MEETING MINUTES

Board Meeting

Date: January 12, 2026 – 4:00 p.m.

Location: Hybrid – 11 Resnik Rd. Plymouth & Zoom Virtual

<u>Attendees:</u>

Liza Veto (Chair), Zoom

Rachel Babcock (Co Director and Board Member), at Map Academy

Kerin McGue (Board Member), Zoom

Anre Dowell (Board Member), Zoom

Adam Earle (Treasurer), Zoom

Josh Charpentier (Co Director and Board Member), at Map Academy

Steve Sell (Assistant Director), Zoom

Shaun Adamec (Board Member), Zoom

Aja Isaacson (Board Member), Zoom

1. Call to Order/Attendance

Liza Veto called the meeting to order at 4:03pm. Attendees introduced themselves.

a. Public Comment

Kerin McGue confirmed there were no public comments.

2. Consent Agenda

Liza Veto stated that the meeting would move to the consent agenda and the co-directors report. She explained that she would highlight items that caught her attention and invited others to share their perspectives as well.

a. Co-director's report

I. Enrollment Update

Liza Veto stated that she was pleased to see that Map was fully enrolled and highlighted outreach to the Brazilian Portuguese-speaking community and the hire of a new community support partner with strong connections to that community who had conducted significant outreach. Rachel Babcock responded by thanking Liza for highlighting this work and stated that it had been a real bright spot. Rachel Babcock explained that the context included frightening circumstances related to immigration actions in Plymouth and noted that Map had made a phenomenal hire who was a part-time staff member actively supporting enrolled students and their families, serving as a translator for Portuguese-speaking families, and acting as a point of contact for new students and families. She explained that starting a new school was daunting and that fear was compounded in the current context, and she stated that Map was grateful for this support.

Liza Veto stated that she was excited by the dual enrollment updates, noting that ten students had completed courses at Bridgewater State in the fall, nine were signed up for the current semester, and Map had won a grant from DESE to further support dual enrollment along with a grant for career planning work. She explained that she was encouraged by both the student outcomes and state recognition through funding. She also highlighted Map's development of its own accountability measures that better fit Map's model, noting examples of conference presentations, reports, and state interest recognizing this work. Liza Veto further highlighted the digital music elective or flex block class with the RAWKStars partner, noting it as an example of strong partnerships, including collaboration with the Boys & Girls Club for space and resources, and stated that she was enthusiastic about this offering.

Rachel Babcock asked whether anyone else had questions or thoughts on the co-directors' report. There were none.

II. Data Highlight - Map Academy Course Catalog

Rachel Babcock then introduced the data highlight, explaining that following the previous meeting's discussion of the competency determination policy, the focus was on the course catalog. Rachel Babcock stated that Map had 173 courses, including 96 core academic courses and 77 elective or enrichment courses, and explained that 143 were standard courses while 30 were credit recovery options designed for students who had previously taken courses without earning credit, noting the prevalence of failed courses and incompletes among incoming students and the need for intentional design to support them.

Rachel Babcock explained that credit recovery courses were a different experience from taking Biology for the first time and stated that these courses were designed to help teachers work with students who had been exposed to the content before but had not earned transcript credit. She stated that the next slide showed the breakdown of courses by discipline and explained that visual and performing arts and general electives totaled thirty-four courses, English language arts had 31 courses, Mathematics had 27, Science had 22, and Wellness, History, and Career Development followed below, with post-secondary courses being very specific classes that represented the last plan students made before leaving Map. She stated that world language was new, noted that the previous year had been the first year with a Spanish teacher, and explained that it was going well, with the teacher working on Spanish 3. She clarified that the catalog now included introductory Spanish, a Spanish culture class, Spanish 1, and Spanish 2, and stated that Spanish 3 would be available soon, noting that there were only four world language courses because it was a very new subject area that Map had not previously been able to offer.

Rachel Babcock stated that the following slides showed a wide range of course names and explained that the volume of courses could be difficult to process, although the information also existed in a Google Sheet and in FileMaker. She stated that she wanted to show examples of course titles and the range of offerings across humanities, English language arts, History, World language, and STEM. She explained that some courses had existed for a long time, while others were newly developed or being taught for the first time. She stated that pre-calculus was new and explained that there had not previously been much need because many students entered with significant math skill gaps due to interruptions, and math was challenging. She stated that Map had previously offered pre-calculus through independent study with teacher support but explained that the math team was now working on launching both a synchronous seminar style version and a fully developed asynchronous tracker version of a pre-calculus course. She highlighted additional electives and wellness courses, including music studio classes and a new evening cooking class, and stated that career development courses reflected the wide range of experiences in a living, constantly evolving course catalog linked to state reporting and student needs.

Liza Veto asked whether there were courses students were requesting that Map did not yet offer and asked whether there were common themes in those requests. Rachel Babcock responded by inviting Steve Sell to answer. Steve Sell stated that pre-calculus had been a recent request driven by a specific student and explained that although Map had focused on other parts of the math sequence and relied on dual enrollment for higher-level math, students often struggled in college settings. He stated that the pre-calculus course would be completed imminently and available for assignment. He explained that many elective courses came directly from student interest, citing guitar as an example, and stated that art and wellness offerings often reflected student feedback, including a current personal safety class. He noted that surveys had also been used to gather ideas and explained that core content areas had less flexibility due to frameworks, while forensics was a frequently requested science course that could not yet be developed due to staffing limitations.

Rachel Babcock added that space limitations restricted how many synchronous courses could be offered. Liza Veto asked whether there were any further questions. Shaun Adamec asked whether all courses were full-time equivalent led and whether there were offerings not available due to staffing or partnerships. Rachel Babcock responded that space, rather than staffing, was the primary limitation and explained that additional career-focused electives such as healthcare, skilled trades, and computer science would be possible once appropriate career lab spaces became available.

Rachel Babcock explained that many elective courses resulted from very intentional hiring practices and stated that during recruitment the school asked about elective interests and looked for staff with passions outside their core subjects. She explained that the personal self-defense class was taught by a humanities teacher who is new this year and who had previously taught self-defense at another school. She stated that the yoga teacher and acting classes were also examples of electives taught by English teachers with relevant backgrounds, noting that the acting classes were taught by an English teacher with a theatre undergraduate degree and significant theatre experience. Rachel Babcock stated that world language had been a major challenge until the Spanish teacher was hired and explained that the hire allowed Map to build a Spanish curriculum where previously this had not been possible. She stated that computer science remained an area of need because there was no dedicated computer science teacher, clarifying that this was not due to lack of interest but an inability to find an appropriate hire.

Steve Sell agreed and added that time constraints were also a factor. He explained that although there was a staff member capable of teaching computer science, that teacher was also a core math teacher and taught chemistry, and there were limits to how much could be added to one person's workload. Rachel Babcock acknowledged this and stated that it was a good question.

Liza Veto thanked them and asked whether there were any other questions about the course catalog, adding that seeing all the offerings was impressive. There was none.

Liza Veto then asked whether the next lottery was at the end of February. Rachel Babcock confirmed that the next lottery was on February 24th.

b. September, October, & November 2025 Finance Reports

Josh Charpentier stated that there was nothing out of the ordinary, explaining that the only reason there were three reports was because the team had been catching up after the audit was completed. Liza Veto acknowledged this and asked whether there were any questions or comments on the consent agenda items, including the co-directors report, data highlight, enrollment, finance reports, and board meeting minutes. There was none.

Liza Veto invited a motion to accept the consent agenda. Kerin McGue moved the motion and it was seconded by Adam Earle.

For	Against
Liza Veto Anre Dowell Kerin McGue Rachel Babcock Josh Charpentier Adam Earle Shaun Adamec Aja Isaacson	

3. **New Business**
    a. **Discussion & Vote: Updated Expulsion Policy**

Rachel Babcock explained that DESE had called attention to the need to update the policy because the existing version dated back to the school's initial application. Josh Charpentier clarified that the updates aligned the policy with updated boilerplate legal language provided by DESE and that the revised policy had already been provisionally approved. He explained that the review arose from a routine document review and that the original policy was eight or nine years old. Rachel Babcock emphasized that Map had never expelled a student and described the school's consistent use of restorative practices, noting that while long-term suspension was sometimes used when students had pending felony charges to ensure safety, this differed from expulsion. Liza Veto asked whether there were any questions or comments about the policy. Hearing none, she requested a motion. Josh Charpentier moved to approve the updated expulsion policy, the motion was seconded by Adam Earle.

For	Against
Liza Veto Anre Dowell Kerin McGue Rachel Babcock Josh Charpentier Adam Earle Shaun Adamec Aja Isaacson	

Shaun Adamec stated that he had a minor point regarding the expulsion policy, noting that in section C, number one, the wording stated that the date would be no less than ten days from the initial suspension, and he questioned whether this should have stated no more than ten days or within ten days. Josh Charpentier asked for clarification on which section was being referenced. Rachel Babcock and Liza Veto clarified the location in the document, with Rachel Babcock stating that it had to be more than and then reconsidering, while Shaun Adamec clarified that the language should indicate that the action had to occur within ten days. Liza Veto agreed and confirmed that it should be no more than ten days. Rachel Babcock agreed and acknowledged that it was a good catch, adding that she was surprised it had not been identified earlier given the legal requirement to act sooner rather than later. Josh Charpentier stated that because the policy had been provisionally approved, he would reach out to confirm the correction and noted that it would not be changed immediately.

b. Discussion: GradPath Update Presentation

Liza Veto noted that Kerin McGue would need to leave, thanking her for attending the portion she could. Josh Charpentier thanked Kerin McGue and stated that GradPath was the name of the new learning management system that had been discussed for a long time, noting that this update covered where the project stood now that development had begun. He stated that the GradPath logo had been created collaboratively with external partners and explained that the small blue squares in the logo represented credit slips, which was intended as a nod to Map Academy's credit wall and practice of celebrating each time a student earns a credit. He provided a high-level recap and stated that the first meeting about creating a new learning management system had taken place in June 2019 to explore partnering to build a system not only for Map Academy students but also as a potential revenue-generating product for other schools. He explained that the work had stalled due to COVID and resumed in September 2023, when a discovery engagement with Pod Consulting defined necessary system requirements and supported the conclusion that the system needed to be built from scratch. He stated that a contract was signed with Compro in 2025 and explained that although the contract was signed in July, development work had begun in April based on mutual trust while the contract was being negotiated.

Josh Charpentier explained that over the previous nine months the GradPath platform development had included completion of fifteen sprints, defined as two-week development increments. He stated that this work focused on building core platform infrastructure with secure access, beginning design and implementation work on student, staff, and administrator experiences, and defining backend business rules rather than producing a finished program. He explained that the team had been designing course delivery, transcripts, attendance tracking, and other foundational systems, emphasizing that the work involved creating an entirely new system rather than adapting an existing one. He described the project as extensive, involving platform infrastructure, user experience design, backend programming, rostering, transcript modules, attendance, FileMaker integration, task evaluation, and assessment, and stated that the system was being designed specifically for Map Academy. He noted that the project was being led by himself, Rachel Babcock, and Steve Sell in partnership with Compro. Josh Charpentier shared some mockups of functionality with the Board.

Josh Charpentier discussed integration, noting that the current tracker only integrated with Google Docs, and explained that significant emphasis had been placed on enabling third-party integrations via API to future-proof the platform and prevent it becoming obsolete.

Josh Charpentier stated that the organization and board had invested significant funds in GradPath and would continue to do so, while also continuing to invest in FileMaker. He posed and answered the question of whether FileMaker was still needed, stating that it was absolutely needed, and explained that FileMaker centralized real-time data from multiple sources for a transient student population, including transcripts, state data, attendance history, past MCAS scores, and innovative accountability planning driven by engagement phasing. He explained that while GradPath's primary role was academic delivery, lesson authoring, publishing, transcripts, assessment, attendance, and student success planning, FileMaker's primary role was data integration, collaboration, accountability, and connecting academic data with non-academic context and student support needs, ensuring staff collaboration and shared understanding.

Josh Charpentier stated in summation that GradPath was where teaching and learning lived and FileMaker was where adults coordinated the work around the student, noting that this was a high-level explanation to support understanding of why both systems were needed at the same time. He clarified that they were two separate and distinct systems being developed for Map Academy from the ground up. Rachel Babcock added that the systems would communicate with each other and explained that a lot of data already built in FileMaker would be useful in GradPath. She provided the example of the student check-in system, stating that when students checked into the building in FileMaker, that data would populate into GradPath, clarifying that the systems would not be completely separate, although their purposes would remain different.

Liza Veto asked whether there would be a Tracker after GradPath was fully functioning. Rachel Babcock responded that as the learning management system where teaching and learning will happen, ultimately the Tracker will be retired and GradPath will be the new and only learning management system. She explained that once GradPath is built, operational, and content migrated over, there will be a transition period because students and staff are used to the Tracker. As an alumni of Map, Aja Isaacson commented that while she liked the old system and was used to it, a new one will be a welcome addition for current students used to updated technology. Rachel Babcock stated that GradPath would do a much better job than the Tracker, particularly in relation to course catalogue presentation and elective courses that were mostly synchronous, noting that the existing Tracker does not support synchronous work and was built primarily for independent self-paced learning. She explained that GradPath would capture learning currently happening off Tracker and allow more robust interaction with content in a modern way, noting that the current system was not adaptable due to old code borrowed from elsewhere, whereas GradPath would be malleable and able to grow and adapt.

Liza Veto asked whether, in the future, students would only interact with GradPath while adults would use both GradPath and FileMaker, with adult-to-adult interactions in FileMaker and adult-to-student interactions in GradPath. Rachel Babcock responded that this was largely correct. Liza Veto noted that she was likely not the only one with questions about which tool served which purpose. Rachel Babcock added that both systems were underpinned by Google, explaining that communications in FileMaker often generated Gmail and that the same applied to GradPath, with both experiences layered as described.

Josh Charpentier stated that as the project continues, development work will result in a prototype which can be tested by stakeholders, who will be able to provide valuable feedback. By the Board's May meeting, it is hoped that an early demo of the system will be available. Rachel Babcock reminded the board that delivery was slated for fall of 2027.

Liza Veto invited questions or comments from the board and clarified that the section was for discussion only, to keep the board up to date on the project's progress. Shaun Adamec asked why GradPath needed to be invented rather than adapting an existing market solution. Josh Charpentier responded that extensive exploration had taken place between June 2019 and September 2023, concluding that the required product did not exist, a finding presented in April 2024. Rachel Babcock elaborated that exploration included, for example, a deep exploration of Canvas, a widely used LMS, which showed it could not accommodate Map Academy's needs, clarifying that Map Academy's model placed the student at the center, with all classes and teachers tagged to the student, whereas other learning management systems tagged students to teachers and master schedules.

Rachel Babcock explained that in most learning management systems the student was tagged to a course section and the master schedule drove the structure, whereas Map Academy's model, Bronx Arena's model, and other competency-based models required putting the student at the center, noting that the technology to support this had not existed. She stated that the fundamental reality was that GradPath was truly a student-centered learning management system and added that most learning management systems were not student centered. Josh Charpentier offered to have a longer conversation with Shaun Adamec about the pre-work undertaken before Shaun joined the Board.

Liza Veto asked whether there were other questions or comments and noted that the board would hear another update at the May meeting, explaining that the new system would not be fully ready to operate until September 2027.

4. Old Business

a. Discussion: Building Update & Capital Planning

Rachel Babcock stated that there was an important building update, explaining that since the last board meeting the conservation committee had asked questions regarding the owner's plans had returned for a second meeting, where they were approved unanimously, meaning the building expansion plans were approved. She then stated that the owner had recently indicated, for personal reasons, that he did not intend to proceed with the expansion at this time, which she described as a pivot but not entirely unexpected given his longstanding interest in ultimately selling the building to the school. She explained that preliminary conversations had taken place between Map Academy's attorney and the owner's attorney about next steps, given that while the plans existed and are now approved, there were no shovels in the ground and the expansion was not happening currently. She stated that this was a very recent development, and that the board would receive more information as it became available, noting that Map Academy was in a very good financial position and expressed confidence that the school will find a path forward.

Rachel Babcock explained that Map Academy had placed $140,000 of surplus funds into the capital fund following the October audit meeting, confirming this figure with Josh Charpentier. She stated that the board would revisit this in March during the budget review and that, given the school calendar and the reality that the expansion project has not yet begun, the timeline has shifted toward the expanded space being available in fall 2027 rather than fall 2026. She acknowledged this was disappointing but noted that Map Academy was also managing the LMS technology project, was fully enrolled, and remained optimistic.

Liza Veto reminded newer members that surplus funds could not simply remain in a checking account and were instead placed in capital planning accounts, such as the $140,000 referenced. She asked whether there were questions or comments and acknowledged the disappointment while expressing confidence in the owner's long-standing support of Map Academy. Rachel Babcock echoed Liza's sentiment and stated that the school is confident about finding a path forward, albeit acknowledging disappointment at the extended timeline.

5. Upcoming meeting dates

Liza Veto then flagged upcoming meeting dates, noted a graduation on 28th January at 4:00 PM at Hotel 1620, invited board members to attend, and asked whether there were any further comments or announcements.

a. Finance Subcommittee Meeting: Tuesday, March 17, 2026 @ 9 am

b. Board Meeting: Monday, March 23, 2026 (Budget)

c. Board Meeting: Monday, May 18, 2026

d. Finance Subcommittee Meeting: Tuesday, June 2, 2026 @ 9 am

6. Comments & Announcements

Josh Charpentier stated that he had one quick request for the board's support and explained that, from a security standpoint, it was very important for board members to access board materials using their Map Academy email accounts rather than personal emails. He stated that although materials had previously been shared with personal emails, the tech consultant working closely with the cybersecurity insurance company had strongly advised against sharing entire Google folders outside the Map Academy domain, identifying this as a vulnerability point. He explained that individual documents were less of an issue but full folder sharing was not advised. He stated that if board members had difficulty accessing their Map Academy email, they should contact him for support, and he indicated he would prefer downloading the folder as a PDF rather than sharing with personal emails.

Liza Veto clarified that Josh Charpentier was the point of contact if board members could not access their Map Academy account or required an alternative way of accessing materials, emphasizing that ensuring access to all materials was a top priority.

7. Adjournment

Liza Veto asked whether there were any other announcements or comments and, hearing none, invited a motion to adjourn the meeting. Shaun Adamec moved the motion to adjourn the meeting and Adam Earle seconded.
Liza Veto noted that Kerin McGue had already left the meeting and confirmed that the meeting was adjourned.

For	Against
Liza Veto Anre Dowell Shaun Adamec Rachel Babcock Josh Charpentier Adam Earle Aja Isaacson	

The meeting closed at 5:06 p.m.

Document List:

- January 12, 2026 Agenda
- January 12, 2026 Co-directors Report
- October 20, 2025 Meeting Minutes
- 2025 Updated Expulsion Policy
- Expulsion Policy Amendment Letter
- Expulsion Policy Coversheet
- September 2025 Finance Report
- October 2025 Finance Report
- Course Catalog Presentation

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- GradPath Update Presentation