

Join Zoom Meeting

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Meeting ID: 775 6501 0479

Password: 4bzw2J

AGENDA

1. Call to Order
2. Awards, Honors, and Recognitions
3. Board Committee Reports
 - 3.1. Enrollment Committee
 - 3.2. Facilities Committee
 - 3.3. Finance Committee
 - 3.3.1. FY2021 Budget
 - 3.4. Governance Committee
4. Special Reports
 - 4.1. Leadership Report
 - 4.1.1. Race and Social Justice
 - 4.1.2. Re-Opening Planning
 - 4.2. Foxborough Regional Charter School Foundation Report
 - 4.3. Partners In Education (PIE) Report
 - 4.4. English Learner Parent Advisory Committee (ELPAC) Report
 - 4.5. Special Education Parent Advisory Committee (SEPAC) Report
5. Policy Review
6. Old Business
 - 6.1. School Leader Evaluation
7. New Business
8. Approval of the Minutes
 - 8.1. December 10, 2019
 - 8.2. May 12, 2020
 - 8.3. June 9, 2020
 - 8.4. June 26, 2020
9. Privilege of the Floor – Members of the audience who wish to address the board may do so during this portion of the meeting. Forms for Privilege of Floor for items other than those on the agenda must be submitted by noon the day before the board meeting.
10. Items for Next Board Meeting
11. Adjournment

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

Publicly posted: July 10, 2020 at 3:00 p.m.

1. **Personal Perspectives and Impact**

Kayra

- Need open communication on what the changes are; students should be part of the process so they have a voice; students must feel comfortable; they should share their ideas; white privilege means you won't experience opposition or preconceived judgement/opinion; the communication gap is due to the environment; faculty is mostly white; students are mostly diverse and faculty are giving students negative experiences; current staff need training.

Andrea

- Great efforts have been made to date, but more work is needed. We are headed in the right direction and the intention of the school and of the committee is good. Administration acknowledges areas of growth and is open. Prioritizing infrastructure; address biases throughout the summer and into the new school year; what about starting an ambassadorship in the high school; that way students have a seat at the table; they can bring info back to administration; we need PD; we need to add questions to the hiring process – weed out those that have clearly implicit biases. We need action items and repeated action. It won't happen overnight. We need an internal affairs process to bring complaints to administration; person needs to be trusted with set process; staff should be placed on PIPs to be held accountable. Students' points are validated when they see something is being taken care of.

Mark

- Pledged to use his color, gender and position to listen, hear, support and make infrastructure change to close the gap between black and white experience within the school. He will allocate resources necessary so there are no obstacles in the way of our progress. He recognizes that he can engage and support but the committee must control and lead the direction for change.

Max

- Thank you for including students in the meeting so they have a place to be heard. The Instagram account is a place for students to share but when we talk bad about our school, it looks bad to the public. Students just want decision makers to hear and understand their feelings and thoughts. Check staff; hold them accountable; students need to feel supported; we should be donating to Black and minority community service organizations and/or having them come in to speak to our school about topics of equality, justice, anti-racism; staff training is important; curriculum is important; students need inspiration through learning about black history and milestones in our curriculum.

Linda

- Help white people, families and staff learn and grow and understand that Blacks' experiences differ from their own.

Mike

- We need some infrastructure change. We need to create an easy conduit for students to convey their experience and share with adults through a forum, structure and well defined and communicated process. From his experience being at FRCS, there is a big communication gap; he hasn't received any information on racist incident and he knows it's happening, but it's not coming to him. He wants to be part of the process and is trying to build relationships so that students feel safe and comfortable speaking with him.

Corey

- Young people aren't comfortable speaking up; it's going to be hard; white supremacy affects everyone not just people of color; advocate for the young people's needs, create a system where they can come and talk; students should be part of the interview panel when hiring staff

Prince

- There is a lack of comfort between staff and students, There are staff members who are white who are doing things right and many who are not. Let's find out what the effective ones are doing to relate better with the kids and work with the others to improve relations. Additionally, we should ask applicants about their experience with people of color ("don't beat around the bush"). Teachers are in control of a piece of students' future and students know that and are afraid to speak up. There are preconceived notions – how do we change that? The good behavior game in the MS doesn't work with our kids. That's meant for an alternative school.

Nikole

- Teachers and staff are not comfortable sitting with our students or having conversations addressing racism; staff is too comfortable and entrenched in their white culture, but students are not fitting this model anymore since our demographics have changed; there is a communication gap between teachers and students; only a handful of staff hear the truth from the students; PD needs to be ongoing and not one and done. It needs to be added into our day to day so it becomes habit and culture – we need an infrastructure to promote easy access and clear process for grievance issues; dismantle the current level of comfort that exists; we need to make an impact; students get in trouble by white teachers all the time; she has felt the racism; staff need culture sensitivity training.

Deirdre

- The student demographics have changed over the past 21 years but the staff demographics and curriculum have not. Kids need to be heard. We need to create a safe space for our kids through intentional changes in the curriculum and professional development for current staff to improve relations with students.

Lissette

- Students and teachers should meet together to re-establish rapport and build trusting relationships.

2. School Priorities Guiding Culture and Education

Common Themes

- 1) Open and transparent communication with students so they have a voice and are included in decision making
- 2) Curriculum needs to be equitable and inclusive of all students
- 3) Staff need to be supported and held accountable
- 4) Ongoing professional development is paramount to develop awareness,

3. Subcommittee Action Items to Make Measurable Change

The Committee will continue to work within the structure of the original subcommittees which include:

- Recruitment and Retention of Diverse staff - to help guide the hiring process with fair and equitable hiring practices and opportunities and to increase the number of diverse staff members. This subcommittee has created comprehensive plans to focus on recruiting diverse candidates and will continue to work on better practices. We need a focus on asking integrity and equity questions during the interview process to ensure we are hiring teachers and staff who will enhance our community.
- Curriculum - to review and revise districtwide and ensure that race and culture both through the historical and current contexts were equally and actively taught throughout the district. This subcommittee conducted an audit our K-12 curriculum for equity to better understand what, how, and when topics are discussed and to serve as a foundation to build and strengthen our efforts.
- Family Engagement - to ensure parents are engaged in discussions and supporting, recognizing, celebrating, and respecting all races and cultures. This committee intends on celebrating and recognizing all of our cultures.
- Professional Development - to ensure that the staff currently employed are given opportunities to learn and grow through Anti-Bias and Cultural Competency development workshops.
- The committee decided to create an additional subcommittee: Student Engagement

4. Next Steps

- Nikole will research professional development opportunities for staff in an effort to create an ongoing series of focused workshops with carry over to the day to day. (a few over the summer and several throughout the next school year, preferably onsite or in person)
- Max and Kayra will work with the principals as well as Mrs. Skoko, Mrs. West-Smith, Mrs. Foley and Mrs. Rennie on reviewing curriculum activities and enriching the content and projects focused on diverse cultures and religions.
- Andrea, Annie, Deirdre, Kayra and Max will work together on a proposal for the new Student Engagement subcommittee, defining goals, activities, and outcomes.
- Krisan will continue working with the Staff Recruitment Subcommittee and securing diversity career fairs, improving the interview process to weed out good teachers from great teachers and to enhance the questions during interviews to tease out real experience with diversity.
- Lissette will continue to work on the Family Engagement Subcommittee and create a set of goals for the 20-21 school year.

Equity and Inclusion Subcommittees

Family Engagement

Lead: Heidi Berkowitz

Members:

Lissette Ilaria
Amanda Goddard
Dave Elsner
Corey Manning
Christiana Benson
Mike Cournoyer
Ben Dyer
Lori Obenchain

Professional Development

Lead: Annie Azarloza

Members:

Mark Logan
Lori Obenchain
Christiana Benson
Mike Cournoyer
Ben Dyer
Nikole Skoko
Lori Obenchain

Recruit and Retain Staff

Lead: Krisan Pope

Members:

Annie Azarloza
Andrea Baptiste
Christiana Benson
Mike Cournoyer
Ben Dyer
Lori Obenchain
Nikole Skoko
Deirdre West-Smith

Curriculum

Lead: Kathleen Foley

Members:

Deirdre West-Smith
Linda Morse
Matt Duska
Kim Ledoux
Brooke Rennie
Max Nganga
Kayra Homicile
Nikole Skoko

Student Engagement

Lead: Annie Azarloza

Members:

Lissette Ilaria
Nancy LeBlanc
Shawn Gudmundson
Deirdre West-Smith
Nikole Skoko
Andrea Baptiste
Max Nganga
Kayra Homicile

Policy and Procedures

Lead: Mark Logan

Members:

Annie Azarloza
Krisan Pope
Heidi Berkowitz