



Pioneer Valley Performing Arts Charter Public School

Board of Trustees Meeting (re-scheduled)

Published on June 14, 2022 at 6:27 PM EDT

Date and Time

Thursday June 16, 2022 at 6:15 PM EDT

Location

PVPA 3rd Floor Conference Room

Online access:

Zoom Account is inviting you to a scheduled Zoom meeting.

Topic: Board of Trustees June Meeting re-scheduled

Time: Jun 16, 2022 06:00 PM Eastern Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/87966835186?pwd=NG4zRjYvTm54Z2hWNEZ6UDRrZTJIUT09>

Meeting ID: 879 6683 5186

Passcode: A60Hjb

One tap mobile

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+1 669 900 6833 US (San Jose)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

Meeting ID: 879 6683 5186

Passcode: 724580

Find your local number: <https://us02web.zoom.us/j/87966835186?pwd=NG4zRjYvTm54Z2hWNEZ6UDRrZTJIUT09>

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:15 PM
A. Record Attendance			1 m
B. Call the Meeting to Order			
C. Read the Mission Statement			1 m
<i>PVPA offers its students intensive exposure to the performing arts within the context of an excellent college preparatory curriculum.</i>			
D. Approve Minutes			5 m
E. Public Comment			20 m
II. Executive Director Report			
III. Board Committee Reports			6:42 PM
A. Finance Committee Report	Vote	Andrea Nathanson	20 m
1. All employees on the payroll as of June 14, 2022 shall receive a one time bonus equal to \$1,000 for full time to 50% FTE employees and \$500 for part time employees less than 50% FTE.			
2. Increase the FY23 capital budget from \$111,500 to \$397,358.			
B. Governance Committee Report		Marty Espinola	10 m
Officer Nominations for AY 22-23			
C. Executive Evaluation Committee			10 m
Evaluation Process Presentation			
D. Long Range Infrastructure Committee			5 m
IV. Internal Stakeholders			7:27 PM
A. Staff Reports			15 m
B. Student Reports			20 m
V. President's Business			8:02 PM
A. Discussion Items			20 m
1. Trustee Disclosures & Membership Updates			
2. Summer Retreat Updates			
3. Board Self-Evaluation			

	Purpose	Presenter	Time
VI. Closing Items			8:22 PM
A. Adjourn Meeting	Vote		

VII. Executive Session

To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares;

Cover Sheet

Approve Minutes

Section:	I. Opening Items
Item:	D. Approve Minutes
Purpose:	
Submitted by:	
Related Material:	2022_05_10_board_meeting_minutes (1).pdf



Pioneer Valley Performing Arts Charter Public School

Minutes

May Board of Trustees Meeting

Date and Time

Tuesday May 10, 2022 at 6:00 PM

Location

<https://zoom.us/j/98158607236?pwd=cG1OQkd2TTEvT2RWYTI4RXN4TzdBZz09>

Meeting ID: 981 5860 7236

Passcode: PVPA2022

Trustees Present

Andrea Nathanson (remote), David Potter, Jacob Rosenblum (remote), Jenna Sardella, Jesse Pompei (remote), LATRINA DENSON, Maggie Solis (remote), Marty Espinola (remote), Mindi Winter, Neil Hede (remote), Richard Pouliot (remote), Shannon Materka, Shino Yoshen (remote), Sofia Getoff-Scanlon (remote), Tonya Ward (remote)

Trustees Absent

Jenyka Spitz-Gassnola

Ex Officio Members Present

Brent Nielsen

Non Voting Members Present

Brent Nielsen

I. Opening Items

A. Record Attendance

B.

Call the Meeting to Order

David Potter called a meeting of the board of trustees of Pioneer Valley Performing Arts Charter Public School to order on Tuesday May 10, 2022 at 6:05 PM.

C. Read the Mission Statement

David Potter

D. Approve Minutes

David Potter made a motion to Approve the minutes from 2/8/2022.
Maggie Solis seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Jacob Rosenblum	Aye
Shino Yoshen	Aye
Jenyka Spitz-Gassnola	Absent
LATRINA DENSON	Absent
Tonya Ward	Aye
David Potter	Aye
Andrea Nathanson	Aye
Mindi Winter	Aye
Jenna Sardella	Aye
Jesse Pompei	Aye
Richard Pouliot	Aye
Shannon Materka	Aye
Marty Espinola	Aye
Maggie Solis	Aye
Neil Hede	Abstain
Sofia Getoff-Scanlon	Aye

David Potter made a motion to approve the minutes from 4/5/2022.
Jenna Sardella seconded the motion.
The board **VOTED** unanimously to approve the motion.

E. Public Comment

A video was shared with David, which he was advised not to show to maintain confidentiality for the students involved.

This comment comes from a PVPA parent of an immunodeficient daughter. Her students is therefore at a much higher risk of serious illness if exposed to COVID-19. The efficacy of the vaccine wanes overtime, and there are still many unknowns. Masks help, especially as cases are rising across the state. Hampden and Hampshire are now at medium, and the rest of the state is at high alert. We are not at a point where we should be removing masks.

This next comment also comes from a PVPA parent. Masks should remain mandatory at PVPA, and this parent's students will continue to wear masks if the mandate is lifted. This parent is asking that student production performers be exempt from a mandate.

This comment is from a PVPA student who believes that masks should be optional. Students who want to wear masks can continue to protect themselves. As a person who does their research, the CDC does say that "if you do wear a mask, you are less likely to get COVID from other people."

Another PVPA parent shares support for the continued mask mandate. Rates are going up, and schools are switching back to masks mandatory—illustrated by Northampton Public Schools. Cases spiked when they went optional. In order to keep people safe, everybody must wear masks—it does not work when only a few people wear them. COVID infections impact students' learning. Let's stick it out through the rest of the year.

This speaker works in the main office. She believes that masks should remain optional and wants to comment that students who believe in making masks optional are afraid to speak up. She asks that the Board makes a decision for the rest of the year. She also comments that a mandate needs to be enforced.

This comment comes from a PVPA student. Being immunocompromised, this student is disabled, and a COVID infection would be life threatening—that is just a fact. She has been watching people talk about how infection is not life threatening, but when the harm to disabled populations is not acknowledged, it is failing to recognize an important community at PVPA. There are students with cancer and other illnesses that make them vulnerable.

II. Executive Director Report

A. Brent Nielson

First, Brent would like to thank the community and the Board for giving him the opportunity to lead the school.

We just had our WOFA show, our first Ultimate tournament in a few years is coming up, we have a middle school dance coming up, and the junior/senior prom is coming up. On Friday night of this week, the ninth and tenth grade semi-formal is taking place.

Next weekend, Hamlet performances will begin and go through Saturday. The 25th anniversary event will also take place on campus next weekend.

Graduation will take place at the Academy of Music.

Unity Day will take place on June 3rd, and our Restorative Practices Coordinator is working on developing workshops.

Our 7/8 production will be going up on June 10th.

Brent shares survey data, [linked here](#).

Northampton has announced a significant increase in positive cases. They have returned to masks mandatory, Leverett has returned to masks mandatory. Many schools in the area have seen spikes. Information [linked here](#).

Brent would make the recommendation, given the numbers, that PVPA remain mask mandatory—there is a lot of activity in the next few weeks, and students will be in the building for longer. Many people have died from COVID; nobody has died from a mask.

III. Board Committee Reports

A. Finance Committee Report

The Finance Committee met on May 5th and decided to make the recommendation that the budget is approved in full.

Andrea shares information from the budget report, [linked here](#).

High-level points:

- Marcy has presented a balanced budget
- Assumptions in the budget are important and can be viewed on page 4 of the report
- Total revenue for the school can be viewed on page 3

Question: Is the student prediction due to our current enrollment? It is slightly below 400.

Answer: Yes. Enrollment has gone down at Charter schools around the nation.

Question: Is there any possibility that we could continue to offer free lunches to students even though the state is not offering funding?

Answer: That is not included in this budget, though it would be interesting to explore.

Question: Are the contributions from the Friends of PVPA from the Friends? What does this have to do with the mortgage?

Answer: That number is just a prediction of fundraising outputs.

Question: What is auxiliary revenue?

Answer: This is revenue from the busses, etc.

Question: For the event coming up on May 21st—is this a fundraising event?

Answer: The Friends hope that contributors will cover the whole cost of the event. There is also a fundraising aspect of the event.

Question: When something says restricted, what does that mean?

Answer: When donations are made, sometimes those donations are restricted to certain activities.

On page 7, you can see the assumptions included in the expense report.

Health insurance was going to be increased approximately 16%, but it has been negotiated down to 5.67%

There is also a plan for an approximately \$38,000 increase in technology expenses. To address equity issues, it is important for students to have personal devices. Our technology coordinator has looked into a plan to provide devices to all students and a replacement plan. The initial funding would come from COVID-related ESSER funding; this increase is in the budget for the replacement plan only.

Question: Is the insurance increase due to a move to a higher deductible plan?
Answer: Yes. This may cost the school a little bit more, but it is the best plan for teachers and the school.

Answer: All of the options that Blue Cross Blue Shield offered included different specifics in terms of coverage, etc. The school made the decision to stick with our previous plan with a higher deductible because it will not have an impact on teachers.

This budget addresses many of the points in our Strategic Action Plan.

Question: What comes from the MCPSA that justifies its membership increase?

Answer: Most of this is in the form of lobbying by the MCPSA to include Charter Schools in funding from the state. The MCPSA also offers a variety of programs to support Board Trustees among others.

The last page of the budget reports illustrates the capital budget. The Finance Committee's ask will be to approve both as a package. Many of our capital plans have been stalled due to COVID, so many of these items are identical to incomplete items from FY20 onward. The PA and CCTV upgrades are both in motion right now. Usually, \$100-120 thousand keeps us comfortable—this budget fits within those parameters.

Question: In last year's audit, there was a \$500,000 surplus. Is that not reflected here?

Answer: That was the consolidated surplus.

David Potter made a motion to Approve the FY23 budget as presented.

Mindi Winter seconded the motion.

Staff will abstain on this vote to ensure no conflict of interest.

The board **VOTED** to approve the motion.

Roll Call

Shannon Materka	Abstain
LATRINA DENSON	Aye
Marty Espinola	Aye
Mindi Winter	Aye
Jacob Rosenblum	Aye
Richard Pouliot	Aye
David Potter	Aye
Maggie Solis	Aye
Jenyka Spitz-Gassnola	Absent
Tonya Ward	Aye
Jenna Sardella	Abstain
Jesse Pompei	Aye
Neil Hede	Aye
Sofia Getoff-Scanlon	Aye
Shino Yoshen	Aye
Andrea Nathanson	Aye

B. Governance Committee Report

The Governance Committee has not met recently because of conflicting schedules and Marty's bout with COVID. The agenda for later this month will include methods for attracting new Trustees with regard for diversity. The Governance Committee will also work on clarifying the bylaws and attracting new members to the committee itself. The agenda can be viewed on BoardOnTrack.

C. Executive Evaluation Committee

The Executive Evaluation Committee has been meeting weekly to work out a new system for assessing the Head of School. This work has been done in conjunction with BoardOnTrack.

The new evaluation tool will build on the Strategic Action Plan. The tool will also include self-set goals and evaluations on those. The Committee would like to present a more worked out plan during the June meeting.

BoardOnTrack has been essential during this process—they are money well spent.

The Charter School Association has also been a helpful resource.

The Committee would also like to become a standing committee of the Board of Trustees.

David Potter made a motion to designate the Head of School Support and Evaluation Committee as a standing Committee of the Board.

Shino Yoshen seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

David Potter	Aye
Jenyka Spitz-Gassnola	Absent
Mindi Winter	Abstain
Tonya Ward	Aye
Shannon Materka	Aye
Maggie Solis	Aye
Shino Yoshen	Aye
Sofia Getoff-Scanlon	Aye
Andrea Nathanson	Aye
Jenna Sardella	Aye
Richard Pouliot	Aye
LATRINA DENSON	Aye
Marty Espinola	Aye
Neil Hede	Aye
Jacob Rosenblum	Aye
Jesse Pompei	Aye

IV. Internal Stakeholders

A. Staff Reports

Shannon shares the graphs of staff and student mask mandate data, [linked here](#).

Melissa McClung's Comment: Although masks are a good measure, they have drawbacks. COVID is preventable and manageable. Masks are optional around the state, and the removal of mandates has not caused a spike in cases.

Other staff are also desperate to see their students faces.

Petula's Comment: I will not feel comfortable teaching in the school if the mandate is lifted. Massachusetts is back in the red. We must keep the mandate in place for the remainder of the year and reevaluate prior to the next school year.

Jenna wants to acknowledge that she often speaks with the middle school crowd, which is a different portion of the staff than those with whom Shannon most often confers. Most of the staff Jenna has spoken to either feel strongly about the mandate or want to stand in solidarity with students who want to keep masks in place.

Shannon proposes that we move to an evidence-based process of considering mask mandates going into the future.

B. Student Reports

Seniors: The 25th anniversary event is on May 21st. Firas and Sofia are both on the planning committee, and it will likely be a really exciting event. Everybody should try to make it if possible!

Juniors: The Headgear show was great. It was nice going to see a production again. Students are also planning to establish and operate a technology support desk. The National Honor Society has completed over 180 combined hours of service, illustrating a positive impact on the community.

Sophomores: Fiona is not feeling well and will not speak this evening.

V. President's Business

A. Mask Mandate

David references the chart Brent shared earlier as well as the county-wide data set, [linked here](#).

Maggie Solis made a motion to Maintain the mask mandate through the end of the year, making masks optional—only for students who are able to provide evidence of a negative COVID test within 24 hours—while they are performing onstage.

LATRINA DENSON seconded the motion.

I agree with the motion—I would like to see an amendment made to ensure that students are required to wear masks backstage.

During the WOFA show, we were mask optional onstage and mask optional backstage.

This motion could also include a provision that maskless students must be tested. Brent: this is possible but only for students who have opted into the testing program.

Do we want to extend the motion to clarify rapid/PCR?

I do not think that rapids would be an accurate way to ensure that students are actually testing.

It is disappointing that some teachers would favor seeing student's faces over maintaining their safety. We should maintain the mask mandate.

We need to protect our teachers to ensure that the learning process can continue safely and without disruption. To prevent inconsistency, keeping a mandate in place is logical.

The Department of Education has been keeping data on absenteeism among students. The effects of continued absences have major impacts on student outcomes. The threshold for chronic absenteeism will be moved from 18 to 36 days this year, but it does not change the fact that students who miss more than 10% of school days are less likely to have positive outcomes.

In response to the point about testing being unverifiable—I would hope that, within our PVPA community, we trust our students to provide accurate details.

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

Rick Pouliot was appointed to the Finance Committee. Thank you, Rick, for taking on this role.

EJ Lafleur will be appointed to the Governance Committee.

B.

May 2, 2022 Open Meeting Law Complaint from Laura Ortiz.

This matter is a legal matter, and we would like the Board to approve the use of our attorneys to manage these issues.

David Potter made a motion to Approve use of attorney Marc Terry to manage and address the OML complaint that was raised by Laura Ortiz.

Shino Yoshen seconded the motion.

Question: Will the lawyers provide a recommendation leading to a Board vote?

Answer: I would assume yes. They will not do anything without approval.

Question: Are these lawyers working on retainer?

Answer: They will send us a bill.

Point of clarification: the complaint was sent to us, but it was also issued with the attorney general's office. It is a legal complaint to a state agency which will be answered by the attorney.

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

VI. 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 7:59 PM.

Respectfully Submitted,
Jacob Rosenblum

Cover Sheet

Executive Evaluation Committee

Section:	III. Board Committee Reports
Item:	C. Executive Evaluation Committee
Purpose:	
Submitted by:	
Related Material:	Timeline Draft.docx Head of School Evaluation Components.docx

Head of School Evaluation Timeline DRAFT

WHEN	WHAT	WHO
August	Next year's goals finalized	Brent, Board, Eval. Committee
Late October	Head of School Check-in	Brent, Eval Committee or Rep
December	Eval Committee Reports to the Board	Eval. Committee & Board
	Mid-Year Goals Review Coordination	Eval. Committee
January	Mid-Year Goals Review	Brent, Eval. Committee
March	Eval Committee Reports to the Board	Eval Committee & Board
	Evaluation Process Begins	Eval Committee & Brent
March - April	Leadership Self- Evaluation	Brent
	Goals documentation	Brent
	Self-Evaluation Shared with Board	Eval Committee & Board
April - May	Evaluation Surveys Completed by Direct Reports	Admin Team
	Evaluation Survey Completed by Board	Board
	Goals Documentation Shared	Brent & Committee
May	Completed Evaluation Surveys Shared w Board	Board & Eval Committee
	Completed Evaluation shared	Board & Brent
June	Evaluation Memo and New Goals	Board & Eval Committee

Head of School Evaluation Components:

- **Evaluation Committee** coordinates process & communicates with Head of School
- **Goals** created by Head of School & Board
- **Check-ins & Mid-Year Review** by Evaluation Committee
- **Evaluation Survey** completed by Head of School, Board, and Direct Reports
 - o **Leadership Questionnaires** completed by Parents, Teachers, & Staff
- **Complete Evaluation & Evaluation Memo**

WHEN	WHAT
<i>August</i>	Goals finalized
<i>October</i>	Check-in with Head of School
<i>November Board Meeting</i>	Evaluation Committee -- Report to the Board
<i>December</i>	Goals -- Mid-Year Review Coordination
<i>January</i>	Goals -- Mid-Year Review Meeting
<i>February Board Meeting</i>	Evaluation Committee -- Report to the Board
<i>March</i>	Self- Evaluation Survey – by Head of School
	Goals documentation – by Head of School
<i>April Board Meeting</i>	Self-Evaluation Survey -- Results Shared with Board
<i>April</i>	Evaluation Survey -- Completed by Direct Reports
	Evaluation Survey -- Completed by Board
<i>May</i>	Goals -- Documentation Shared with Evaluation Committee
<i>May Board Meeting</i>	<i>Completed Evaluation Shared with Board</i>
<i>June - August</i>	Evaluation Memo & New Goals

Cover Sheet

Discussion Items

Section: V. President's Business

Item: A. Discussion Items

Purpose:

Submitted by:

Related Material:

EBP Board Diagnostic - Pioneer Valley Performing Arts Charter Public School.pdf

Board Effectiveness Diagnostic

Pioneer Valley Performing Arts Charter Public School
SY 2020–21

EducationBoardPartners

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Statewide Data	Slides 30–47

Overview

Massachusetts Charter Public School Association (MCPSA) partnered with **Education Board Partners (EBP)** to conduct the first-ever statewide charter school board effectiveness diagnostic survey in Fall 2020. Data from this important survey will enable MCPSA to develop and offer high quality support, resources, tools and training to directly address the most pressing challenges and needs across the state, and support school leaders and boards in best supporting their students.

- **62** out of **63** member schools participated
- **457** board members and school leaders responded to the survey

This dashboard shows your board's strengths and areas of growth as compared to governance best practices. Statewide data is included as a comparison point.



Education Board Partners is a national nonprofit working to ensure that public charter school boards are focused on quality, equity, and accountability. We are a team of educators who believe that every child deserves the opportunity to attend an excellent public school.

Our Core Values



Achieve Impact / Our work is only worth doing if it measurably improves quality and equity in public education. We see ourselves as part of a vibrant ecosystem working to close the opportunity gap.



Create Community / People are the core of our work. We build deep, authentic relationships, grounded in trust, that enable learning and change. We help people see and solve problems, work together, and make schools great for all students.



Deepen Expertise / We are students and we are teachers. We reflect on and learn from our failures and successes. Our lived experience influences our work. We strive to get better and leverage learning and opportunities to do better.



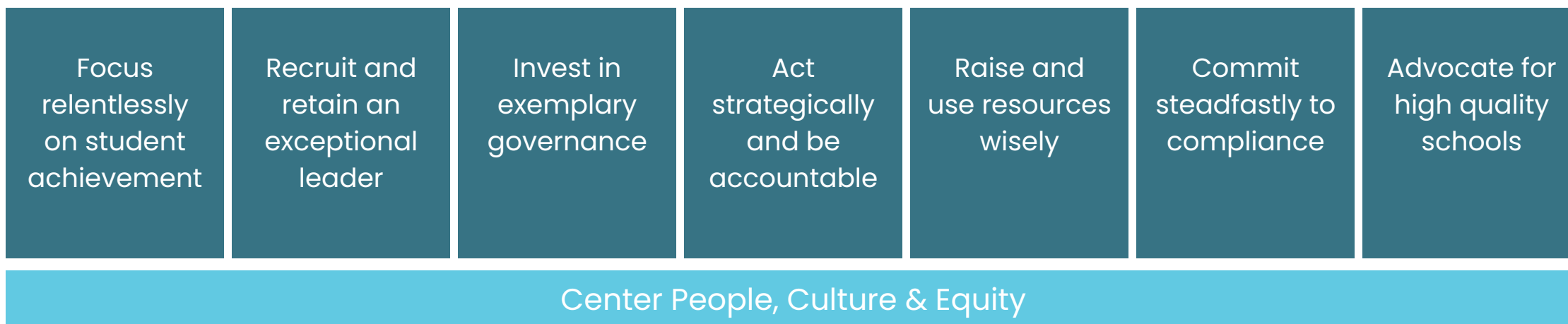
Be Courageous / We act boldly and speak truth, even when difficult, because the future of students depends on it. We acknowledge and strive to see our blind spots and those of others and call them out.



Embrace Humanity / In everyone, we recognize and embrace diverse perspectives, talents, experiences, and boundaries. We anchor our actions in respect, understanding, empathy and affirmation.

Research-Based Framework

Charter school boards have seven primary areas of responsibility, shown below, with people, culture and equity at the center. This framework for effective governance is grounded in research and best practices across the country. The Board Effectiveness Diagnostic survey measures how well boards govern in each of these areas.



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How to Interpret Your Board's Data

The survey questions are designed to serve as a rubric for best governance practice; the questions model what effective boards do. It is important to note that answers are subjective, and each board member comes to their own answers based on prior experience, perspective, points of comparison, etc.

- Questions to which all or most of board members respond *Strongly Agree* or *Agree* are likely areas in which the board is governing effectively.
- Questions to which all or most of board members respond *Strongly Disagree* or *Disagree* are likely areas in which the board is *not* governing effectively.
- Questions to which there is a wide range of responses may indicate a lack of alignment in perspective or board members' individual experiences, confusing or unclear information given to the board, or different interpretations of the question.
- A significant number of board members responding with *I Don't Know* may indicate communication challenges, a disengaged board, many new members, or a new school.

Suggested Instructions: In Advance of Your Board Meeting to Discuss Results

We kindly ask each board member to review the dashboard in advance of a meeting where the results will be discussed. When reviewing the dashboard results, we invite you to consider and jot down notes on the following questions:

1. Considering the survey questions alone -- before even looking at your school's results -- what learnings did you have that can help strengthen your board?
2. After reviewing the survey results -- both for your school and compared to the statewide average -- what do you see as your board's top three strengths and top three growth areas?
 - Consider where the board scored below the statewide average, where there was a higher percentage of responses that *Disagreed* or indicated *I Don't Know*, or questions where there was a wide range of responses among board members.
 - Also consider comparing these board results to external indicators -- academic outcomes, external evaluations of board governance (e.g., Department of Elementary and Secondary Education Site Visit reports or Summary of Reviews) -- to check and confirm your results.

Suggested Instructions: In Advance of Board Meeting to Discuss Results (Cont'd)

3. Statewide data suggest many boards could benefit from considering several topics, including but not limited to:

- *Board composition*: Should the board expand to ensure that the necessary skills are present and to increase racial/ethnic diversity to more fully reflect the diversity of students served?
- *Multi-year strategic planning*: Has the board approved a multi-year strategic plan that defines the vision for the school and the strategy to achieve it?
- *Self-assessment*: Does your board conduct a self-assessment each year?
- *Leader evaluation*: Does the range of stakeholders that provide input in the school leader evaluation (e.g., school leader direct reports, other staff & teachers, the full board, parents, students, etc.) give the board a holistic view of school leader performance, both to recognize and celebrate accomplishments and to provide support for continued growth and development?
- *Family and community engagement*: In partnership with school leadership, does your board regularly engage families and the community, particularly around big decisions?
- *Succession planning*: Does your board have a succession plan in place to cover both emergency leaves and planned departures?
- *Advocacy*: Do all board members know who state legislators are, have most board members met them, and are board members communicating with them about charter public schools?

Suggested Instructions: At the Board Meeting

1. After the survey is introduced, board members and the school leader discuss their responses to questions 1, 2, and 3 on slides 9 and 10, with the goal of aligning on the top 2-5 actions the board will take over the coming year to continue to strengthen its governance.
2. Then, discuss the following question: *Given the capacity of your board and your school, what is the right timeline for the actions you selected and what is the right priority order?*
3. Ask the board chair and/or school leader to share the specific actions that the board is taking with MCPSA so that MCPSA can 1) provide appropriate resources to support the board in making any changes; and 2) as appropriate, coordinate and connect with other boards doing similar work so you may be able to support each other.

Your Board's Responses

Massachusetts Board Effectiveness Survey

Board Demographics

of Schools

1

of Responses

14

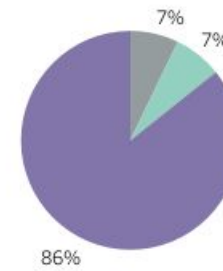
Board Role



Which of the following best describes your role on the board?

- Board chair
- Board member
- School Leader

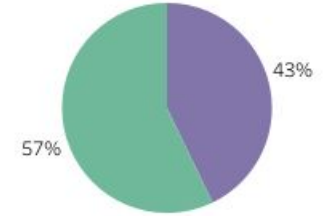
Race



Race

- Multiracial
- Prefer not to answer
- White

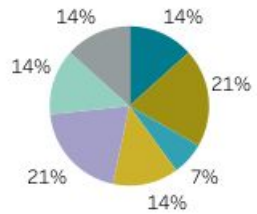
Gender



Gender

- Female
- Male

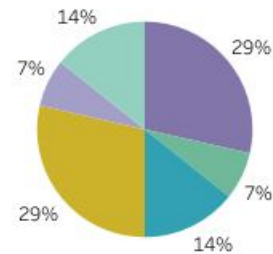
Are you the:



Are you the:

- Alum of the school
- Current student at the school
- N/A - I am a school leader who is not on the board
- None of the above
- Parent or guardian of a child who currently attends the school
- Parent or guardian of a child who formerly attended the school
- Teacher or staff member at the school

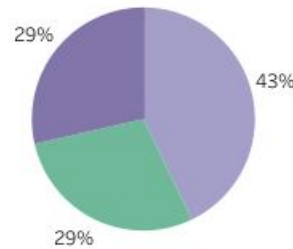
Age Range



Age Range

- 20-29
- 30-39
- 40-49
- 50-59
- 60-69
- 70+

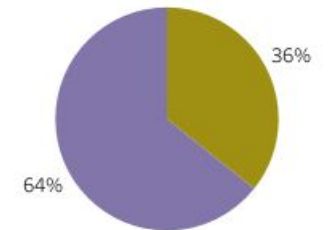
Years of Board Service



How many years have you served on the board?

- <6 months
- 6 months - 3 years
- 4-6 years

Final Year



Is this your final year on the board?

- Yes
- No

Massachusetts Board Effectiveness Survey

Board Demographics

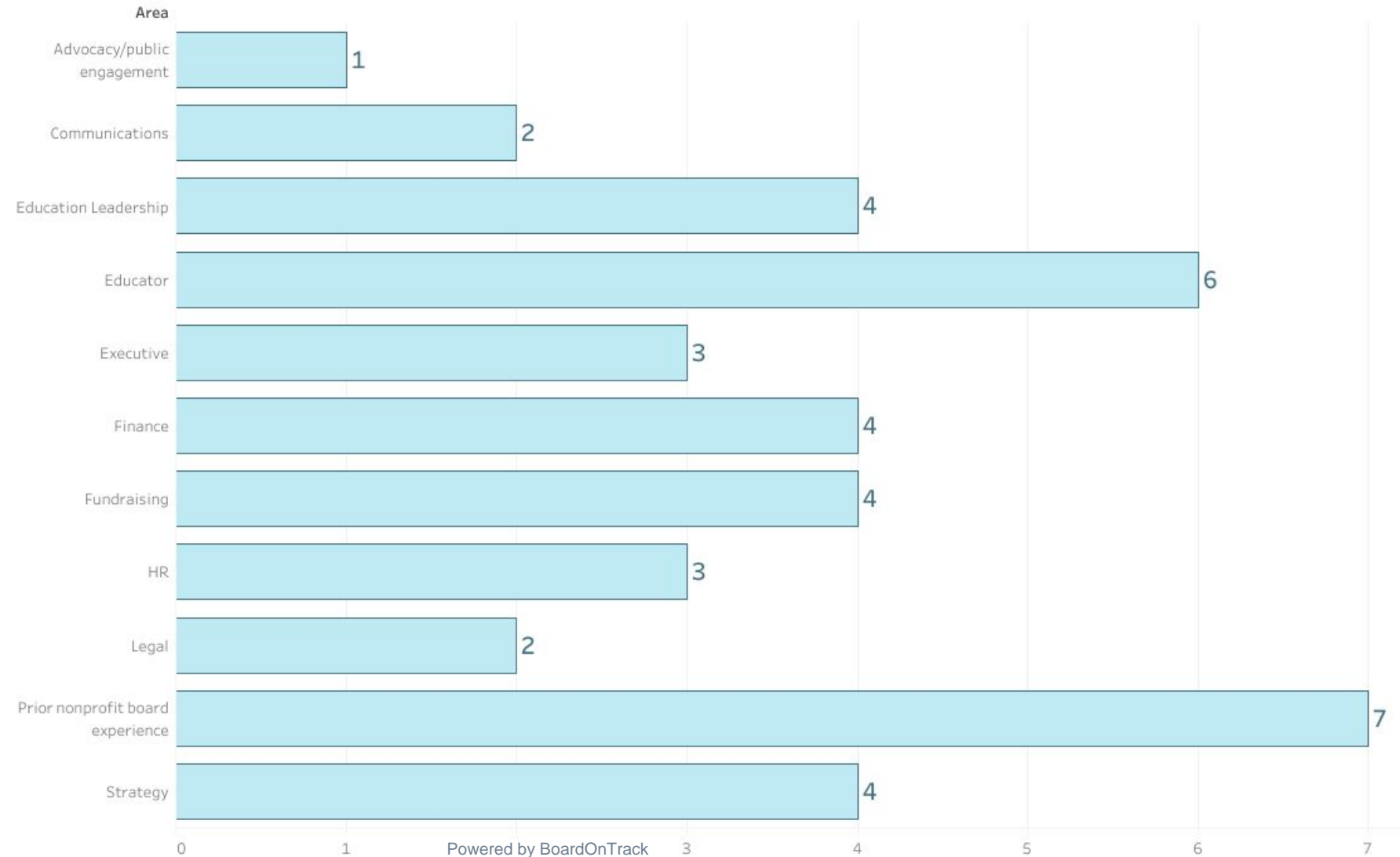
of Schools

1

of Responses

14

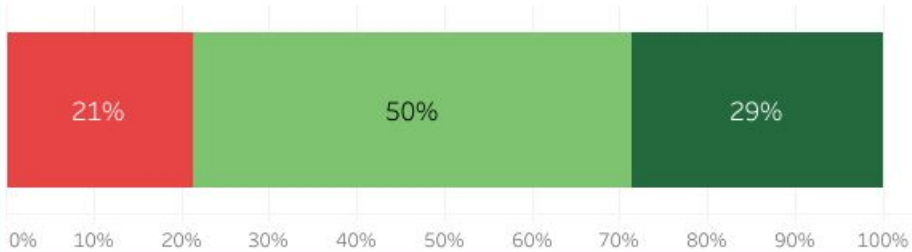
Areas of Professional Expertise



Focus Relentlessly on Student Achievement

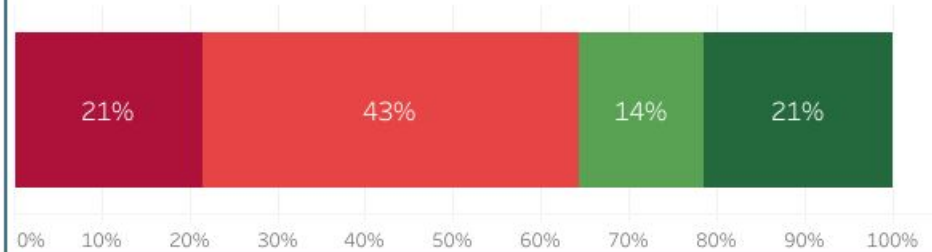
I know the goals in our school's approved accountability plan, our school's accountability data, and how the state holds us accountable for achieving accountability plan goals.

Strongly agree
Agree
Disagree



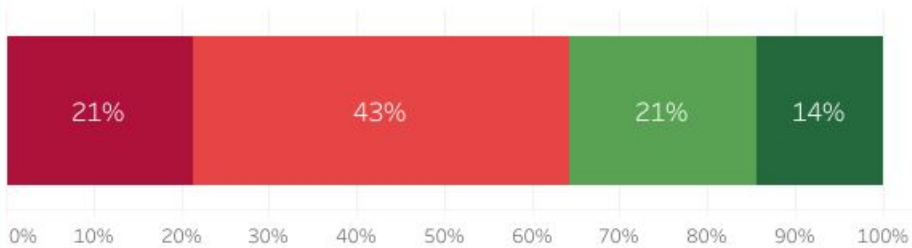
I review a data dashboard at least quarterly that provides academic achievement for all students, broken down by subgroup (e.g., race, gender, special needs, English language learner).

Strongly agree
Agree
Disagree
Strongly disagree



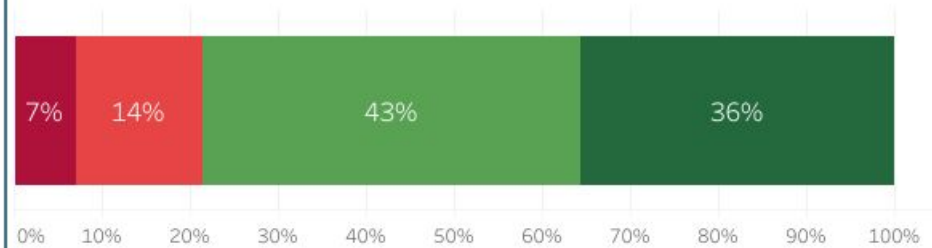
I review a data dashboard on a regular basis that includes measures of student success other than test scores.

Strongly agree
Agree
Disagree
Strongly disagree



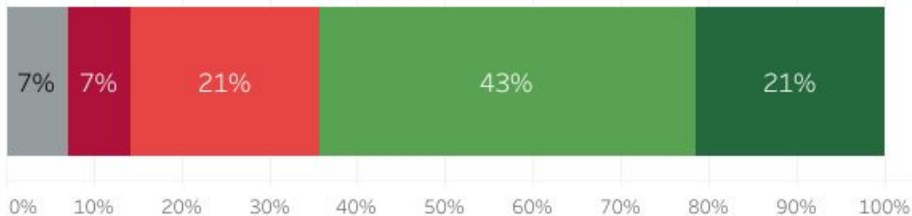
I ask questions when I notice something of concern in these dashboards, even if I am the only board member raising questions.

I ask questions when I notice so..
Strongly agree
Agree
Disagree
Strongly disagree



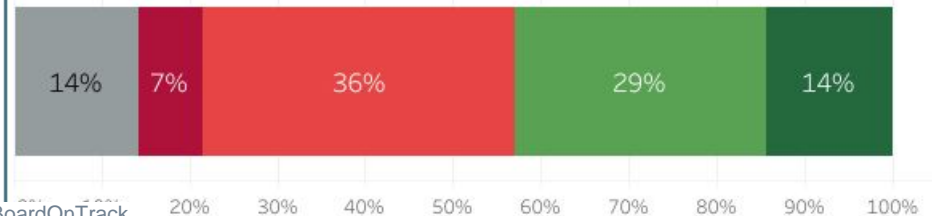
The board asks questions about gaps in outcomes between subgroups of students.

Strongly agree
Agree
Disagree
Strongly disagree
I don't know



The board compares year-over-year academic data to identify patterns and trends.

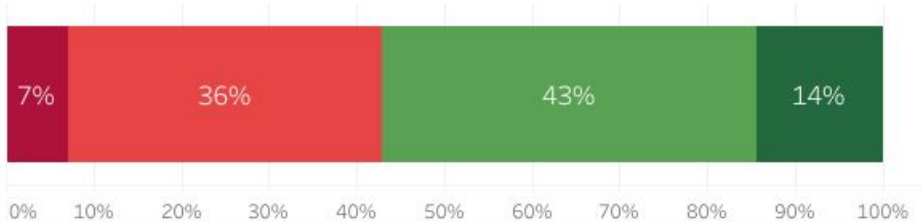
Strongly agree
Agree
Disagree
Strongly disagree
I don't know



Focus Relentlessly on Student Achievement

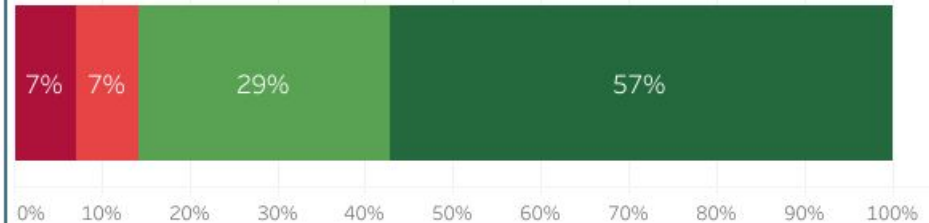
I am confident that the board has a full and accurate understanding of student outcomes.

Strongly agree
Agree
Disagree
Strongly disagree



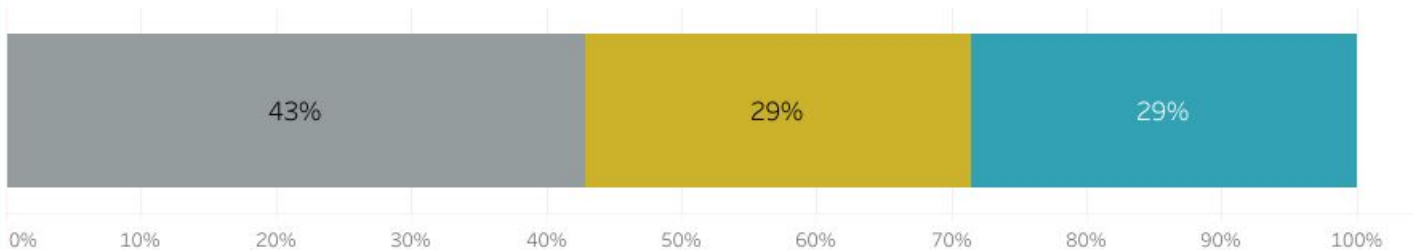
I believe a critical part of my job is to hold this school accountable for high student outcomes.

Strongly agree
Agree
Disagree
Strongly disagree



I understand how our school's performance compares to that of other public schools in our city/state; the data I see are benchmarked against city/state averages and the highest performing schools.

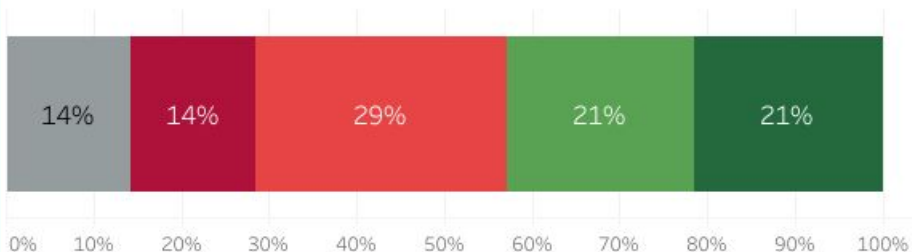
The data are benchmarked against BOTH city/state averages and the highest performing schools
The data are benchmarked against ONLY city/state averages
No, I do not understand how our school's performance compares to that of other public schools in our city/state



Ensure Exceptional Leadership

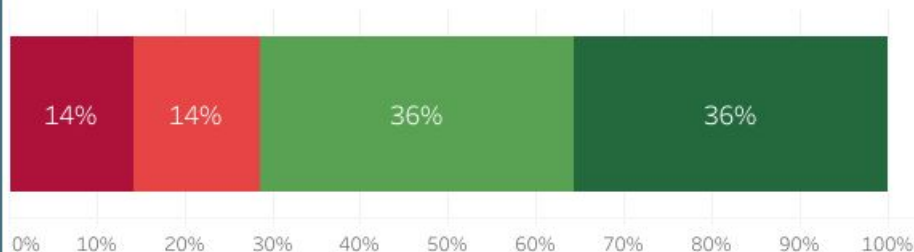
The board monitors the School Leader's progress towards their goals at least quarterly.

Strongly agree
Agree
Disagree
Strongly disagree
I don't know



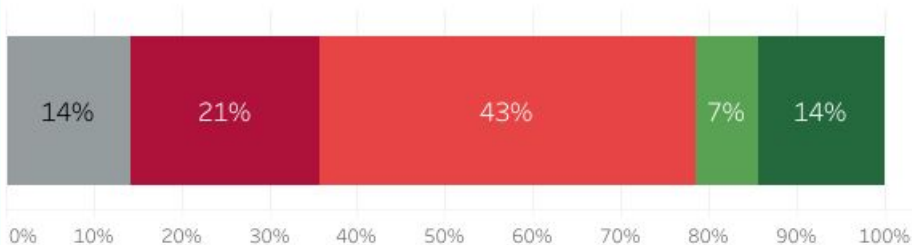
The School Leader candidly and proactively speaks with the board about both successes and challenges.

Strongly agree
Agree
Disagree
Strongly disagree



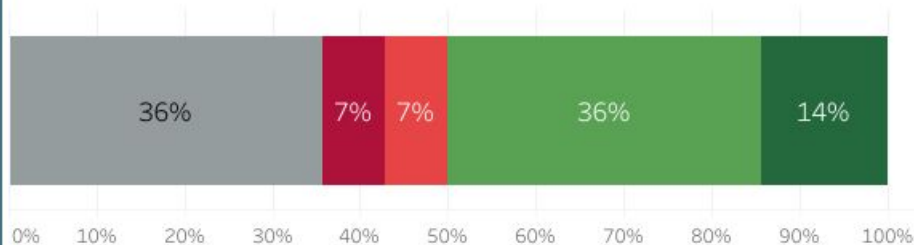
My perception is that the board chair and School Leader have a strong, candid, and supportive relationship.

Strongly agree
Agree
Disagree
Strongly disagree
I don't know



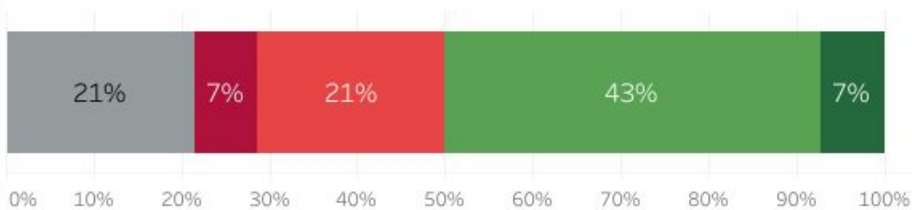
Our School Leader evaluation includes measures of Diversity, Equity, and Inclusion within the school.

Strongly agree
Agree
Disagree
Strongly disagree
I don't know



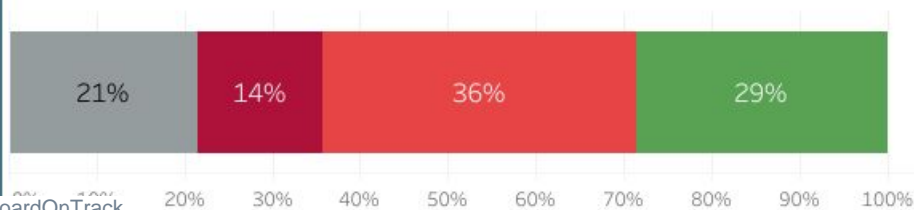
The board holds the School Leader accountable for high student outcomes/academic improvement as part of their annual evaluation, and if student achievement declines or remains low, the board elevates this as a serious concern.

Strongly agree
Agree
Disagree
Strongly disagree
I don't know



The board's most recent evaluation of the School Leader identified specific areas for growth, and the board is providing supports/resources directly aimed at addressing these areas to facilitate professional growth and development.

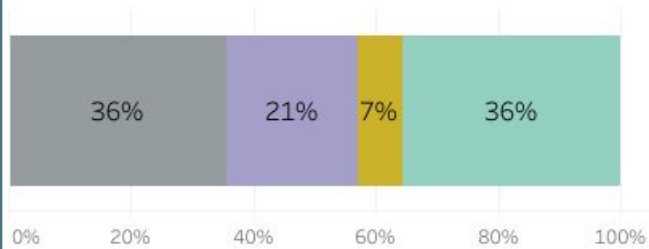
Agree
Disagree
Strongly disagree
I don't know



Ensure Exceptional Leadership

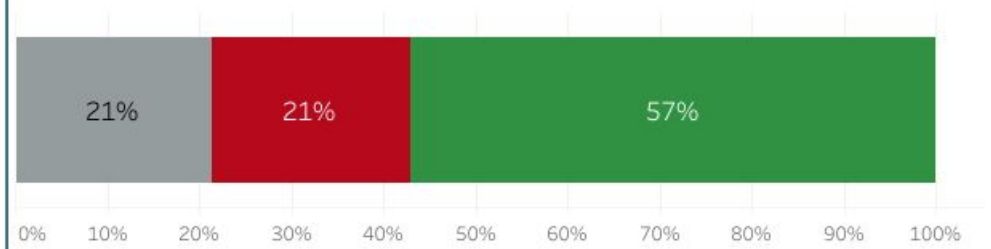
The board has a School Leader succession plan that covers both emergency and planned departure.

■ Yes, it covers BOTH emergency and planned departure
■ It covers ONLY planned departure
■ No, the board does not have a School Leader succession plan
■ I don't know



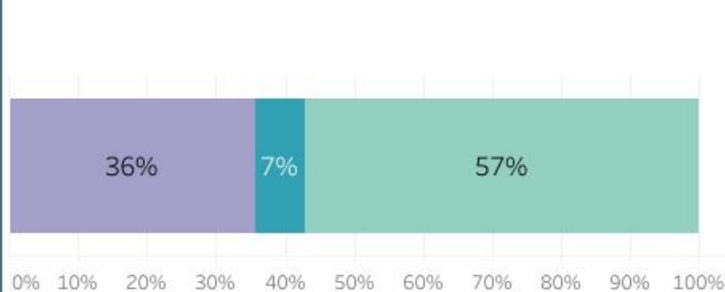
The board evaluates the School Leader each year.

■ Yes
■ No
■ I don't know



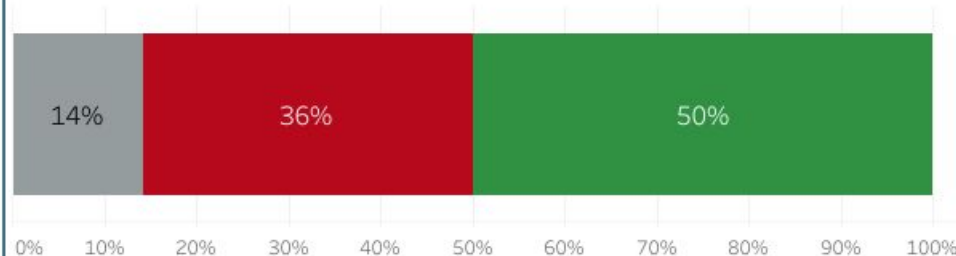
I have seen the School Leader's annual goals for this year.

■ Yes
■ I am a school leader and DO NOT have annual goals.
■ No

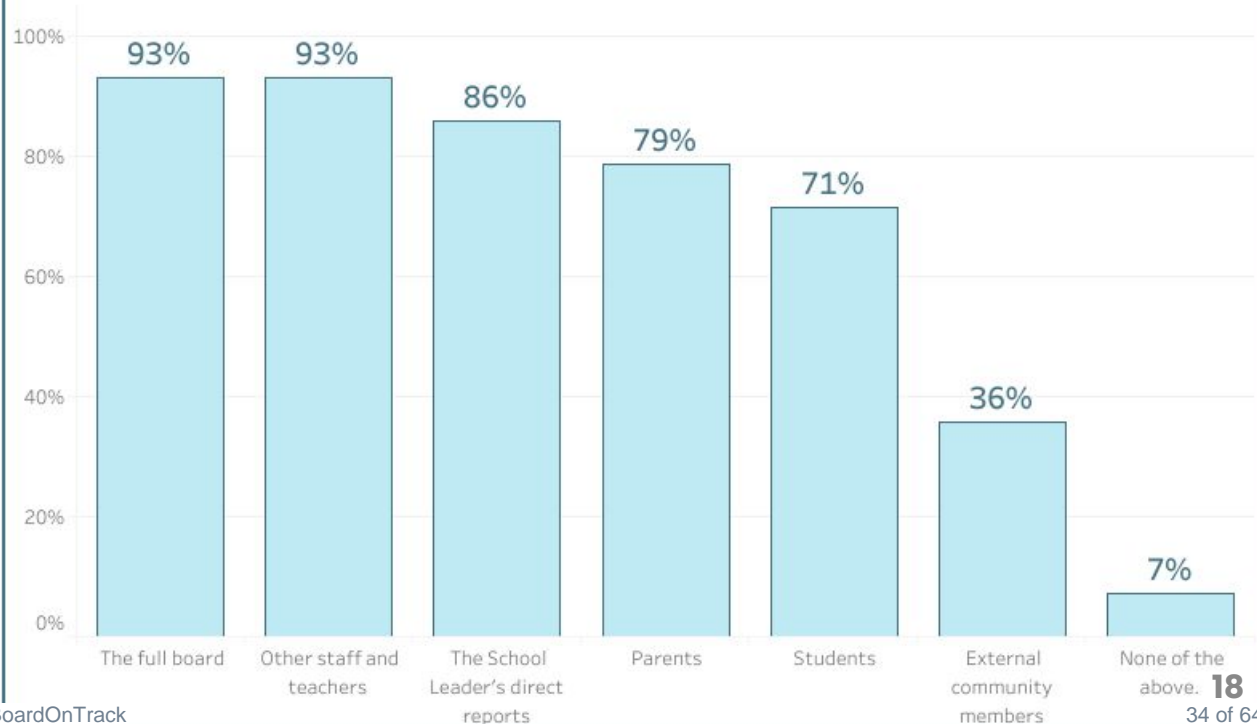


The board knows who would take over as interim leader in the event of an emergency in which the School Leader cannot lead.

■ Yes
■ No
■ Not sure



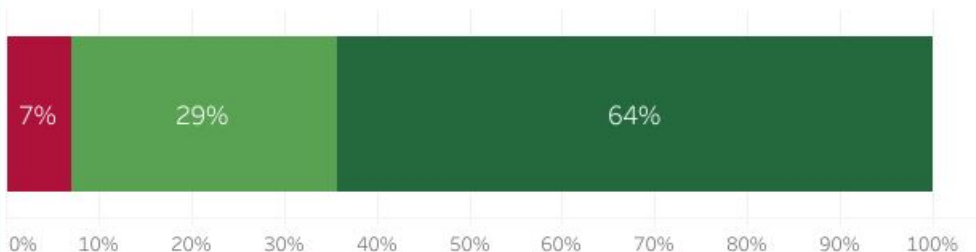
Our School Leader evaluation process includes input from:



Commit to Exemplary Governance

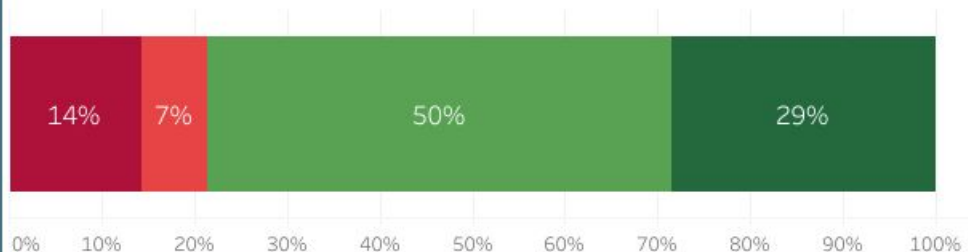
I am a highly engaged board member (I come to almost all board meetings and committee meetings in-person or by video conference, actively promote the mission of this school).

Strongly agree
Agree
Strongly disagree



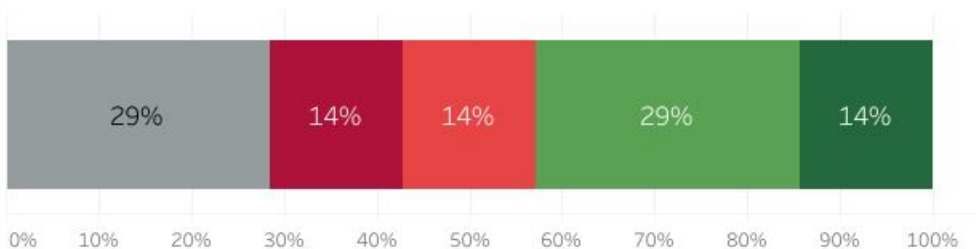
The majority of board members are highly engaged.

Strongly agree
Agree
Disagree
Strongly disagree



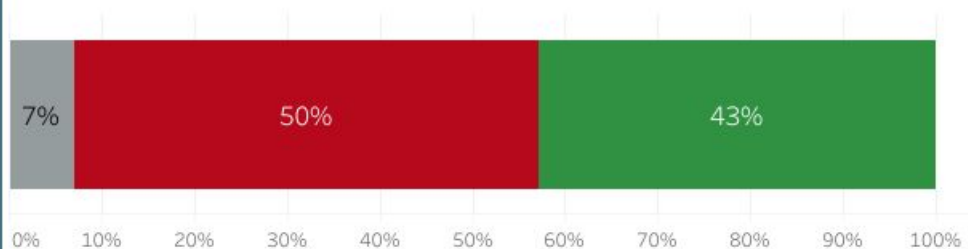
Our board takes action when a board member is not fulfilling his/her responsibilities.

Strongly agree
Agree
Disagree
Strongly disagree
I don't know



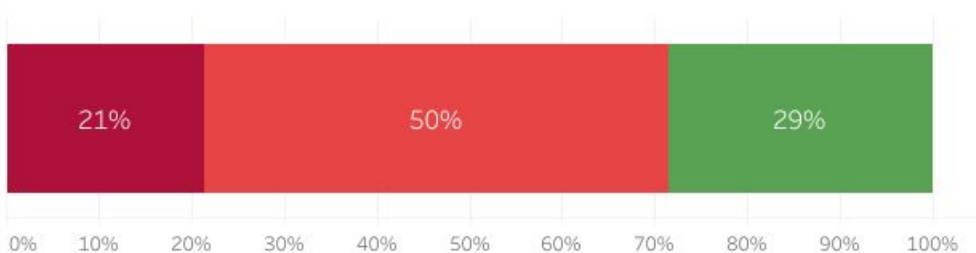
Our board has an onboarding process that ensures new members understand the school, its mission and goals, and board expectations.

Yes
No
I don't know



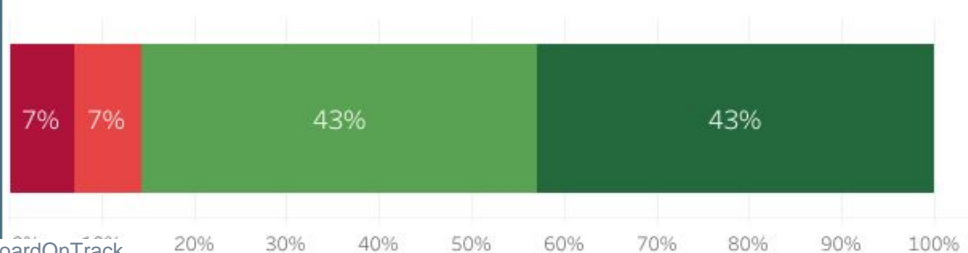
The board has concrete recruiting goals to ensure that the board is racially diverse.

Agree
Disagree
Strongly disagree



I have a clear understanding of my responsibilities and what is expected of me as a board member.

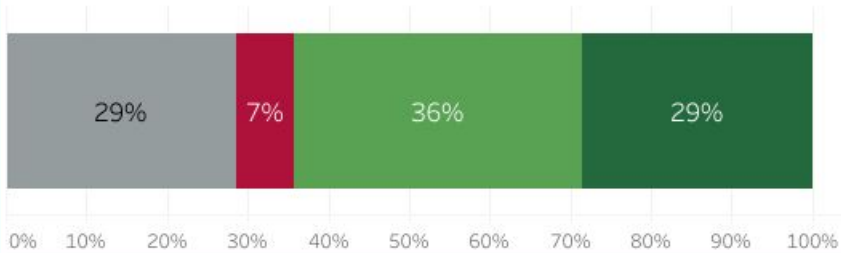
Strongly agree
Agree
Disagree
Strongly disagree



Commit to Exemplary Governance

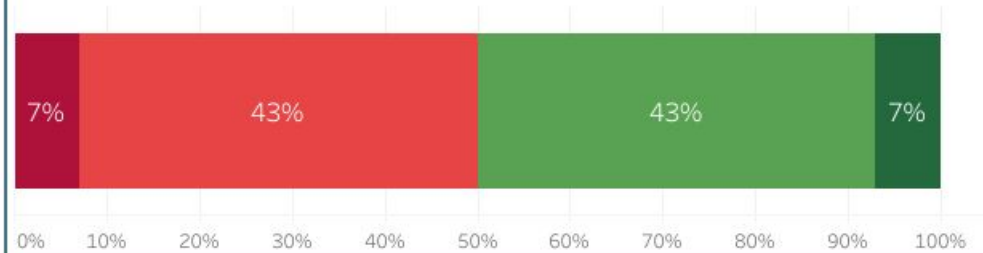
The board committee on which I serve moves strategic board work forward toward the board's goals.

Strongly agree
Agree
Strongly disagree
I do not serve on a committee



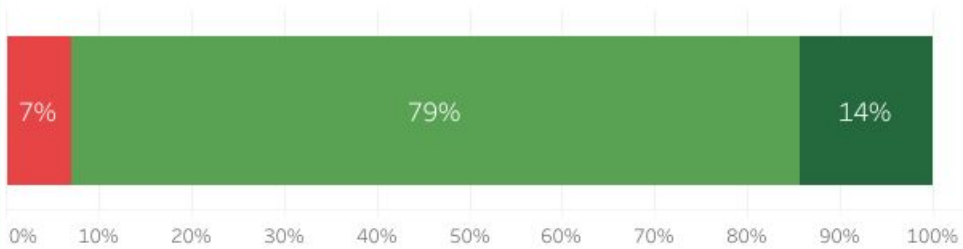
Our board meetings are well-run and focused on strategic issues.

Strongly agree
Agree
Disagree
Strongly disagree



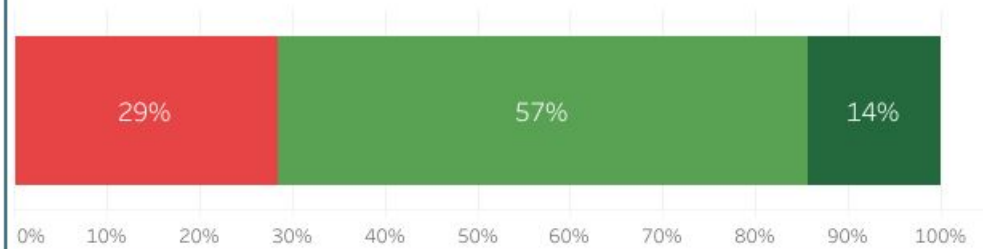
Board members treat one another with respect.

Strongly agree
Agree
Disagree



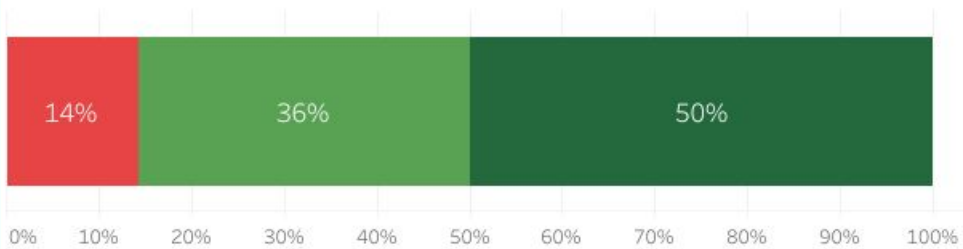
All board members are actively encouraged to share their perspectives.

Strongly agree
Agree
Disagree



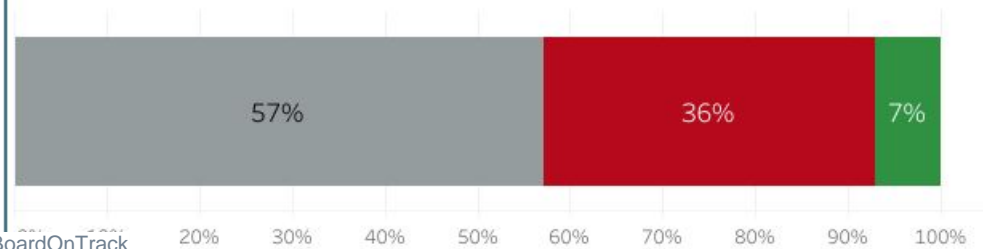
I feel comfortable expressing my true opinions, even when I am a dissenting voice.

Strongly agree
Agree
Disagree



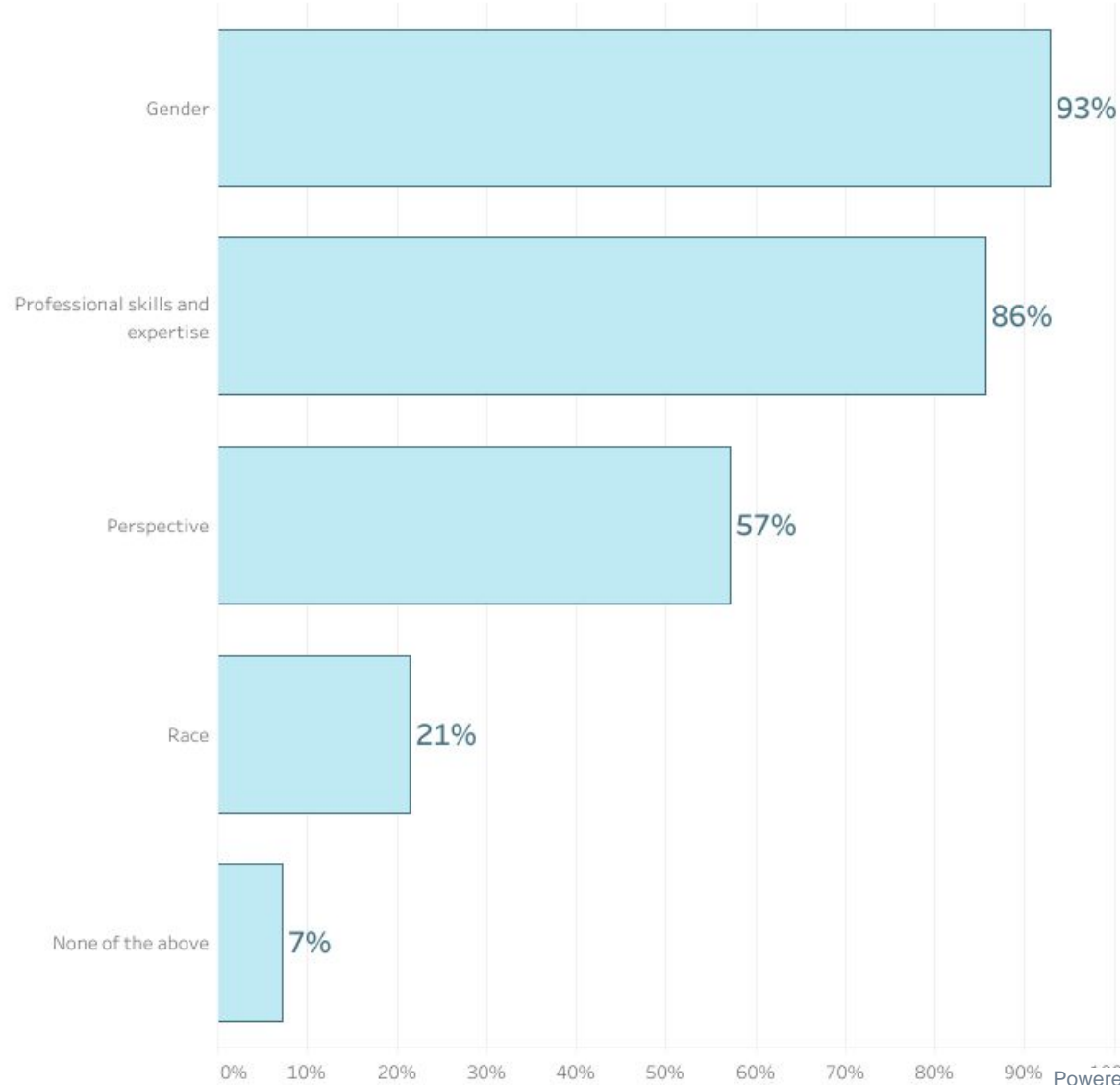
Our board conducts a self-assessment every year.

Yes
No
I don't know

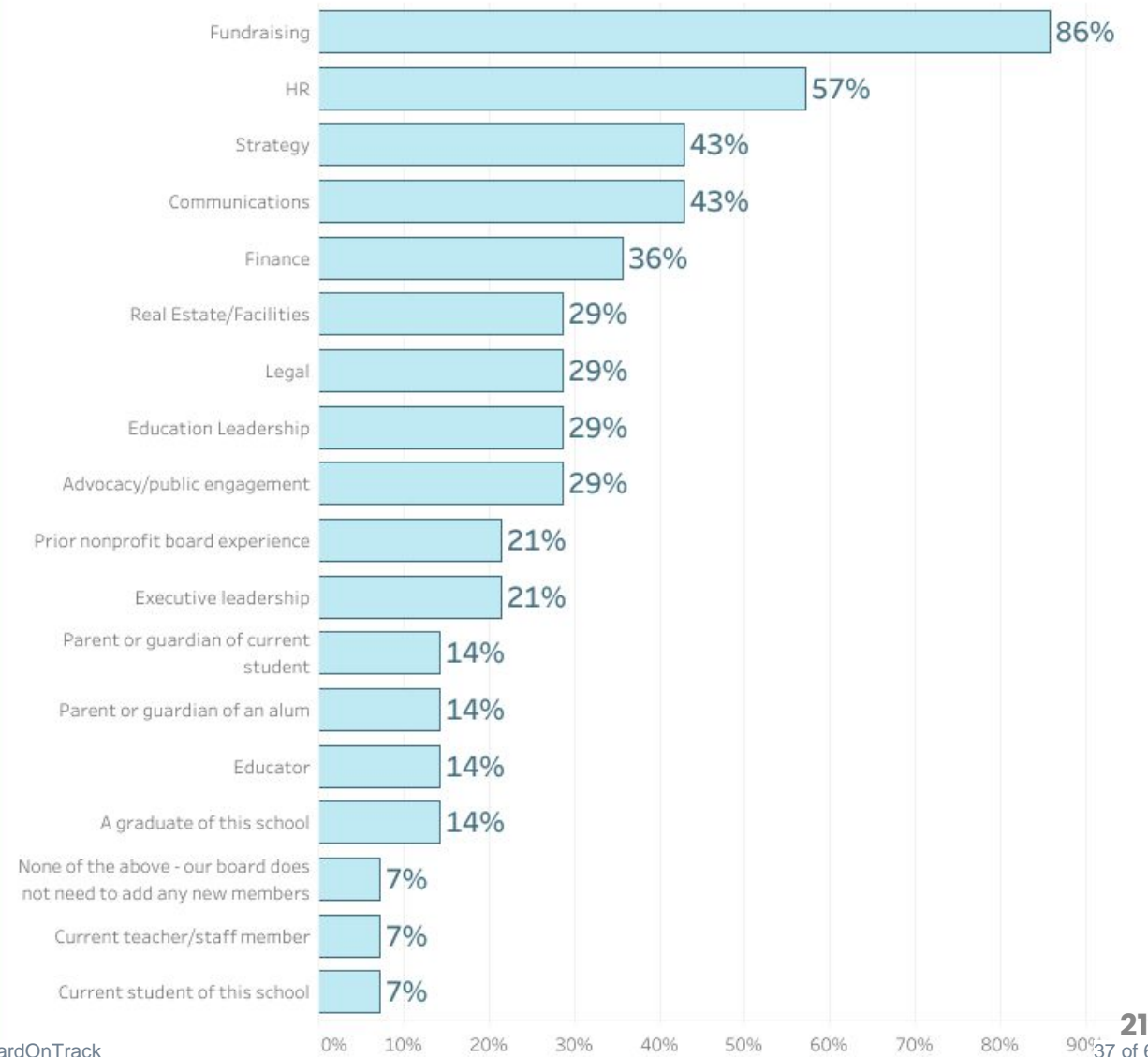


Commit to Exemplary Governance

The board is diverse in terms of:



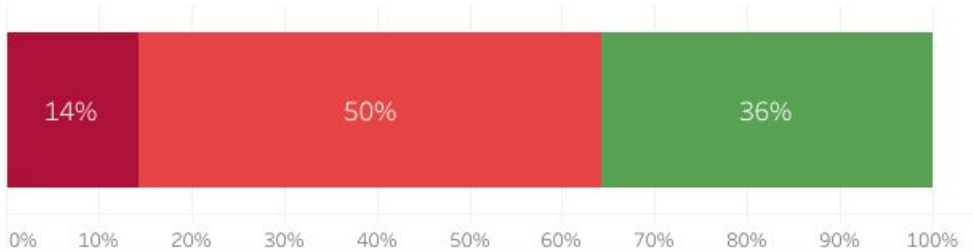
Our board needs to add board members with the following experience:



Act Strategically

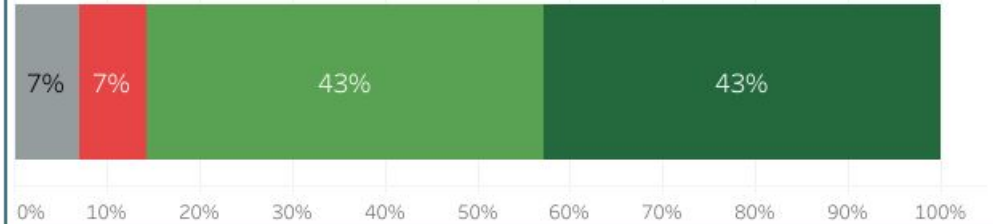
Our board sets annual board goals that drive our work as a board.

Agree
Disagree
Strongly disagree



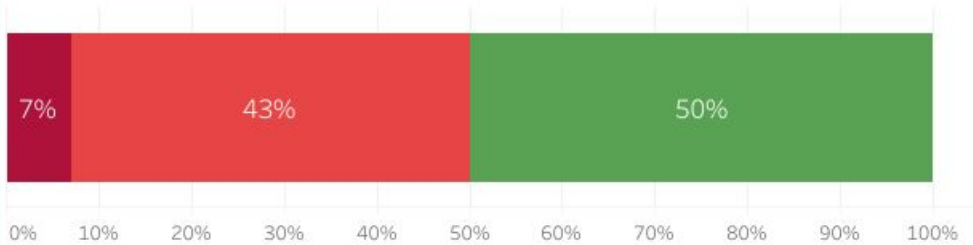
The board has approved a multi-year strategic plan that defines the long-term vision for the school and the strategy for achieving it.

Strongly agree
Agree
Disagree
I don't know



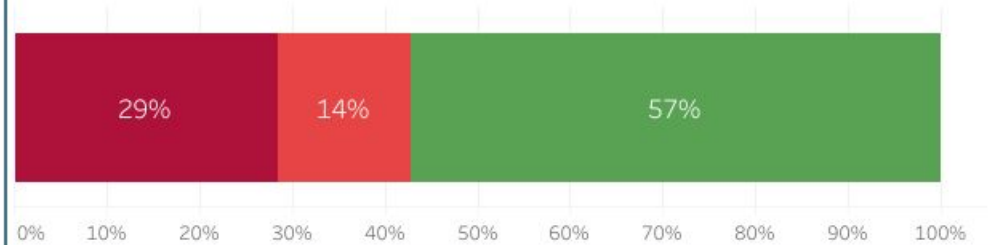
The board regularly reviews our progress toward our annual goals, and course-corrects in order to hold ourselves accountable for achieving them.

Agree
Disagree
Strongly disagree



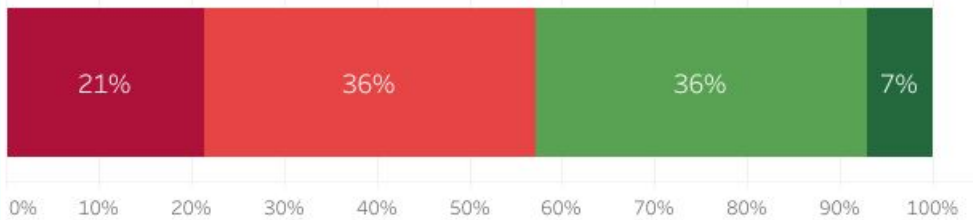
The board is clear on what is governance and what is management, and has a shared understanding of this with the School Leader.

Agree
Disagree
Strongly disagree



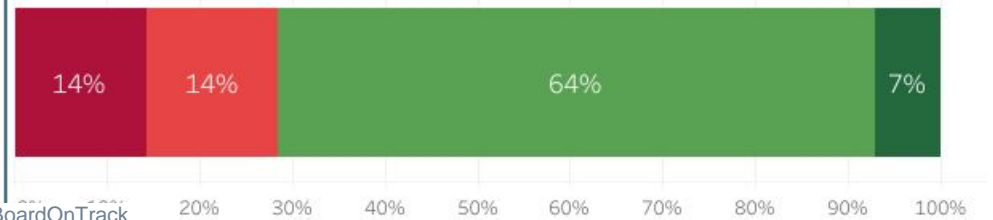
In the last 12 months, the board and the School Leader have had at least one substantive conversation clarifying the balance between governance and management and aligning on who makes what decisions.

Strongly agree
Agree
Disagree
Strongly disagree



The board steps back from decisions that are the responsibility of the School Leader, even big decisions.

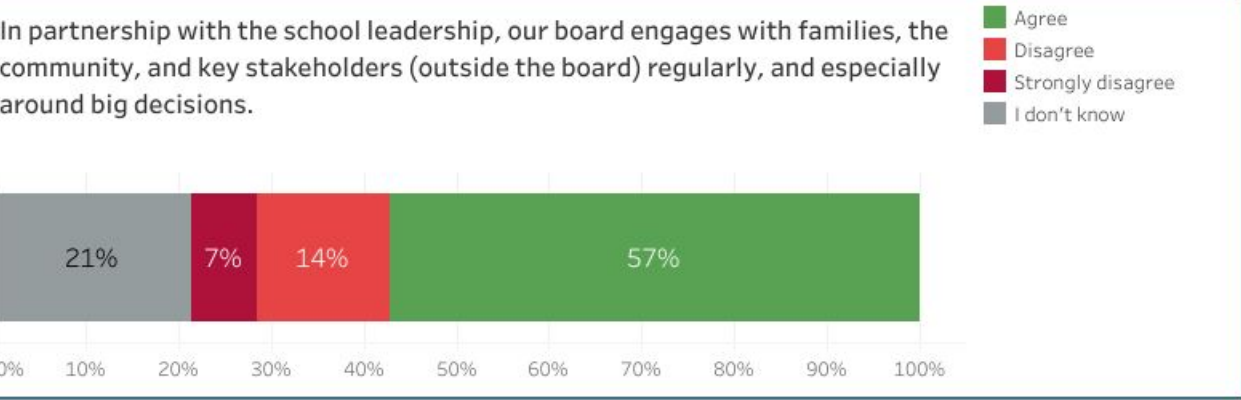
Strongly agree
Agree
Disagree
Strongly disagree





Act Strategically

In partnership with the school leadership, our board engages with families, the community, and key stakeholders (outside the board) regularly, and especially around big decisions.



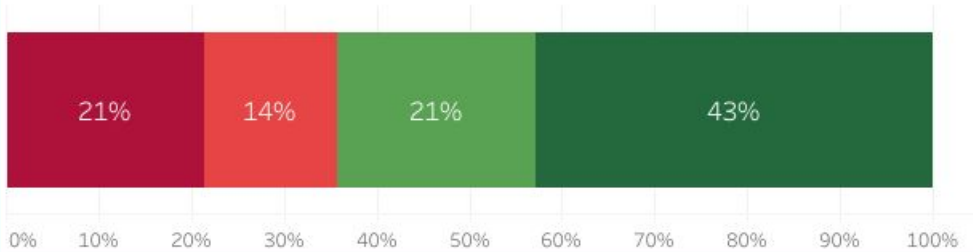
This board has demonstrated consistent willingness to discuss the impact of systemic racism or implicit bias within this school in relation to issues such as achievement gaps, teacher retention and recruiting, ED evaluation, and engaging parents/the community.



Raise and Use Resources Wisely

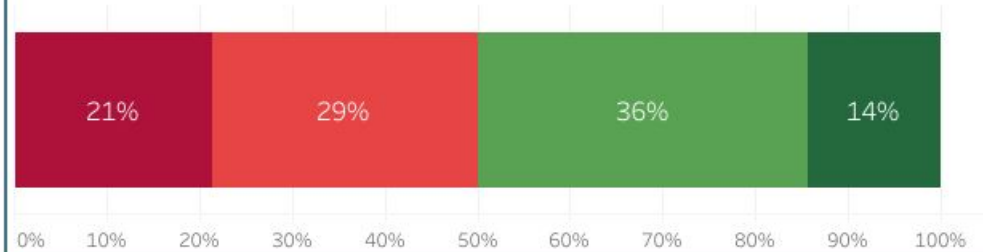
I ask questions when I notice something of concern in this dashboard, even if I am the only board member raising questions.

Strongly agree
Agree
Disagree
Strongly disagree



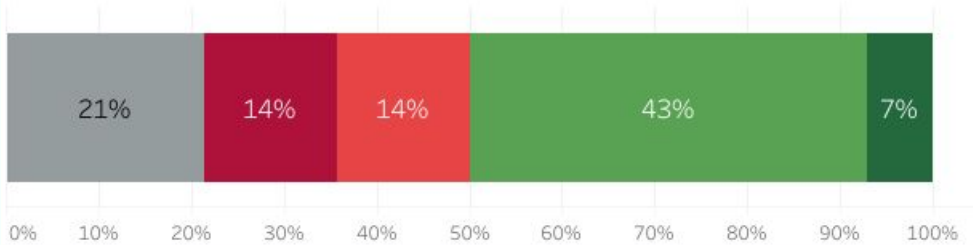
The board holds the School Leader accountable for strong financial management, including hitting expense and revenue projections year after year.

Strongly agree
Agree
Disagree
Strongly disagree



Our board has a full set of financial policies and procedures that protect the school's long-term sustainability.

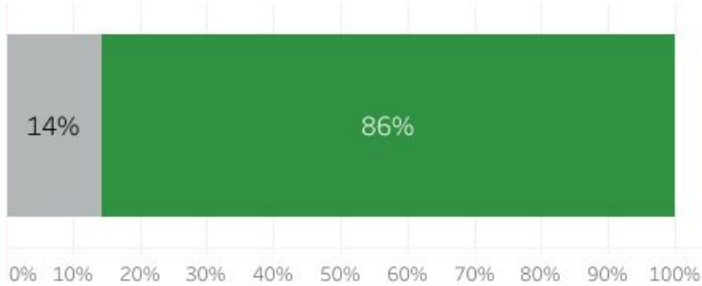
Strongly agree
Agree
Disagree
Strongly disagree
I don't know



Raise and Use Resources Wisely

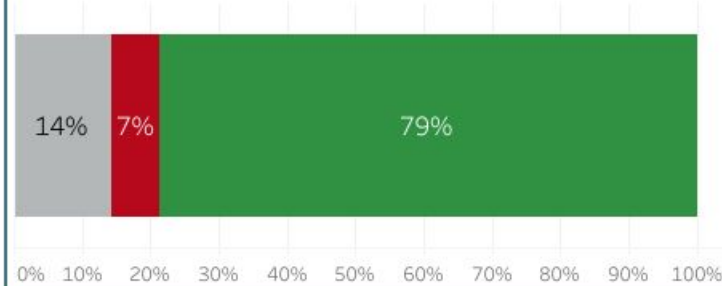
I have reviewed financial statements within the last three months.

Yes
I am a new board member (within the last 3 months)



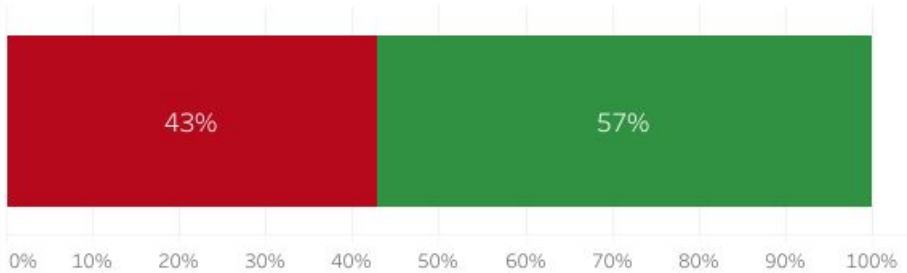
I review a dashboard at least quarterly that shows actuals vs budget for expenses and revenues.

Yes
No
I am a new board member (within the last 3 months)



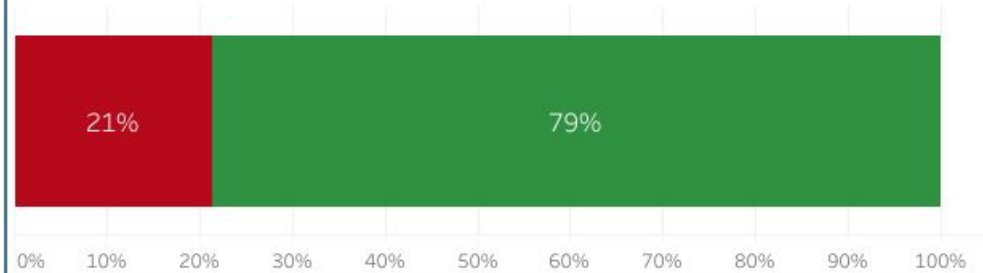
I have reviewed our financial policies and procedures in the last year.

Yes
No



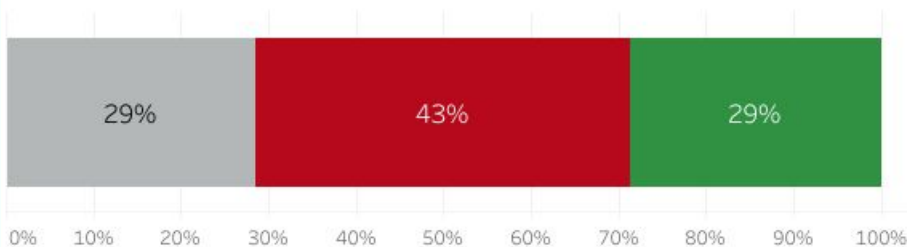
I have reviewed our school's last audit and management letter.

Yes
No



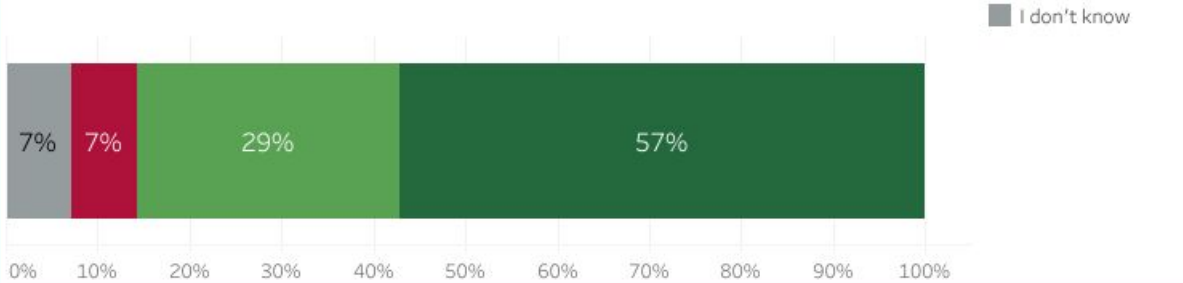
I have made or plan to make a personally meaningful financial contribution to the school this year.

Yes
No
Our board does not fundraise

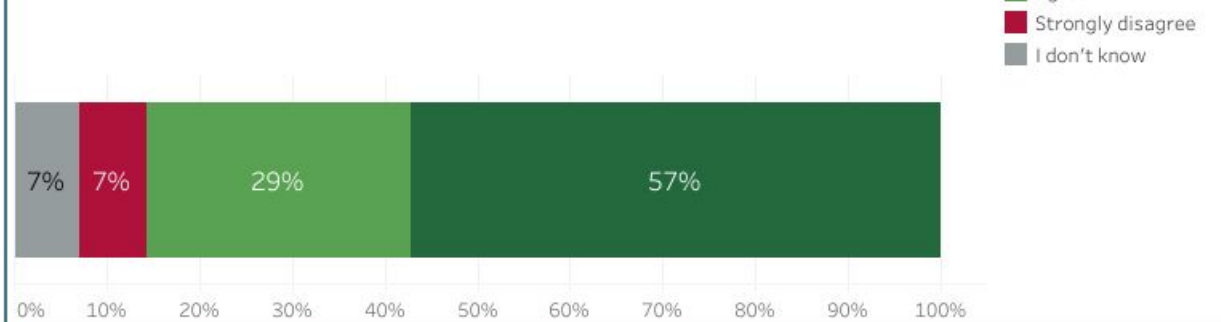


Commit Steadfastly to Legal and Regulatory Compliance

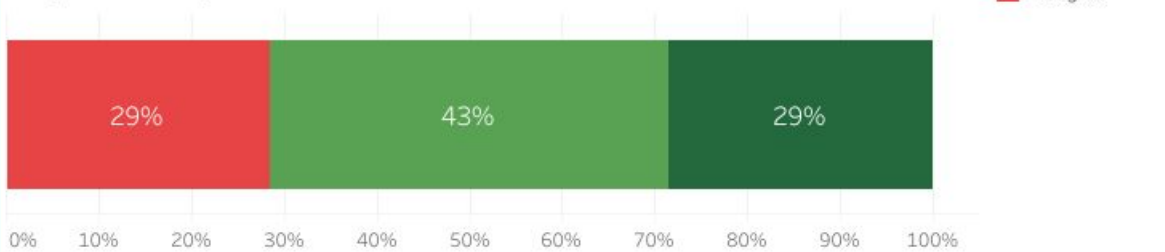
Our board adheres to Massachusetts's open meeting law both to the letter and to its spirit as a public body made up of public agents authorized by the state.



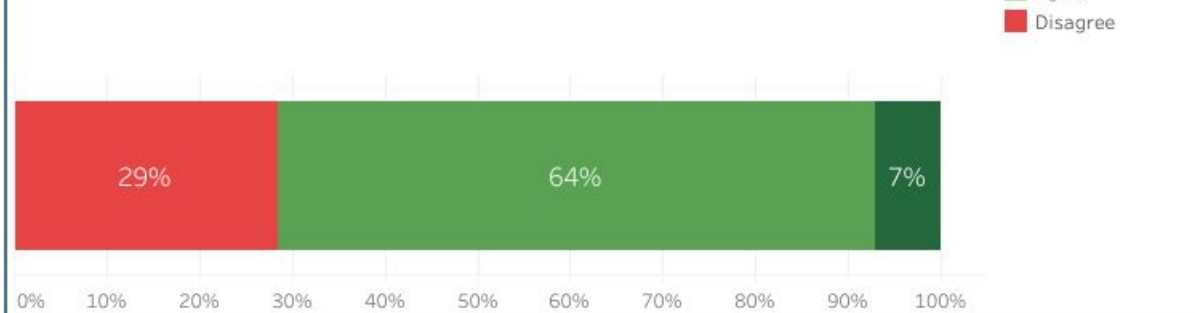
Our board operates according to our approved bylaws.



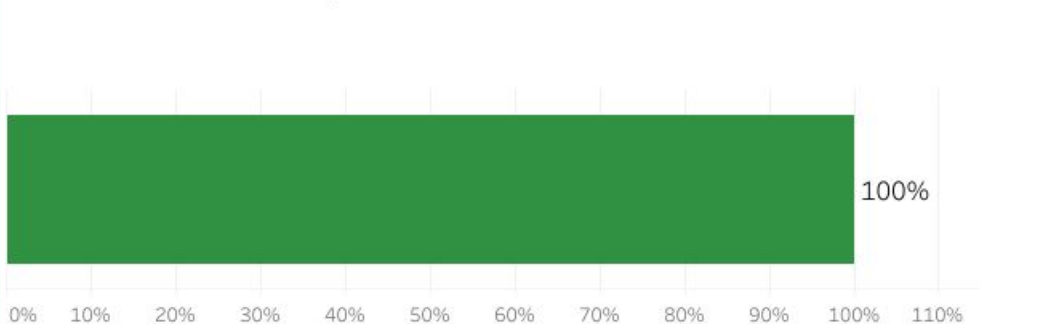
I or another board member has initiated a discussion about whether any school policy or practice may disproportionately impact some students negatively and/or advantage some over others.



Our board proactively addresses compliance issues.

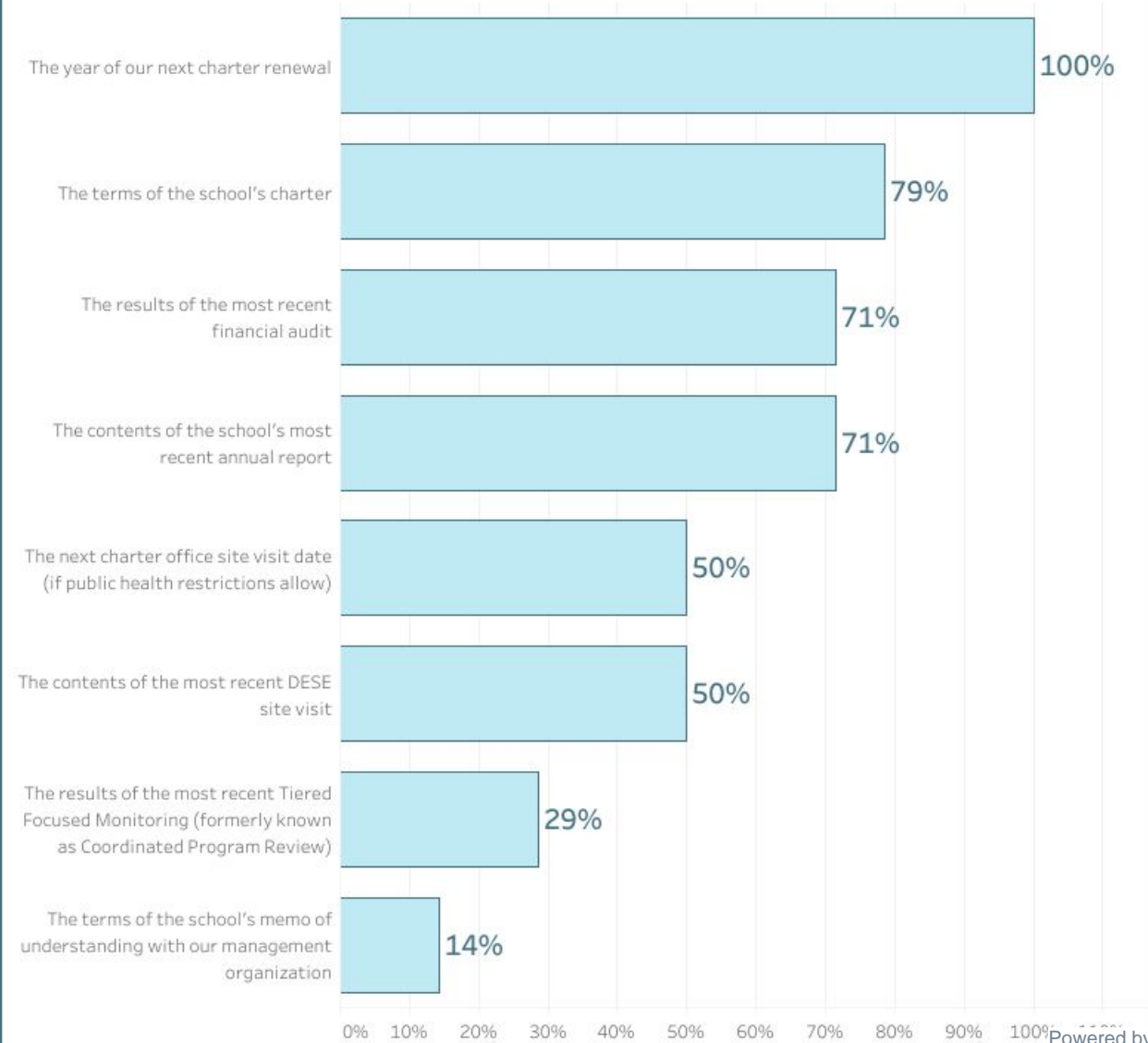


Our board has access to legal counsel.



Commit Steadfastly to Legal and Regulatory Compliance

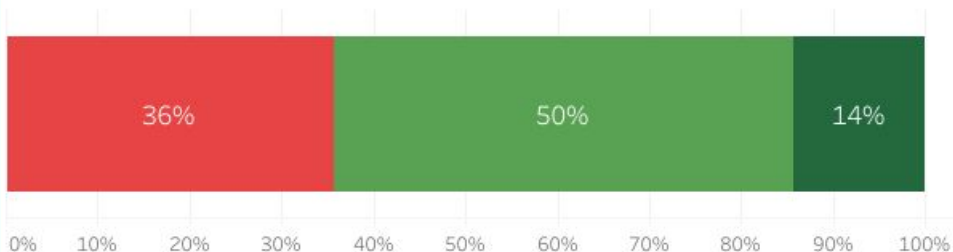
I am familiar with:



Advocacy and Public Engagement

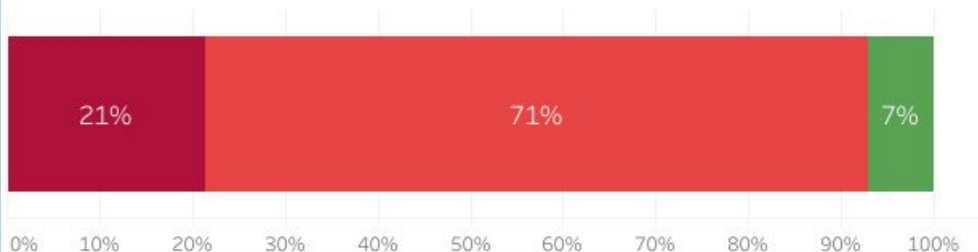
I receive regular updates on the broader legislative and political environment, including potential implications for our school.

Strongly agree
Agree
Disagree



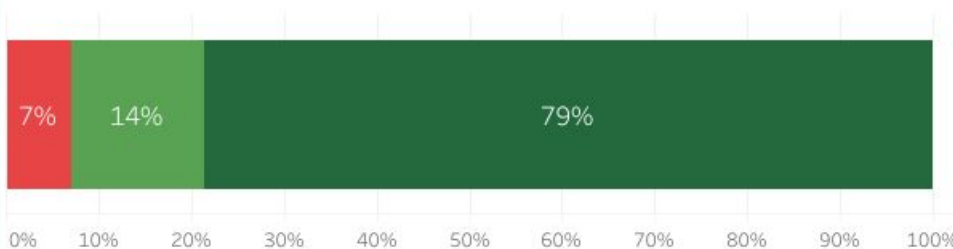
I know who my state legislators are, have met them, and have communicated with them about charter public schools.

Agree
Disagree
Strongly disagree



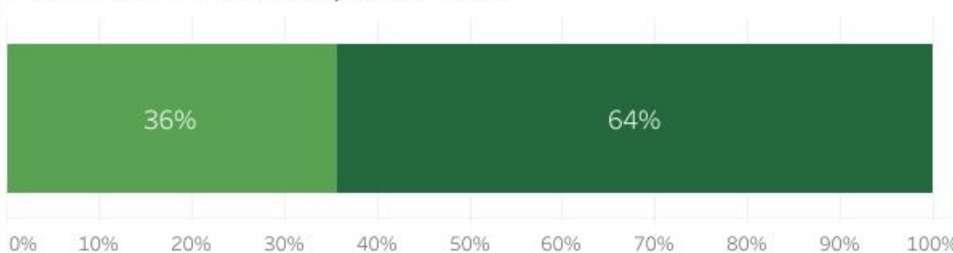
I routinely speak positively and proudly about this school.

Strongly agree
Agree
Disagree

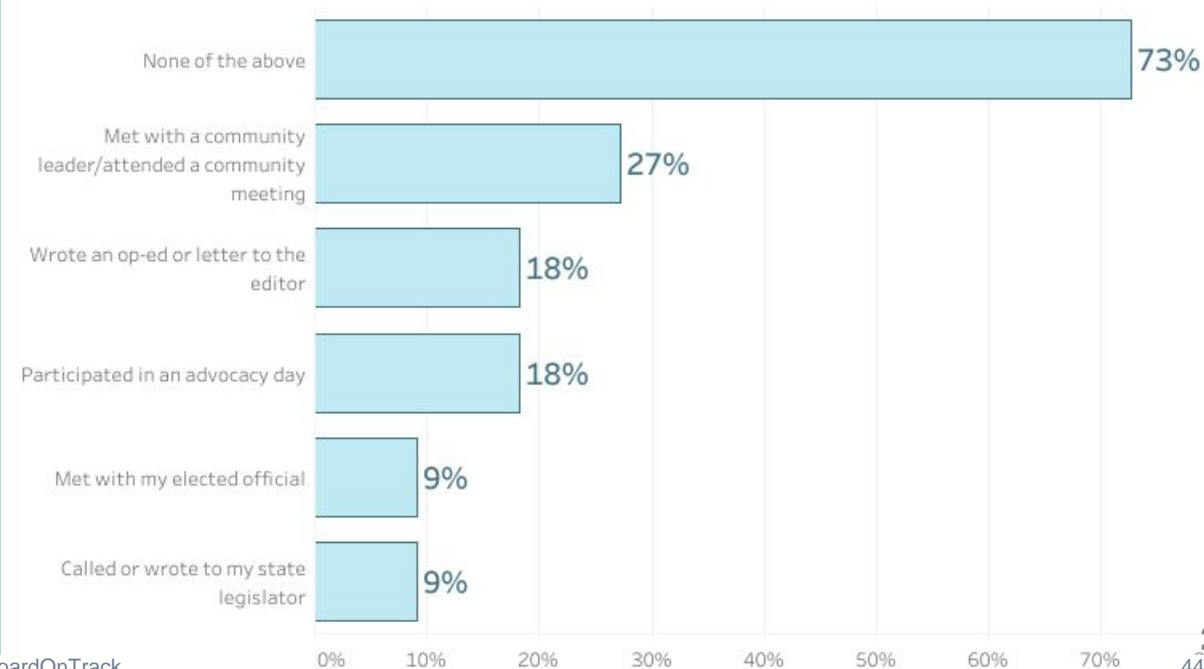


I feel equipped to speak positively about what makes charter public schools special and know how to respond when I hear or see misleading or negative information about charter public schools.

Strongly agree
Agree



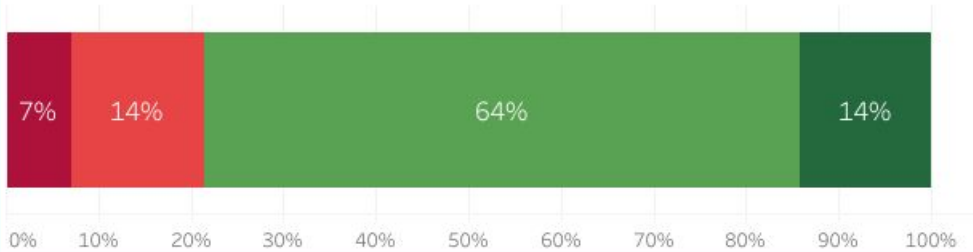
I have personally taken at least one action in the last 12 months to influence education legislation, policy, regulations, or public opinion, including:



Additional Questions

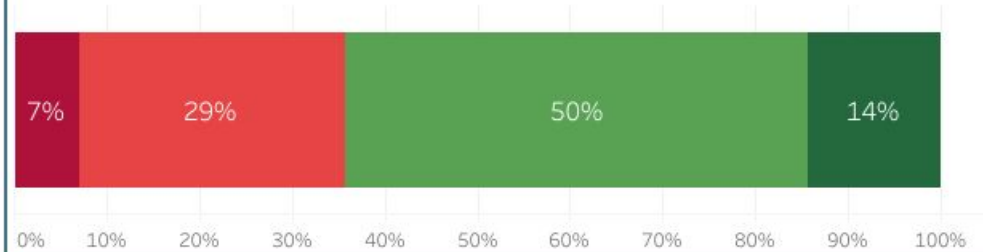
I find board meetings to be a good use of my time.

Strongly agree
Agree
Disagree
Strongly disagree



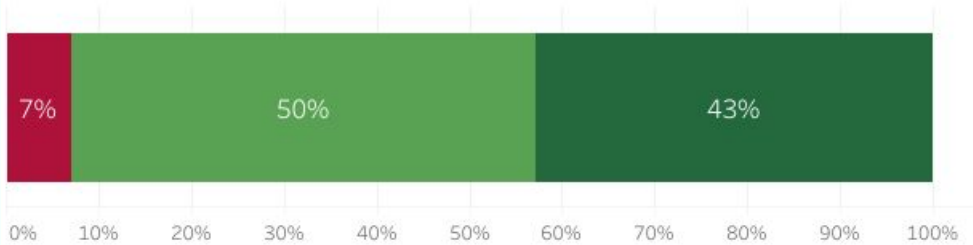
I find the culture of our board to be positive and supportive.

Strongly agree
Agree
Disagree
Strongly disagree



I find my board service to be a rewarding and meaningful experience.

Strongly agree
Agree
Strongly disagree



Statewide Data

Massachusetts Board Effectiveness Survey

Board Demographics

of Schools

62

of Responses

457

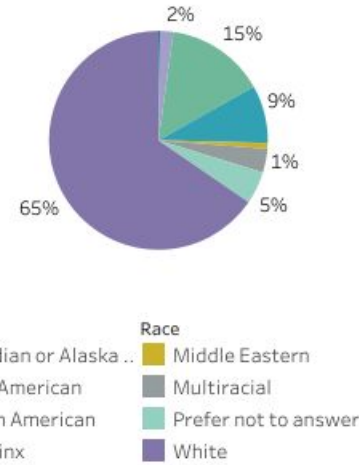
Board Role



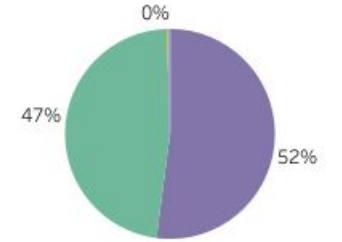
Which of the following best describes your role on the board?

- Board chair
- Board member
- School Leader

Race



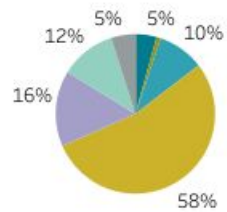
Gender



Gender

- Female
- Male
- Non specified
- Non-binary

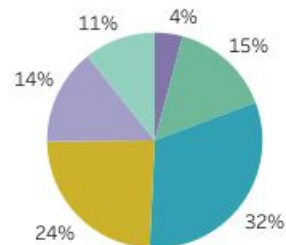
Are you the:



Are you the:

- Alum of the school
- Current student at the school
- N/A - I am a school leader who is not on the board
- None of the above
- Parent or guardian of a child who currently attends the school
- Parent or guardian of a child who formerly attended the school
- Teacher or staff member at the school

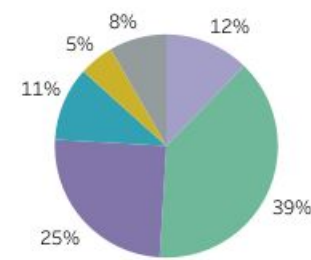
Age Range



Age Range

- 20-29
- 30-39
- 40-49
- 50-59
- 60-69
- 70+

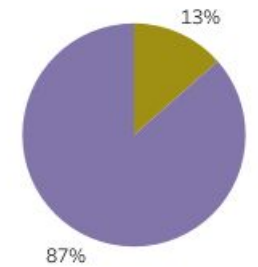
Years of Board Service



How many years have you served on the board?

- <6 months
- 6 months - 3 years
- 4-6 years
- 7-9 years
- 10+ years
- None of the above

Final Year



Is this your final year on the board?

- Yes
- No

Massachusetts Board Effectiveness Survey

Board Demographics

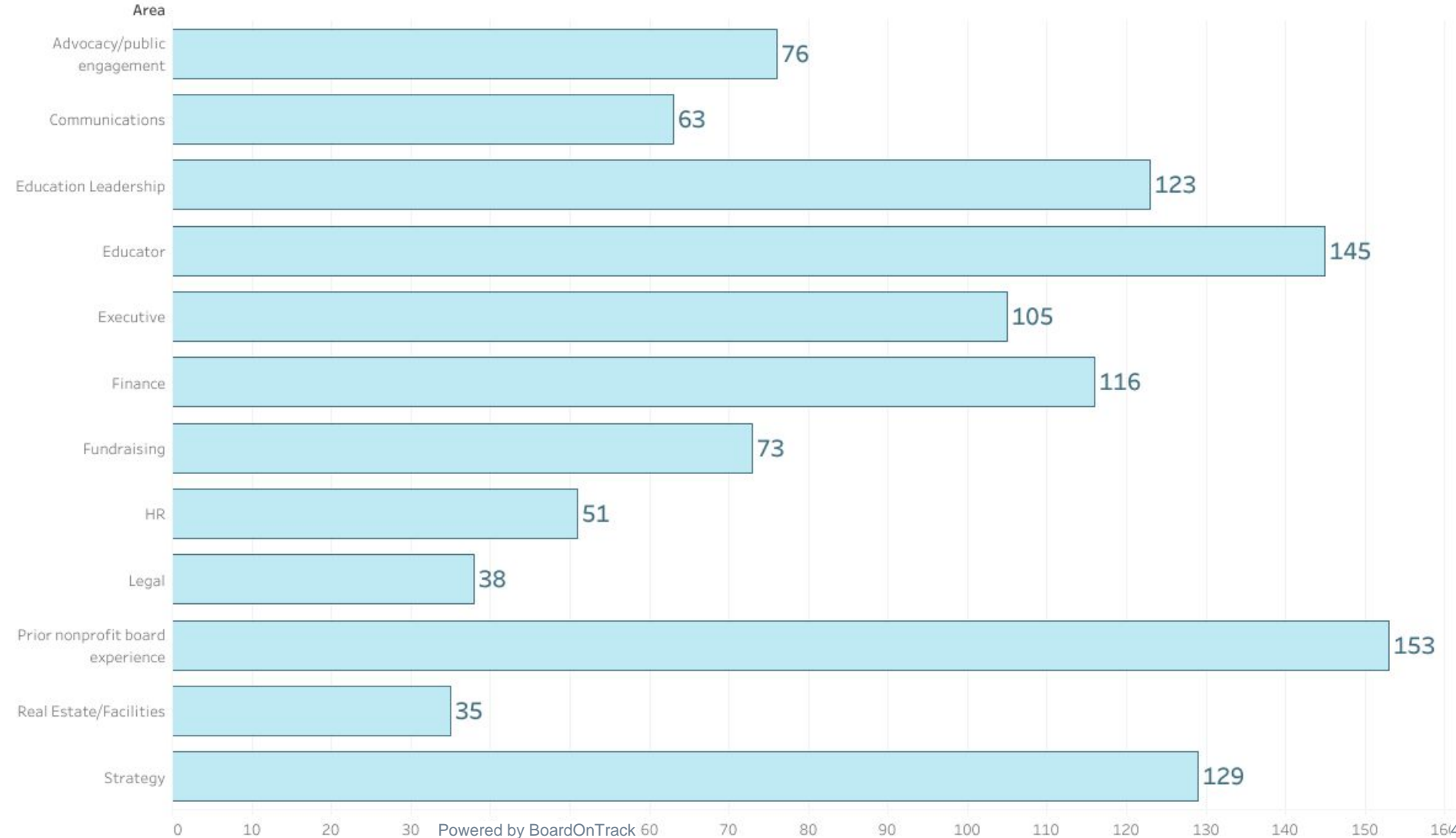
of Schools

62

of Responses

457

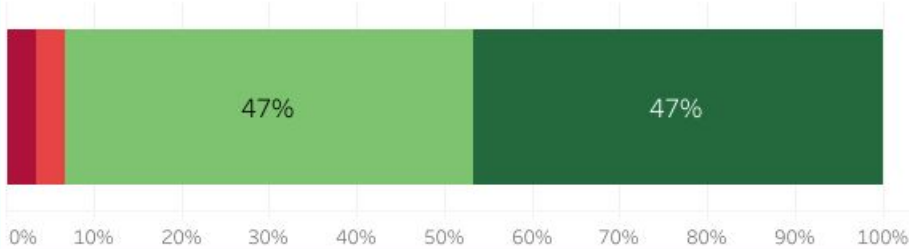
Areas of Professional Expertise



Focus Relentlessly on Student Achievement

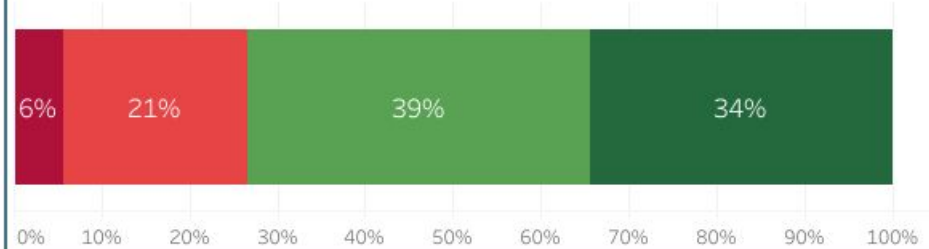
I know the goals in our school's approved accountability plan, our school's accountability data, and how the state holds us accountable for achieving accountability plan goals.

Strongly agree
Agree
Disagree
Strongly disagree



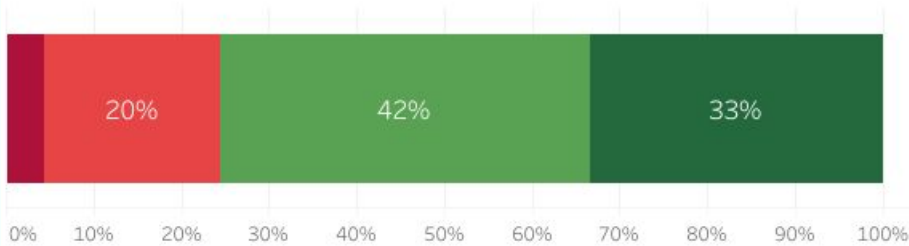
I review a data dashboard at least quarterly that provides academic achievement for all students, broken down by subgroup (e.g., race, gender, special needs, English language learner).

Strongly agree
Agree
Disagree
Strongly disagree



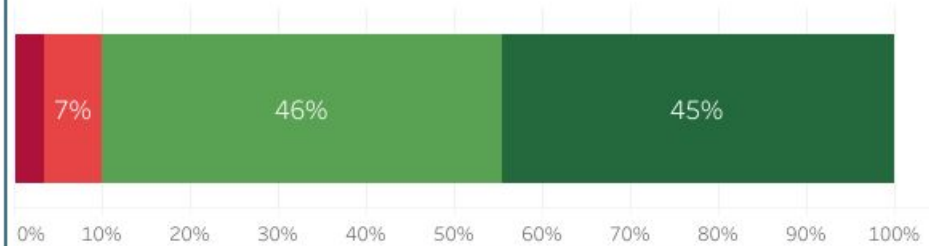
I review a data dashboard on a regular basis that includes measures of student success other than test scores.

Strongly agree
Agree
Disagree
Strongly disagree



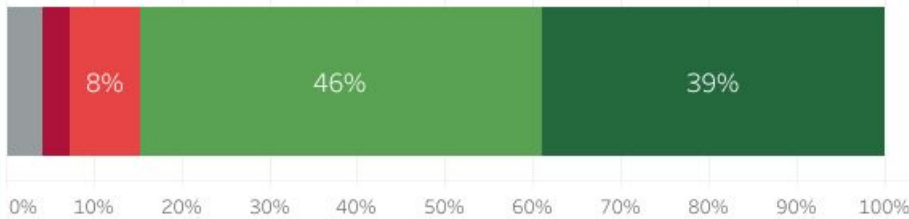
I ask questions when I notice something of concern in these dashboards, even if I am the only board member raising questions.

I ask questions when I notice so..
Strongly agree
Agree
Disagree
Strongly disagree



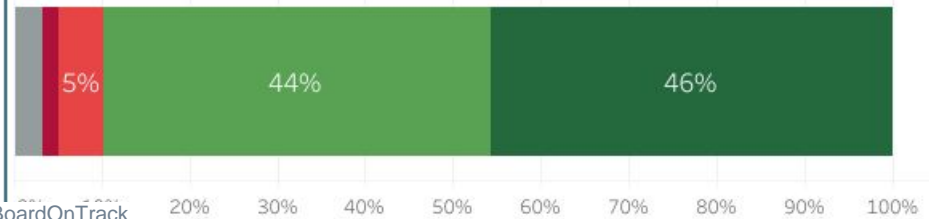
The board asks questions about gaps in outcomes between subgroups of students.

Strongly agree
Agree
Disagree
Strongly disagree
I don't know



The board compares year-over-year academic data to identify patterns and trends.

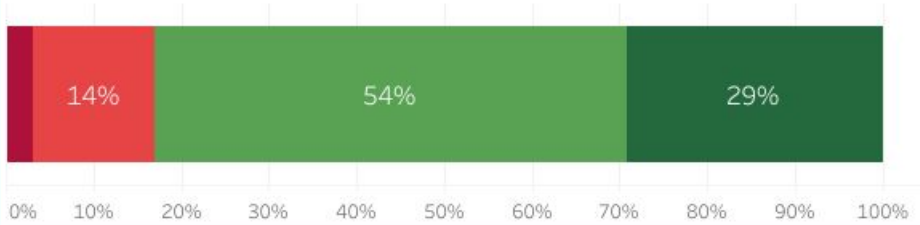
Strongly agree
Agree
Disagree
Strongly disagree
I don't know



Focus Relentlessly on Student Achievement

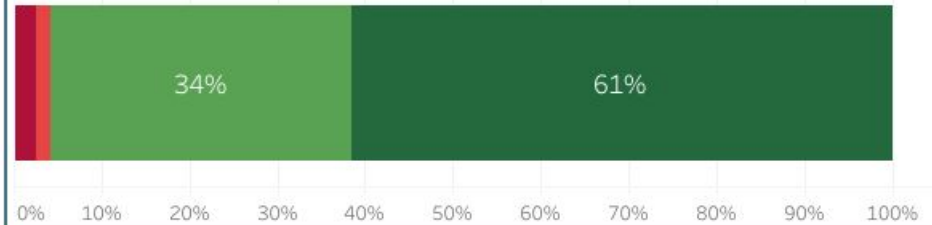
I am confident that the board has a full and accurate understanding of student outcomes.

Strongly agree
Agree
Disagree
Strongly disagree



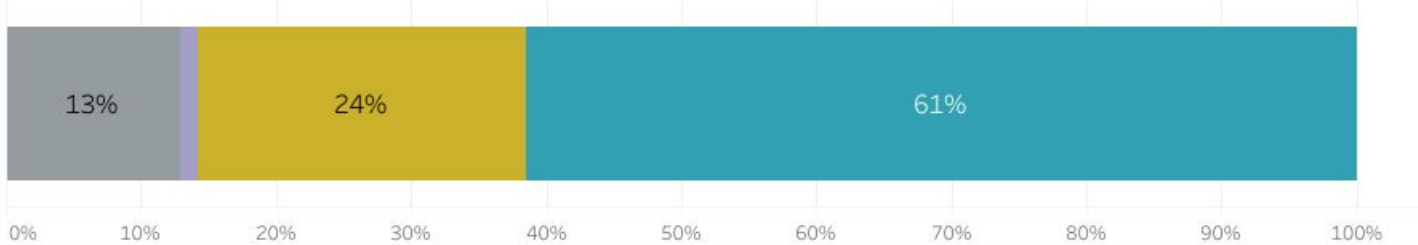
I believe a critical part of my job is to hold this school accountable for high student outcomes.

Strongly agree
Agree
Disagree
Strongly disagree



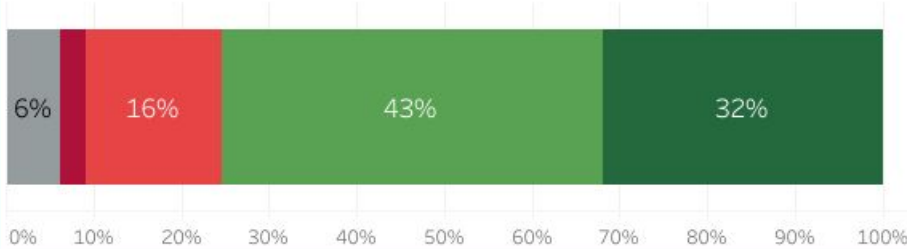
I understand how our school's performance compares to that of other public schools in our city/state; the data I see are benchmarked against city/state averages and the highest performing schools.

The data are benchmarked against BOTH city/state averages and the highest performing schools
The data are benchmarked against ONLY city/state averages
The data are benchmarked against ONLY the highest performing schools
No, I do not understand how our school's performance compares to that of other public schools in our city/state

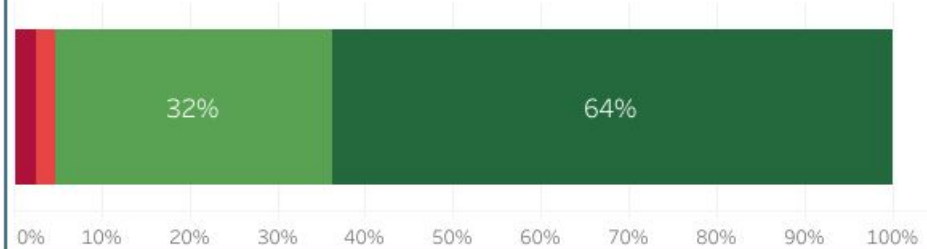


Ensure Exceptional Leadership

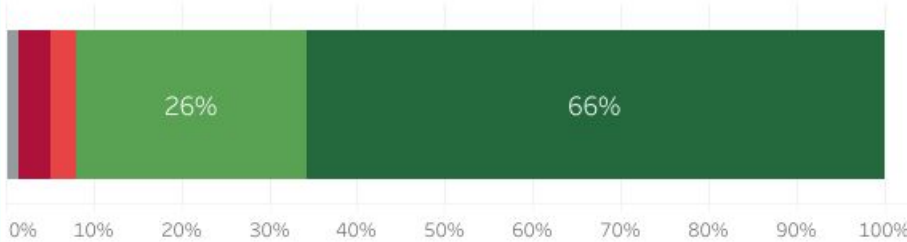
The board monitors the School Leader's progress towards their goals at least quarterly.



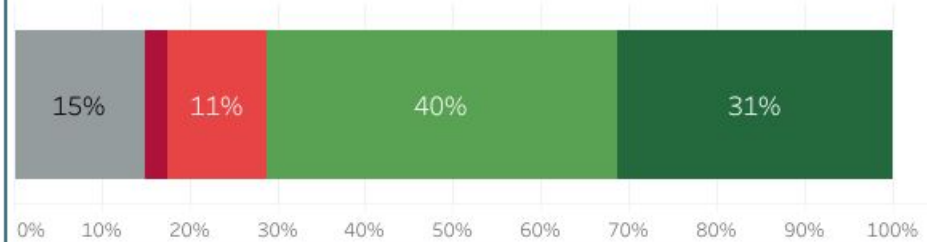
The School Leader candidly and proactively speaks with the board about both successes and challenges.



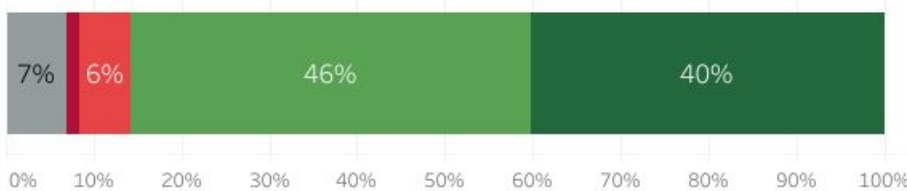
My perception is that the board chair and School Leader have a strong, candid, and supportive relationship.



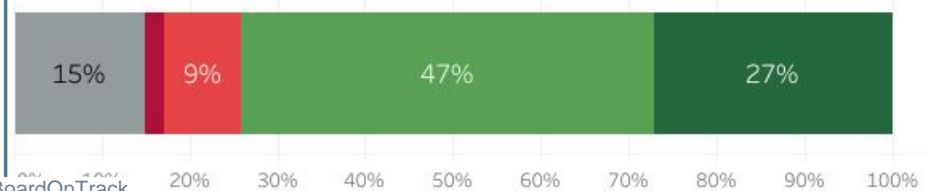
Our School Leader evaluation includes measures of Diversity, Equity, and Inclusion within the school.



The board holds the School Leader accountable for high student outcomes/academic improvement as part of their annual evaluation, and if student achievement declines or remains low, the board elevates this as a serious concern.



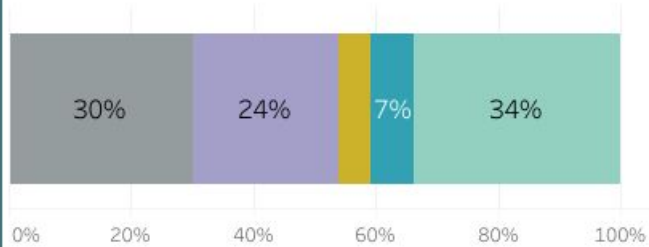
The board's most recent evaluation of the School Leader identified specific areas for growth, and the board is providing supports/resources directly aimed at addressing these areas to facilitate professional growth and development.



Ensure Exceptional Leadership

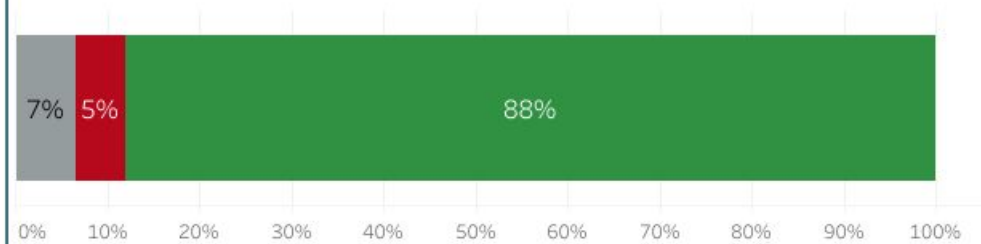
The board has a School Leader succession plan that covers both emergency and planned departure.

- Yes, it covers BOTH emergency and planned departure
- It covers ONLY emergency departure
- It covers ONLY planned departure
- No, the board does not have a School Leader succession plan
- I don't know



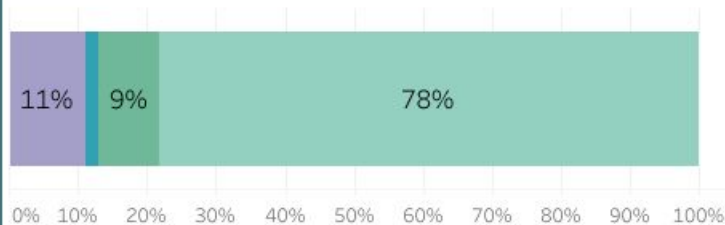
The board evaluates the School Leader each year.

- Yes
- No
- I don't know



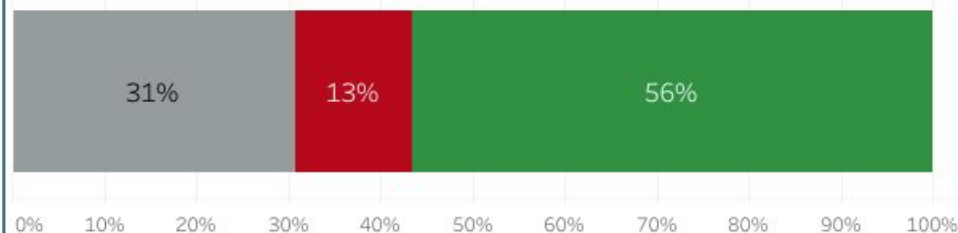
I have seen the School Leader's annual goals for this year.

- Yes
- I am a school leader and have annual goals.
- I am a school leader and DO NOT have annual goals.
- No

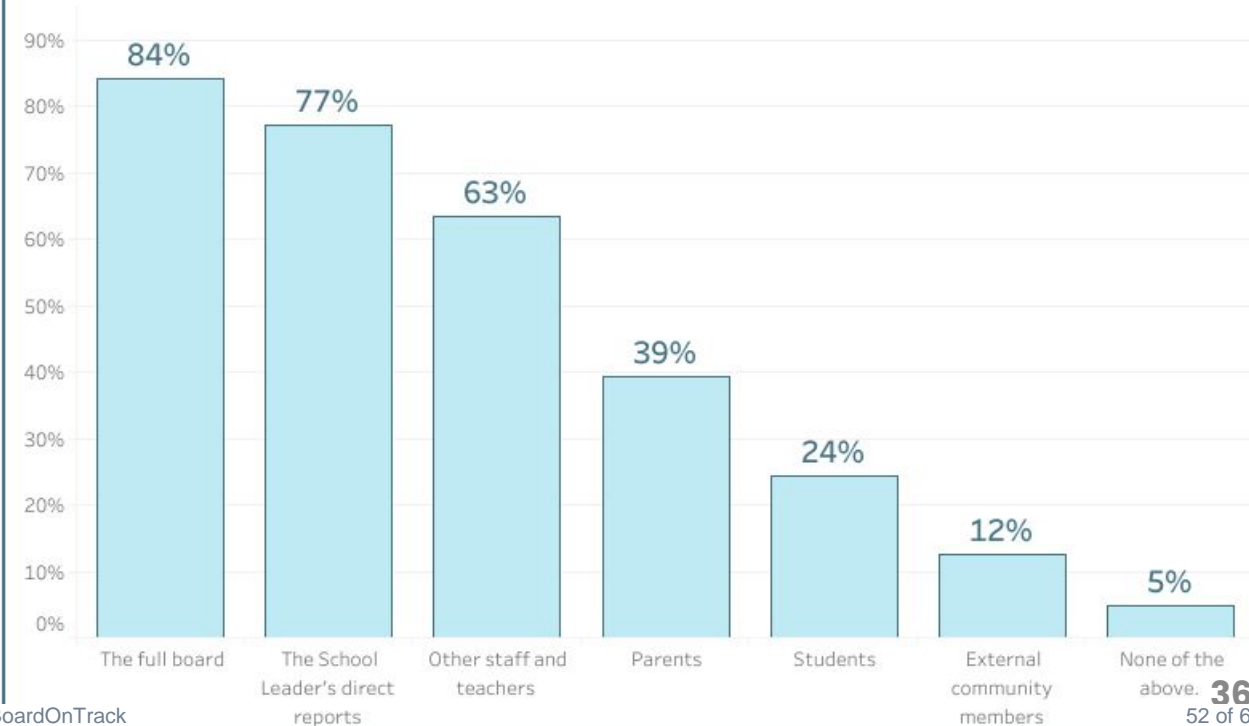


The board knows who would take over as interim leader in the event of an emergency in which the School Leader cannot lead.

- Yes
- No
- Not sure



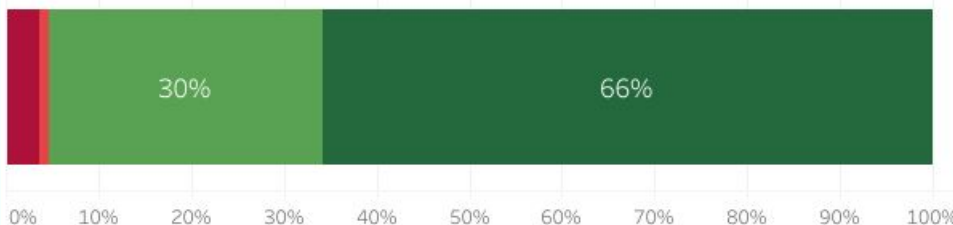
Our School Leader evaluation process includes input from:



Commit to Exemplary Governance

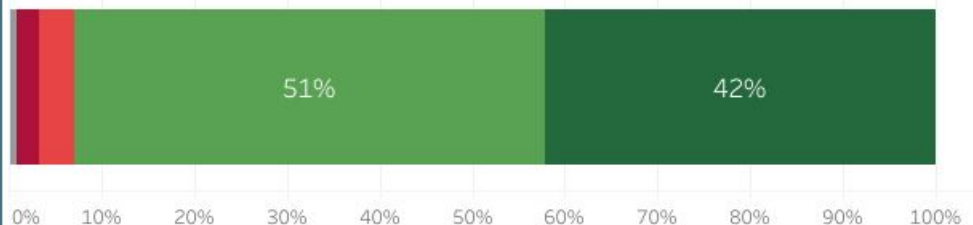
I am a highly engaged board member (I come to almost all board meetings and committee meetings in-person or by video conference, actively promote the mission of this school).

Strongly agree
Agree
Disagree
Strongly disagree



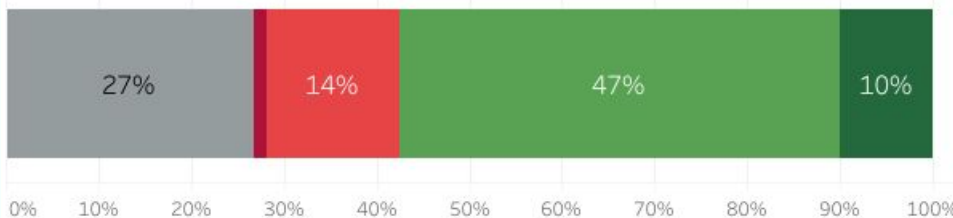
The majority of board members are highly engaged.

Strongly agree
Agree
Disagree
Strongly disagree
I don't know



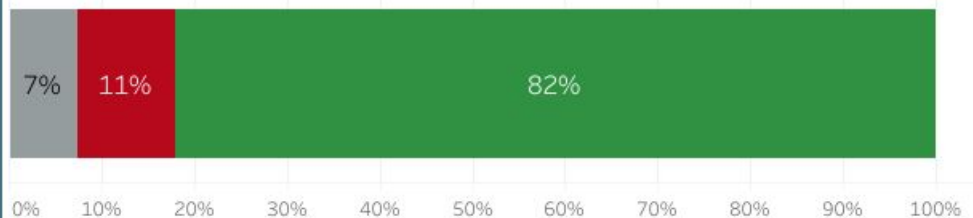
Our board takes action when a board member is not fulfilling his/her responsibilities.

Strongly agree
Agree
Disagree
Strongly disagree
I don't know



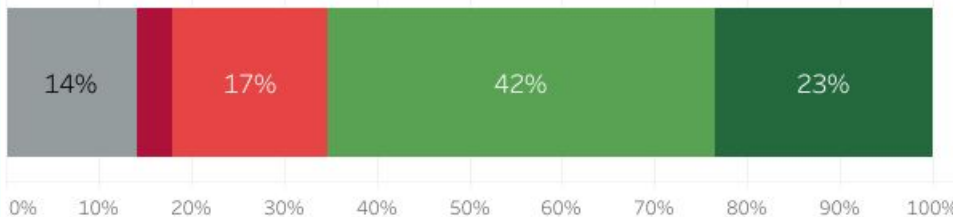
Our board has an onboarding process that ensures new members understand the school, its mission and goals, and board expectations.

Yes
No
I don't know



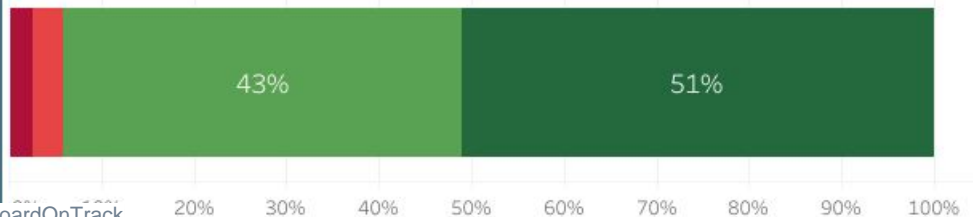
The board has concrete recruiting goals to ensure that the board is racially diverse.

Strongly agree
Agree
Disagree
Strongly disagree
I don't know



I have a clear understanding of my responsibilities and what is expected of me as a board member.

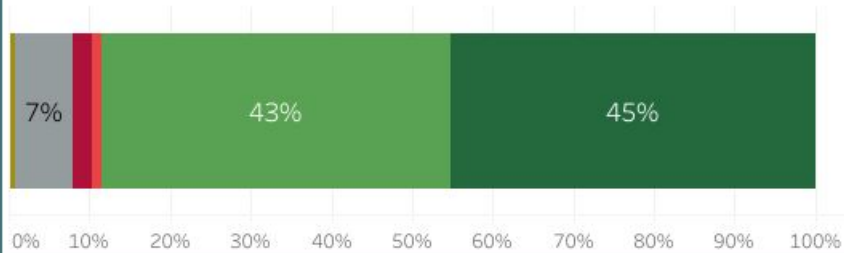
Strongly agree
Agree
Disagree
Strongly disagree



Commit to Exemplary Governance

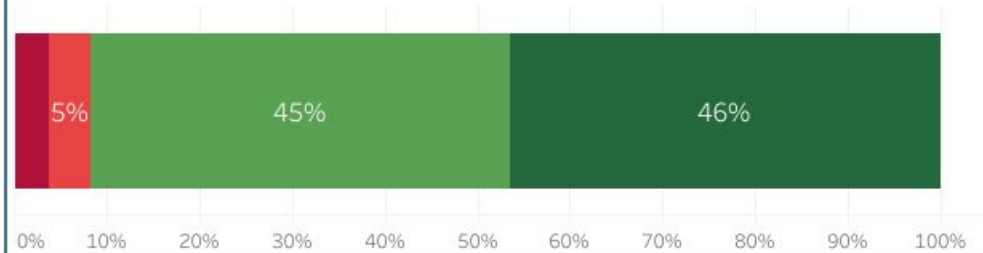
The board committee on which I serve moves strategic board work forward toward the board's goals.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- I do not serve on a committee
- Our board does not have committees



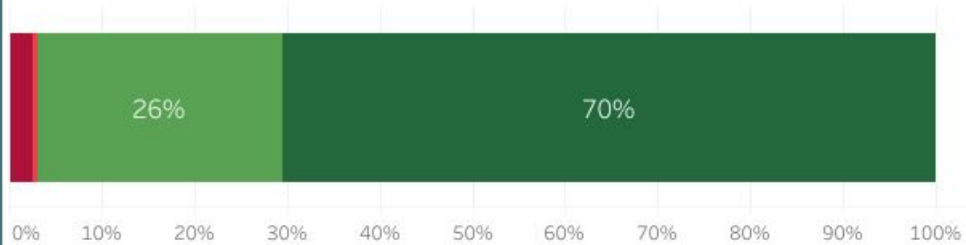
Our board meetings are well-run and focused on strategic issues.

- Strongly agree
- Agree
- Disagree
- Strongly disagree



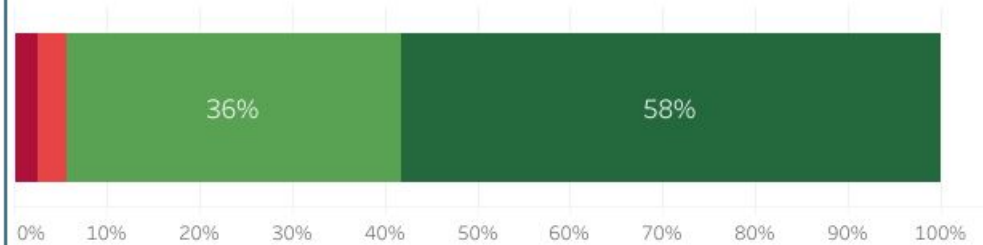
Board members treat one another with respect.

- Strongly agree
- Agree
- Disagree
- Strongly disagree



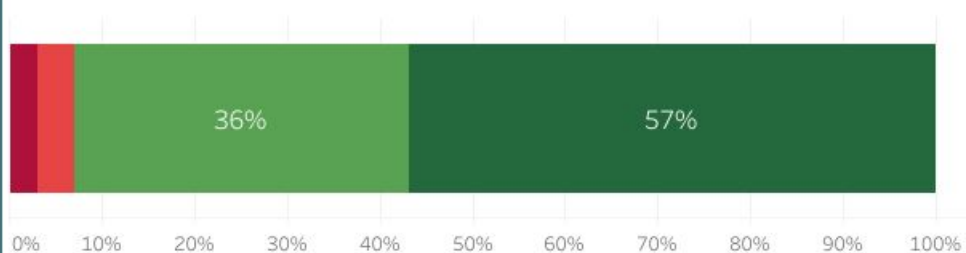
All board members are actively encouraged to share their perspectives.

- Strongly agree
- Agree
- Disagree
- Strongly disagree



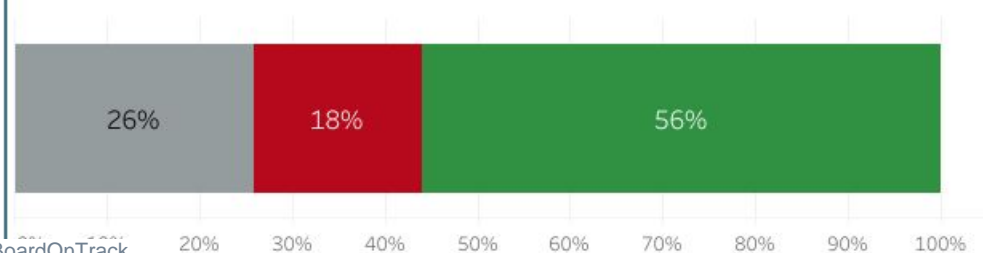
I feel comfortable expressing my true opinions, even when I am a dissenting voice.

- Strongly agree
- Agree
- Disagree
- Strongly disagree



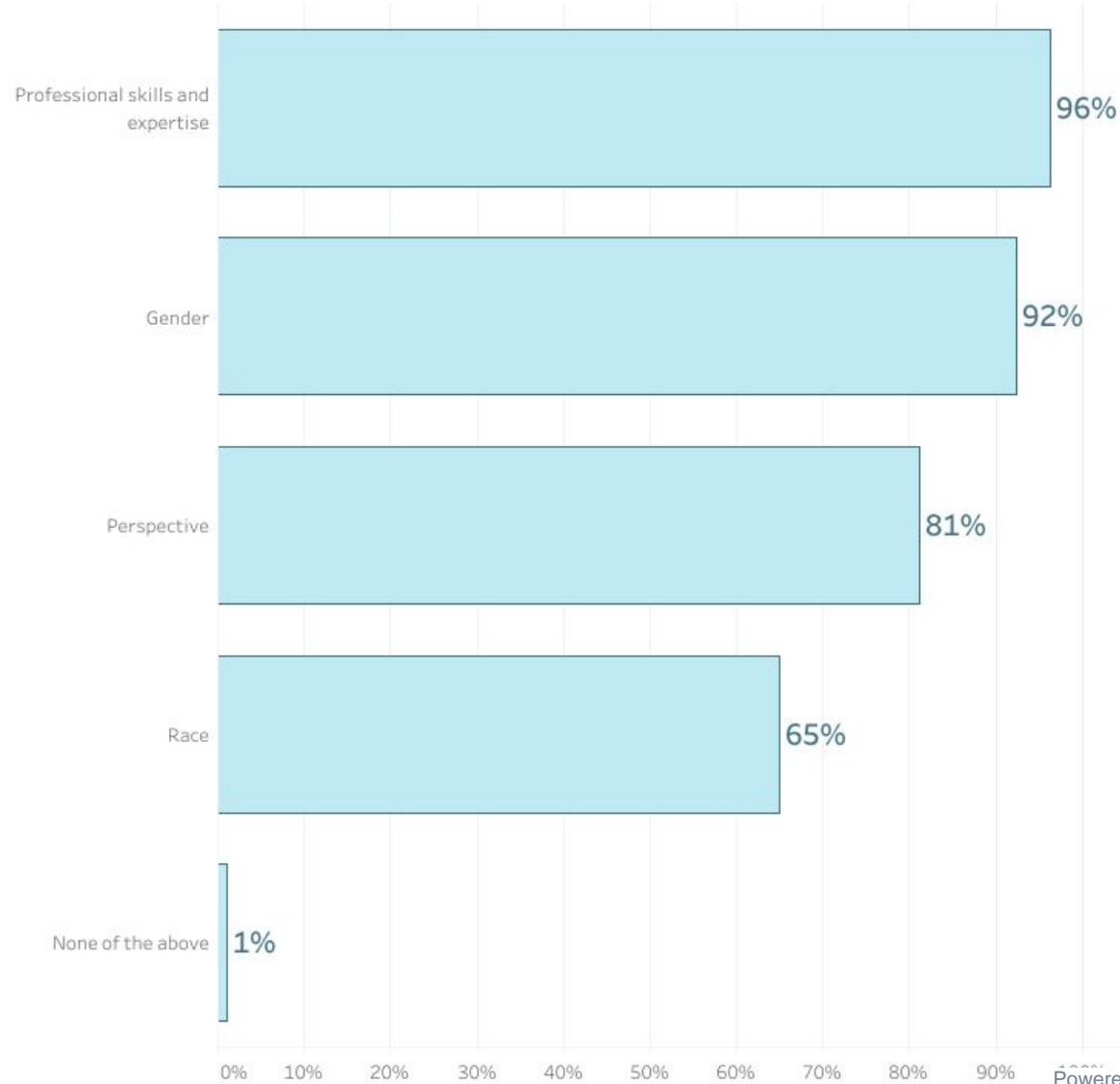
Our board conducts a self-assessment every year.

- Yes
- No
- I don't know

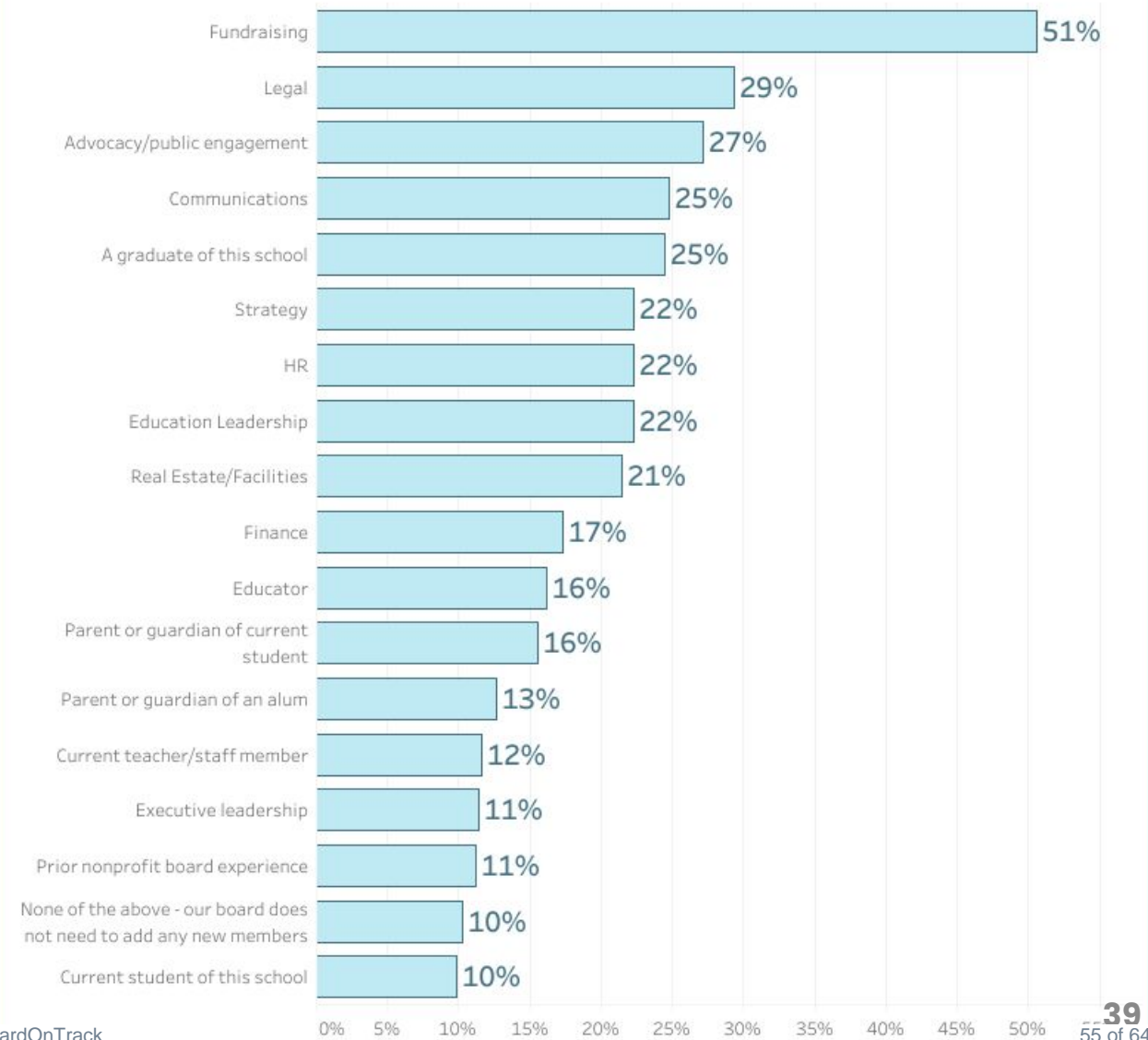


Commit to Exemplary Governance

The board is diverse in terms of:



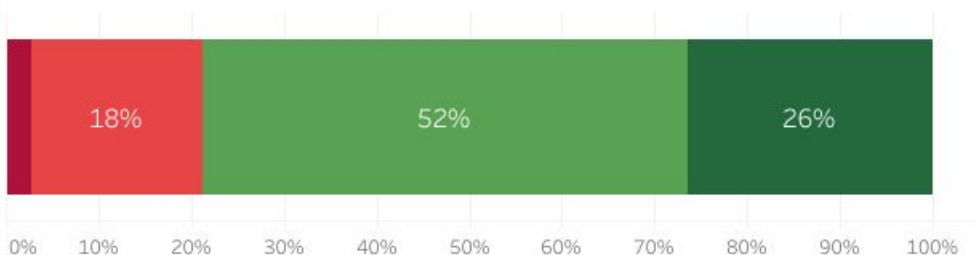
Our board needs to add board members with the following experience:



Act Strategically

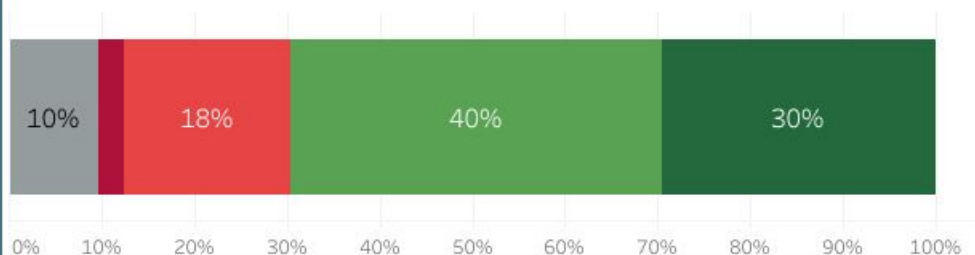
Our board sets annual board goals that drive our work as a board.

Strongly agree
Agree
Disagree
Strongly disagree



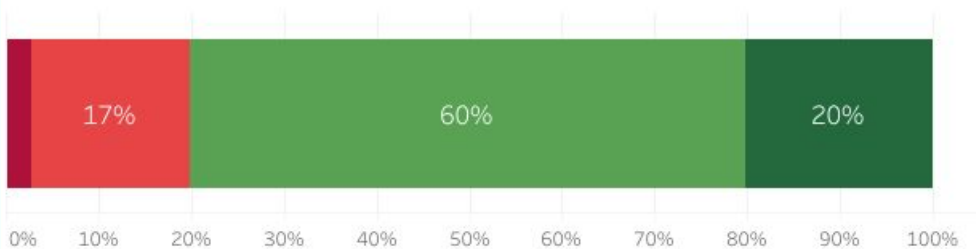
The board has approved a multi-year strategic plan that defines the long-term vision for the school and the strategy for achieving it.

Strongly agree
Agree
Disagree
Strongly disagree
I don't know



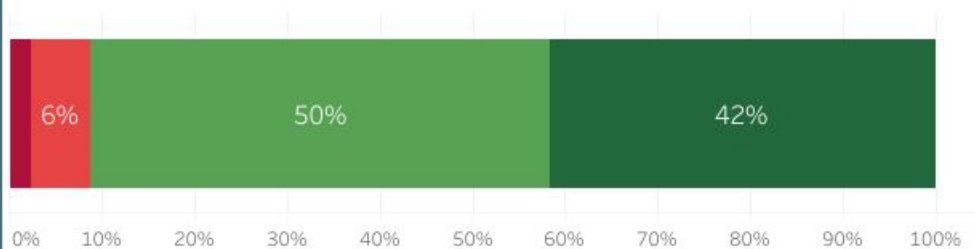
The board regularly reviews our progress toward our annual goals, and course-corrects in order to hold ourselves accountable for achieving them.

Strongly agree
Agree
Disagree
Strongly disagree



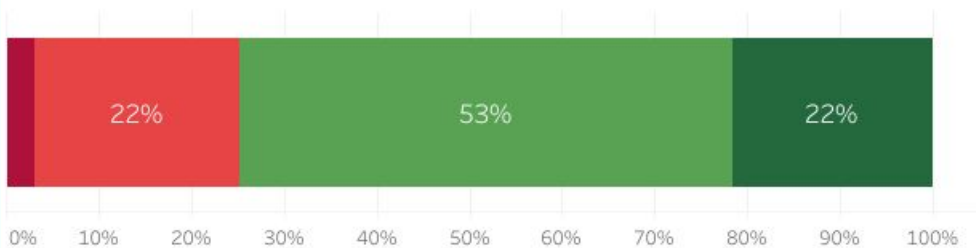
The board is clear on what is governance and what is management, and has a shared understanding of this with the School Leader.

Strongly agree
Agree
Disagree
Strongly disagree



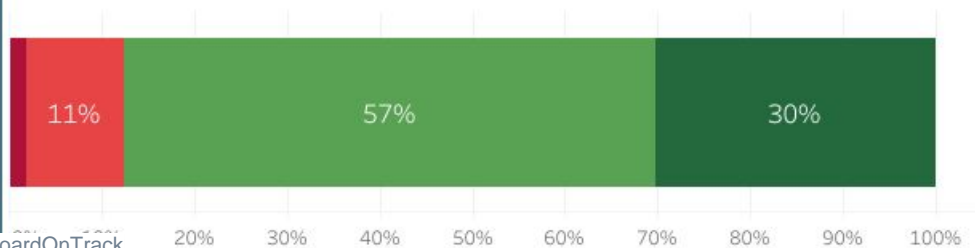
In the last 12 months, the board and the School Leader have had at least one substantive conversation clarifying the balance between governance and management and aligning on who makes what decisions.

Strongly agree
Agree
Disagree
Strongly disagree



The board steps back from decisions that are the responsibility of the School Leader, even big decisions.

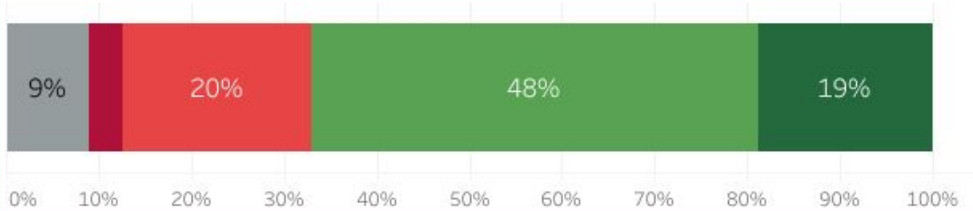
Strongly agree
Agree
Disagree
Strongly disagree



Act Strategically

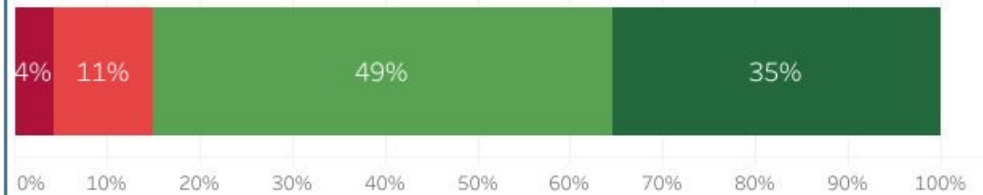
In partnership with the school leadership, our board engages with families, the community, and key stakeholders (outside the board) regularly, and especially around big decisions.

■ Strongly agree
■ Agree
■ Disagree
■ Strongly disagree
■ I don't know



This board has demonstrated consistent willingness to discuss the impact of systemic racism or implicit bias within this school in relation to issues such as achievement gaps, teacher retention and recruiting, ED evaluation, and engaging parents/the community.

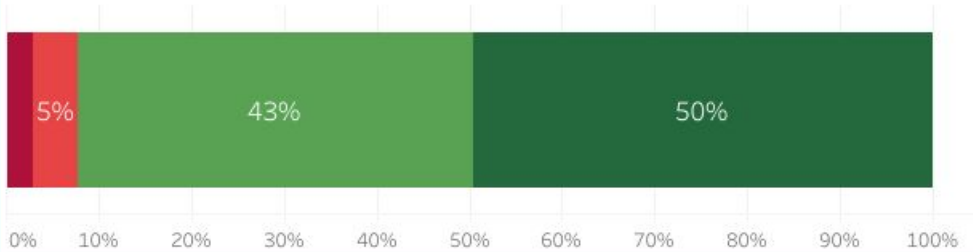
■ Strongly agree
■ Agree
■ Disagree
■ Strongly disagree



Raise and Use Resources Wisely

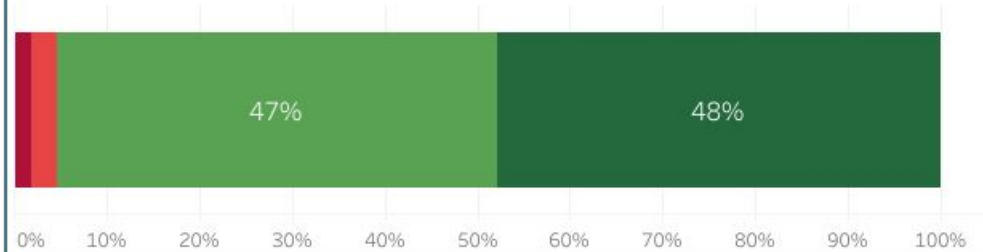
I ask questions when I notice something of concern in this dashboard, even if I am the only board member raising questions.

Strongly agree
Agree
Disagree
Strongly disagree



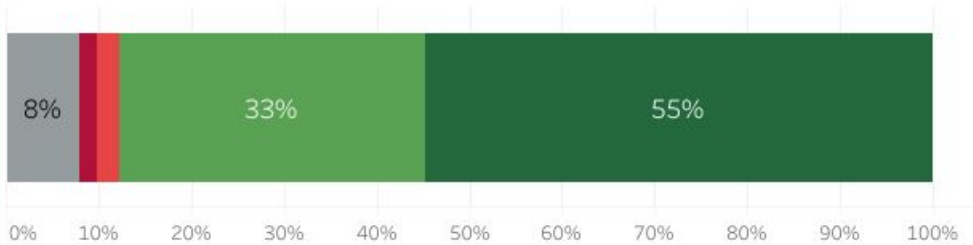
The board holds the School Leader accountable for strong financial management, including hitting expense and revenue projections year after year.

Strongly agree
Agree
Disagree
Strongly disagree



Our board has a full set of financial policies and procedures that protect the school's long-term sustainability.

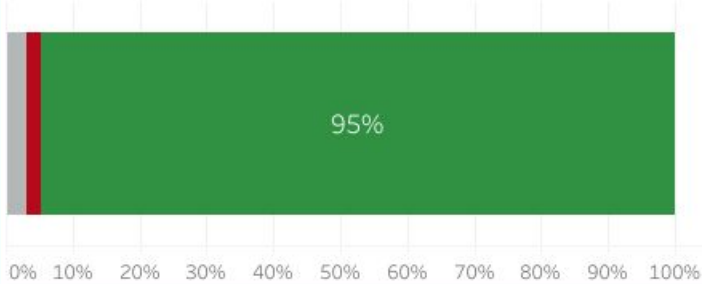
Strongly agree
Agree
Disagree
Strongly disagree
I don't know



Raise and Use Resources Wisely

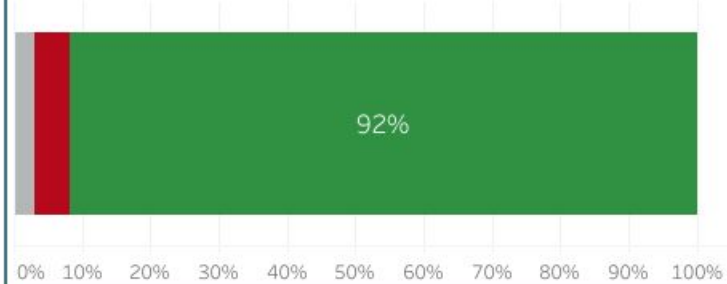
I have reviewed financial statements within the last three months.

Yes
No
I am a new board member (within the last 3 months)



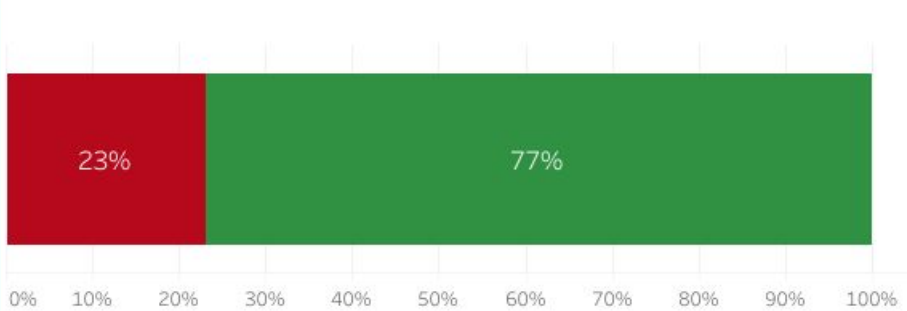
I review a dashboard at least quarterly that shows actuals vs budget for expenses and revenues.

Yes
No
I am a new board member (within the last 3 months)



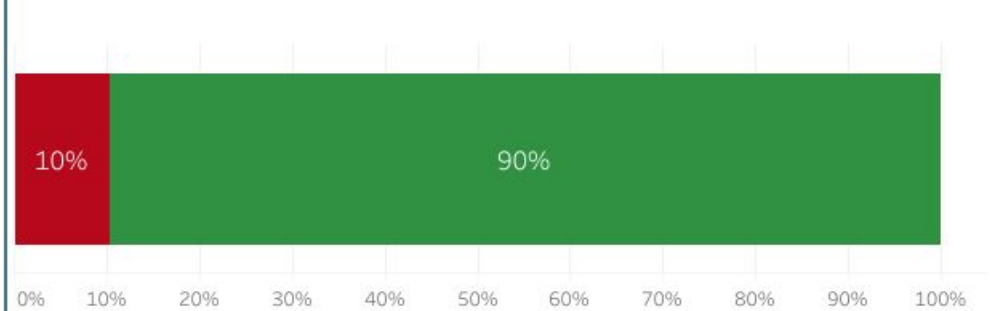
I have reviewed our financial policies and procedures in the last year.

Yes
No



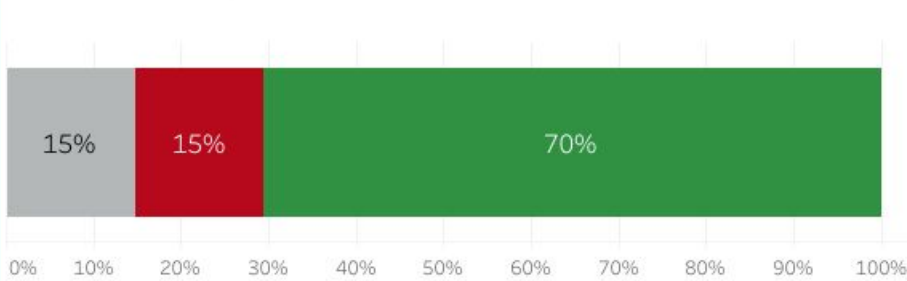
I have reviewed our school's last audit and management letter.

Yes
No



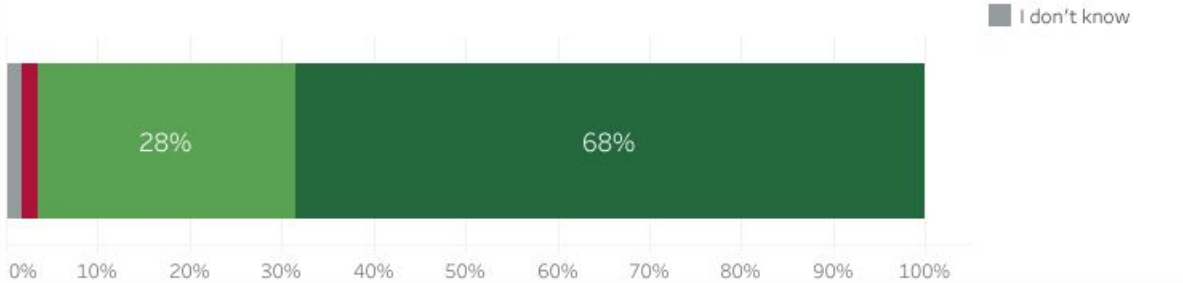
I have made or plan to make a personally meaningful financial contribution to the school this year.

Yes
No
Our board does not fundraise

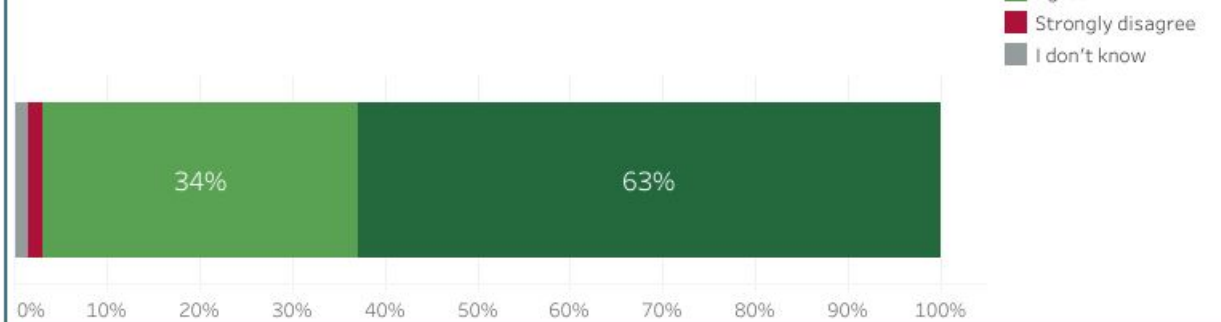


Commit Steadfastly to Legal and Regulatory Compliance

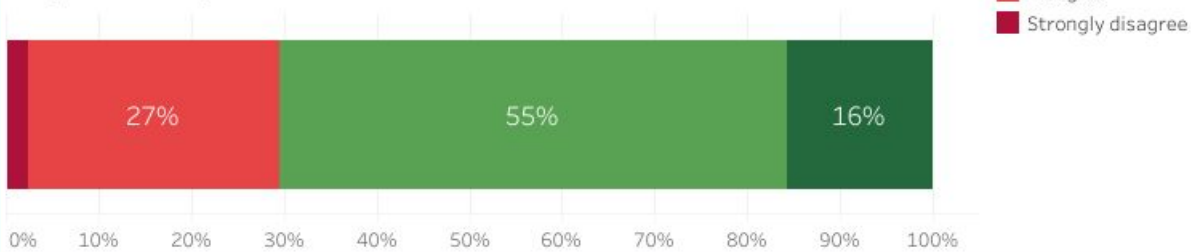
Our board adheres to Massachusetts's open meeting law both to the letter and to its spirit as a public body made up of public agents authorized by the state.



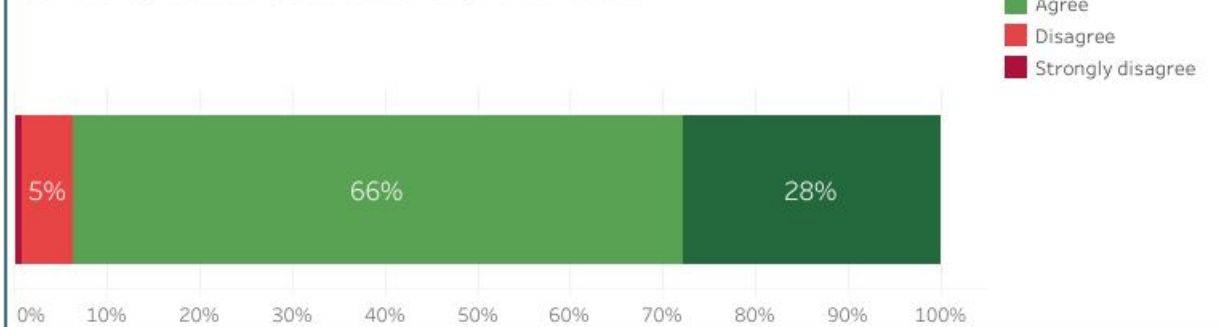
Our board operates according to our approved bylaws.



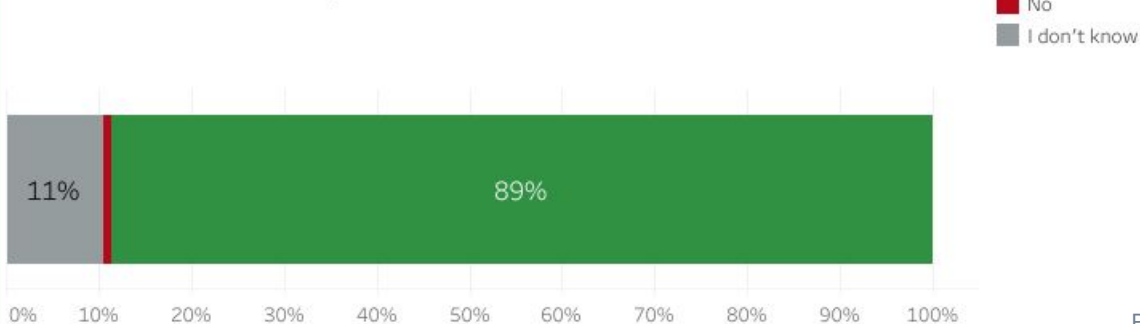
I or another board member has initiated a discussion about whether any school policy or practice may disproportionately impact some students negatively and/or advantage some over others.



Our board proactively addresses compliance issues.

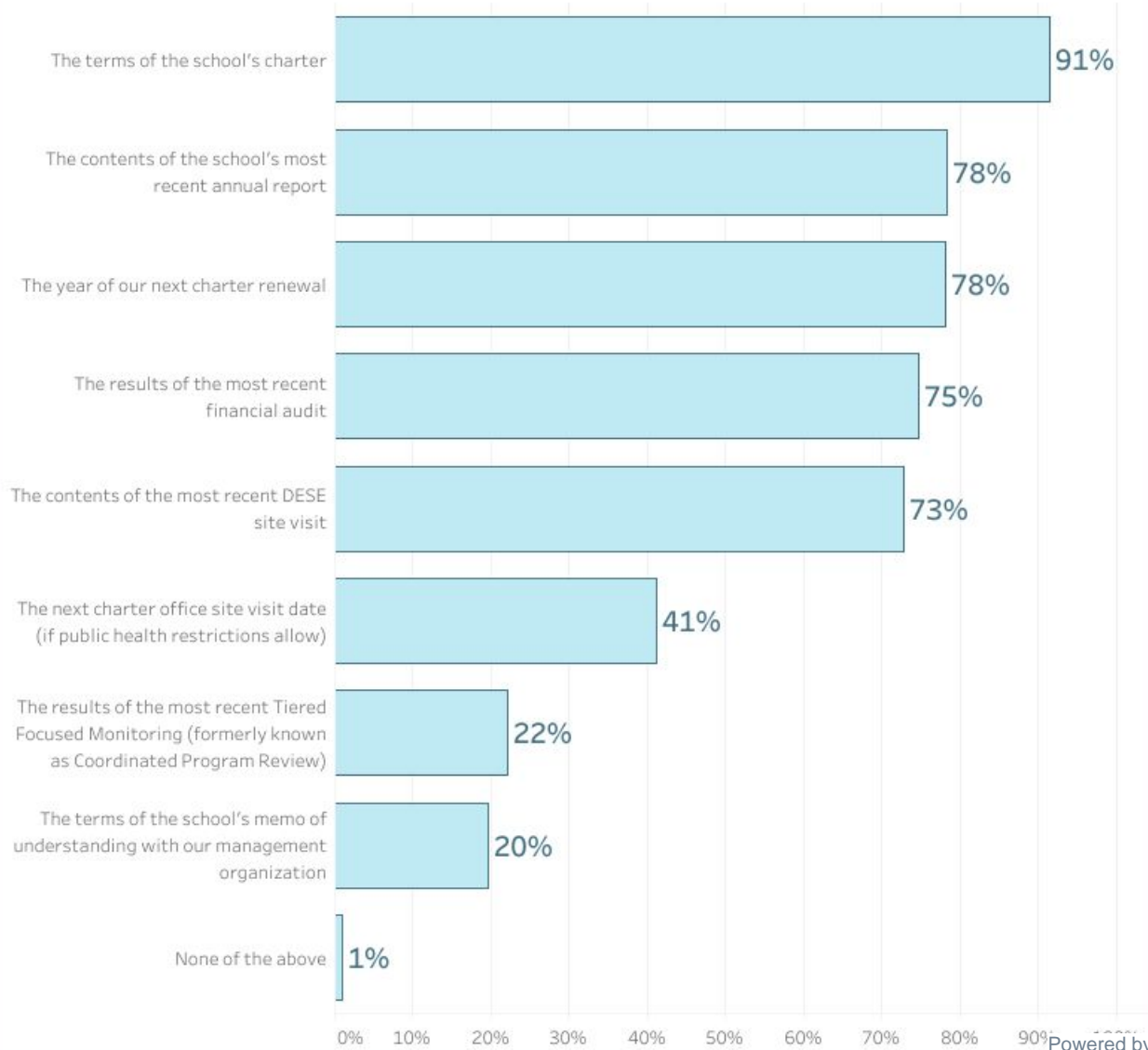


Our board has access to legal counsel.



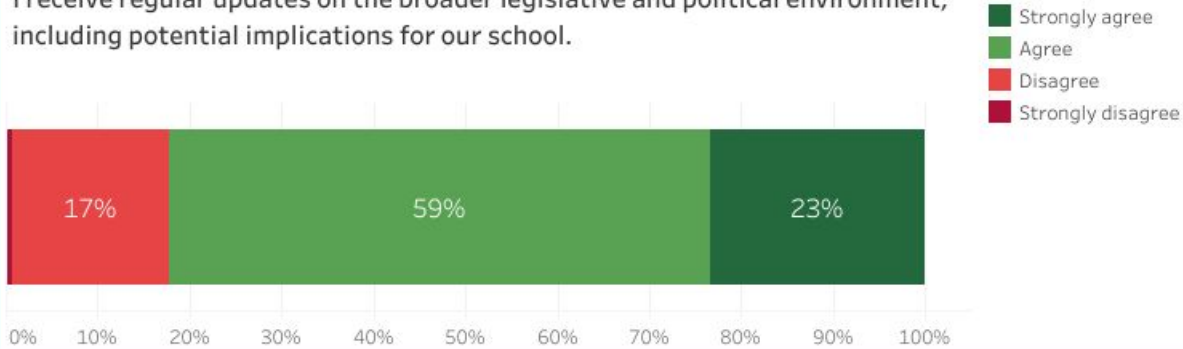
Commit Steadfastly to Legal and Regulatory Compliance

I am familiar with:

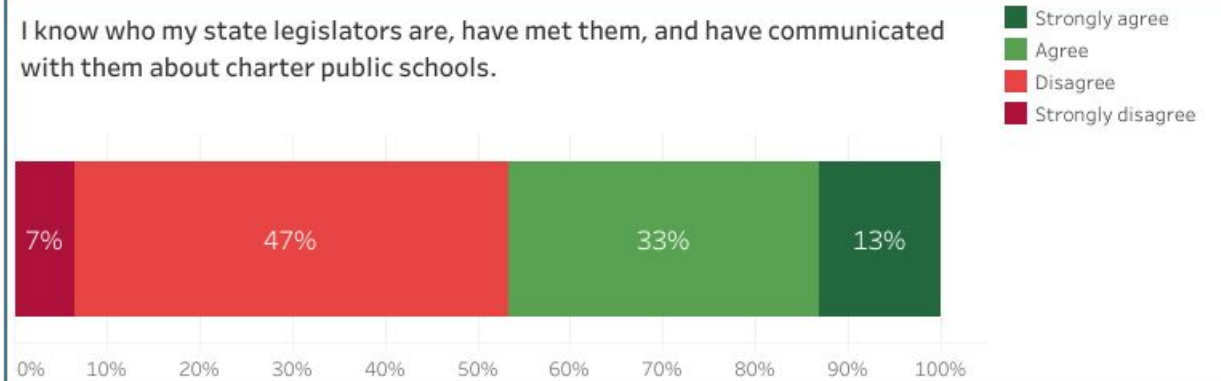


Advocacy and Public Engagement

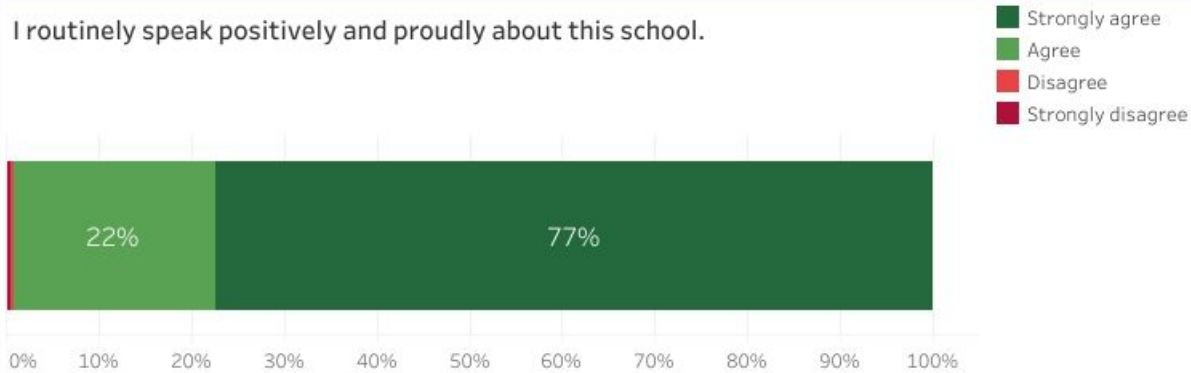
I receive regular updates on the broader legislative and political environment, including potential implications for our school.



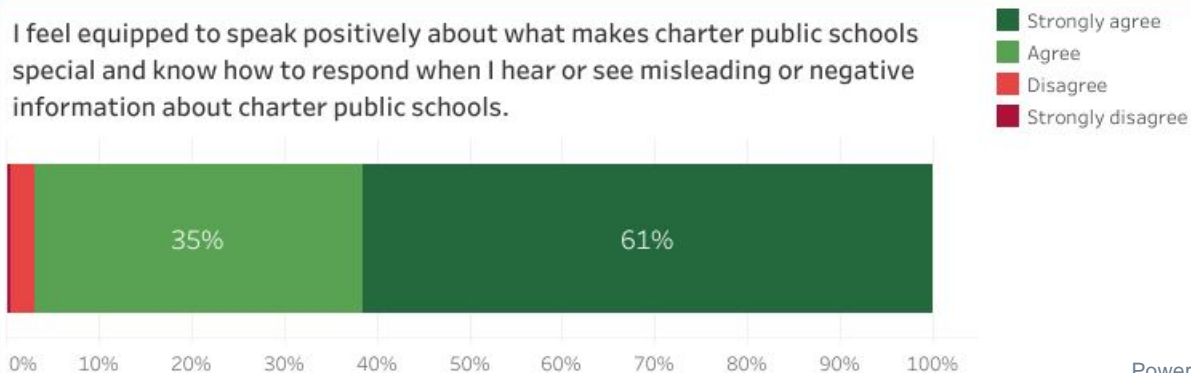
I know who my state legislators are, have met them, and have communicated with them about charter public schools.



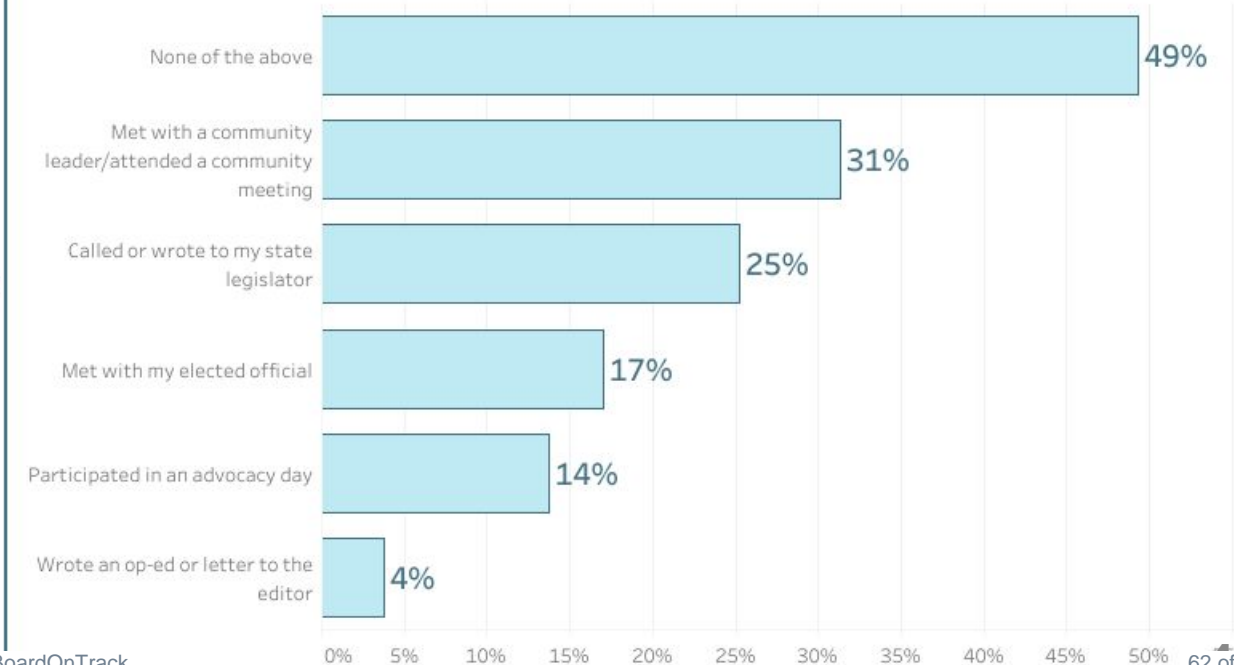
I routinely speak positively and proudly about this school.



I feel equipped to speak positively about what makes charter public schools special and know how to respond when I hear or see misleading or negative information about charter public schools.



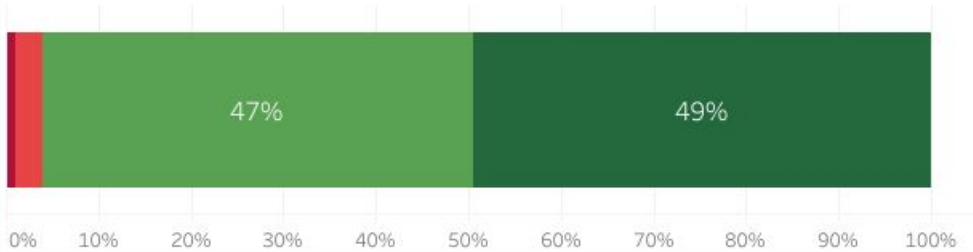
I have personally taken at least one action in the last 12 months to influence education legislation, policy, regulations, or public opinion, including:



Additional Questions

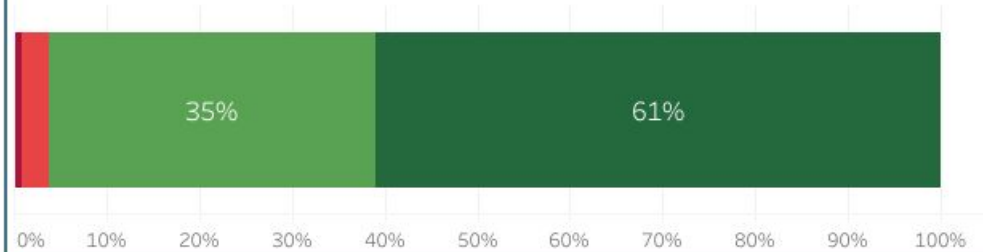
I find board meetings to be a good use of my time.

Strongly agree
Agree
Disagree
Strongly disagree



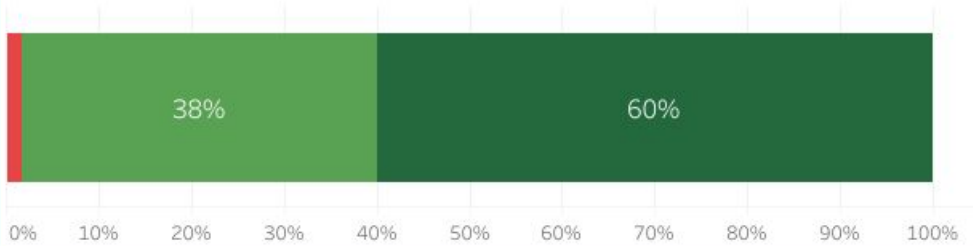
I find the culture of our board to be positive and supportive.

Strongly agree
Agree
Disagree
Strongly disagree



I find my board service to be a rewarding and meaningful experience.

Strongly agree
Agree
Disagree
Strongly disagree



EducationBoardPartners

great boards. great schools.