



Foxborough Regional Charter School

Governance Committee Meeting

Date and Time

Monday June 13, 2022 at 8:00 AM EDT

Meeting Format

Whether in person or online, the public is welcome to attend Board Meetings and have access to meeting minutes. Meetings are held once a month and additionally, as determined by the Board Chair. All meeting Agendas are posted to the school website at least 48 hours in advance of each public meeting.

During the meeting, the Board follows the published agenda and works through business. Audience members are not part of the formal discussion or deliberations, but may raise their hand to add brief comment or ask clarifying questions. Meetings start promptly on time as noted on the agenda.

Agenda

| | Purpose | Presenter | Time |
|-------------------------------------|---------|----------------|----------------|
| I. Opening Items | | | 8:00 AM |
| A. Record Roll Call Attendance | | Susanna Girard | |
| B. Call the Meeting to Order | | Susanna Girard | |
| C. Approve Minutes | Vote | | |
| II. Governance | | | |
| A. Meeting time | Discuss | Susanna Girard | |
| Set a regular schedule meeting time | | | |
| B. 1st Reading | Discuss | Susanna Girard | |

| | Purpose | Presenter | Time |
|--|---------|-----------|------|
|--|---------|-----------|------|

- Scope of Governance Committee

III. Other Business

IV. Closing Items

A. Adjourn Meeting

Vote

Susanna
Girard

The listed matters are those reasonably anticipated by the Chair to be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may be brought up for discussion to the extent permitted by law.

Coversheet

1st Reading

| | |
|--------------------------|---|
| Section: | II. Governance |
| Item: | B. 1st Reading |
| Purpose: | Discuss |
| Submitted by: | |
| Related Material: | Sample Committee Descriptions Governance.pdf Role Academic Excellence Committee.pdf DRAFT GOVERANCE Committee.pdf |



Governance Committee[©]

General Purpose

The governance committee is commissioned by and responsible to the Board of Trustees to assume the primary responsibility for matters pertaining to Board of Trustees recruitment, nominations, orientation, training, and evaluation in accordance with the bylaws of the organization as well as established policies and practices approved by the Board of Trustees.

Appointments and Composition

1. Appointments of the chair and members of the Board governance committee shall be made annually by the Chair of the Board with the advice and consent of the Board in accordance with the Bylaws.
2. The chair of this committee shall be a member of the Board of Trustees.
3. Other members of this committee shall be members of the Board of Trustees.
4. Additional committee members may be appointed and need not be members of the Board of Trustees.

Responsibilities

1. Analyze the skills and experience needed on the Board.
2. Create a short and long-term board recruitment strategy.
3. Work with Board Chair and CEO on a succession plan for board officers.
4. Recruit members to serve as members of the Board and develop a slate of trustees for consideration by the membership at the annual meeting in accordance with selection/election procedures outlined in the bylaws.
5. Develop and review annually the procedures for Board recruitment.
6. Develop an orientation and training plan for new trustees.
7. Assist in the planning of an annual Board retreat and other deeper strategy sessions as needed.
8. Develop and revise a Board member handbook outlining the responsibilities of the Board and Board members, Board policies, and other relevant information.
9. Conduct board education as needed.
10. Create specific measurable board-level goals for the year as part of the full board planning process.



11. Regularly evaluate the effectiveness of board meetings, and make recommendations for improvement to the chair and the full board as needed.
12. Annually coordinate an evaluation of the full board and individual trustees.
13. Report to the Board of Trustees at regular meetings of the Board in a manner determined by the Board.
14. Annually evaluate its work as a committee and the objectives it has committed itself to and report on same to the Board of Trustees.



Role of the Academic Excellence Committee¹

Duties

The main purpose of the Academic Excellence Committee is to measure the academic results of the organization against the goals laid out in the organization's charter, accountability plan, and annual CEO goals. In one sense, the Academic Excellence Committee is similar to the Finance Committee: both exist to monitor performance against stated goals. For the Finance Committee, this means measuring financial results against the budgeted goals. For the Academic Excellence Committee, this means measuring organizational outcomes against stated goals for metrics such as:

- Performance on state tests
- Performance on nationally-normed standardized tests (e.g., the TerraNova, SAT 10, etc.)
- Performance on interim assessments (e.g., Achievement Network tests, the STEP, the DIBELS, or interim assessments created by the school)
- Attendance
- Surveys of family or staff satisfaction
- Student and staff retention

The overall role of the Academic Excellence Committee is to ensure that:

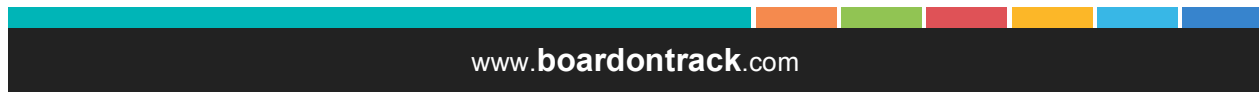
- The board and CEO have a clear and shared definition of “academic excellence” for the organization. (It should be written down and understood by all trustees.)
- The board and CEO have a clear and shared sense of how well the organization is currently performing in reaching that definition of excellence.
- The board and CEO agree on what the next steps the organization will take in order to reach that goal of excellence.
- All trustees understand the promises in the charter and accountability plan and understand how well the organization is currently performing against those promises.
- All trustees understand what standardized assessments the school administers, what each one assesses, when each one is administered, and how the data from each is used to inform teaching and programmatic changes.
- The board and CEO have a clear and structured process for updating the board on the organization's performance on key academic outcomes on a regular basis (at least four times per year).

¹ See also the Job Description for the Academic Excellence Committee



- When academic-outcome data is presented to the board, it is presented in a comparative context (e.g., against comparables of how the organization has performed in the past, how other schools in the area have performed, and how other high performing schools have performed) so that trustees can assess the organization’s overall strength of performance meaningfully.
- Work with CEO to provide board training, as necessary, to understand how the organization is achieving the board approved goals.

| | CEO Role | Committee Role |
|--------------------------------------|--|--|
| Goal Setting | <ul style="list-style-type: none"> • Develop goals/timeline for reporting on progress towards academic goals and propose them to the committee for discussion and feedback • Present finalized goals/reporting timeline to the full board for approval | <ul style="list-style-type: none"> • Review CEO’s proposed goals/reporting timeline • Ask questions to ensure that the goals are (1) ambitious and (2) achievable. (These judgments are made relative to the organization’s charter promises, other schools’ performances, the organization’s own past performance.) • Recommend finalized goals/reporting timeline to the full board for approval; ensure that all trustees understand goals |
| Progress Monitoring | <ul style="list-style-type: none"> • Present the committee with data to assess progress towards goals on the agreed upon timeline • Present updates on data to full board on agreed upon timeline | <ul style="list-style-type: none"> • Review data to assess progress towards goals on agreed-upon timeline • Ask probing questions to better understand the data and help the CEO to be thoughtful about the data • Help CEO to frame data for presentation to the full board |
| Instructional Decision Making | <ul style="list-style-type: none"> • Select and implement curricula, training, and materials necessary for successful instruction | <ul style="list-style-type: none"> • Sounding board for CEO’s ideas on how to improve instructional practices and curricula based on student performance data |
| Staff Oversight | <ul style="list-style-type: none"> • Hire and train all staff • Oversee and evaluate all staff | <ul style="list-style-type: none"> • Ensure that CEO has created and implemented staff evaluation and feedback procedures • Monitor results through annual/biannual staff surveys and through staff retention data |





What the Academic Excellence Committee Should Not Do

One of the biggest pitfalls for Academic Excellence Committees is to engage over *inputs*—the means by which the organization pursues its mission—rather than *outcomes*—the objective data used to assess how well the organization is meeting its mission. Inputs are management level issues, which should be handled by the CEO. Outcomes are what the board should be focused on and governing towards. The best Academic Excellence Committees help CEOs set clear goals for the year of outcomes that are related to the mission and then set up checkpoints throughout the year (likely two to four), at which they meet with the CEO to monitor progress towards those goals.

Other activities Academic Excellence Committees should NOT be involved in:

- Evaluating teachers
- Selecting, designing, or reviewing the quality of curricula
- Planning professional development for teachers
- Interacting with teachers or other staff members on a regular basis (i.e., daily or weekly)
- Interacting with families or students on a regular basis (i.e., daily or weekly)
- Presenting themselves as an outlet for staff, family, or student complaints or concerns that have not first been formally addressed to the CEO

Committee Membership

While it can be useful for some members of the Academic Excellence Committee to have a background in education, it is by no means necessary in order to be an effective committee member. Many effective Academic Excellence Committees do not have educators on the committee. We find that the key functions of the committee—helping the CEO to set ambitious goals and then monitoring data to assess progress towards those goals—are often well met by people with strong analytical skills; these people need not be educators.

What questions should the committee be asking?

- What is the ultimate goal of our organization? (must be measurable)
- How we will know, on an annual basis, that our students are making progress towards this goal?
- How will we know during the course of the year that our students are making progress towards our annual goals?
- When will the board receive updates on students' academic progress this year?
- What data will the board receive at each of these check-in points?
- What results does the CEO expect to see at each check-in point that would tell us we are on track to meet our annual goals?
- Is there an evaluation/feedback process in place for all staff members under which they receive a formal written evaluation, based on clear criteria, at least once per year?
- In addition, see the list of questions in the “Smart Questions about Assessment Data” document, as well.

Governance & Academic Excellence Committee

Reports to: The Board of Trustees

Term of Office: One year

Purpose

The governance committee is commissioned by and responsible to the Board of Trustees to

- Assume the primary responsibility for matters pertaining to Board of Trustees recruitment, nominations, orientation, training, and evaluation in accordance with the bylaws of the organization as well as established policies and practices approved by the Board of Trustees.
- Assume the Primary responsibility of evaluating the Executive Director.
- Assume the responsibility of compliance
 - Reporting to Massachusetts Department of Elementary & Secondary Education
 - Massachusetts Open Meeting law
- Measure the academic results of the organization against the goals laid out in the organization's charter, accountability plan, and annual Executive Director goals. For the Academic Excellence Committee, this means measuring organizational outcomes against stated goals for metrics such as:
 - Performance on state tests
 - Performance on nationally normed standardized tests (e.g., the MAP, MCAS, SAT 10, etc.)
 - Performance on interim assessments (e.g., Achievement Network tests, the STEP, the DIBELS, or interim assessments created by the school)
 - Attendance

Responsibilities:

- To notify the Finance Committee of any decisions made that impact on the school finances. Such decisions will be made with a clause stating that they are recommendations and are subject to the school's budget policies and procedures. Depending on the nature of the proposed budget change, related policies and procedures may include approval by the Finance Committee and/or the Board of Trustees
- Board Recruitment & Retention
 - Analyze the skills and experience needed on the Board.
 - Create a short and long-term board recruitment strategy.
 - Work with Board Chair and Executive Director on a succession plan for board officers.
 - Recruit members to serve as members of the Board and develop a slate of trustees for consideration by the membership at the annual meeting in accordance with selection/election procedures outlined in the bylaws.
 - Develop and review annually the procedures for Board recruitment.
 - Develop an orientation and training plan for new trustees.

- Assist in the planning of an annual Board retreat and other deeper strategy sessions as needed.
- Develop and revise a Board member handbook outlining the responsibilities of the Board and Board members, Board policies, and other relevant information.
- Conduct board education as needed.
- Create specific measurable board-level goals for the year as part of the full board planning process.
- Regularly evaluate the effectiveness of board meetings and make recommendations for improvement to the chair and the full board as needed.
- Annually coordinate an evaluation of the full board and individual trustees.
- Annual Board Self-Assessment
- Compliance Issues
 - Reporting to Massachusetts Department of Elementary & Secondary Education
 - Massachusetts Open Meeting law
- Governance
 - Annual review of the Executive Director
 - The board and Executive Director have a clear and shared definition of “academic excellence” for the organization. (It should be written down and understood by all trustees.)
 - The board and Executive Director have a clear and shared sense of how well the organization is currently performing in reaching that definition of excellence.
 - The board and Executive Director agree on what the next steps the organization will take in order to reach that goal of excellence.
 - Understand the promises in the charter and accountability plan and understand how well the organization is currently performing against those promises.
 - Understand what standardized assessments the school administers, what each one assesses, when each one is administered, and how the data from each is used to inform teaching and programmatic changes.
 - Ensure a clear and structured process for updating the Board of Trustees on the organization’s performance on key academic outcomes on a regular basis (at least four times per year).
 - Review academic-outcome data prior to it being presented to the Board of Trustees, it is presented in a comparative context (e.g., against comparable of how the organization has performed in the past, how other schools in the area have performed, and how other high performing schools have performed) so that trustees can assess the organization’s overall strength of performance meaningfully.
 - Work with Executive Director to provide board training, as necessary, to understand how the organization is achieving the board approved goals.

| | Executive Director Role | Committee Role |
|--------------|---|--|
| Goal Setting | Develop goals/timeline for reporting on progress towards academic goals and propose them to the committee for discussion and feedback | Review Executive Director’s proposed goals/reporting timeline Ask questions to ensure that the goals are (1) ambitious and (2) achievable. (These judgments are made relative to the organization’s charter promises, |

| | | |
|--------------------------------------|---|---|
| | Present finalized goals/reporting timeline to the full board for approval | other schools' performances, the organization's own past performance.) Recommend finalized goals/reporting timeline to the full board for approval; ensure that all trustees understand goals |
| Progress Monitoring | Present the committee with data to assess progress towards goals on the agreed upon timeline Present updates on data to full board on agreed upon timeline | Review data to assess progress towards goals on agreed-upon timeline Ask probing questions to better understand the data and help the Executive Director to be thoughtful about the data Help Executive Director to frame data for presentation to the full board |
| Instructional Decision Making | Select and implement curricula, training, and materials necessary for successful instruction | Sounding board for Executive Director's ideas on how to improve instructional practices and curricula based on student performance data |
| Staff Oversight | Hire and train all staff Oversee and evaluate all staff | Ensure that Executive Director has created and implemented staff evaluation and feedback procedures Monitor results through annual/biannual staff surveys and through staff retention data |

What the Academic Excellence Committee Should Not Do

- One of the biggest pitfalls for Academic Excellence Committees is to engage over inputs—the means by which the organization pursues its mission—rather than outcomes—the objective data used to assess how well the organization is meeting its mission. Inputs are management level issues, which should be handled by the Executive Director. Outcomes are what the board should be focused on and governing towards. The best Academic Excellence Committees help Executive Director s set clear goals for the year of outcomes that are related to the mission and then set up checkpoints throughout the year (likely two to four), at which they meet with the Executive Director to monitor progress towards those goals.
- Other activities Academic Excellence Committees should NOT be involved in:
 - Evaluating teachers
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 - Planning professional development for teachers

- Interacting with teachers or other staff members on a regular basis (i.e., daily or weekly)
- Interacting with families or students on a regular basis (i.e., daily or weekly)
- Presenting themselves as an outlet for staff, family, or student complaints or concerns that have not first been formally addressed to the Executive Director

The committee shall bring to the Board of Trustees recommendations to change the following policies when appropriate.

- Mandatory Criminal Record (CORI) Checks (shared with Staff Recruitment & Retention Committee)
- Bequests, Donations and Gifts
- FRCS Community Standards for Behavior
- Complaint Procedures
- Non-Discrimination
- Family Education and Rights to Privacy

The committee shall manage the following activities.

Composition:

1. This committee is chaired is a member of the Board of Trustees and appointments shall be made at least annually in accordance with the FRCS Bylaws.
2. The clerk/secretary to the committee is a member of the FRCS SLT or Staff

Compliance

1. This committee will meet at least once every other month.
2. The committee shall call additional meetings as needed.