorable)</p> <ul style="list-style-type: none"> ○ Communication, responsiveness, and visibility of leadership are weak points. ○ Teachers feel they have little input in decision-making. ○ Leadership's influence on teaching quality and culture is seen as limited. 	<ul style="list-style-type: none"> ➤ Targeted content-specific training for school leaders to increase coaching efficacy ➤ Rollout of leadership coaching (executive coaching for senior leaders and external supports for principals in SY26) ➤ Recalibration of leadership team roles, particularly clarifying scope between CAO, CCO, and principals ➤ Realignment of Assistant Principal role to focus more heavily on school culture, student behavior, and in the moment behavior management support for teachers ➤ Revamped monthly staff feedback loops including surveys and listening sessions, with leadership response follow-ups
<p>4. Well-being (42% favorable)</p> <ul style="list-style-type: none"> ○ High levels of stress and feeling overwhelmed. ○ Moderate job satisfaction and feelings of effectiveness. ○ Safety is a relative bright spot, but emotional well-being needs attention. 	<ul style="list-style-type: none"> ➤ School calendar redesign to integrate additional flex days, dedicated PD days, and prep time ➤ Launch of staff working groups focused on sustainability, co-led by school leaders and teachers ➤ Partnership with HR to codify stipend and internal leadership role processes to ensure clarity and equity



Boston Prep Charter Public School




1. Teacher
Spring 2025



Report created by
Panorama Education



Summary

Topic Description	Results	Benchmark
Educating All Students Faculty perceptions of their readiness to fully support all learners.	74%	
Expectations & support	67%	
Feedback and Coaching Perceptions of the amount and quality of feedback faculty and staff receive.	51%	
Professional Learning Perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff.	38%	 20th - 39th percentile compared to others nationally
School Climate Perceptions of the overall social and learning climate of the school.	36%	 0th - 19th percentile compared to others nationally
School Leadership Perceptions of the school leadership's effectiveness.	37%	 0th - 19th percentile compared to others nationally
Strategy	44%	
Student behavior	53%	
Well-being Faculty and staff perceptions of their own professional well-being.	42%	

44 responses



Educating All Students

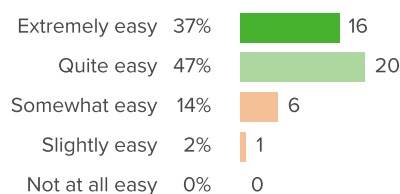
Your average

74%

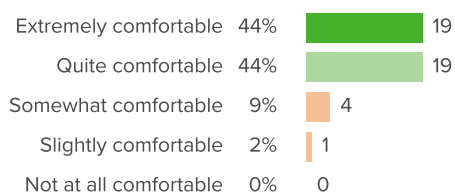
44 responses

How did people respond?

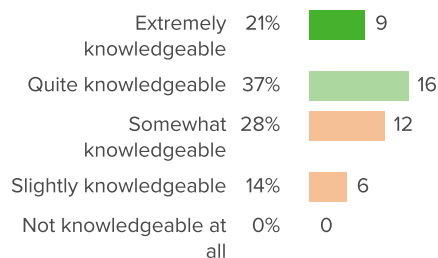
Q.1: How easy do you find interacting with students at your school who are from a different cultural background than your own?


 Favorable: **84%**

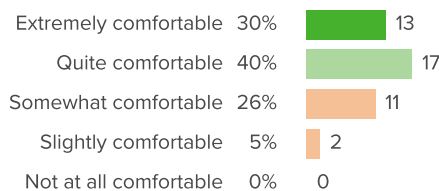
Q.2: How comfortable would you be incorporating new material about people from different backgrounds into your curriculum?


 Favorable: **88%**

Q.3: How knowledgeable are you regarding where to find resources for working with students who have unique learning needs?


 Favorable: **58%**

Q.4: If students from different backgrounds struggled to get along in your class, how comfortable would you be intervening?


 Favorable: **70%**

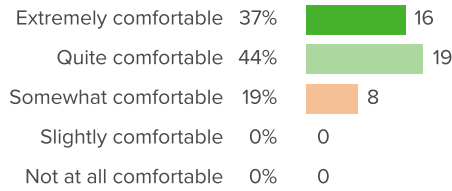


Boston Prep Charter Public School

"Spring 2025 BP Winter 2024 Teacher & Staff Survey, 1. Teacher"

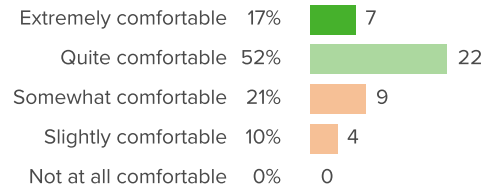


Q.5: In response to events that might be occurring in the world, how comfortable would you be having conversations about race with your students?



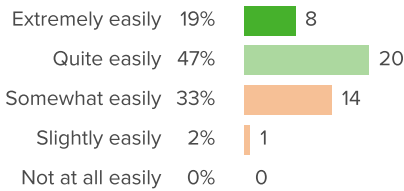
Favorable: **81%**

Q.6: How comfortable would you be having a student who could not communicate well with anyone in class because his/her home language was unique?



Favorable: **69%**

Q.7: When a sensitive issue of diversity arises in class, how easily can you think of strategies to address the situation?



Favorable: **65%**



Expectations & support

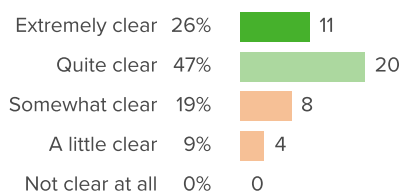
Your average

67%

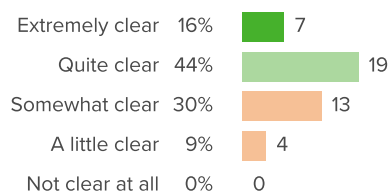
44 responses

How did people respond?

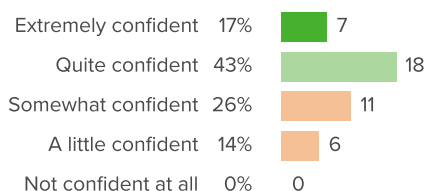
Q.1: How clear are the expectations for your role as a teacher?

Favorable: **72%**

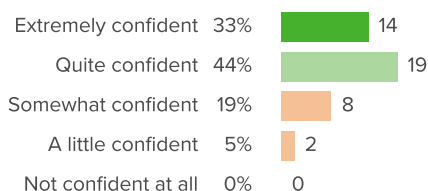
Q.2: How clear are the school policies that are relevant to your role as a teacher?

Favorable: **60%**

Q.3: How confident are you in your ability to locate the resources you need to support your work as a teacher?

Favorable: **60%**

Q.4: How confident are you in your ability to operate the educational technology you need to use as a teacher?

Favorable: **77%**



Feedback and Coaching

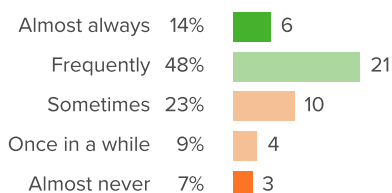
Your average

51%

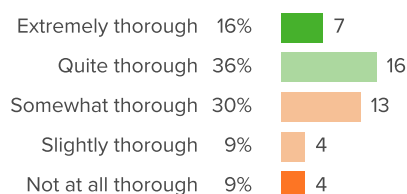
44 responses

How did people respond?

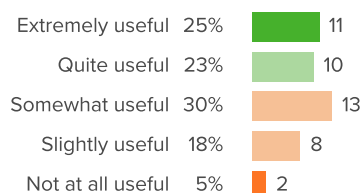
Q.1: How often do you receive feedback on your teaching?

Favorable: **61%**

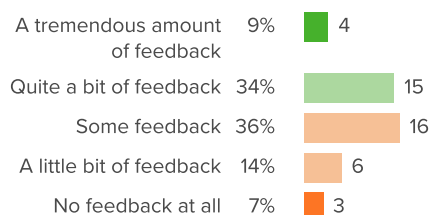
Q.2: At your school, how thorough is the feedback you receive in covering all aspects of your role as a teacher?

Favorable: **52%**

Q.3: How useful do you find the feedback you receive on your teaching?

Favorable: **48%**

Q.4: How much feedback do you receive on your teaching?

Favorable: **43%**



Professional Learning

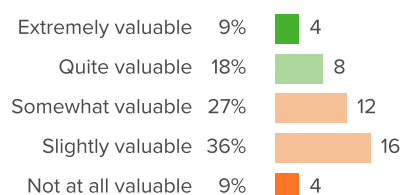
Your average

38%

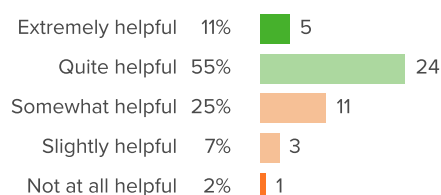
44 responses

How did people respond?

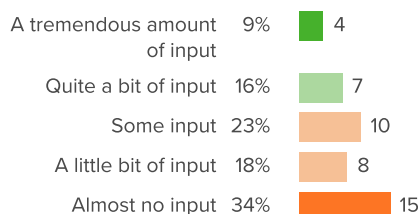
Q.1: At your school, how valuable are the available professional development opportunities?

Favorable: **27%**

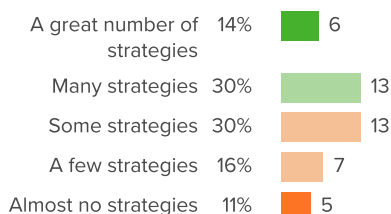
Q.2: How helpful are your colleagues' ideas for improving your teaching?

Favorable: **66%**

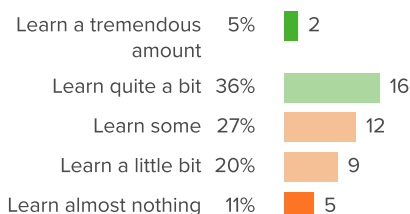
Q.3: How much input do you have into individualizing your own professional development opportunities?

Favorable: **25%**

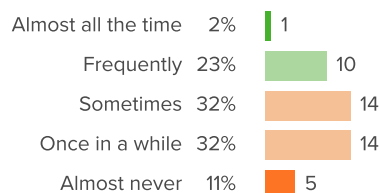
Q.4: Through working at your school, how many new teaching strategies have you learned?

Favorable: **43%**

Q.5: Overall, how much do you learn about teaching from the leaders at your school?

Favorable: **41%**

Q.6: How often do your professional development opportunities help you explore new ideas?

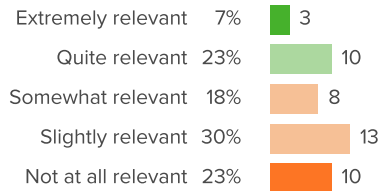
Favorable: **25%**



Boston Prep Charter Public School
"Spring 2025 BP Winter 2024 Teacher & Staff Survey, 1. Teacher"

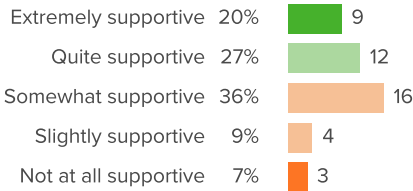


Q.7: How relevant have your professional development opportunities been to the content that you teach?



Favorable: **30%**

Q.8: Overall, how supportive has the school been of your growth as a teacher?



Favorable: **48%**



School Climate

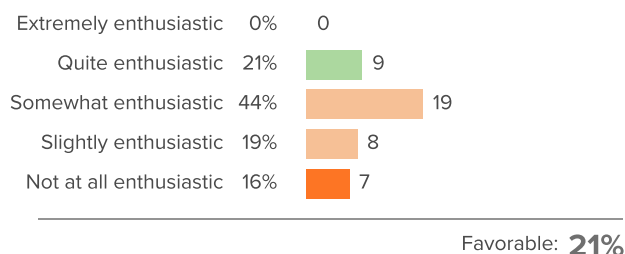
Your average

36%

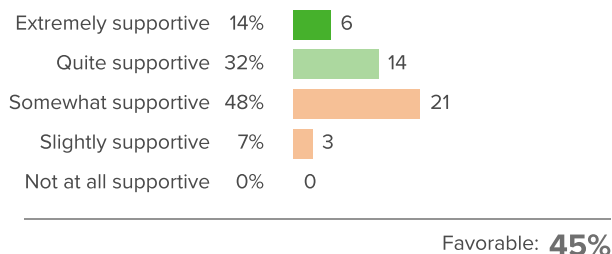
44 responses

How did people respond?

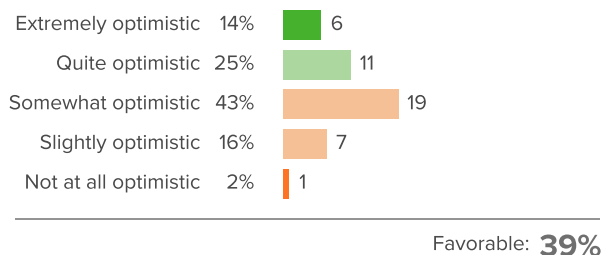
Q.1: On most days, how enthusiastic are the students about being at school?



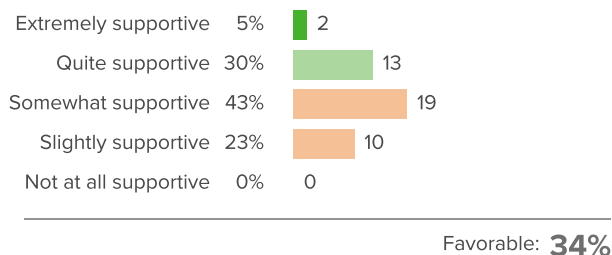
Q.2: When new initiatives to improve teaching are presented at your school, how supportive are your colleagues?



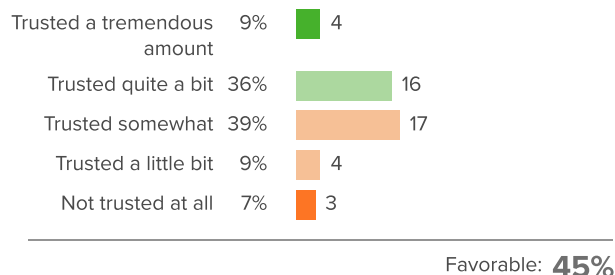
Q.3: How optimistic are you that your school will improve in the future?



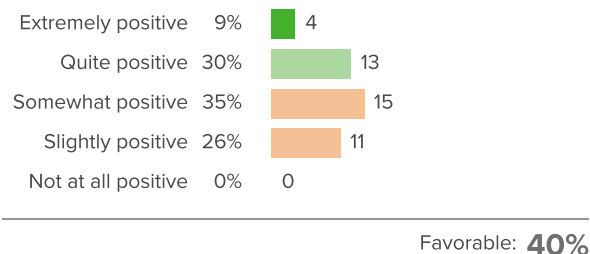
Q.4: How supportive are students in their interactions with each other?



Q.5: To what extent are teachers trusted to teach in the way they think is best?



Q.6: How positive are the attitudes of your colleagues?



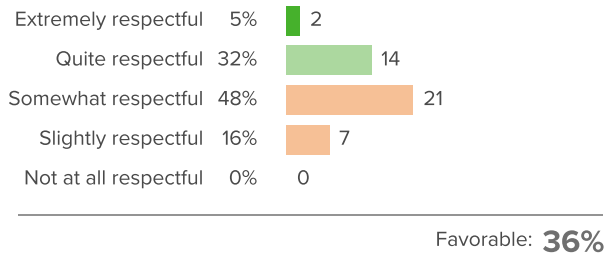


Boston Prep Charter Public School

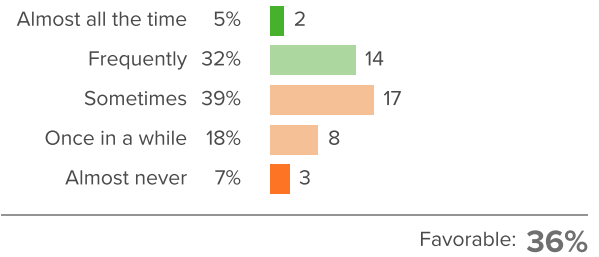
"Spring 2025 BP Winter 2024 Teacher & Staff Survey, 1. Teacher"



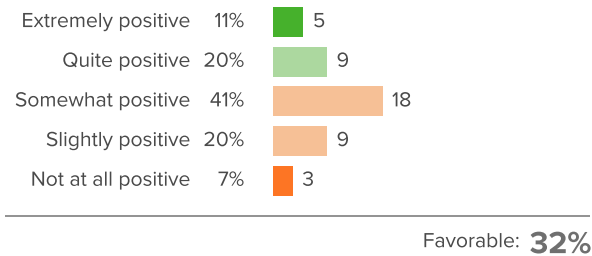
Q.7: How respectful are the relationships between teachers and students?



Q.8: How often do you see students helping each other without being prompted?



Q.9: Overall, how positive is the working environment at your school?





School Leadership

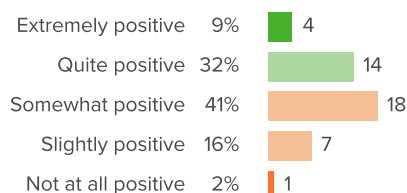
Your average

37%

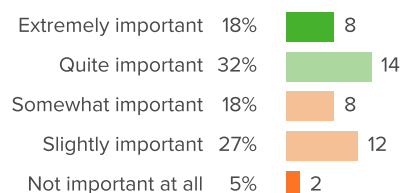
44 responses

How did people respond?

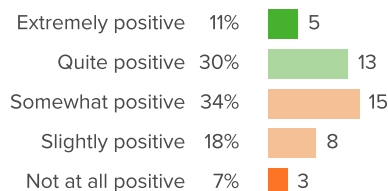
Q.1: How positive is the tone that school leaders set for the culture of the school?

Favorable: **41%**

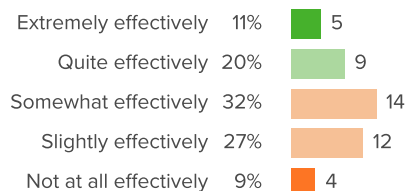
Q.2: For your school leaders, how important is teacher satisfaction?

Favorable: **50%**

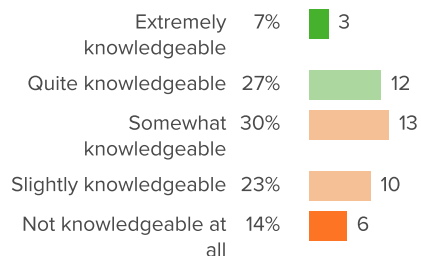
Q.3: Overall, how positive is the influence of the school leaders on the quality of your teaching?

Favorable: **41%**

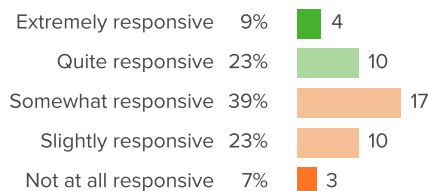
Q.4: How effectively do school leaders communicate important information to teachers?

Favorable: **32%**

Q.5: How knowledgeable are your school leaders about what is going on in teachers' classrooms?

Favorable: **34%**

Q.6: How responsive are school leaders to your feedback?

Favorable: **32%**

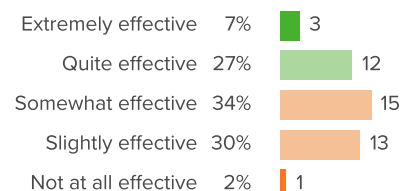


Boston Prep Charter Public School

"Spring 2025 BP Winter 2024 Teacher & Staff Survey, 1. Teacher"

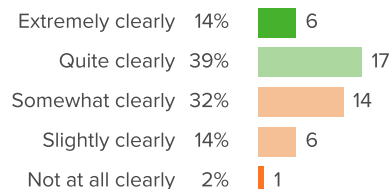


Q.7: How effective are the school leaders at developing rules for students that facilitate their learning?



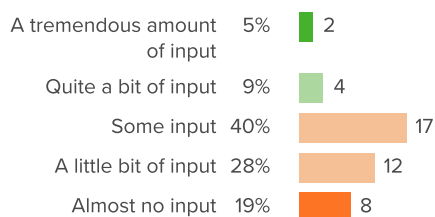
Favorable: **34%**

Q.8: How clearly do your school leaders identify their goals for teachers?



Favorable: **52%**

Q.9: When the school makes important decisions, how much input do teachers have?



Favorable: **14%**



Strategy

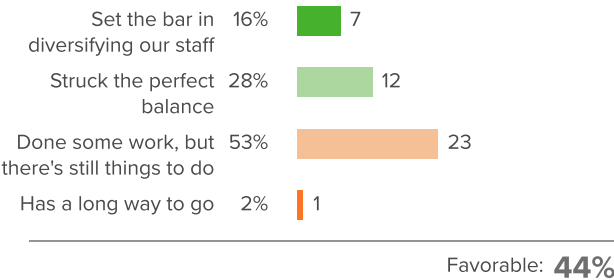
Your average

44%

44 responses

How did people respond? _____

Q.1: In terms of diversifying our teaching staff, do you feel that Boston Prep





Student behavior

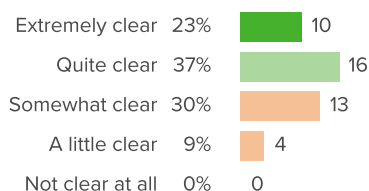
Your average

53%

44 responses

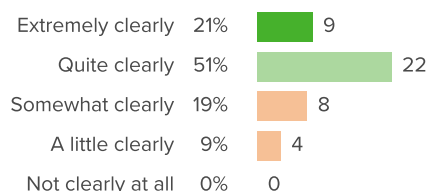
How did people respond?

Q.1: How clear are your school's policies regarding student behavior?



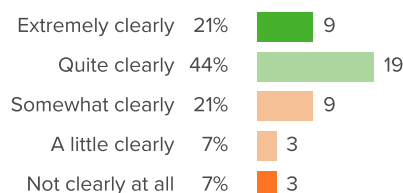
Favorable: **60%**

Q.2: How clearly are the expectations for student behavior communicated to students at your school?



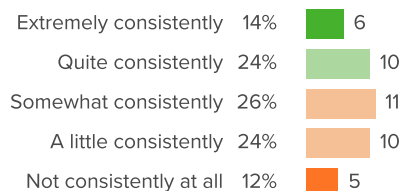
Favorable: **72%**

Q.3: How clearly are the expectations for student behavior communicated to the families of students at your school?



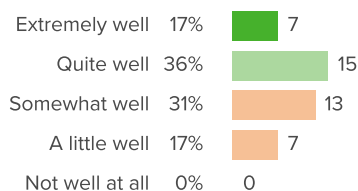
Favorable: **65%**

Q.4: How consistently are the rules for student behavior enforced at your school?



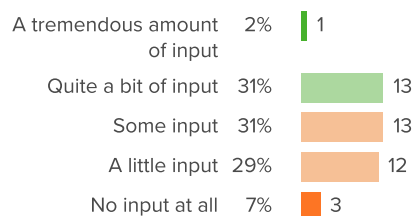
Favorable: **38%**

Q.5: How well does the school leadership at your school support teachers in their handling of student behavioral issues?



Favorable: **52%**

Q.6: How much input do teachers have into how student behavior is addressed at your school?



Favorable: **33%**



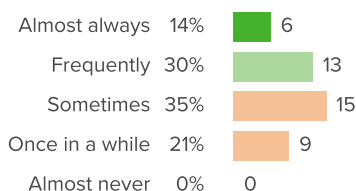
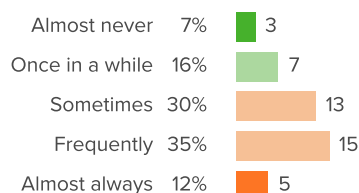
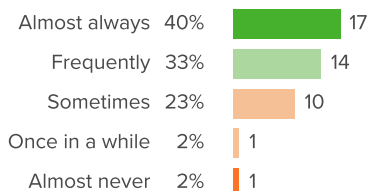
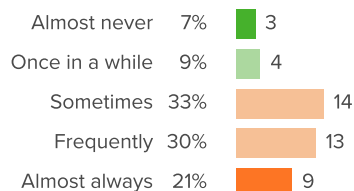
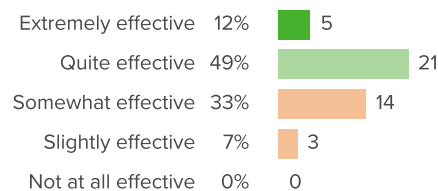
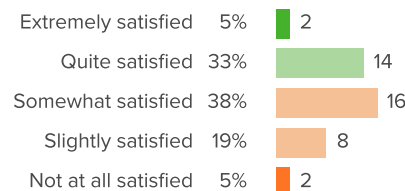
Well-being

Your average

42%

44 responses

How did people respond?

Q.1: During the past week, how often did you feel happy at work?

 Favorable: **44%**
Q.2: During the past week, how often did you feel overwhelmed at work?

 Favorable: **23%**
Q.3: During the past week, how often did you feel safe at work?

 Favorable: **72%**
Q.4: During the past week, how often did you feel stressed out at work?

 Favorable: **16%**
Q.5: How effective do you feel at your job right now?

 Favorable: **60%**
Q.6: Overall, how satisfied are you with your job right now?

 Favorable: **38%**



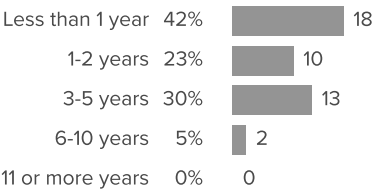
Background Questions

How did people respond? _____

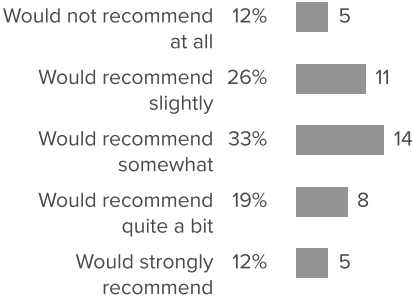
Q.1: For how many years have you taught?



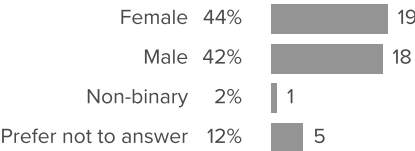
Q.2: For how many years have you taught at your current school?



Q.3: If a friend or colleague were looking for a teaching job, to what extent, if at all, would you recommend this school?



Q.4: What is your gender?



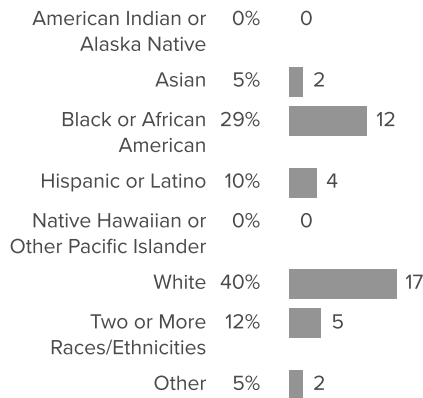


Boston Prep Charter Public School

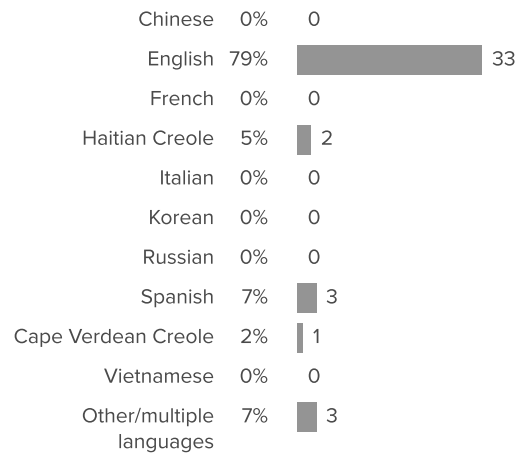
"Spring 2025 BP Winter 2024 Teacher & Staff Survey, 1. Teacher"



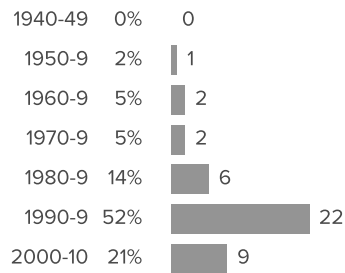
Q.5: What is your race or ethnicity?



Q.6: Please indicate the primary language spoken in your childhood home. (Please check only one.)



Q.7: In which decade were you born?



Coversheet

SY25 Human Capital Update

Section:	V. SY25 Human Capital Update
Item:	A. SY25 Human Capital Update
Purpose:	Discuss
Submitted by:	
Related Material:	25-0603 Governance Committee Memo.Human Capital Update.pdf SY26 Staffing Plan Overview_ Boston Prep.pdf



To: Governance Committee
From: Meekerley Sanon, Executive Director
Date: June 3, 2025
Re: Human Capital Update, Spring 2025

Overview

As we prepare for the 2025–26 school year, we are actively working to ensure a fully staffed team aligned with our strategic goals and instructional priorities. This memo provides a summary of recent hiring progress, open roles, and key data points related to staff retention and tenure.

Summary of SY26 Staffing Model

Our SY26 staffing plan is designed to advance the priorities outlined in our 2025–2028 Strategic Plan by investing in academic excellence, student culture, and leadership development. Our priorities include ensuring low student-to-teacher ratios, expanded instructional leadership capacity, and targeted support roles such as reading specialists, ELD teachers, and mental health professionals. Key leadership positions across our middle and high school campuses, as well as a robust operations and talent team, are structured to support recruitment, retention, and aligned professional development. The full SY26 Staffing Overview is attached for the committee’s review.

- Supporting document: [SY26 Staffing Plan Overview](#)

Current Hiring Progress

We have made strong progress in several high-priority hiring areas. In the month of May, out of 16 current open roles, 5 have been filled, and 11 remain in various stages of recruitment.

May Hiring Snapshot

Role	Openings	Candidate Activity
MS SpEd Compliance Manager	1	1 external; interview next week

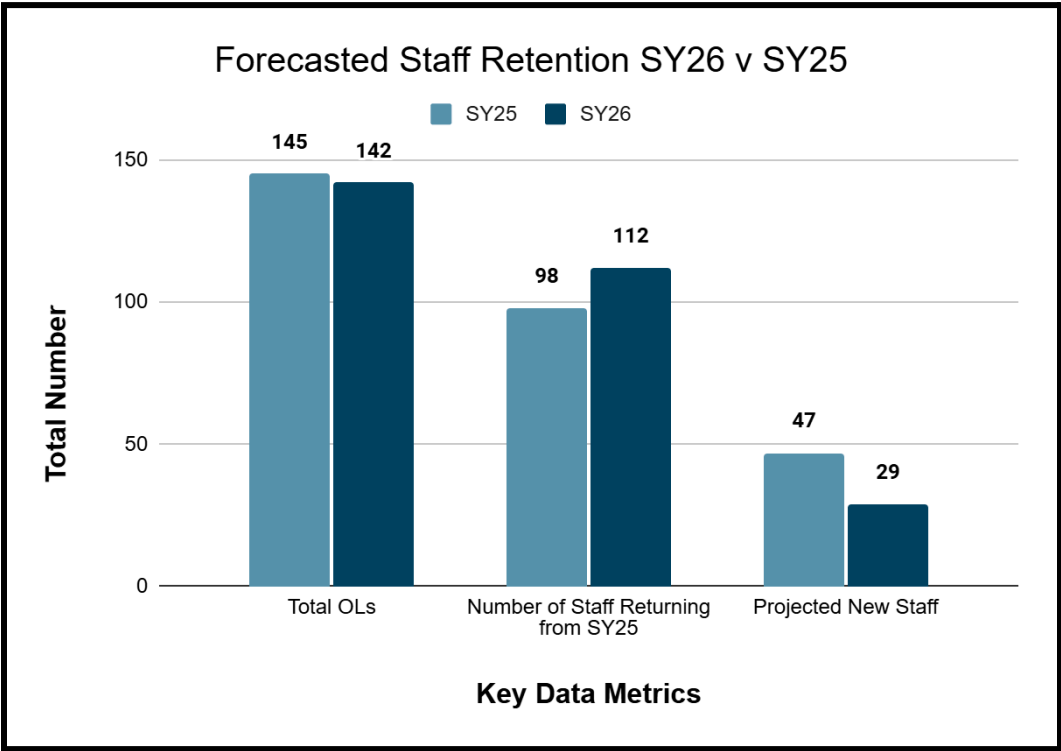
HS SpEd Teacher	2	5 TFA interviews scheduled
HS Math Teacher	3	6 TFA interviews next week
HS Physics	1	1 external + 2 TFA interviews
HS ELA Teacher	4	1 offer extended, 2 TFA interviews
MS DCI – Humanities	1	3 candidates in pipeline
MS ESL Teacher	1	7 TFA interviews scheduled
HS SpEd Compliance Manager	1	Early stage recruitment
HS Assistant Principal	1	Several in pipeline
Instructional Coach	1	Several in pipeline
Curriculum Manager	1	Early-stage candidates
MS Principal	1	1 interview completed; continued recruitment

Retention Snapshot (SY24–25 to SY25–26)

While the projected retention rate for SY25–26 currently stands at approximately 81% based on signed offer letters, this represents a notable decline from last year’s final retention rate. Of note, we are entering a new phase where the majority of returning staff in SY26 will have 3–5 years of experience, allowing for additional school stability. This trend reinforces the urgency of our efforts to strengthen staff culture, refine support structures, and invest in high-impact professional development.

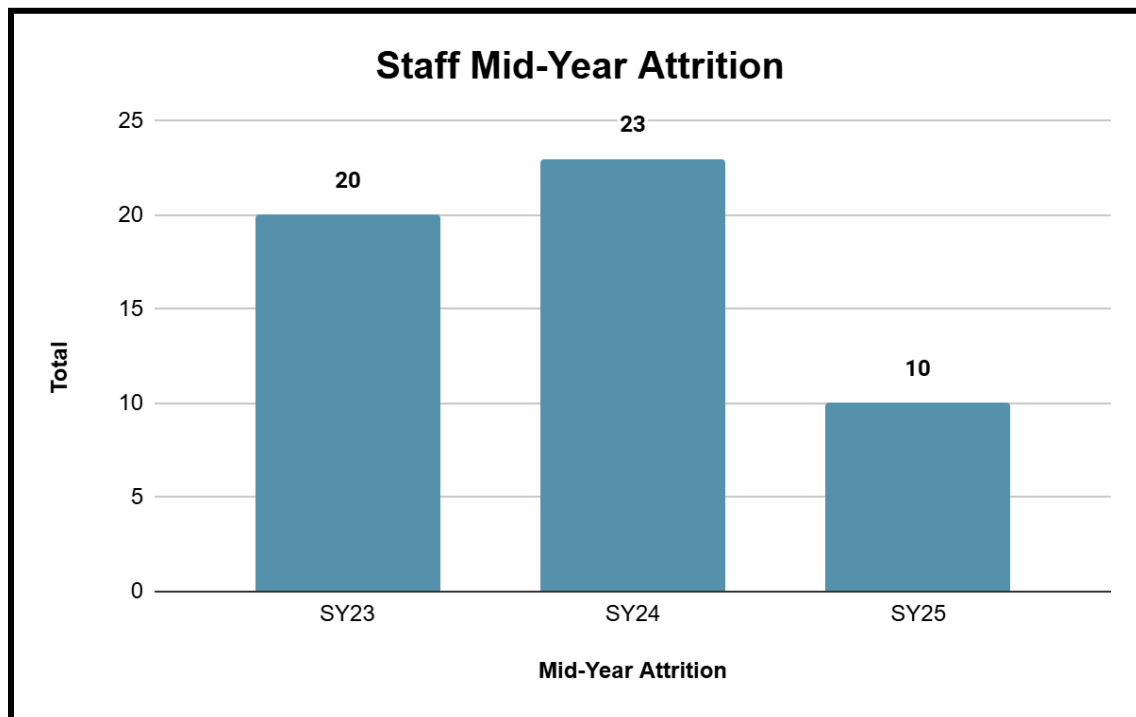
Key Data Metrics:

- Staff Returning: 106
- Staff Not Returning: 25
- Staff Retention Rate: ~81%
- Average Years of Service Among Returners: ~3.9 years
- Staff with 5+ Years at Boston Prep: ~34%
- Staff with 3–5 Years of Service: ~28%



Staff Mid-Year Attrition

Mid-year attrition refers to staff departures occurring during the school year, outside of our standard end-of-year transitions. This metric is an important barometer of staff experience, workload sustainability, and overall alignment with school culture. As of now, mid-year attrition for SY25 is projected at 10 staff members — a significant decline from 23 in SY24 and 20 in SY23. While these numbers will not be final until the close of the academic year, the early trend suggests some improvement in mid-year stability. Continued focus on proactive staff support, responsive leadership, and clear role expectations may be contributing factors. We will revisit these figures in the summer with finalized data.



Next Steps

To support a strong launch into SY26, we will focus on the following next steps over the coming weeks:

- **Finalize Hiring:** Fill remaining vacancies, particularly in high-priority instructional and leadership roles, by the end of June.
- **Monitor Retention Trends:** Track finalized staff retention and mid-year attrition data post-year-end to inform summer planning and strategy.
- **Support Staff Onboarding:** Prepare onboarding materials and summer professional development aligned with our academic, cultural, and leadership priorities.
- **Stabilize Key Teams:** Provide targeted support to teams experiencing transition, including those with new managers or significant staffing changes.
- **Strengthen Talent Systems:** Review our recruitment, retention, and staff culture systems to ensure alignment with strategic goals and the evolving needs of our team.

We will continue to provide regular updates to the Governance Committee on hiring progress, retention trends, and implementation of the SY26 staffing plan.

Thanks,
Meekerley Sanon

SY26 District Staffing Plan: Boston Prep

Guiding Philosophy/Strategy:

At Boston Prep, our staffing model is a strategic investment in academic excellence, school culture, and leadership development, ensuring stability while advancing our mission. Rooted in our 2025-2028 Strategic Plan, our staffing philosophy aligns with four core priorities:

Strategic Priority	Strategic Goal	Staffing Implication
1. Ensuring College-Prep Achievement for All (All Means All & Literacy)	Boston Prep is targeting a 20-point literacy gain by 2026	- With 41.5 HS teachers and 27 MS teachers we aim to ensure a low student to teacher ratio throughout our school community.
		- We will dedicate instructional leadership (DCIs, Instructional coach, Dir of Academic Projects and Curriculum Manager) to better support teacher development and curriculum alignment. Across our school, we are committed to keeping teacher coaching loads to no more than 8 teachers at a time for admin with additional responsibilities.
		- We are also supplementing the supports received by our students by ensure that we have 2 Reading Specialists and 4 ELD Teachers to provide intervention and instructional flexibility.
2. Fostering a Thriving School Culture Built on Boston Prep's Legacy of Ethics & Scholarly Habits	Strengthening student and staff alignment with Boston Prep's ethics-driven mission and legacy.	- Our 2 Principals, 2 Assistant Principals, 4 Deans of Students (2 MS, 2 HS) & 1 Director of Extracurriculars will all work under the direction of the Chief Culture & Equity Officer to cultivate school-wide culture and student leadership.
		-Our robust student support team will also partner with teachers to ensure adequate mental health and social-emotional learning support for all of our students.
3. Developing & Retaining High-Quality Teachers & Leaders	Professional growth and retention through mission-aligned coaching & development.	Our in-house building subs will also work with our Deans of Students to reinforce community norms and student accountability.
		Our 6-person district Leadership Team (ED, CAO, CFO, CCO, COO, CoS) will work to ensure cohesion between strategy & execution.
		Our Operations & Talet teams (26 FTEs) will work to drive recruitment, retention, and internal staff satisfaction under the leadership of our Chief of Staff and our Chief of Operations.
		In collaboration with leaders across Boston Prep, we will ensure high-impact professional development for all members of our team.

SY26 District Staffing Plan: Boston Prep									
Total FTE				139.35					
District Leadership	Name	FTE		Academic Projects Dept	Name	FTE	Persistence Dept	Name	FTE
Executive Director		1.00		Dir of Academic Projects		1.00	Dir of Persistence		1.00
Chief Academic Officer		1.00		Dir of Data Systems		1.00	Alumni Counselor 1		1.00
Chief Equity Officer		1.00		Instructional Coach		1.00	Alumni Counselor 2		1.00
Chief Financial Officer		1.00		Curriculum Manager		0.60	Alumni Counselor 3		1.00
Chief of Staff		1.00		Contingency Teacher 1		1.00	Alumni Counselor 4		1.00
Chief Operations Officer		1.00					Total FTE	5.00	
	Total FTE	6.00			Total FTE	4.60			
Support Services Dept	Name	FTE		Operations Dept	Name	FTE	People & Partnership Dept	Name	FTE
Senior Dir of Support Services		1.00		Dir of Tech		1.00	Dir of Talent		1.00
Dir of MLL Services		1.00		Tech Manager		1.00	Dir of Dev		1.00
Occuational Therapist		1.00		Tech Support Associate		1.00	Dir of Comms		1.00
Dir of Social Working		1.00		School Nurse Lead		1.00	Dir of HR		1.00
Social Worker 1		1.00		School Nurse		1.00	Business Manager/HR Admin		1.00
Social Worker 2		1.00		Front Desk/Ops Associate		1.00	Total FTE	5.00	
Social Worker 3		1.00		Facility & Ops Associate		1.00			
Clinical Psychologist		1.00		Family Ops Manager		1.00	Culture Dept	Name	FTE
Speech Language Pathologist		1.00			Total FTE	8.00	Manager of Extracurriculars & Enrichment		1.00
Speech Language Pathologist		1.00					Total FTE	1.00	
Reading Specialist 1		1.00							
Reading Specialist 2		1.00							
	Total FTE	12.00							
Middle School Leadership	Name	FTE		Middle School Teachers	Name	FTE	Middle School Support	Name	FTE
Principal		1.00		6th ELA		1.00	MS Operations Manager		1.00
Assistant Principal		1.00		7th ELA		1.00	MS Compliance Manager		1.00
DCI of STEM		1.00		8th ELA		1.00	MS Building Sub 1/Ops Associate		1.00
DCI of Humanities		1.00		6th History		1.00	MS Building Sub 2/Culture Fellow		1.00
Dean of Students (1)		1.00		7th History		1.00	MS Building Sub 3		1.00
Dean of Students (2)		1.00		8th History		1.00	Total FTE	5.00	
Dean of Operations		1.00		6th Math		1.00			
Dean of Support Services		1.00		7th Math		1.00			
Dean of Students (3)		1.00		8th Math		1.00			
	Total FTE	9.00		6th Science		1.00			
				7th Science		1.00			
				8th Science		1.00			
				MS Enrichment Teacher 1 (PE)		1.00			
				MS Enrichment Teacher 2 (Mandarin)		1.00			
				MS Enrichment Teacher 3 (Music)		1.00			

					HS English Teacher 5	1.00						
					HS English Teacher 6	1.00						
					HS English Teacher 7	1.00						
					HS English Teacher 8	1.00						
					HS Science Teacher 1	1.00						
					HS Science Teacher 2	1.00						
					HS Science Teacher 3	1.00						
					HS Science Teacher 4	1.00						
					HS History Teacher 1	1.00						
					HS History Teacher 2	1.00						
					HS History Teacher 3	1.00						
					HS History Teacher 4	1.00						
					HS Spanish Teacher 1	1.00						
					HS Spanish Teacher 2	1.00						
					High School Enrichment 1 (PE)	1.00						
					Enrichment 2 (PE 2/Dir of Ath)	1.00						
					Enrichment 3 (Art)	1.00						
					Enrichment 4 (Theater)	1.00						
					Enrichment 5 (Music)	1.00						
					SS Teacher 1	1.00						
					SS Teacher 2	1.00						
					SS Teacher 3	1.00						
					SS Teacher 4	1.00						
					SS Teacher 5	1.00						
					SS Teacher 6	1.00						
					SS Teacher 7/Para	1.00						
					SS Teacher 8/Para	1.00						
					Para (1 to 1) 1	1.00						
					SS Teacher 9 (POST)	1.00						
					SS Para (POST)	1.00						
					ELD Teacher 1	1.00						
					ELD Teacher 2	1.00						
					Total FTE	43.00						

High School Summary

Grades	9	10	11	12	13	Total
Students / Grade	107	110	90	78	3	388

Total # of Leaders	8.75
Total # of Teachers	1.00
Total # of Staff	14.75
Ratio Teachers:Leaders	0.1142857143
Ratio SpEd Teacher:Gen Ed Teachers	
Ratio Instructional:Non-Instructional	
Ratio Students: Teacher	

	Ratio Students: Staff											
--	-----------------------	--	--	--	--	--	--	--	--	--	--	--

Midde School Summary							
Grades	6	7	8	6-8		Total # of Leaders	9.00
Number of Sections	4	4	4			Total # of Teachers	27.00
Students / Section	21	26	28			Total # of Staff	41.00
Students / Grade	83	104	112	299		Ratio Teachers:Leaders	4.555555556
						Ratio Instructional:Non-Instructional	1.928571429
						Ratio Students: Teacher	11.07407407
						Ratio Students: Staff	7.292682927

Role Category	Positions Included
BP3+ Roles (Teachers, Counselors)	Teachers, SPED/ESL Teachers, College Counselors, Alumni Counselors
Specialists	Occupational Therapists, Reading Specialists, Speech-Language Pathologists, School Counselors, Social Workers, Nurses, Psychologists, Nurse Lead
Associate Directors	Deans of Curriculum & Instruction, Deans of Students, Director of Counseling
Operations Support	Front Desk, Facilities Associate, Tech Support, Paraprofessionals, Substitute Teachers, Finance/SPED Associate
Managers	Instructional Coach, Curriculum Manager, Compliance Manager, Manager of Enrichment, Tech Manager, Family Operations Manager, HS/MS Operations Manager, Business Manager
School/6-12 Leadership	Assistant Principals, Directors of Academic Projects, Director of Data, Director of ELL, Director of Persistence, Deans of Operations, Director of Tech, Director of HR, Director of Library Media & Communications, Director of Development
Principals	Middle School Principal, High School Principal, Senior Director of Special Education
Executive Leadership	Executive Director, CAO, COO, COS, CFO, CCEO