MEETING MINUTES

Board Meeting

Date: October 20, 2025 – 4:00 p.m.

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

Attendees:

Liza Veto, (Board Chair), Zoom

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

Mindy Savage (Board Member), Zoom

Kerin McGue (Board Member), Zoom

Anre Dowell (Board Member), Zoom

Adam Earle (Board Member), Zoom

Josh Charpentier (Co Director and Board Member), In-person

Aja Isaacson (Board Member), Zoom

Renee Davis, Zoom (CBIS CPAs)

Benjamin Adsit, Zoom (CBIS CPAs)

Lauren Turner, Zoom (AAFCPAs)

Steve Sell, Zoom (Map Academy Assistant Director)

Ryan McLaughlin, Zoom (Map Academy Special Education Coordinator)

Shaun Adamec (Board Member) - absent

1. Call to Order/Attendance

Liza Veto called the meeting to order. Attendees introduced themselves.

a. Public Comment

Liza Veto and Rachel Babcock confirmed there were no public commenters present.

Liza Veto stated that the consent agenda included the co-directors' report but not financial reports, since Josh Charpentier had reminded her that these would be reviewed in detail the following month alongside the audit. Josh Charpentier confirmed this.

2. New Business

Liza Veto noted that due to guest participation, the agenda would be taken slightly out of order, beginning with new business to allow guests to present their items before the board continued with internal matters.

a) Discussion and Vote; FY25 audit

Josh Charpentier gave a brief introduction, explaining that Benjamin Adsit and Renee Davis from CBIS, the firm that conducted the audit, were present. He added that Lauren Turner from AAF CPAs, the school's outsourced accounting firm, was attending.

Benjamin Adsit introduced himself as Senior Manager with CBIS CPAs, accompanied by Renee, the engagement shareholder primarily responsible for signing the FY25 audit. He explained that the audit covered both Map Academy Charter School and Map Education Inc., the school's affiliated nonprofit, treated as a blended component unit. Adsit noted that the statement of net position on page 10 of the financial statements reflected both entities' financial positions, with combining statements later in the report disaggregating their activities.

Adsit described that the Massachusetts Department of Elementary and Secondary Education required comparative statements for charter schools, treated as business-type activities, meaning their financials were presented on a full accrual basis. He added that the FY24 audit had been conducted by Powers and Sullivan, which later merged with Markham LLP before being acquired by CBIS. Adsit explained the audit's objective was to provide reasonable, not absolute, assurance that the financial statements were free of material misstatement and prepared according to U.S. GAAP. Management held responsibility for preparing and fairly presenting the statements, with CBIS assisting based on information from AAF and other parties.

He outlined the audit process, beginning with preliminary reviews of internal controls and procedures. Adsit highlighted that, as it was the first year CBIS had audited Map Academy, his team conducted detailed inquiries with Lauren and Paul from AAF and discussions with Josh Charpentier. He stated that all were cooperative and responsive, and AAF provided excellent audit materials enabling timely completion. No issues were identified with internal controls, which were found to be effective. He noted that AAF maintained solid monthly reconciliation practices and that year-end work focused on verifying balances, testing cash and receivables, confirming external accounts, and ensuring liabilities and disbursements were accurately recorded as of June 30th.

Benjamin Adsit explained that his team had reviewed the charter school's capital assets, confirming that useful lives were reasonable since they affected depreciation calculations. He reported that no issues were identified and summarized the results, stating that CBIS would issue an unmodified opinion, which represented the best possible outcome and a clean audit. He added that no instances of non-compliance or other matters were noted. Adsit stated that the first opinion appeared on page one of the financial statements, beginning in paragraph two, followed by another auditors' report starting on page thirty-five, which focused on internal controls and compliance. He confirmed that no deficiencies in internal controls or compliance were found. He added that four journal entries had been recorded: one minor adjustment concerning Map Education's due to and due from accounts, and three others related to financial statement presentation to ensure adherence to U.S. GAAP. Adsit noted an additional report required by the Massachusetts Department of Elementary and Secondary Education, reiterating the absence of findings under government auditing standards.

He then referred to the financial highlights, noting that the Management Discussion and Analysis section provided readers with context regarding the school's financial position. Adsit stated that the ending net position for the year was approximately $4.6 million, marking an increase of $882,000 from the previous year. He clarified that the main driver was a $1 million increase in tuition revenue, partially offset by higher personnel costs. Operating grants remained stable with a $46,000 difference, while miscellaneous revenues increased by about $50,000. Of the total net position, $555,000 represented investment in capital assets, which were non-liquid and could not fund future liabilities, while unrestricted net position could be used for future expenditures. Adsit explained that the school's net position comprised three categories: net investment in capital assets, restricted (not reported this year), and unrestricted. He stated that management had internally designated part of the unrestricted net position for a capital fund, detailed in Note 10, which reconciled the unrestricted net position between capital and undesignated funds.

He highlighted that $332,000 in capital assets had been added during the year, mainly related to the learning management system under development, currently recorded as a non-depreciable construction-in-progress asset. Once operational, it would generate depreciation expense. Adsit added that the facility lease in Plymouth was recorded under GASB as a right-to-use asset, amortized over the lease term and included in the net investment in capital assets. He concluded that the audit was clean, efficient, and well supported by Lauren and Paul, commending their responsiveness and accuracy.

Renee Davis thanked him and invited questions, but none were raised.

Liza Veto clarified that the board would vote to accept the audit and submit it to the Department of Elementary and Secondary Education. She moved for approval, and members voted.

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

Liza Veto thanked Ben, Renee, and Lauren for their work. Josh Charpentier confirmed that Adsit would send the finalized reports and representation letters for signature. Adsit replied affirmatively and stated that he was awaiting one legal document, which Davis confirmed was being followed up. Josh Charpentier offered to assist and requested an email from Benjamin Adsit for verification.

b) Discussion and Vote; Reserve Deposit via CSEOYR

Josh Charpentier explained that note 10 indicated the board had voted to reserve $410,000 into reserve funds, with $270,000 designated as of 30th June for the learning management system (LMS) and $140,000 for the existing capital account related to the building. He clarified that this allocation was permitted since the school was in a strong financial position and allowed to reserve funds for capital expenditures, provided they were designated for specific purposes. He added that the LMS and the eventual purchase of the building were long-term projects, and such designations prevented the funds from being considered excess surplus.

Josh Charpentier explained that unlike traditional school districts that could seek additional funds from towns, charter schools had to save for long-term projects through surplus allocations. He reiterated that note 10 reflected the intention to save for the eventual building purchase and to allocate $270,000 for the LMS in FY25. Liza Veto asked if there were any questions. There were none.

Josh Charpentier explained that the allocation would be formally designated, noting that previous audits had not specified deposit destinations nor included multiple designations. He clarified that although the audit recorded the allocation, it would also be formally reported to the state through the

Charter School End of Year Report prepared by him and AAF CPAs, showing the same breakdown of $270,000 for the LMS and $140,000 for the building.

Liza Veto moved to approve the allocation as described in the audit, and Kerin McGue seconded. The members then voted.

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

Liza Veto noted that ensuring the school spent funds responsibly was a governance responsibility and that the annual audit allowed both the board and the state to confirm that finances were handled properly. She added that Map Academy's history of clean audits demonstrated strong financial management. She explained that reserves existed to ensure funds benefited students rather than remaining unspent, and reserves were only permitted for long-term student benefits.

Josh Charpentier added that without a capital plan, any unallocated funds would revert to the Commonwealth, emphasizing the importance of the capital plan previously approved with the annual report.

c) Discussion: Finance Sub-committee Update; Plan for Potential Solar Panel Array Donation.

Adam Earle explained that the building owner had offered to donate the solar array, but it had not operated since April. He said it could generate both energy and revenue, so the committee agreed to determine the problem and repair cost before accepting the donation. Adam Earle noted he had contacted solar consultants, including Hunter Strong, to assess the system, suspecting inverter failure, and expected an update before the next meeting.

Liza Veto stated that the purpose of the update was to inform the board that the general view was that accepting the solar array donation would be beneficial to Map Academy if the school could recover the repair costs over time, as it would represent a valuable asset already located on the building's roof. She noted uncertainty regarding what would happen if the donation was not accepted. Rachel Babcock confirmed that the solar panels were legally considered separate property from the building and that Map's real estate attorney had confirmed the legality of accepting the donation. She thanked Adam Earle for assisting with determining the fiscal feasibility of the offer, emphasizing that the panels' functionality would be advantageous since they were already in place and would remain there even if Map later purchased the building. She added that it was understandable that Earle did not yet have full information given the short timeframe.

Liza Veto remarked that even if the decision to proceed was made soon, repairs would likely be delayed until spring due to winter conditions, and she asked whether there were any questions. Josh Charpentier explained that if the finance subcommittee determined that accepting the donation in 2025 was a sound investment for the school, they planned to proceed accordingly. He stated that if legal or financial issues arose, the matter would return to the full board for consideration. He sought confirmation from Liza Veto on whether this was the agreed plan. Veto confirmed that it was. Josh Charpentier noted that this approach would allow a donation letter to be issued in 2025 and that convening the finance subcommittee would be more efficient than calling a full board meeting. He reiterated that legal clearance had been obtained, and the remaining step was determining financial viability. Liza Veto acknowledged his clarification.

3. Consent Agenda

a. **Co-directors Report**

Liza Veto highlighted the VOCAL survey, noting her strong support for it as it measured school culture and environment rather than solely academic outcomes. She reported that Map Academy had exceeded state averages in all areas of the survey and asked whether disaggregated data were available. Rachel Babcock explained that the survey's sample size was too small for disaggregation, as it was administered to tenth-grade students after completing their English and math MCAS exams, with a cohort of about twenty-five participants. She noted that students' post-exam fatigue might influence their responses.

Liza Veto continued summarizing the co-directors' report, noting that twelve YouthWorks students had obtained or were about to begin paid internships, the school's food pantry usage was now tracked in the data portal, and cooking classes had been introduced using pantry food to promote life skills. She also highlighted Map's collaboration with Plymouth Public Schools on grandparents raising grandchildren support group as an example of positive community engagement.

Liza Veto welcomed Ryan McLaughlin and Steve Sell to the meeting, noting their presence for the record, and invited questions about the co-directors' report.

Liza Veto noted that there were many useful details in the reports and requested a motion to approve the consent agenda, which included the Co-Directors' Report, the July and August finance reports, the September board meeting minutes, and the October Finance Committee minutes. She added that while reviewing the September minutes, she realized the board should list both members present and those absent in compliance with open meeting law. Rachel Babcock agreed and stated she would make that correction before posting the minutes, noting that Shaun Adamec was the only board member absent from the current meeting.

Liza Veto requested a motion to approve the consent agenda. Josh Charpentier made the motion, and Rachel Babcock seconded it on behalf of Mindy Savage. The members then voted.

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

The consent agenda was unanimously approved.

4. Old Business

a. **Discussion and Vote: Updated Competency Determination and Local Graduation Requirements Policy.**

Rachel Babcock stated that in November of the previous year, Massachusetts voters had approved the elimination of MCAS as a graduation requirement, transferring responsibility for determining competency from the state to local districts and charter schools beginning with the class of 2025. She explained that the Department of Elementary and Secondary Education had issued interim guidance following the vote, prompting Map Academy to adopt an interim policy in January outlining how the school would meet the new requirements. Babcock continued that in July 2025, after further review, the department issued comprehensive guidance clarifying that competency determinations were now based solely on coursework and mastery rather than MCAS scores. She stated that all districts and charter schools were therefore required to update and submit revised policies by December 2025.

Rachel Babcock explained that Map's previous policy had included English Language Arts and Math MCAS results as local graduation requirements, but the new policy removed that provision. She emphasized that the revised policy maintained compliance while preserving Map Academy's educational model. She elaborated that the policy confirmed competency determinations would be based on satisfactory completion of standards-based coursework in English, Math, Science, and History, with History formally included earlier than required since all students were already meeting those standards. She added that other updates included clearer credit equivalencies, criteria for students with disabilities, English learners, late enrollees, and an appeals process.

Rachel Babcock reported that all past Map Academy graduates had earned their competency determinations, mostly through MCAS scores, and that only one student from June had received a coursework-based determination in Math. Liza Veto asked whether the first students affected by the new policy would graduate in January 2026. Rachel Babcock clarified that all students since June were already covered by it, though the changes were not yet significantly affecting graduates. She stated that she would demonstrate the tracking system in FileMaker and then display the policy for review and vote.

Rachel Babcock explained that the FileMaker dashboard displayed data for the concept of CD, describing it as a newly built tool. She noted that the gray boxes represented blanked-out names and that the nine visible students were those slated to graduate the following week, indicated by dark blue graduation caps. She stated that the group was skewing older, with ages ranging from 23 to 18, and that one student had been in high school up to nine years due to interrupted enrollment and transfers between schools. She explained that the green rectangles represented completed requirements, signifying students who had previously passed MCAS and earned competency determinations in English, math, and science before state procedures were revised. She clarified that some green boxes without scores were residual data from the pandemic period when MCAS testing had been irregular, and the state had issued CDs differently. She described that by clicking on a student's record, the system showed earned credits in English, noting that students required four credits for CD and eight to graduate, with similar criteria for math, including algebra and geometry.

She indicated that the dashboard tracked these details for both graduating and non-graduating students, the latter showing boxes that were not yet green, signaling incomplete requirements. She stated that staff used this information to ensure that students met coursework expectations for each subject. When she demonstrated the system for all students, she highlighted a case where a student had attempted the math MCAS four times without passing but had still met the CD by completing algebra and geometry coursework.

Anre Dowell asked what would have been done if the test had still been required for graduation. Rachel Babcock responded that Map would have continued providing intensive tutoring and retesting until the student passed, as it had done previously. She stated that no student had failed to graduate, noting a case where one graduated earlier after the requirement changed. She added that provisions existed for certificates of attainment or MCAS ALT portfolios, though Map Academy had never needed either, as all students had achieved passing results. She emphasized that the school believed every graduate should possess 10th-grade reading, writing, math, and science skills, viewing the change as an opportunity to focus less on testing and more on coursework.

Liza Veto reminded the group that students were still required to take MCAS, though it no longer is a graduation requirement. Rachel Babcock agreed, adding that schools remained accountable for test participation and performance and that reduced student motivation had already led to lower statewide scores. She remarked that while this reduced pressure could be positive, it posed challenges for performance tracking. She concluded that Map's goal remained to equip students with necessary academic skills rather than prioritize test outcomes, acknowledging that although engagement with the tests had declined, Map's results continued to exceed state averages.

Liza Veto asked if there were any questions for Rachel Babcock before the group proceeded to review the policy shift. Rachel Babcock stated that the policy document was included in the meeting materials and that she would share her screen to display it. She explained that it was the most updated version and that she had summarized it further for submission to the state. She noted that the document outlined the official competency determination requirements, emphasizing that to show mastery, students must complete a final performance task or summative assessment demonstrating proficiency through application of key knowledge, a capstone project, or a portfolio of work. She clarified that this process had always been part of Map Academy's practice and was now the formal method for verifying coursework completion to the state.

Rachel Babcock stated that the policy text mirrored what had been approved in January, outlining that in order to earn their CDs, students must complete the equivalent of two years of English Language Arts, two years of math, one year of science, and now one year of history, which had been newly added. She explained that since Map students already took three years of history, the change would have little effect. She further described that the policy reaffirmed continued support for students with disabilities and English learners, as Map had done since its inception. She noted provisions for late-enrolling students or those transferring from other states, where transcripts could be used to verify credits, and that an exception allowed students to use the MCAS test as an alternative verification if they arrived late in their academic journey. She added that although this was possible, she did not expect it to be used frequently.

She explained that the policy required an appeals process, though Map's competency-based model already offered continuous opportunities for students to demonstrate mastery. She clarified that since students could not fail courses and graduated at multiple points, appeals were unlikely, but students could still request reviews if concerned about progress. She confirmed that core graduation requirements which also include four wellness credits, ten electives, two career development credits, and a post-secondary plan, remained unchanged.

Liza Veto commented that Map was in a strong position compared to other districts because it had long tracked competencies and would not need to overhaul its systems. Rachel Babcock agreed, noting that the school was embedding this tracking into the new learning management system, GradPath, ensuring smoother implementation without affecting students. Josh Charpentier acknowledged Rachel and Steven for their extensive work adapting to unclear state guidance. Rachel Babcock confirmed that she had verified the language thoroughly for submission and would submit through DESE's required portal after the Board's approval.

Liza Veto then initiated a motion to approve the updated policy, and the members voted.

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

Rachel Babcock added that despite reduced testing pressure, Map remained committed to ensuring students achieved grade 10 proficiency and welcomed accountability.

Rachel Babcock stated that she and Josh Charpentier had worked closely with the FileMaker developer to ensure that all course completion and policy data were being properly tracked and aligned for state reporting. She explained that the process had begun in the summer and that the policy's approval would complete the board's role in the matter, though significant work remained for data management and alignment. She thanked everyone for their support.

b. **Building Expansion Update**

Josh Charpentier provided the update, stating that the building owner's proposal had passed the Plymouth Planning Board without issue and had then gone before the Plymouth Conservation Committee on 16th September, where opposition had arisen regarding the environmental impact on the pond behind the property. He clarified that there had been no opposition to Map Academy itself, only environmental concerns requiring the landlord's engineers to conduct additional studies to prove that the project would not negatively affect local wildlife. He added that he, Rachel Babcock, and the landlord had met with the engineers and were confident they would have sufficient evidence to satisfy the Conservation Committee at the next meeting on 4th November. Rachel Babcock expressed hope that the matter would be resolved then, and Josh Charpentier noted that the landlords' engineers had not been fully prepared for the September meeting but were now ready.

Liza Veto asked if there were any questions or concerns, and none were raised.

6. Comments & Announcements

Liza Veto proceeded to comments and announcements, reminding the group that graduation would be held on Wednesday, the 29th, at 4:00 PM at Hotel 1620. She asked whether one of the YouthWorks internships mentioned in the co-directors' report was based at that hotel. Rachel Babcock confirmed this and asked Steve Sell to clarify the number of placements. Steve Sell stated that there were at least three or four students interning there. Liza Veto commented positively on the partnership, and Rachel Babcock noted that while the internships would not be active by the upcoming graduation, the students were in the onboarding phase, with placements across front desk, housekeeping, and maintenance roles. Liza Veto remarked that Hotel 1620 served as both a graduation venue and an internship site, illustrating Map's community engagement.

Liza Veto then invited any final comments, and Rachel Babcock noted that this period involved substantial compliance work.

7. Adjournment

Rachel Babcock moved to adjourn at 5:10 PM, which Josh Charpentier seconded. The members then voted.

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

The motion passed unanimously.

Liza Veto thanked everyone for their participation and acknowledged the detailed, compliance-focused nature of the meeting. Rachel Babcock remarked that it was a strong example of the board's governance responsibilities, and Josh Charpentier agreed, and the meeting concluded.

The meeting was adjourned at 5:10 p.m.

Document List:

- October 20, 2025, Agenda
- October 20, 2025, Co-directors Report
- September 15, 2025, Meeting Minutes
- October 7, 2025, Finance Subcommittee Minutes
- FY25 Audit
- FY25 Audit Combined Journal Entries Report
- July 2025 Finance Report
- August 2025 Finance Report
- 2025 VOCAL Data
- Updated Map Academy Competency Determination and Local Graduation Requirements Policy
- Competency Determination Guidance & Policy Submission Guidelines