



# Foxborough Regional Charter School

## Governance Committee Meeting

Published on September 29, 2022 at 2:09 PM EDT

### Date and Time

Monday October 3, 2022 at 5:00 PM EDT

### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>5:00 PM</b>
<b>A.</b> Record Roll Call Attendance		Susanna Girard	
<b>B.</b> Call the Meeting to Order		Susanna Girard	
<b>II. Policy Review</b>			
<b>A.</b> 1st Reading	Discuss	Susanna Girard	
• Privilege of the Floor Policy			
<b>III. Governance Committee Business</b>			
<b>A.</b> Governance	Vote	Susanna Girard	
• Executive Director Search			
• Charter Renewal: DESE Visit			
• Welcome new Members (VOTE)			
◦ Elect Clerk/secretary (VOTE)			
◦ Distribute Scope Document			
• Membership for Board Committees			
◦ Staff			
◦ Parent/Guardian			
◦ Students			

	Purpose	Presenter	Time
<ul style="list-style-type: none"> <li>• Trustee Onboarding                             <ul style="list-style-type: none"> <li>◦ Review Current Trustee Skills &amp; Demographics</li> <li>◦ Review Current Trustee Annual Assessment</li> </ul> </li> </ul>			
<b>B. Academics</b>	Discuss	Kathleen Foley	
No topics for September			
<b>IV. Closing Items</b>			
<b>A. Privilege of the Floor</b>	FYI	Susanna Girard	
<b>B. Approval of Minutes</b>	Vote	Susanna Girard	
<ul style="list-style-type: none"> <li>• 08AUG2022</li> </ul>			
<b>C. Vote to Adjourn</b>	Vote	Susanna Girard	
<b>D. Adjourn Meeting</b>	Vote	Susanna Girard	

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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. Policy Review  
**Item:** A. 1st Reading  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Privilege\_of\_the\_Floor\_Form\_DRAFT\_\_1\_(1).docx

# FOXBOROUGH REGIONAL CHARTER SCHOOL

## PRIVILEGE OF THE FLOOR

All regular and special meetings of the Foxborough Regional Charter School (FRCS) Board of Trustees (BOT) and its Committees shall be open to the public. The Board/Committees desire members of the FRCS school community to attend its meetings so that they may become better acquainted with the operations and programs at FRCS but does not seek public comment during the planned agenda, which is consistent with Massachusetts Open Meeting Law.

The Board of Trustees and its committees will provide an opportunity for the public to address issues at their meetings, provided time allows. At a regularly scheduled meeting, individuals or group representatives will be invited to address the Committee during its public comment period, which shall be known as "Privilege of the Floor." Privilege of the Floor shall not exceed 15 minutes in total.

While remote connection to the Board/Committees are permitted by the Massachusetts Attorney General's office, FRCS will provide a connection for remote observation/participation.

In order that all who wish to be heard before the Board/Committees have a chance and to ensure the ability of the Committee to conduct business in an orderly manner, the following rules and procedures are adopted consistent with state and federal free speech laws:

- Privilege of the Floor shall be within the scope of the Board/Committee's authority.
  - Any comments involving staff members or students must concern the educational goals, policies, or budget of FRCS, or the performance of the Superintendent.
  - Comments about programs offered by the District and the efforts of its staff, the discussion of matters relating to specific individuals is expressly prohibited.
    - Concerns about an individual staff member should be raised to their direct supervisor.
    - Concerns pertaining to the Executive Director should be sent in writing to the Board of Trustees Chair.
- Each speaker/group is to ensure everyone can see them, introduce himself or herself and address the board for no more than 3 minutes.
  - Large groups addressing the same topic are encouraged to consolidate their remarks and/ or select a spokesperson to comment at Privilege of the Floor.
  - In general, extensions of time will not be permitted. However, speakers who require reasonable accommodations based on a speech-related disability or who require language interpretation services may be allotted a total of five (5) minutes to present their material. Speakers must notify the Board/Committees email at least 48 hours in advance of the meeting if they wish to request an extension of time for one of these reasons.

# FOXBOROUGH REGIONAL CHARTER SCHOOL

## PRIVILEGE OF THE FLOOR

- Speakers must begin their remarks by stating their name, town or city of residence, and affiliation. All remarks will be addressed through the Chair of the meeting.
- All speakers are encouraged to present their remarks respectfully.
- Speakers who wish to address the Board/Committees via remote connection, if provided,
  - Must complete the form ahead of the meeting and submit it to the Office of the Executive Director by noon of the day prior to the board meeting. The form may also be faxed (508-543-7982) or emailed to [trustees@foxboroughrcs.org](mailto:trustees@foxboroughrcs.org).
  - The screen name used via the remote connection must be accurate.
- If the speaker does not complete the form prior to the meeting, they will need to request permission to speak by signing into the meeting when they arrive, in person, with their name, address & topic.
- Behaviors that may lead to removal from a meeting
  - The Chair of the meeting may not interrupt speakers who have been recognized to speak, except that the Chair reserves the right to terminate speech that is not Constitutionally protected because it constitutes true threats, incitement to imminent lawless conduct, or comments that were found by a court of law to be defamatory, and/or sexually explicit comments made to appeal to prurient interests. Verbal comments will also be curtailed once they exceed the time limits
  - Chat features will not be utilized by anyone not recognized by the Chair as a means of public comment outside the Privilege of the Floor section of the meeting.
  - Inappropriate or threatening language will not be tolerated verbally or via chat features.
- Privilege of the Floor is not a time for debate or response to comments by the Board/Committees. Comments made at Privilege of the Floor do not reflect the views or the positions of the BOT's or its Committees. Because of constitutional free speech principles, the BOT's and its Committees do not have the authority to prevent all speech that may be upsetting and/ or offensive at the Privilege of the Floor.
- Please be aware that the Board/Committee members and the Executive Director typically do not respond to statements at the Board/Committee meeting.

REFERENCES: Mansfield Public School Committee, MA  
Natick Public Schools, MA

LEGAL REFS: M.G.L. 30A:18-25, Open Meeting Law  
940 CMR 29 Open Meeting Regulations

# FOXBOROUGH REGIONAL CHARTER SCHOOL

## PRIVILEGE OF THE FLOOR

<b>Name</b>	_____	<b>Date</b>	_____
<b>Address</b> <small>(Staff of FRCS can just write STAFF)</small>	_____	<b>Email</b>	_____
<b>Town</b>	_____	<b>Phone Number</b>	_____

**In 3 or 4 sentences, please describe your concern**

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**If you believe this is a Policy or Oversight Issue, Please explain**

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**If this item is related to a specific student, have you addressed your concerns to:**

<b>Check all that apply</b>	Teacher	Administrator	Executive Director
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**What type of response do you expect as a result of this issue being raised?**

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# Coversheet

## Governance

**Section:** III. Governance Committee Business  
**Item:** A. Governance  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Scope Document.pdf  
Sample Board Member Orientation Process.pdf  
E-BOOK 3-Year Board Recruitment Road Map.pdf  
BOT Skills & Demographics.pdf  
Board Annual Assessment.pdf

# FOXBOROUGH REGIONAL CHARTER SCHOOL

## SCOPE OF THE GOVERNANCE COMMITTEE

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**Reports to:** The Board of Trustees

**Term of Office:**

- Board of Trustees and 12-month employees September to August.
- Staff, Adults/Guardians & Students for one school year from September to June.

**Meeting Frequency**

- This committee will meet at least three times a year in October, March & June (unless agreed to by the committee) on the first Monday of the month.
- The committee shall call additional meetings as needed.
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**General Purpose**

Support the Board of Trustees in the governance of the School District by ensuring the Trustees are supported in their efforts, monitoring academic performance and adherence to local/state/federal agencies policies & laws.

**Purpose & Responsibilities**

The Governance Committee is commissioned by and accountable to the Board of Trustees to

- Support of the Board of Trustees
  - Assume the primary responsibility for matters pertaining to Board of Trustees recruitment nominations and evaluation in accordance with the bylaws of the organization as well as established policies and practices approved by the Board of Trustees.
    - Analyze the skills and experience needed on the Board and make recommendations for Board expansion/succession planning.
    - Create a short and long-term board recruitment strategy.
    - Ensure Board of Trustees completes the annual self-assessment.
    - Work with Board Chair and Executive Director on a succession plan for board officers.
    - Work with the Board Chair and/or V-Chair and Executive Director to provide board training, as necessary, to understand how the organization is achieving the board approved goals.
    - Support Trustee Recruitment & Retention
  - The Board of Trustees assumes the primary responsibility of evaluating the Executive Director. The Governance committee will help the different stakeholders have a voice in the feedback process.
  - The Board of Trustees holds the School District's Charter in accordance with the By-Laws of the school district. The Governance Committee shall support the renewal process and assessments.

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Approved by the Board of Trustees: 23AUG2022

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# FOXBOROUGH REGIONAL CHARTER SCHOOL

## SCOPE OF THE GOVERNANCE COMMITTEE

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- Academic Monitoring o Monitor the academic results of the organization against the goals laid out in the organization’s charter and accountability plan, measuring organizational outcomes against stated goals for metrics such as:
  - o Performance on state tests
  - o Performance on nationally normed standardized tests (e.g., the MAP, MCAS, SAT 10, etc.)
  - o Performance on interim assessments created by the school district.
  - o Attendance
- The Committee will
  - o Understand the promises in the charter and accountability plan and understand how well the organization is currently performing against those promises.
  - o Understand what standardized assessments the school/district administers, what each one assesses, when each one is administered, and how the data from each is used to inform teaching and programmatic changes
  - o Focus on outcomes, using objective data to assess how well the organization is meeting its mission. The committee recognizes that inputs are management level issues, which will be handled by the Executive Director. This board committee will focus strictly on outcomes and oversight and will use the goals set by the Executive Director, relating to the mission, to measure progress.
  - o 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.
  - o 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
  - o Refrain from presenting themselves as an outlet for staff, family, or student complaints or concerns that have not first been formally addressed to the Executive Director.
- Support compliance oversight to
  - o Massachusetts Department of Elementary & Secondary Education
  - o Massachusetts Open Meeting law
  - o Department of Public Health
  - o Board of Health
- Consult with the Finance Committee on any change that has a financial component. The Board Treasurer can veto/change an activity/change that violates a bond covenant or is simply not within budget.

### **Recommendations for Policy Review:**

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

- o Mandatory Criminal Record (CORI) Checks (shared with Staff Recruitment & Retention Committee)
- o FRCS Community Standards for Behavior
- o Complaint Procedures

# FOXBOROUGH REGIONAL CHARTER SCHOOL

## SCOPE OF THE GOVERNANCE COMMITTEE

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- Non-Discrimination
- Family Education and Rights to Privacy

### **Review/Support Operational Activities**

- Annual Charter Renewal

### **Composition:**

- A member of the Board of Trustees will act as the Chair and V-Chair of this committee. If only one member of the Board of Trustees is on the Committee, then the V-Chair will be a member of the District Administration.
- Board of Trustee and District Administration appointments to the Committee shall be made at least annually in accordance with the FRCS Bylaws.
- The clerk/secretary to the committee is any adult member of the committee and is responsible for open meeting law compliance.
- Up to two additional members from the following stakeholders:
  - Staff Members
  - Parent/Guardians
  - Students

### **Out of Scope for this Committee**

The Executive Director

- Evaluation of teachers
- Selection, design, or review of the quality of curricula
- Plan for professional development for teachers
- Interactions with teachers or other staff members on a regular basis (i.e., daily or weekly)
- Interaction with families or students on a regular basis (i.e., daily or weekly)

The Board of Trustees and Executive Director have

- A clear and shared definition of “academic excellence” for the organization
- Sense of how well the organization is currently performing in reaching that definition of excellence
- Agree on what the next steps the organization will take in order to reach that goal of excellence.

# FOXBOROUGH REGIONAL CHARTER SCHOOL

## SCOPE OF THE GOVERNANCE COMMITTEE

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### Role of the Executive Director vs the Committees Role

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



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## SAMPLE BOARD MEMBER ORIENTATION PROCESS

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### **Phase I: Recruitment**

In the recruitment stage, a prospective board member will receive printed materials such as the charter application, relevant information regarding the educational program and financial data, and any other pertinent background information.

The prospective member will also receive a list of expectations of a board member, including the schedule of board meetings, committee assignments, length of board term, and an idea of the required time commitment.

#### **List of Materials:**

- Executive Summary from the charter application
- Organization chart of board and school leadership
- Board member biographies
- Overview of the U.S. charter school movement
- Overview of our state's charter school movement

### **Phase II: Orientation**

New board members will attend a mandatory orientation session, which will be conducted by the board chair, the CEO, and the chair of the committee to which the new member would be potentially added.

The session will be held before the board meeting following the member's election to the board and will last for approximately one hour.

In designing an orientation curriculum, it is important that the new member be provided with information that will help them address the major decisions and policy questions facing the organization.

## **The orientation session will be comprised of three elements:**

### **1. A comprehensive review of the board and the organization:**

The mission, vision, and values of the organization; the history of the board and founding of the organization, roles and responsibilities of the board and the CEO, the administrative calendar with the board meeting schedule and other major activities of the board, an organizational chart that includes the list of current and planned committees, how the board conducts meetings, including relevant actions from Roberts' Rules of Order.

### **2. A broader discussion about the external environment the organization operates within:**

This will include information about political, economic, demographic, legislative, competitive trends and changes that have significant impact on the organization and the children it serves), financial information, and detailed information about the educational program.

### **3. An in-depth orientation to the new member's committee work:**

A more detailed conversation about the role of the new member on an existing committee, current issues and topics being examined by the committee, tasks and an action plan being executed by the committee, and any other information that would be helpful to the new member about committee work.

In addition to this session, a school tour independently arranged with and given by the CEO would introduce the new member to the school site and allow him or her to meet some of the administrative faculty at the school.



After the initial orientation session has taken place and some time within the first three months of tenure, a follow-up meeting would be held comprising the new board member and either the board chair or the governance committee chair or vice chair.

The purpose of this meeting would be to give the new member an opportunity to discuss any outstanding issues and or questions that he or she may have regarding the board governance process or a particular topic relevant to his or her committee work.

While the orientation session, the school tour, and follow-up meeting should provide a solid foundation from which the board member can successfully perform his or her duties, it may also be a good idea to provide a mentor to the new member.

An informal mentoring program could help build a sense of teamwork and support for new members. A mentor would be a skilled and reliable board member who would work closely with the new member to help him or her better understand board procedures, talk through basic issues and questions, and be available for any other support that the new member might require.

## **List of Materials:**

- Final Charter Application
- Bylaws
- Board member résumés and contact information
- Staff résumés (CEO and other members of the leadership team)
- Board Policy Manual
- Authorizer Handbook for Charter School Board Members
- Board agendas and minutes from the previous year
- State Disclosure Forms



GUIDE 02

# Creating a 3-Year Board Recruitment Road Map



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## About This Series

Our world has been transformed by technology and data. This is an inescapable fact. But, this transformation has been slow to come to the nonprofit sector and has particularly lagged in the governance of nonprofits.

At BoardOnTrack we are pioneering a new, data-driven approach to nonprofit governance. We developed this series to showcase the rich data set you are receiving as part of your annual BoardOnTrack Membership and to give you actionable recommendations on how to use this data to build a better, more sustainable, and effective organization.

## About This Guide

This guide focuses on the Skills and Demographic Inventories in BoardOnTrack and the valuable data that is compiled in the Members Report.



## What's Inside

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# Quick Context Setting

## Shifting from Reactive to Strategic: Creating a 3-Year Board Recruitment Road Map

As your organization moves from launching to sustaining you need to ensure that you are building strong, repeatable systems, and processes. This is the crux of our capability maturity model, also known as the Path to Excellence and illustrated below:



Building a sustainable, predictable process to find and recruit new talent for your board is absolutely essential. Even the most effective boards have regular trustee turn over. Term limits, burn out, and the ever-changing, busy lives of volunteer board members will lead to attrition each year on your board. Built right in to your BoardOnTrack Membership is an easy way for you to understand the relative strengths and areas to improve with regards to your board’s composition, and a quick and easy way to develop a longer-term, strategic board recruitment road map. This guide will show you how to harness the power of this component of your BoardOnTrack Membership.



## Action Steps to Get the Data

### What is the Members Report?

The Members Report takes skills, demographic, and term limit information from your voting board members in BoardOnTrack and turns it into an interactive report that gives you a three-year look at your board's composition. It highlights strengths and areas where we recommend you consider adding additional skills. Our recommendations of board size and composition come from our national standards that were developed through work in the trenches with over 500 charter school boards.

### Generating the Data

#### Individual Trustees

All voting board members should click on their profile located in the upper right-hand corner of BoardOnTrack, and complete the skills and demographic inventory questions. For the report to be accurate, you need 100% of your voting board members to complete this task. It takes less than three minutes, so this should be a snap!

#### Term Limits

Next, one person on your team with BoardOnTrack administrative privileges, will enter your trustees' term limits in the team section.

Once the individual trustee information has been created and the term limits populated, you will see a completed Members Report located in both the team and report sections in BoardOnTrack.

### Key Components of the Report

#### Skills

The skills highlighted in the report are the skills that are vital to run your multimillion-dollar public entity. As you look under each of the skills categories (for example: Academic Excellence), you will see sub categories (closing the achievement gap, state test data, etc.). This level of detail is key. Often boards have a false sense of security that they have "educators" generally on the board but fail



to see that they don't have the specific, targeted educational skills needed. This holds true for each of the categories that the BoardOnTrack report is highlighting.

Included within the skills section, are a few essential key board member qualities. Pay attention to these as you think about your current board composition and the ideal candidates you want to recruit. Often candidates have the requisite skills but are lacking in these key qualities. Make sure to probe for both.

## Demographics

The Members Report highlights age, ethnicity, and gender. It is important for your board to have an authentic conversation about diversity on your board. How do you define diversity? Why is it important? How does it relate to your mission and vision? When boards think about diversity they quickly jump to race and ethnicity. And yes, this kind of diversity is vital. But a robust conversation about diversity should include gender, age, socio-economics, sexual orientation, and even geography. You are trying to build a strategically assembled team with the skills, temperament, and life experience to govern a multimillion-dollar public enterprise. The more diverse your board is, the less groupthink you will have and the better your creative problem-solving will be.

## Term Limits

Term limits are essential to ensure there is a regular influx of new talent, energy, and perspectives on the board. As start-up organizations, charter schools are susceptible to "founder's syndrome", where founding members stay beyond the point of effectiveness. This can be a lead founder who is the CEO or can refer to a group of founding board members. Term limits are an important safeguard against this.

Typically, a two-year term renewable three times or a three-year term renewable two times works well in the charter school context, as charters are given for five years, and this ensures a fair amount of continuity during that time period.

Once the three two-year terms are up, a trustee should take a minimum of two years off before being considered for re-nomination. This waiting period ensures there will be an influx of new talent, voices, and perspectives on the board.

A board can always make an exception to this rule, if necessary, but these are our recommended guidelines.



## Action Steps to Use the Data

The BoardOnTrack mantra is Knowledge + Action = Results. So, generating the data is great, but is only as good as the actions you take with that data. Our recommended action steps include the following:

### 1. Governance Committee Review

Ideally your board has a governance committee. This is the committee that is tasked with finding and recruiting new trustees, as well as organizing board education, new trustee orientation, and focusing on the overall health and functioning of the board. The governance committee should meet and review the Members Report in detail. Before jumping to the end result and setting a board expansion goal, the committee should spend some time isolating the key strategic questions/issues raised by looking at the data. Often this includes questions such as:

#### **Prioritized Goals**

What are the most important things our board will do to add value to the organization this year? What about over the next 3 years? If form follows function, who do we need on our governance team to achieve these goals? Where are the gaps?

#### **Board Size**

Our board is much smaller than the ideal size that BoardOnTrack recommends. Do we understand their rationale? Are we ready to move to a larger board doing substantive work in between board meetings? How important are functioning committees to achieving our strategic priorities?

#### **Board Skills**

Where do our skills match the BoardOnTrack recommendations, and where do they differ? How do we want to strategically approach this? Where are our biggest risks? Where do we need to build bench strength?

#### **Qualities**

The committee should look at the qualities you want or need on the board. Are there enough trustees with a good sense of humor? Will the “devil’s advocate” be rotating off at the end of this year? Are there enough entrepreneurial trustees on the board that thrive in startup situations? What are the additional value-add characteristics that new trustees could bring to enhance the functioning of our team? Are there qualities that we think all trustees should have?

#### **Demographics**

What does the report tell us about the current levels of diversity on our board? What role should diversity play on our board? How does our current board make-up align with our organization’s mission and vision? How does our current board composition align with our student population, service area, and broader community?

#### **Succession Planning**

How urgent is succession planning? For board members in general? For board officers?

### 2. CEO’s Input

Ideally your CEO plays an active role in the work of the governance committee and was part of the discussions above. Make sure that your CEO has a chance to weigh in on the board expansion goals and timeline. Your board should have skills that complement the skills of the senior management team of the organization and should serve as a valuable thought partner to the CEO. It is vital that the CEO is aligned with the board on the skills and perspectives that would be most helpful to them.



### 3. Committee Input

Form follows function. The governance committee should connect with each committee, discuss their prioritized goals, and learn what additional skills those committee members think are needed to round out their team and tackle the priority issues over the next few years.

### 4. Draft Board Expansion Goals

Based on the results of the discussion above, the governance committee should formulate a clear set of board expansion goals.

### 5. Full Board Alignment

Once the committee and CEO are in agreement about the recommended path forward, the final step is to review and discuss the strategic questions with the full board and to request a vote to approve the board expansion goals. If done right, finding and recruiting trustees takes a significant amount of time, and it is vital that the full board is in agreement about the strategic priorities and timeline. Getting this alignment now will save a great deal of potential frustration later on.

#### One Big Tip for Building a Board Pipeline

Although you'll find lots of tips and tools for building a great board in the resources section of BoardOnTrack, there is one big tip that we want to highlight front and center: building a board pipeline by starting with non-board members on committees.

Typically, boards think about finding and recruiting full, voting trustees for their board. But, if you really want to shift your board recruitment efforts to be strategic rather than reactive, you would be wise to think about adding potential board members to your committees first. Think about this as building a farm team. We have seen this technique used successfully with your peers across the country and highly recommend it. It benefits the board by allowing you to recruit someone with a specific skill, place them on a committee, and see if they show up, do the work, are good at group process, and don't have a personal agenda, etc. Then, as seats on the full governing board open up, you are nominating someone who is a known entity and has already proven their worth to the organization.

It turns out that this technique is also really helpful to the candidates. Governing a charter school is a complex task and serving on a charter school board is quite different than board service on traditional nonprofits. There is a great deal to learn, so starting someone off on a committee using their skills and expertise in a focused way is a great way for them to get up to speed on just one component of the organization. In addition, there are other significant benefits to serving on a committee rather than the full board, including that the individual does not have to deal with financial disclosures and it is less of a time commitment than full board service.

So, it turns out this technique is typically a win-win for both the candidate and the organization.



## Who Is On The Hook To Find and Recruit New Trustees?

As we like to say, governance is a team sport. Everyone should lend a hand in finding, recruiting, orienting, and retaining great trustees.

### Full Board

The full board should both approve board expansion goals and actively weigh in on strategic questions around board composition, such as the right size, skills, and demographics for your board. As a team, you should all know the priorities and be actively engaged in seeking new team members.

### Committees

The governance committee should lead the charge in finding and recruiting trustees, but all committees should play an active role in board recruitment. If you are moving forward with the technique of building a farm team/having candidates first serve on a committee before being nominated to the full voting board, then task committees with helping to find and screen candidates. For example, a finance committee is typically populated with trustees with financial acumen. If this is what they do in their day job, chances are they know lots of others with the requisite skills and have a better network to tap in the financial sector than those on the governance committee.

### Individual Trustees

Everyone should know the board and committee recruitment priorities and be on the lookout for potential candidates.

### CEO

Your organization's leader should play an active and engaged role in prioritizing the skills, qualities, and demographics needed on the board, as well as assisting in finding, screening and orienting candidates.



# Additional Resources

## Definition of Excellence The High Bar of Board Composition Defined

Boards that reach the high bar of board composition share the following characteristics:

### Board Size

- 11 to 15 trustees.

### Previous Governance Experience

- 75% or more of the board have previous governance experience.

### Skills and Expertise

- 100% of the skills needed to govern effectively.

### Diversity

- Board membership reflects the broadest level of ethnic, racial, gender, and geographical diversity.
- The diversity of board members heightens the credibility of the board in the broader community's eyes.

### Level of Objectivity

The board is able to maintain a very high level of objectivity when governing because:

- No trustees have any personal or business ties with the CEO, staff, or each other that could result in a conflict of interest (real or perceived) during decision-making.
- Less than 25% of the board members are parents of students currently enrolled in the school.
- The CEO is the only employee of the organization that is a member of the board.

## Assessments

You may find it helpful to look at the results of the Board Structure, Board Composition and Board Recruitment Assessments built in to your BoardOnTrack membership. Your board's results will highlight strengths, areas to improve, and serve up relevant resources, articles, and templates to help you strengthen these areas of governance.

The definition of excellence above is basically the answer key for the Board Composition Assessment.





# Sample Board Expansion Goal

## GOVERNANCE Committee

### Overarching 3-Year Goals:

By June 2021 have a sustainable governing board of 11-15 diverse trustees who bring the needed skills to the board to ensure effective governance.

Develop enough bench strength so that the board can create and sustain a succession planning process for officers, committee chairs and trustees.

### Board Annual Governance Goals

1. Expand the board by 2 trustees by December 2018 and by an additional 2 trustees by May 2019 with the prioritized skills of human resources, fundraising and finance.
2. Add at least one non board member to each committee by January 2019.
3. By January 2019 have board approved written job descriptions for each officer position and each committee.

### CEO Annual Governance Goals

1. By September 2018, documented the role of senior staff in supporting each board committee, and ensure that each committee is properly staffed.
2. By December 2018, assist committee in developing an onboarding and new trustee orientation process

## GOVERNANCE Committee Action Plan

**Action Plan Goal #1:** Expand the board by 2 trustees by December 2018 and by an additional 2 trustees by May 2019 with the prioritized skills of human resources, fundraising and finance.

Key Actions	Due Date
1. Solicit input from trustees and develop a screening action plan	September 2018
2. Create a written screening process/nominating process	September 2018
3. Begin screening identified candidates	October 2018





## Featured Resources from BoardOnTrack Resources Section

Log in to BoardOnTrack and click on the resources section and you will find a treasure trove of resources about how to find and recruit trustees. Of particular note:

- Sample Board Composition and Expansion Policy
- Sample Board Candidate Interview Questions
- Sample Candidate Ranking Sheet
- Sample Policy for Nominating Non Board Members to Committees



### Time to Get Rolling! We're Here to Help.





We hope you found this primer on using the Members Report helpful. We understand that each charter school board is unique and that this guide might get you rolling, but you may still have questions, need to troubleshoot an issue, or get a little coaching through some thorny implementation. Not to worry! We're standing by ready to help!





























The fastest way to reach us is through the HELP button in BoardOnTrack or:

Email: [info@boardontrack.com](mailto:info@boardontrack.com)

and a friendly, knowledgeable team member will be in touch right away.

## Skills Summary

-  Sufficient Expertise
-  Insufficient Expertise
-  Minimal Expertise
-  Insufficient Data

	FY22-23 Q1	FY22-23 Q2	FY22-23 Q3	FY22-23 Q4
<b>Academic Excellence</b>				
<b>Development</b>				
<b>Facilities</b>				
<b>Finance</b>				
<b>Governance</b>				
<b>Human Resources</b>				
<b>Key Qualities</b>				

# Academic Excellence

■ Very Experienced 
 ■ Some Experience 
 ■ No Experience

People with experience									
<p>Understanding of how data is used to close the achievement gap</p>	<table border="1"> <caption>Data for Understanding of how data is used to close the achievement gap</caption> <thead> <tr> <th>Experience Level</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Very Experienced</td> <td>1</td> </tr> <tr> <td>Some Experience</td> <td>6</td> </tr> <tr> <td>No Experience</td> <td>1</td> </tr> </tbody> </table>	Experience Level	Count	Very Experienced	1	Some Experience	6	No Experience	1
Experience Level	Count								
Very Experienced	1								
Some Experience	6								
No Experience	1								
<p>Strong analytical skills</p>	<table border="1"> <caption>Data for Strong analytical skills</caption> <thead> <tr> <th>Experience Level</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Very Experienced</td> <td>4</td> </tr> <tr> <td>Some Experience</td> <td>3</td> </tr> <tr> <td>No Experience</td> <td>1</td> </tr> </tbody> </table>	Experience Level	Count	Very Experienced	4	Some Experience	3	No Experience	1
Experience Level	Count								
Very Experienced	4								
Some Experience	3								
No Experience	1								
<p>Life experience using data to solve problems in education or other fields</p>	<table border="1"> <caption>Data for Life experience using data to solve problems in education or other fields</caption> <thead> <tr> <th>Experience Level</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Very Experienced</td> <td>5</td> </tr> <tr> <td>Some Experience</td> <td>1</td> </tr> <tr> <td>No Experience</td> <td>2</td> </tr> </tbody> </table>	Experience Level	Count	Very Experienced	5	Some Experience	1	No Experience	2
Experience Level	Count								
Very Experienced	5								
Some Experience	1								
No Experience	2								
<p>Familiarity with state and national assessments</p>	<table border="1"> <caption>Data for Familiarity with state and national assessments</caption> <thead> <tr> <th>Experience Level</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Very Experienced</td> <td>1</td> </tr> <tr> <td>Some Experience</td> <td>4</td> </tr> <tr> <td>No Experience</td> <td>3</td> </tr> </tbody> </table>	Experience Level	Count	Very Experienced	1	Some Experience	4	No Experience	3
Experience Level	Count								
Very Experienced	1								
Some Experience	4								
No Experience	3								



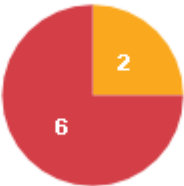
# Development

■ Very Experienced 
 ■ Some Experience 
 ■ No Experience

People with experience									
Experience building/scaling a sustainable nonprofit fundraising program	<table border="1"> <tr><th>Experience Level</th><th>Count</th></tr> <tr><td>Very Experienced</td><td>0</td></tr> <tr><td>Some Experience</td><td>3</td></tr> <tr><td>No Experience</td><td>5</td></tr> </table>	Experience Level	Count	Very Experienced	0	Some Experience	3	No Experience	5
Experience Level	Count								
Very Experienced	0								
Some Experience	3								
No Experience	5								
Experience cultivating/soliciting high net worth individuals	<table border="1"> <tr><th>Experience Level</th><th>Count</th></tr> <tr><td>Very Experienced</td><td>1</td></tr> <tr><td>Some Experience</td><td>2</td></tr> <tr><td>No Experience</td><td>5</td></tr> </table>	Experience Level	Count	Very Experienced	1	Some Experience	2	No Experience	5
Experience Level	Count								
Very Experienced	1								
Some Experience	2								
No Experience	5								
Event planning	<table border="1"> <tr><th>Experience Level</th><th>Count</th></tr> <tr><td>Very Experienced</td><td>2</td></tr> <tr><td>Some Experience</td><td>1</td></tr> <tr><td>No Experience</td><td>5</td></tr> </table>	Experience Level	Count	Very Experienced	2	Some Experience	1	No Experience	5
Experience Level	Count								
Very Experienced	2								
Some Experience	1								
No Experience	5								
PR & marketing	<table border="1"> <tr><th>Experience Level</th><th>Count</th></tr> <tr><td>Very Experienced</td><td>1</td></tr> <tr><td>Some Experience</td><td>3</td></tr> <tr><td>No Experience</td><td>4</td></tr> </table>	Experience Level	Count	Very Experienced	1	Some Experience	3	No Experience	4
Experience Level	Count								
Very Experienced	1								
Some Experience	3								
No Experience	4								

# Facilities

■ Very Experienced 
 ■ Some Experience 
 ■ No Experience

People with experience									
Facility financing	 <table border="1" style="margin: 0 auto;"> <tr><th>Experience Level</th><th>Count</th></tr> <tr><td>Very Experienced</td><td>3</td></tr> <tr><td>Some Experience</td><td>3</td></tr> <tr><td>No Experience</td><td>2</td></tr> </table>	Experience Level	Count	Very Experienced	3	Some Experience	3	No Experience	2
Experience Level	Count								
Very Experienced	3								
Some Experience	3								
No Experience	2								
Supervising complex facilities projects	 <table border="1" style="margin: 0 auto;"> <tr><th>Experience Level</th><th>Count</th></tr> <tr><td>Very Experienced</td><td>2</td></tr> <tr><td>Some Experience</td><td>3</td></tr> <tr><td>No Experience</td><td>3</td></tr> </table>	Experience Level	Count	Very Experienced	2	Some Experience	3	No Experience	3
Experience Level	Count								
Very Experienced	2								
Some Experience	3								
No Experience	3								
Real estate law	 <table border="1" style="margin: 0 auto;"> <tr><th>Experience Level</th><th>Count</th></tr> <tr><td>Very Experienced</td><td>0</td></tr> <tr><td>Some Experience</td><td>2</td></tr> <tr><td>No Experience</td><td>6</td></tr> </table>	Experience Level	Count	Very Experienced	0	Some Experience	2	No Experience	6
Experience Level	Count								
Very Experienced	0								
Some Experience	2								
No Experience	6								

# Finance

■ Very Experienced 
 ■ Some Experience 
 ■ No Experience

People with experience									
CFO	 <table border="1" style="margin: 0 auto;"> <tr><th>Experience Level</th><th>Count</th></tr> <tr><td>Very Experienced</td><td>1</td></tr> <tr><td>Some Experience</td><td>2</td></tr> <tr><td>No Experience</td><td>5</td></tr> </table>	Experience Level	Count	Very Experienced	1	Some Experience	2	No Experience	5
Experience Level	Count								
Very Experienced	1								
Some Experience	2								
No Experience	5								
Accounting/Bookkeeping	 <table border="1" style="margin: 0 auto;"> <tr><th>Experience Level</th><th>Count</th></tr> <tr><td>Very Experienced</td><td>2</td></tr> <tr><td>Some Experience</td><td>4</td></tr> <tr><td>No Experience</td><td>2</td></tr> </table>	Experience Level	Count	Very Experienced	2	Some Experience	4	No Experience	2
Experience Level	Count								
Very Experienced	2								
Some Experience	4								
No Experience	2								
CPA	 <table border="1" style="margin: 0 auto;"> <tr><th>Experience Level</th><th>Count</th></tr> <tr><td>Very Experienced</td><td>1</td></tr> <tr><td>Some Experience</td><td>2</td></tr> <tr><td>No Experience</td><td>5</td></tr> </table>	Experience Level	Count	Very Experienced	1	Some Experience	2	No Experience	5
Experience Level	Count								
Very Experienced	1								
Some Experience	2								
No Experience	5								
Financial policies and controls	 <table border="1" style="margin: 0 auto;"> <tr><th>Experience Level</th><th>Count</th></tr> <tr><td>Very Experienced</td><td>4</td></tr> <tr><td>Some Experience</td><td>2</td></tr> <tr><td>No Experience</td><td>2</td></tr> </table>	Experience Level	Count	Very Experienced	4	Some Experience	2	No Experience	2
Experience Level	Count								
Very Experienced	4								
Some Experience	2								
No Experience	2								
Long-range budget planning/forecasting	 <table border="1" style="margin: 0 auto;"> <tr><th>Experience Level</th><th>Count</th></tr> <tr><td>Very Experienced</td><td>3</td></tr> <tr><td>Some Experience</td><td>3</td></tr> <tr><td>No Experience</td><td>2</td></tr> </table>	Experience Level	Count	Very Experienced	3	Some Experience	3	No Experience	2
Experience Level	Count								
Very Experienced	3								
Some Experience	3								
No Experience	2								

# Governance

■ Very Experienced 
 ■ Some Experience 
 ■ No Experience

People with experience									
Previous experience with creating board development processes	<table border="1" style="margin: 0 auto;"> <caption>Board Development Processes</caption> <tr><th>Experience Level</th><th>Count</th></tr> <tr><td>Very Experienced</td><td>2</td></tr> <tr><td>Some Experience</td><td>1</td></tr> <tr><td>No Experience</td><td>5</td></tr> </table>	Experience Level	Count	Very Experienced	2	Some Experience	1	No Experience	5
Experience Level	Count								
Very Experienced	2								
Some Experience	1								
No Experience	5								
Previous nonprofit governance experience	<table border="1" style="margin: 0 auto;"> <caption>Nonprofit Governance Experience</caption> <tr><th>Experience Level</th><th>Count</th></tr> <tr><td>Very Experienced</td><td>3</td></tr> <tr><td>Some Experience</td><td>2</td></tr> <tr><td>No Experience</td><td>3</td></tr> </table>	Experience Level	Count	Very Experienced	3	Some Experience	2	No Experience	3
Experience Level	Count								
Very Experienced	3								
Some Experience	2								
No Experience	3								
Experience finding and recruiting trustees	<table border="1" style="margin: 0 auto;"> <caption>Finding and Recruiting Trustees</caption> <tr><th>Experience Level</th><th>Count</th></tr> <tr><td>Very Experienced</td><td>1</td></tr> <tr><td>Some Experience</td><td>3</td></tr> <tr><td>No Experience</td><td>4</td></tr> </table>	Experience Level	Count	Very Experienced	1	Some Experience	3	No Experience	4
Experience Level	Count								
Very Experienced	1								
Some Experience	3								
No Experience	4								

# Human Resources




■ Very Experienced 
 ■ Some Experience 
 ■ No Experience

People with experience									
Employee policies and procedures	<table border="1"> <tr><th>Experience Level</th><th>Count</th></tr> <tr><td>Very Experienced</td><td>3</td></tr> <tr><td>Some Experience</td><td>4</td></tr> <tr><td>No Experience</td><td>1</td></tr> </table>	Experience Level	Count	Very Experienced	3	Some Experience	4	No Experience	1
Experience Level	Count								
Very Experienced	3								
Some Experience	4								
No Experience	1								
CEO annual reviews	<table border="1"> <tr><th>Experience Level</th><th>Count</th></tr> <tr><td>Very Experienced</td><td>2</td></tr> <tr><td>Some Experience</td><td>3</td></tr> <tr><td>No Experience</td><td>3</td></tr> </table>	Experience Level	Count	Very Experienced	2	Some Experience	3	No Experience	3
Experience Level	Count								
Very Experienced	2								
Some Experience	3								
No Experience	3								
Employee benefits	<table border="1"> <tr><th>Experience Level</th><th>Count</th></tr> <tr><td>Very Experienced</td><td>1</td></tr> <tr><td>Some Experience</td><td>5</td></tr> <tr><td>No Experience</td><td>2</td></tr> </table>	Experience Level	Count	Very Experienced	1	Some Experience	5	No Experience	2
Experience Level	Count								
Very Experienced	1								
Some Experience	5								
No Experience	2								
Performance management	<table border="1"> <tr><th>Experience Level</th><th>Count</th></tr> <tr><td>Very Experienced</td><td>3</td></tr> <tr><td>Some Experience</td><td>4</td></tr> <tr><td>No Experience</td><td>1</td></tr> </table>	Experience Level	Count	Very Experienced	3	Some Experience	4	No Experience	1
Experience Level	Count								
Very Experienced	3								
Some Experience	4								
No Experience	1								
Recruiting	<table border="1"> <tr><th>Experience Level</th><th>Count</th></tr> <tr><td>Very Experienced</td><td>2</td></tr> <tr><td>Some Experience</td><td>5</td></tr> <tr><td>No Experience</td><td>1</td></tr> </table>	Experience Level	Count	Very Experienced	2	Some Experience	5	No Experience	1
Experience Level	Count								
Very Experienced	2								
Some Experience	5								
No Experience	1								



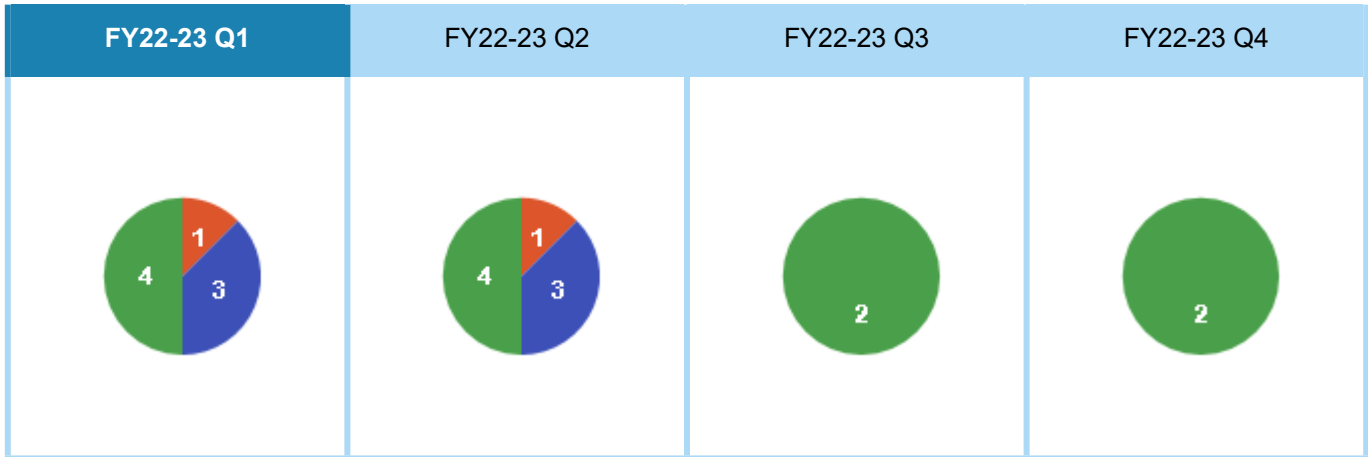
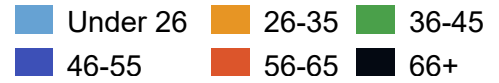
# Key Qualities

■ Very Experienced 
 ■ Some Experience 
 ■ No Experience

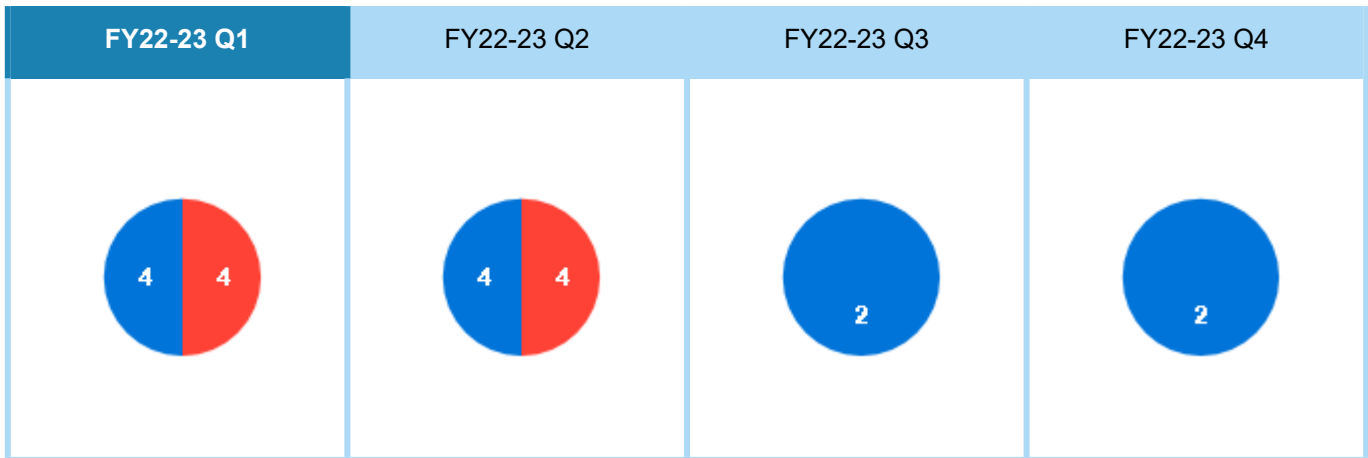
People with experience									
Excel at group process and facilitation	 <table border="1"> <tr><th>Experience Level</th><th>Count</th></tr> <tr><td>Very Experienced</td><td>3</td></tr> <tr><td>Some Experience</td><td>5</td></tr> <tr><td>No Experience</td><td>0</td></tr> </table>	Experience Level	Count	Very Experienced	3	Some Experience	5	No Experience	0
Experience Level	Count								
Very Experienced	3								
Some Experience	5								
No Experience	0								
Startup Temperament	 <table border="1"> <tr><th>Experience Level</th><th>Count</th></tr> <tr><td>Very Experienced</td><td>2</td></tr> <tr><td>Some Experience</td><td>4</td></tr> <tr><td>No Experience</td><td>2</td></tr> </table>	Experience Level	Count	Very Experienced	2	Some Experience	4	No Experience	2
Experience Level	Count								
Very Experienced	2								
Some Experience	4								
No Experience	2								
Problem solving skills	 <table border="1"> <tr><th>Experience Level</th><th>Count</th></tr> <tr><td>Very Experienced</td><td>6</td></tr> <tr><td>Some Experience</td><td>2</td></tr> <tr><td>No Experience</td><td>0</td></tr> </table>	Experience Level	Count	Very Experienced	6	Some Experience	2	No Experience	0
Experience Level	Count								
Very Experienced	6								
Some Experience	2								
No Experience	0								

# DEMOGRAPHICS

## Age

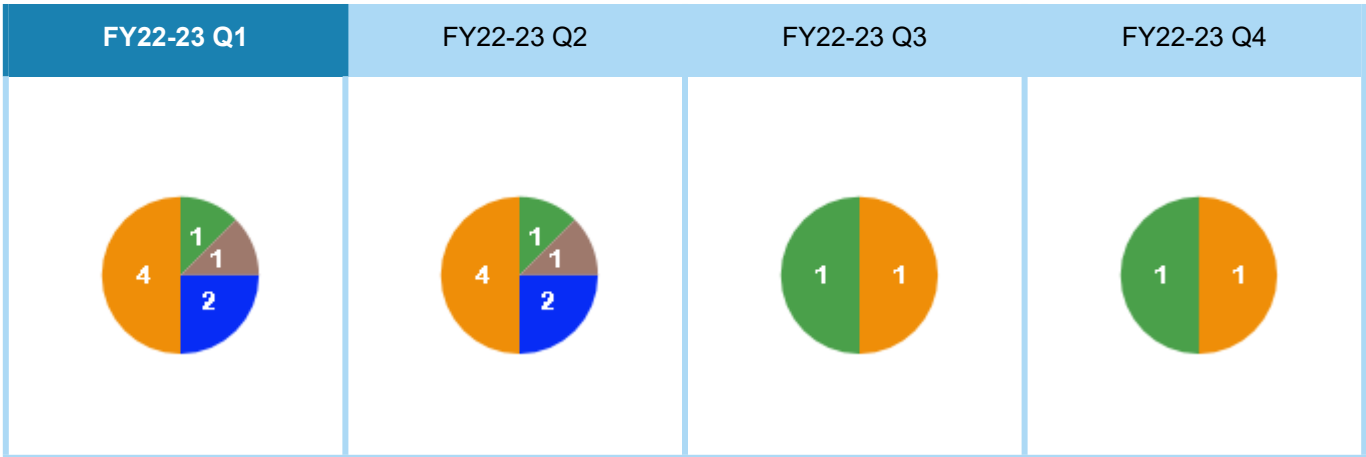


## Gender











# Race/Ethnicity

- African American
- Asian American
- Caucasian
- Hispanic
- Native American
- Other



# MEMBERS

Members	Terms	Demographics Completed	Skills Completed
Anissia Vixamar	1: 04/12/2022 - 11/30/2022		
Badawi Dweik	1: 12/01/2013 - 11/30/2016 2: 12/01/2016 - 11/30/2019 3: 12/01/2019 - 11/30/2022		
Kathleen Crawford	1: 01/12/2007 - 11/30/2010 2: 12/01/2010 - 11/30/2013 3: 12/01/2013 - 11/30/2016 4: 12/01/2016 - 11/30/2019 5: 12/01/2019 - 11/30/2022		
Matthew Yezukevich	1: 12/01/2015 - 11/30/2018 2: 12/01/2018 - 11/30/2021 3: 12/01/2021 - 11/30/2024		
Ramona Royal	1: 04/12/2022 - 11/30/2022		
Sergio Martin	1: 12/01/2018 - 11/30/2021 2: 12/01/2021 - 11/30/2024		
Susanna Girard	1: 12/01/2013 - 11/30/2016 2: 12/01/2016 - 11/30/2019 3: 12/01/2019 - 11/30/2022		
Todd Tetreault	1: 04/12/2022 - 11/30/2022		

# FY23 Board Assessment

## Board Assessment Report

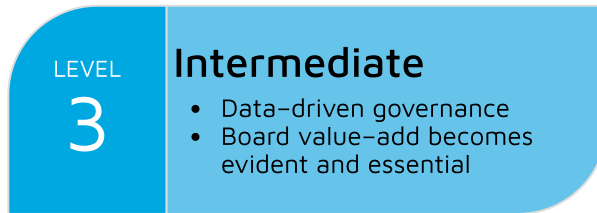
OPENED 8/8/2022

EXECUTIVE  
DIRECTOR

BOARD MEMBERS

Anissia Vixamar **BD** Badawi Dweik **KC** Kathleen Crawford  
**MY** Matthew Yezukevich **RR** Ramona Royal Sergio Martin  
Susanna Girard **TT** Todd Tetreault

Completed



LEGEND

- BOARD** Average for all participating board members
- Executive Director** One Executive Director
- One individual board member
- Insufficient Data

# Overview

	Board
Board Meetings	LEVEL 4
Board Structure	LEVEL 5
Board Composition	LEVEL 2
Board Recruitment	LEVEL 4
Board Goals & Accountability	LEVEL 3
Finance	LEVEL 3
Development	LEVEL 1
Academic Oversight	LEVEL 3
Executive Director Support & Evaluation	LEVEL 3

# Summary

LEVEL  
1

LEVEL  
2

LEVEL  
3

LEVEL  
4

LEVEL  
5

Board Meetings				BOARD	
Board Structure					BOARD
Board Composition		BOARD			
Board Recruitment				BOARD	
Board Goals & Accountability			BOARD		
Finance			BOARD		
Development	BOARD				
Academic Oversight			BOARD		
Executive Director Support & Evaluation			BOARD		

# Board Meetings

## Details

LEVEL  
1

LEVEL  
2

LEVEL  
3

LEVEL  
4

LEVEL  
5

Yearly Meeting Plan			BOARD		
Board Meeting Agenda					BOARD
Board Meeting Materials					BOARD
Board Meeting Content			BOARD		
Board Meeting Facilitation		BOARD			
Board Meeting Minutes					BOARD
Board Meeting Evaluation	BOARD				
Open Meeting Law Compliance			BOARD		



# Board Structure

## Details



Bylaws					BOARD
Job Descriptions			BOARD		
Officers					BOARD
Committees					BOARD

# Board Composition






## Details



Board Size	BOARD				
Previous Governance Experience	BOARD				
Skills and Expertise		BOARD			
Diversity		BOARD			
Level of Objectivity			BOARD		






# Board Recruitment

## Details

					
Recruitment Plan	BOARD				
Recruitment Process					BOARD
Board Recruitment Pipeline					BOARD
Role of the Executive Director in Board Recruitment			BOARD		
Orientation	BOARD				

# Board Goals & Accountability

## Details

					
Board Goals			BOARD		
Accountability		BOARD			

# Finance

## Details

LEVEL  
1

LEVEL  
2

LEVEL  
3

LEVEL  
4

LEVEL  
5

Financial Oversight					BOARD
Financial Policies and Procedures			BOARD		
Financial Controls			BOARD		
Financial Reports				BOARD	
Developing Realistic Budgets					BOARD
Board Education		BOARD			
Annual Audit/990	BOARD				
Financial Compliance	BOARD				
Support of the Executive Director				BOARD	

# Development

## Details



Philosophical Alignment	BOARD				
Strategic Fund Development Plan	BOARD				
Accountability			BOARD		
Board Training	BOARD				

# Academic Oversight

## Details



Clarity of Vision			BOARD		
Roadmap		BOARD			
Charter Obligations		BOARD			
Standardized Testing					BOARD
Comparative Data		BOARD			
Board Education	BOARD				

# Executive Director Support & Evaluation

## Details

LEVEL  
1

LEVEL  
2

LEVEL  
3

LEVEL  
4

LEVEL  
5

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Governance/Management					BOARD
Partnership with Executive Director	BOARD				
Executive Director Evaluation			BOARD		
Executive Director Support			BOARD		

*Please provide any additional comments, questions and concerns.*

---



My board assessment is challenging due to two key factors. First, I am a new Trustee; I joined the board April 12th, 2022. Second, our Executive Director position has been vacant since just before I joined the board (our Director of Teaching and Learning and Chief of Staff has been serving as interim co-Executive Directors while we source an interim and permanent ED). This means that much of the board business has been occupied with the leadership transition. Filling that role is a dependency for returning to some of the more normal annual rhythms of board business. In short, I've joined the board during a leadership transition, and I'm still ramping up.

---



I have served on the board for less than 6 months so I do not have a full, year-long experience to reflect upon. This lack of tenure is reflected in my answers.

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FRCS, as other schools, is emerging from a volatile period. We are not (yet!) out of the woods. FRCS may be 20 years old, but in many ways we are starting again. The community is struggling to cope with too many stressors: COVID, extreme fatigue, frustration, anger, and blame. Teachers feel it, school leaders feel it, parents and students feel it, the board feels it. Can we turn the corner? Yes, I believe we can. But to do so, ALL community members need to step up; be more transparent, honest, and kind in equal measure. Relay on data; study it, make the plans, follow through, and adjust where warranted. Our students' futures depend on it!

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Generated on Sep 28, 2022 at 3:01 PM EDT by Susanna Girard