



Foxborough Regional Charter School

Board Meeting

Published on July 15, 2022 at 2:39 PM EDT

Date and Time

Tuesday July 19, 2022 at 6:15 PM EDT

Location

Foxborough Regional Charter School
Dr Ralph Edwards Conference Room
131 Central Street
Foxborough, MA 02035

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:15 PM
A. Attendance		Susanna Girard	
B. Call the Meeting to Order		Kathleen Crawford	
II. Board Business			
A. Leadership structure FY23	Discuss	Kathleen Crawford	
III. Leadership Report			
A. Leadership Report	Discuss	Dana Benton-Johnson	
Social-Emotional Learning (SEL)			
B. Personnel Update	Discuss	Julia Garcia	
IV. New Business			

	Purpose	Presenter	Time
<ul style="list-style-type: none"> • Rental Space - Commercial Street • Charter Renewal Application Review/ Approval 			
V. Policy Review			
A. First Reading of New/Changing Policies	Discuss	Annie Azarloza	
<ul style="list-style-type: none"> • Anti-Racism Policy • Appeals Committee Scope 			
B. Second Reading of New/Changing Policies	Vote	Dana Benton-Johnson	
<ul style="list-style-type: none"> • Board Committee <ul style="list-style-type: none"> ◦ Eligibility Policy ◦ Participation Policy ◦ Selection Process 			
VI. Committees			
A. Appeals	Discuss	Susanna Girard	
<ul style="list-style-type: none"> • General Committee Update (Girard) • Current Enrollment (Berkowitz) • Open Actions: <ul style="list-style-type: none"> ◦ Scope: Target Completion Date is by 01AUG2022 Completed. Please see 1st reading section of the agenda. ◦ Set regular schedule of meetings: This committee will meet at least three times during the school year on the 3rd Thursday of the month (October, January and March) at 8:00am and call additional meetings as needed. 			
B. Diversity, Equity & Inclusion	Discuss	Anissia Vixamar	
<ul style="list-style-type: none"> • General Committee Update • Open Actions: <ul style="list-style-type: none"> ◦ Scope Review: Target Completion Date is by 01AUG2022 ◦ Set regular schedule of meetings: Target completion date 15JUL2022 ◦ Calendar Proposal 			
C. Facilities	Discuss	Badawi Dweik	
<ul style="list-style-type: none"> • General Committee Update (Dweik) • Project Updates (Azarloza) <ul style="list-style-type: none"> ◦ ES Flooring ◦ MS Roof ◦ ES Gym Roof 			

	Purpose	Presenter	Time
<ul style="list-style-type: none"> ◦ ES Lobby/Rot Corrosion • Open Actions: <ul style="list-style-type: none"> ◦ Scope: Target Completion Date is by 01AUG2022 ◦ Set regular schedule of meetings: Target completion date 15JUL2022 			
D. Finance	Vote	Matthew Yezukevich	
<ul style="list-style-type: none"> • General Committee Update (Yezukevich) • Current Budget Trends (Calvert) • FY2022 End of Year Expenditures - VOTE • FY2023 Budget - ES librarian position • Open Actions: <ul style="list-style-type: none"> ◦ Scope: Target Completion Date is by 01AUG2022 ◦ Set regular schedule of meetings: Target completion date 15JUL2022 			
E. Governance	Vote	Susanna Girard	
<ul style="list-style-type: none"> • General Committee Update <ul style="list-style-type: none"> ◦ Request we schedule a training (Open Meeting Law & Financial Disclosure) for all trustees ◦ Charter Renewal (VOTE) • Open Actions: <ul style="list-style-type: none"> ◦ Scope: Target Completion Date is by 01AUG2022 ◦ Set regular schedule of meetings: Target completion date 15JUL2022 			
F. Staff Recruitment & Retention	Discuss	Todd Tetreault	
<ul style="list-style-type: none"> • General Committee Update • Open Actions: <ul style="list-style-type: none"> ◦ Scope: Target Completion Date is by 01AUG2022 ◦ Set regular schedule of meetings: Target completion date 15JUL2022 			
G. Student Recruitment & Retention	Discuss	Ramona Royal	
<ul style="list-style-type: none"> • General Committee Update • Open Actions: <ul style="list-style-type: none"> ◦ Scope: Target Completion Date is by 01AUG2022 ◦ Set regular schedule of meetings: Target completion date 15JUL2022 			

VII. Community Group Updates

A. English Language Parent Advisory Committee (ELPAC)	FYI	Lori Obenchain
B. Parent Advisory Group (PAG)	FYI	
C. Partners in Education (PIE)	FYI	
D. Special Education Parent Advisory Committee (SEPAC)	FYI	Lori Obenchain

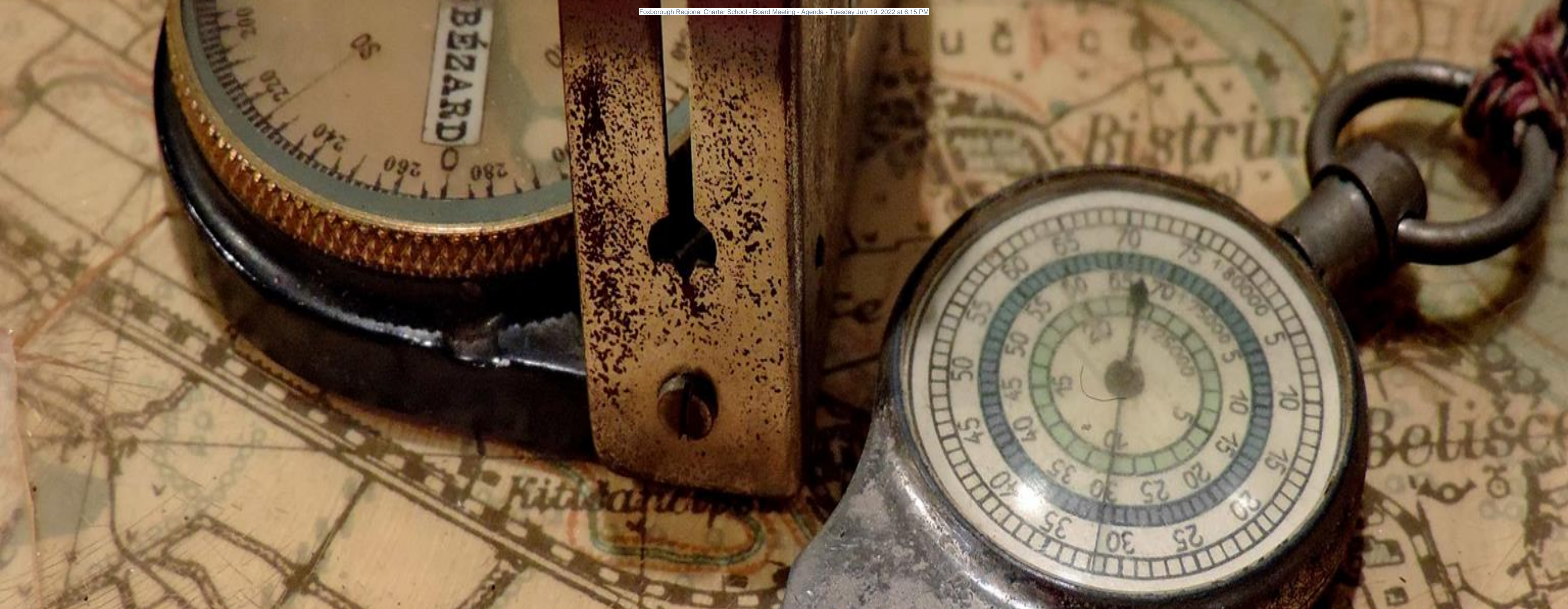
	Purpose	Presenter	Time
VIII. Privilege of the Floor			
IX. Closing Items			
A. Approval of Minutes: 14JUN2022 Session 1	Vote	Susanna Girard	
B. Approval of Minutes: 14JUN2022 Session 2	Vote	Susanna Girard	
C. Approval of Minutes: 20JUN2022 Session 1	Vote	Susanna Girard	
D. Approval of Minutes: 20JUN2022 Session 2	Vote	Susanna Girard	
E. Vote to Adjourn	Vote	Kathleen Crawford	
F. Adjourn Meeting	Discuss	Kathleen Crawford	

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

Coversheet

Leadership Report

Section:	III. Leadership Report
Item:	A. Leadership Report
Purpose:	Discuss
Submitted by:	
Related Material:	FRCS Board Deck July 12 EI_SEL.pdf Application for Renewal 2024-2029.docx



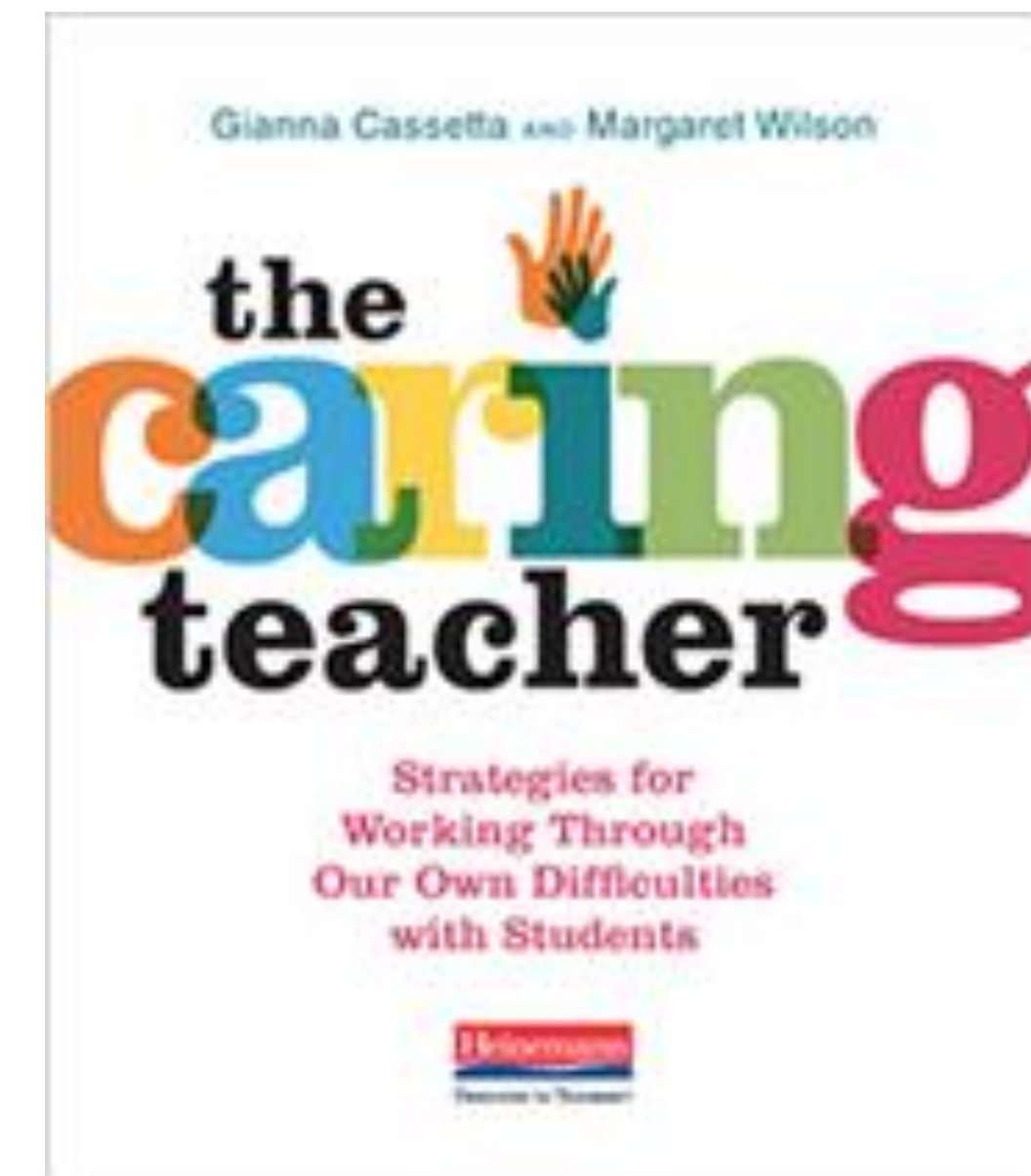
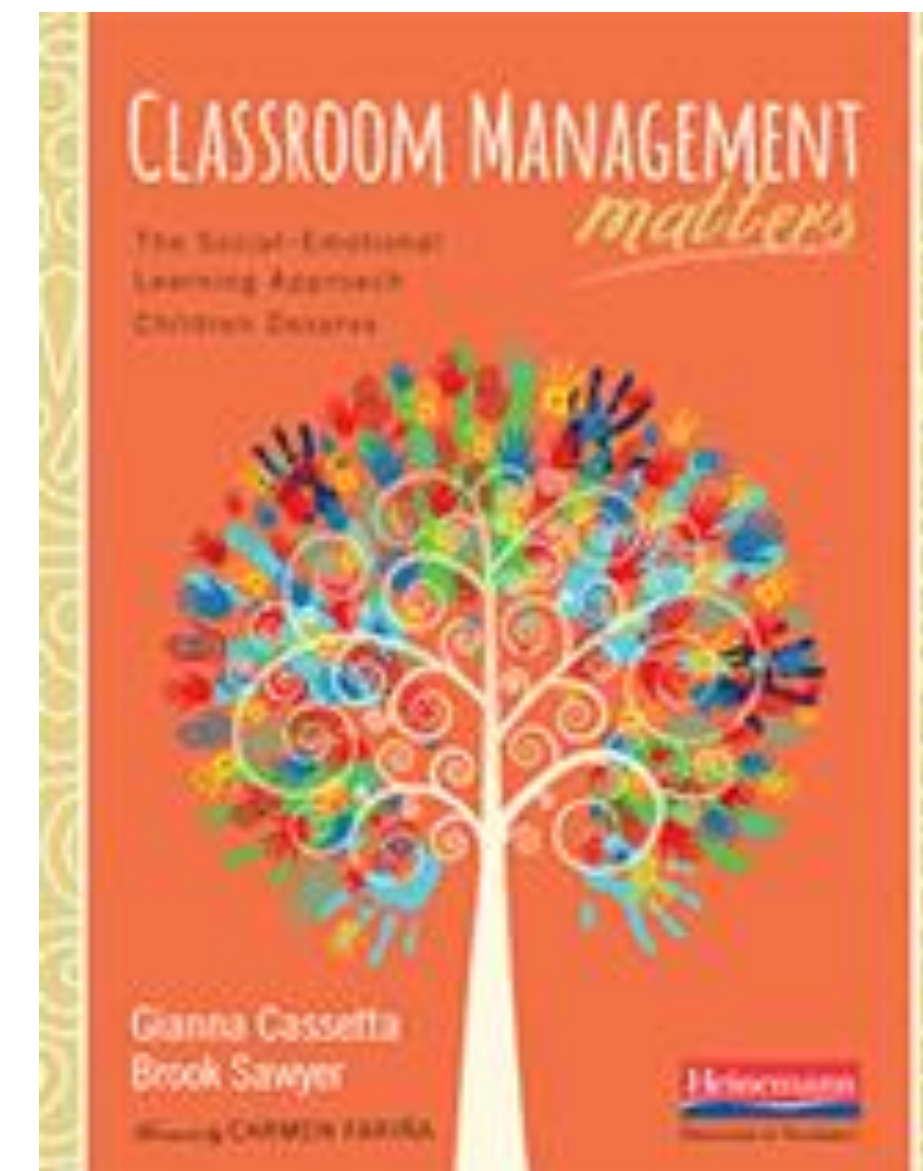
Leading With Emotional Intelligence: The Foundation for Student SEL Success

about the

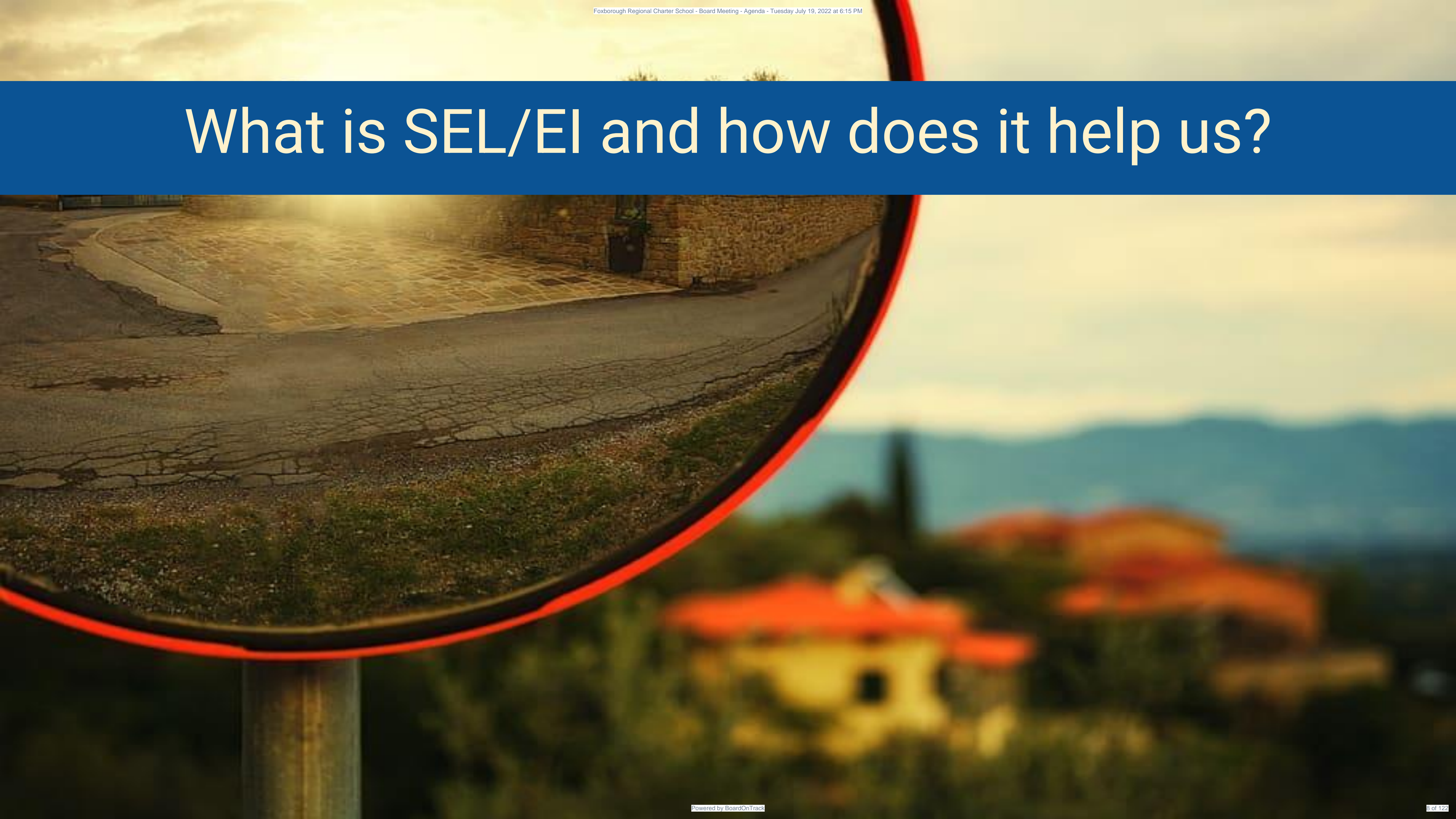
consultant:

Gianna is the co-author of three Heinemann books, *Classroom Management Matters: The Social and Emotional Learning Approach That Children Deserve*, *No More Taking Away Recess and Other Problematic Discipline Practices*, and *The Caring Teacher: Strategies for Working Through Your Own Difficulties with Students*. Gianna also authored *Literacy Centers: A Standards Based Approach for Grades 3 and Beyond* and is featured in accompanying instructional videos on effective literacy practices, including *Step into Guided Reading*, for the New Zealand based Learning Media. She is currently co-authoring a blended learning course entitled, *Uncovering Unconscious Bias through Embodied Emotional Intelligence*.

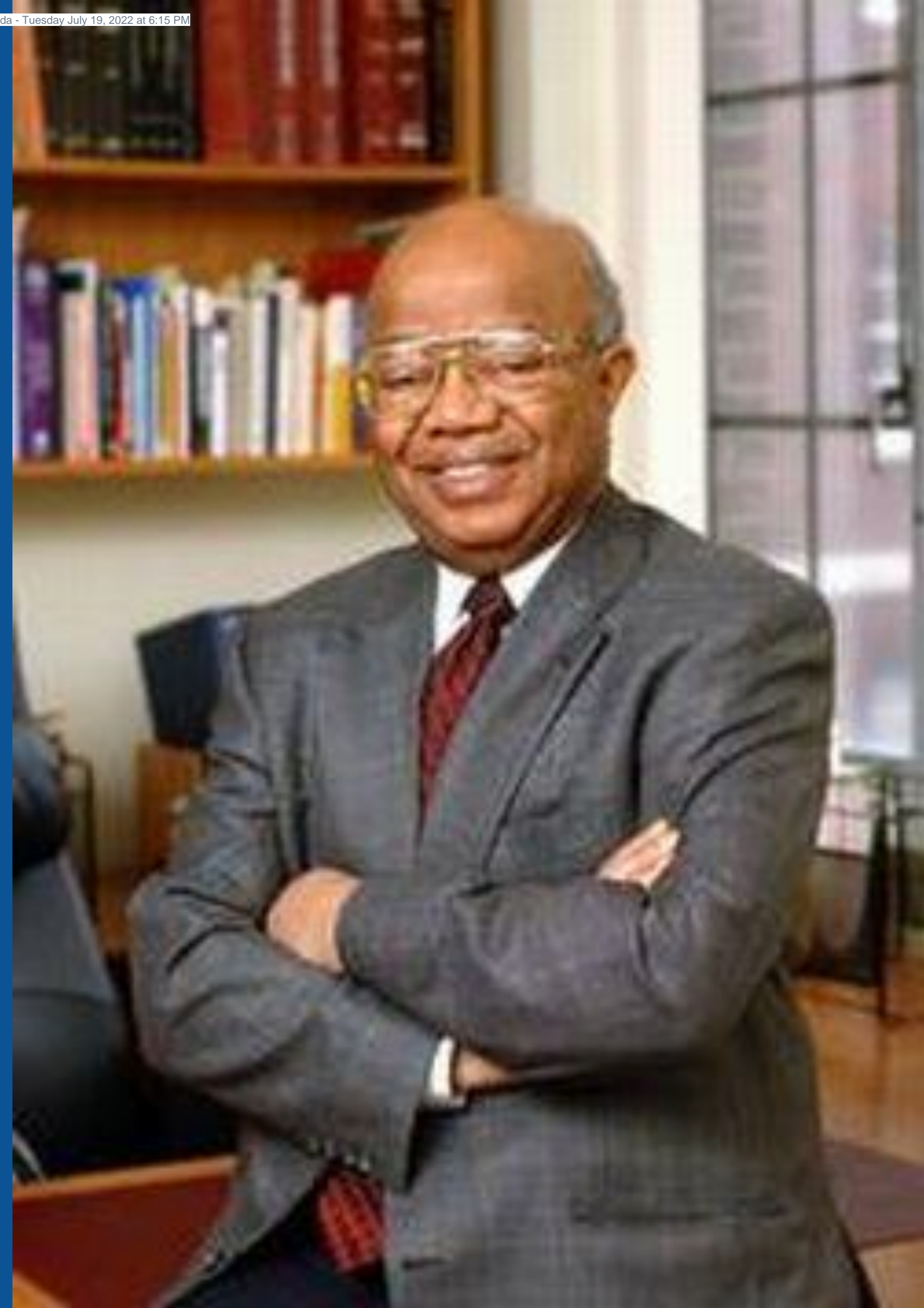
She began her teaching career in 1992 in District 2 in New York City. Her passion for education led her to co-found and lead public, charter conversion, and charter schools in Harlem, New York, and in Denver, Colorado. Gianna has been a teacher, coach, school leader, district level leader and education consulting firm leader. She is a certified Goleman EI Emotional Intelligence Coach, a Certified Administrator of The Emotional and Social Intelligence Competency Inventory (ESCI) 360 Assessment developed by Daniel Goleman and Richard Boyatzis, and founder of The Plain Red Horse Coaching and Consulting.



What is SEL/EI and how does it help us?



“No significant learning occurs without a significant relationship.”



Dr. James Comer, the “Father” of SEL

EI and SEL

- The term “Emotional Intelligence” was popularized by Dan Goleman in his 1996 book *Emotional Intelligence*.
- Emotional Intelligence is essentially “adult SEL”.
- Emotional intelligence is the ability to recognize what you’re feeling and understand how your emotions affect your performance and relationships.
- Self-awareness is at the heart of emotional intelligence.
- Dr. Comer’s work on child development, and Dan Goleman’s follow up work on emotional intelligence led to the development of CASEL (*Collaborative for Academic and Social Emotional Learning*)

The CASEL Framework

(Collaborative for Academic, Social and Emotional Learning)



Self-Awareness: Understanding emotions and recognizing that your thoughts, feelings and actions are connected.

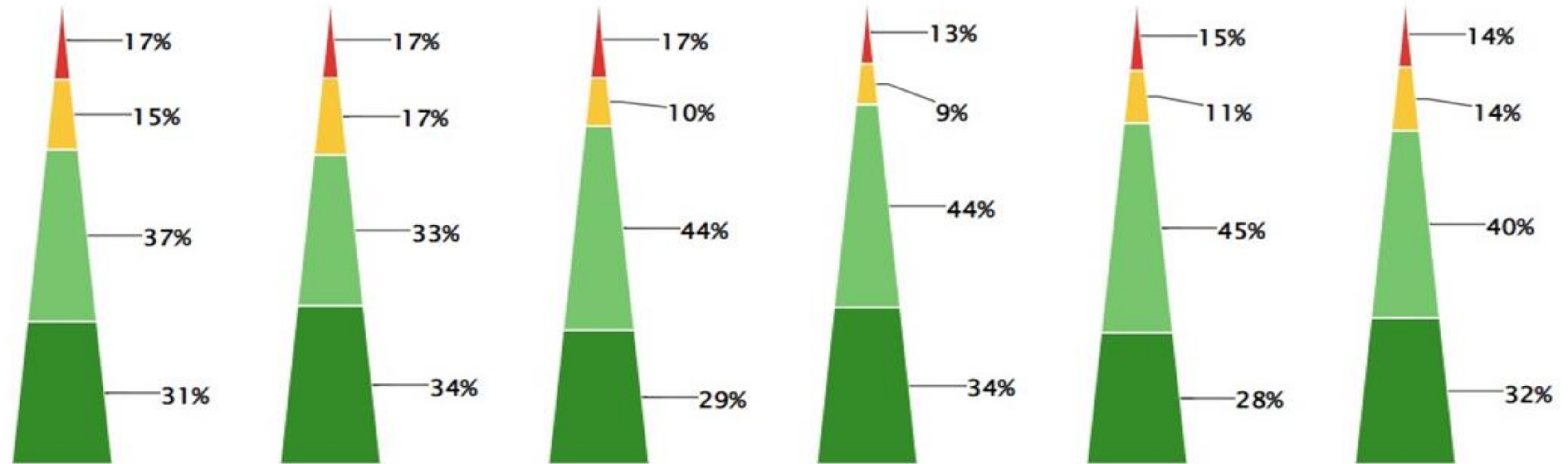
Self-Management: Regulating emotions and behavior to manage stress and work through challenges.

Social-Awareness: Understanding how others feel and appreciating differences.

Relationship Skills: Developing healthy, respectful and rewarding relationships with others.

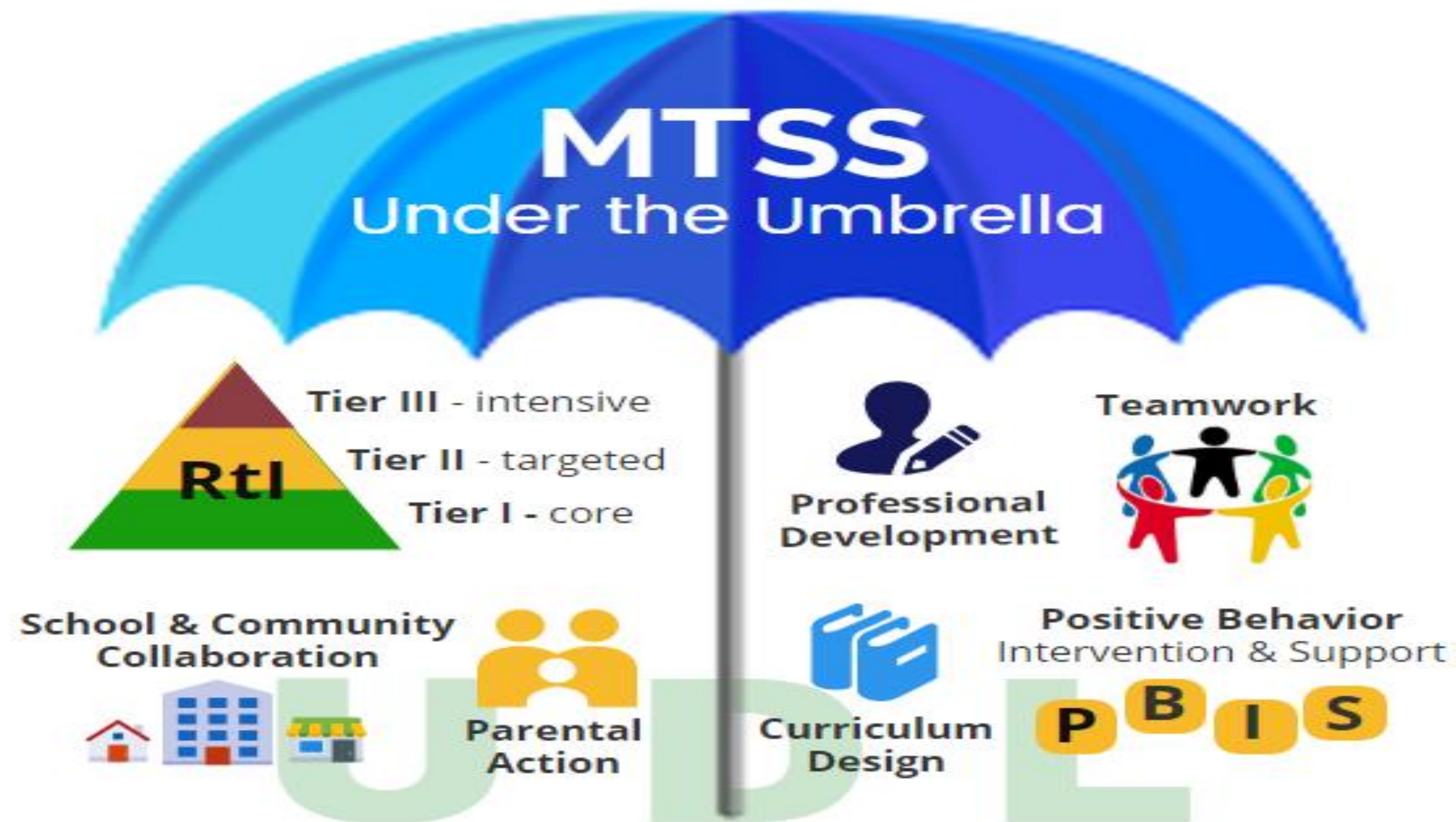
Responsible Decision-Making: Making positive choices about personal behavior in all types of situations.

Universal Screening: BIMAS-2 Social Emotional Learning Core Competencies



Levels Of Risk	TOTAL BIMAS-2 SEL SCORE	Self-Awareness	Self Management	Social Awareness	Relationship Skills	Responsible Decision Making
High Risk	265 (17%)	260 (17%)	259 (17%)	211 (13%)	234 (15%)	223 (14%)
Concern	237 (15%)	260 (17%)	164 (10%)	138 (9%)	178 (11%)	215 (14%)
Typical	582 (37%)	510 (33%)	691 (44%)	688 (44%)	710 (45%)	634 (40%)
Strength	483 (31%)	537 (34%)	453 (29%)	530 (34%)	445 (28%)	495 (32%)
Total	1567 (100%)	1567 (100%)	1567 (100%)	1567 (100%)	1567 (100%)	1567 (100%)

Multi tiered System of Supports

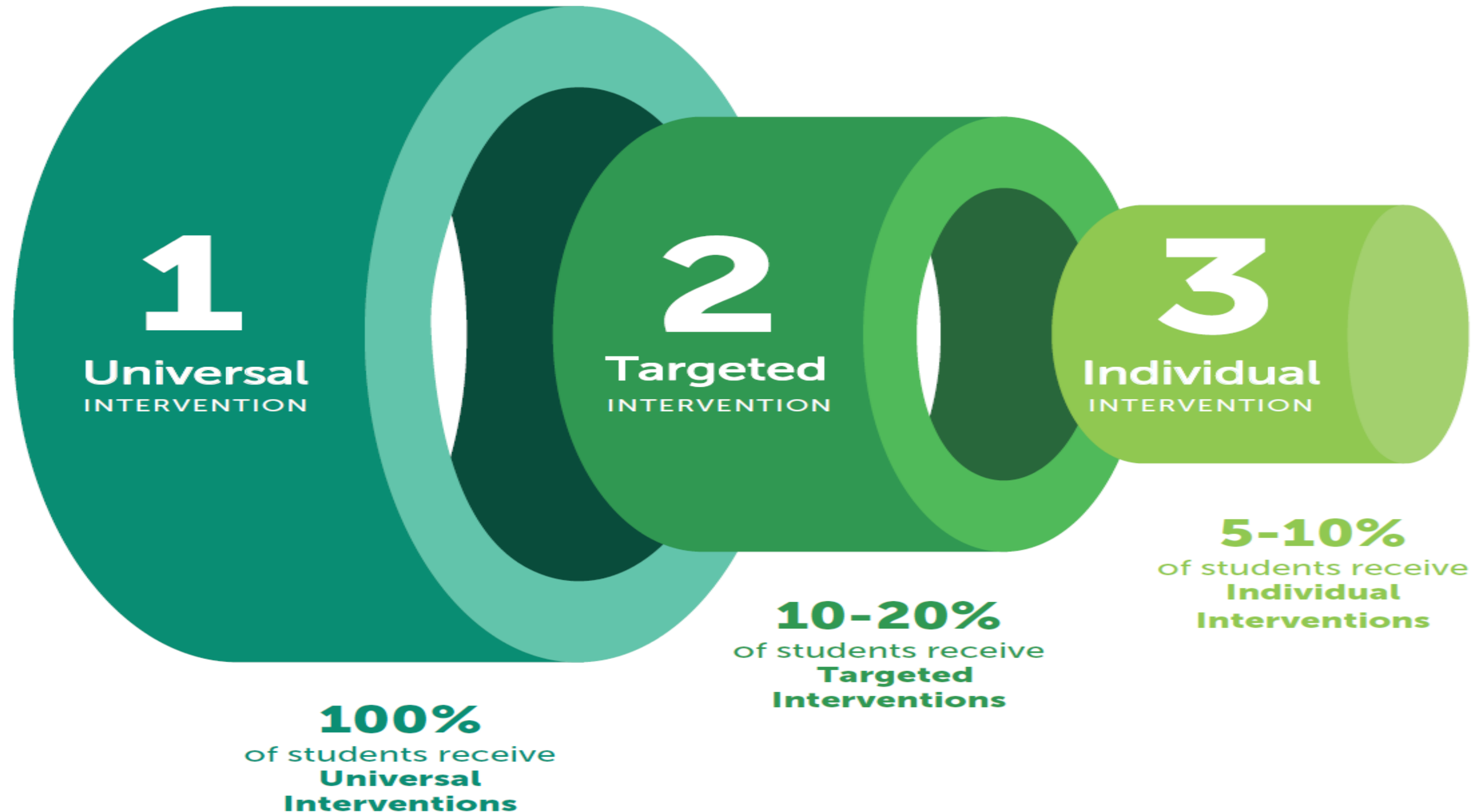




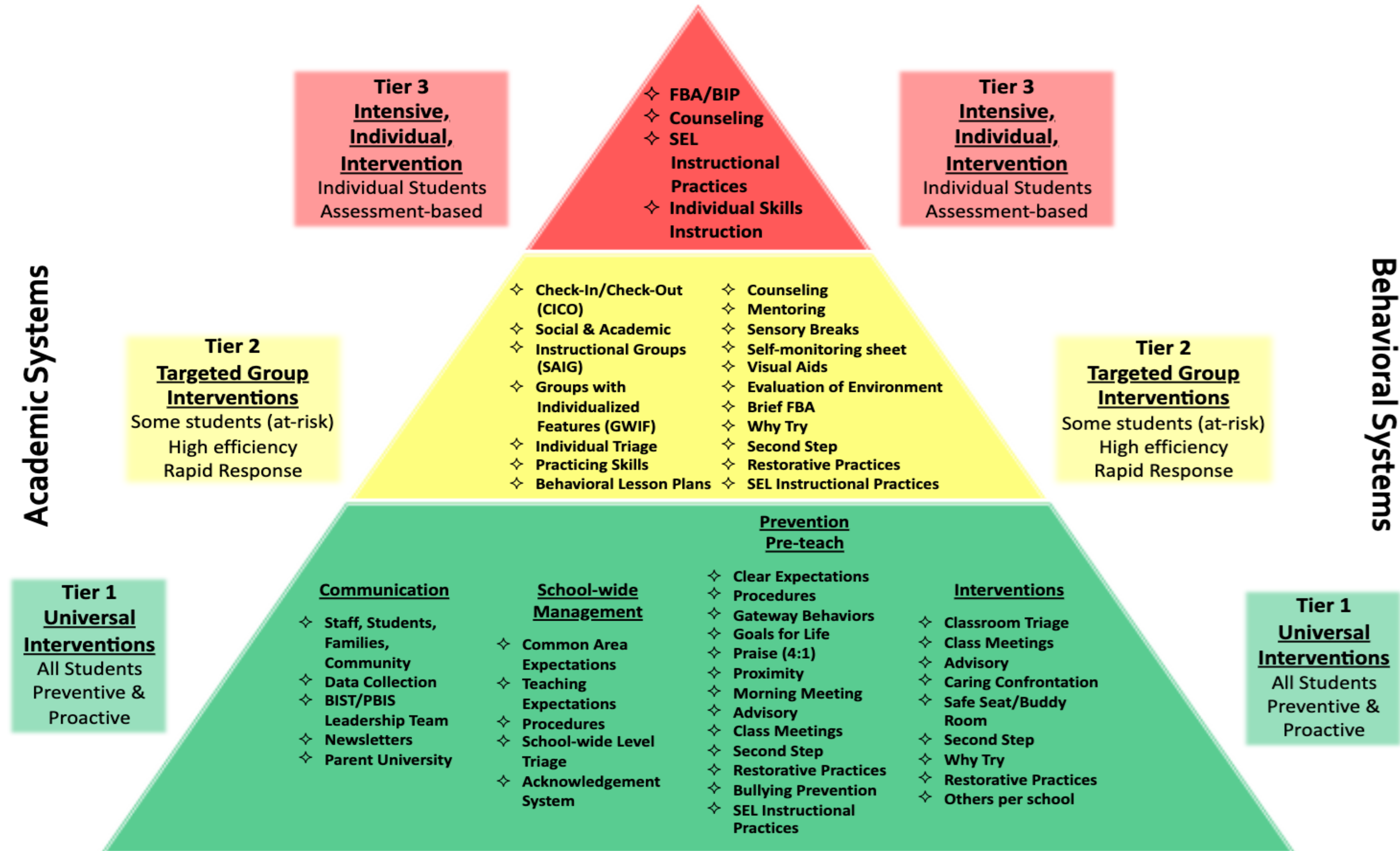
**Behavior Intervention
Monitoring Assessment System**

WWW.BIMAS2.COM

SOLID DATA for informed decisions across all MTSS Tiers



Social Emotional Learning (SEL) Supports



Essential steps to implementation of SEL:

- **Address SEL and equity/antiracism simultaneously, so they are mutually reinforcing to each other**

“When SEL does not result in equity, it can become weaponized, and more focused on making students compliant or easier to have in the classroom.” –Heron Russell, Teacher, Boston Public Schools

Source: SEL Roundtable Discussion hosted by Rodel, April 25, 2018.

- **Ensure that adults are developing social and emotional competencies**

... “competencies would better position teachers to be more equitable and facilitative of empowering students from diverse backgrounds.”

Source: Casel, Equity & Social and Emotional Learning: A Cultural Analysis

Why focus on adult SEL first?

- All humans have bias.
- Research indicates that the US educational system i.e. structures policies and practices upholds supremacy of white culture. Supremacy as defined as “the state or condition of being superior to all others in authority power or status”. School systems tend built and operate on bias in favor of the dominant culture.
- All humans have varying degrees of social and emotional development of core competencies based on education, training, personal experiences, and awareness of bias.
- Cultivating self-awareness is essential to interrupting bias through establishing equity in pursuit of justice
- When we consciously apply an anti-bias lens to evaluate our decisions, our ways of “doing school”, and our policies we can get closer to achieving the above.
- This anti-bias lens is anti-racism

Similarity Bias — *We prefer what and who is like us over what is different*

Expedience Bias — *We prefer to act quickly rather than take time*

Confirmation Bias - *We have a tendency to seek out information to confirm our own beliefs*

**“IF YOU HAVE A BRAIN, YOU HAVE BIAS”
-Neuroleadership Institute**

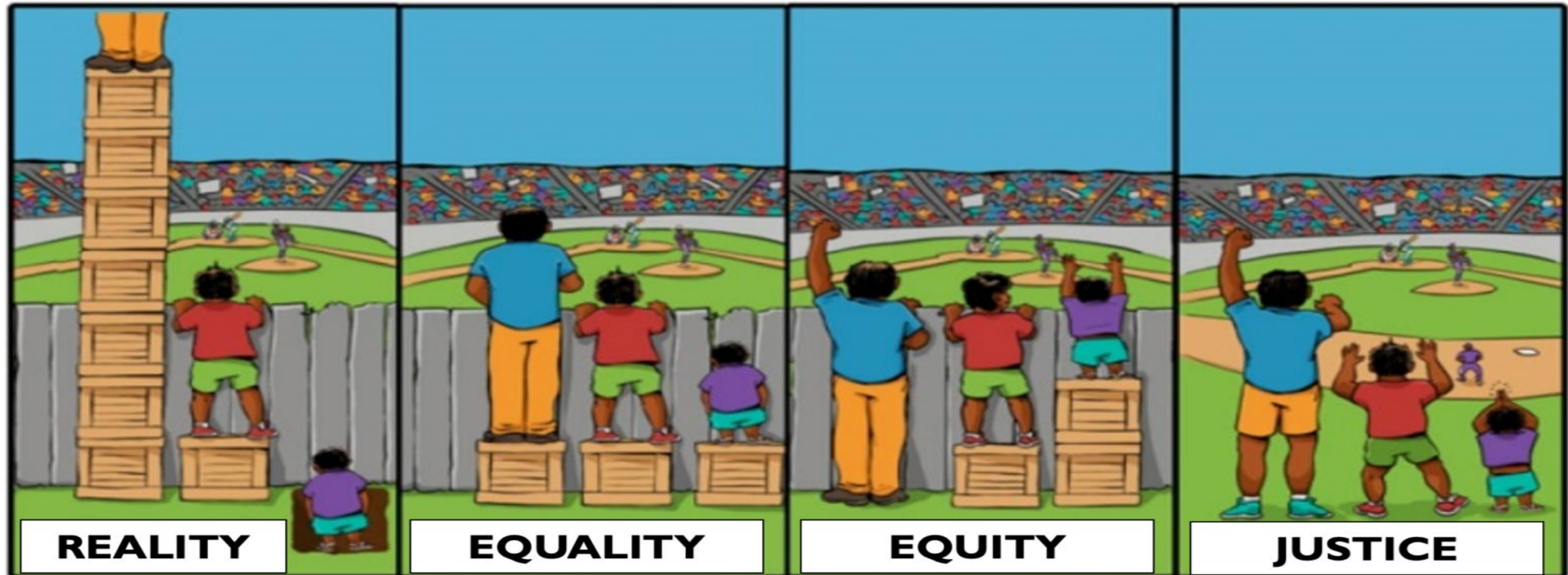
Distance Bias — *We prefer what’s closer over what’s farther away*

Experience Bias — *We take our perception to be the objective truth*

Safety Bias — *We protect against loss more than we seek out gain*

Cultural Bias - *We have a tendency to judge others by the standards of our own culture*

Negativity Bias - *We have a tendency to feel negative events more intensely than positive ones*



REALITY

One gets **more than** is needed, while the other gets **less than** is needed. Thus, a huge disparity is created.

EQUALITY

The assumption is that **everyone benefits from the same supports**. This is considered to be equal treatment.

EQUITY

Everyone gets the support they need, which produces equity.

JUSTICE

All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed.

What Does it Mean to Look at SEL from an Anti-Racist Lens?

- **RACIST:** One who is supporting a racist **policy** through their actions or inaction or expressing a racist idea.
- **ANTIRACIST:** One who is supporting an antiracist **policy** through their actions or expressing an antiracist idea.

“A racist policy is any measure that produces or sustains racial inequity between racial groups. An antiracist **policy** is any measure that produces or sustains racial equity between racial groups. **By policy, I mean written and unwritten laws, rules, procedures, processes, regulations, and guidelines that govern people.** There is no such thing as a nonracist or race-neutral policy. Every policy in every institution in every community in every nation is producing or sustaining either racial inequity or equity between racial groups.”

Ibram X Kendi, *How to be an Antiracist*

Examples of Policies(written and unwritten) That Uphold Racism

- Believing that success comes primarily from hard work, as opposed to access
- Using behavior management practices that penalize “attitude” violations
- Dress codes that ban Afrocentric hairstyles, headwear, or clothing
- Grading for effort rather than learning
- Failing to make learning criteria explicit to students
- Teaching only the “classics”
- Ignoring student to student use of racist language
- Leaving “hard” topics out of the history curriculum
- Analyzing data without disaggregating discipline, referral or academic data by race, gender, ability, LGBTQ+ etc.

School that don't use an Anti-racism lens when assessing and implementing SEL:

- Understand the purpose of SEL for students of color from a deficit mindset
- Over-emphasize self-management and self-regulation
- De-value student resistance to structures and practices...interpreting this resistance as “noncompliance” or “defiance” and evidence of poor self-management skills
- Assert colorblind and identity neutral principles and values
- Avoid the topic of race
- Underestimate the power of the unconscious

(National Equity Institute)

“We have to understand that SEL happens within a context. You can't teach people how to get along without talking about why we don't get along.” Dena Simmons

**Using a Theory of Action to Guide the
Work: *A Year In Reflection*
*“The Planning Year”***

CASEL Theory of Action Outline

Focus Area 1: Build Foundational Support Plan

- 1-A Develop a shared vision and aligned SEL goals
- 1-B Assess SEL Needs and resources
- 1-C Develop and execute a district plan for systemic SEL implementation
- 1-D Develop and execute an aligned evaluation plan
- 1-E Organize the district to promote collaboration among school and district leaders around SEL, academics, and equity.
- 1-F Communicate about SEL as a district priority.
- 1-G Align financial resources to support SEL.
- 1-H Implement HR practices and policies that support SEL.

Focus Area 2: Strengthen Adult SEL Competencies and Capacity

- 2-A Strengthen central office SEL expertise.
- 2-B Design and implement an effective SEL professional learning program for school staff.
- 2-C Strengthen staff social, emotional, and cultural competence.
- 2-D Develop structures that promote trust, community, and collective efficacy among staff.
- 2-E Track progress on adult-focused SEL goals and continuously improve practice.

CASEL Theory of Action Outline Cont'd

Focus Area 3: Promote SEL for Students

- 3-A Adopt and implement K-12 SEL standards or guidelines
- 3-B Adopt and implement evidence-based programs and practices
- 3-C Integrate SEL with academics
- 3-D Develop and strengthen family partnerships
- 3-E Develop and strengthen SEL-related community partnerships
- 3-F Align discipline policies and practices with SEL
- 3-G Integrate SEL with continuum of student supports
- 3-H Track progress on student-focused SEL goal and continuously improve practice

Reflect on Date for Continuous Improvement

- 4-A Reflect on progress towards annual SEL goals
- Make improvements to the action plan.

Theory of Action |

Planning YEAR

Item Number	Theory Action Part:	Action Item	Activity Type:	Year	Description
1	Build Foundational Support & Plan	Create/identify an Executive Leadership position to influence and oversee ongoing plans.	1-E	Planning year	<p>Modified Director of School Culture role to include oversight of SEL/MH, discipline and diversity, equity and inclusion</p> <ul style="list-style-type: none"> • “The SEL team/lead has influence at the cabinet level and is housed in a department that focuses on all students, such as Teaching and Learning, College and Career Readiness, and/or Equity. “ • “District structures promote cross-department collaboration, and the SEL team partners with key departments to develop common goals and aligned strategies for supporting schools and students.” • “SEL is embedded into frameworks for equity, academics, and school improvement.” <p><i>CASEL District Rubric, Focus Area 1-E</i></p>

<p>2</p>	<p>Build Foundational Support & Plan</p>	<p>Apply for DESE “SEL and MH” grant to support students’ SEL, Behavioral Health, and Wellness. </p>	<p>1-G</p>	<p>Planning year</p>	<ul style="list-style-type: none"> ● Receive funding to focus on all grant categories. <ul style="list-style-type: none"> ○ Category A: Universal Mental Health Screening. ○ Category B: Coordinate Services Through Multi-Tiered Systems of Support. ○ Category C: Create and Sustain Partnerships with Community-Based agencies to increase access to services. ● Complete grant continuation document to secure SY22-23 funding.
<p>3</p>	<p>Build Foundational Support & Plan</p>	<p>Create Position to Support Development and Implementation of Social, Emotional Learning and Behavioral and Mental Health Supports and Programs.</p>	<p>1-A 1-B 1-G</p>	<p>Planning year</p>	<ul style="list-style-type: none"> ● Facilitate the launch of digital platforms to assess/screen student functioning in the areas of Social Emotional Learning, Social, Emotional and Behavioral Functioning and Mental Health. ● Communicate closely with DESE resources regarding grant funding, and necessary steps to maintain funding. ● Foster vertical and horizontal alignment and team cohesion across buildings. ● Manage relationships and contacts outside of FRCS related to SEL and Behavioral/Mental Health work. ● Coordinate universal screening windows. ● Coordinate Student Social Emotional Learning Assessment. ● Coordinate School Climate Stakeholder Surveys. ● Purchase and secure resources to support student social, emotional and behavioral

					<ul style="list-style-type: none"> development. Assist in MTSS Asset mapping & Self-Assessment. Develop protocols for responding to incidents involving student risk and safety concerns. (online and in person)
4	Build Foundational Support & Plan	Establish partnerships with local consultants to create HR practices and policies informed by Student SEL/Adult SEL (Emotional Intelligence) best practices.	1-B 1-H	Planning year	<ul style="list-style-type: none"> Collaborate with Plain Red Horse Coaching & Consulting to revise the hiring process: <ul style="list-style-type: none"> Ensure alignment with a culturally competent SEL lens Revise interview questions Revise postings Revise interview “look fors” Collaborate with Plain Red Horse Coaching & Consulting to develop an Anti-racism policy and process for staff commitment and accountability
5	Build Foundational Support & Plan	Establish partnerships with local consultants to assess current district SEL needs to inform future practices for supporting Student SEL and	1-B 1-F	Planning year	<ul style="list-style-type: none"> Collaborate with Plain Red Horse Coaching & Consulting to develop and begin to deliver professional development opportunities. Complete intake interviews with Elementary, Middle and High School Culture teams members (School Adjustment Counselors, School Counselors, School Culture Liaisons, Deans of Culture, Behavior Coach/Interventionist), Building Level Principals and two MS teachers. Reflect intake interview themes in the theory of action and recommendations

		Adult SEL (Emotional Intelligence).			<ul style="list-style-type: none"> guided by the CASEL Framework. Present and discuss results of theory of action and recommendations to SLT. Use partnership to establish a work plan for strengthening adult SEL Begin to develop a shared vision and aligned SEL goals.
6	Build Foundational Support & Plan	Partner with local agencies, district staff, and building staff to create opportunities to assess current interventions and practices in place for students with the goal of expanding student support (MTSS).	1-B 1-E	Planning year	<ul style="list-style-type: none"> Complete mapping of available social, emotional, and behavioral supports for students at the ES, MS, and HS, with the assistance of the Brookline Center. Begin to assess the impact of social, emotional, and behavioral supports and programming through analysis of universal screening data (BIMAS). Establish alliances with area behavioral and mental health providers to better support and refer students, families, and staff.
7a	Build Foundational Support & Plan	Partner with local agencies, district and building level staff to identify and implement	1-G	Planning year	<ul style="list-style-type: none"> Utilize DESE MH/SEL Grant monies to fund BRYT program space, staff, and materials at the ES.

		programming to support students with the highest level of social, emotional, and behavioral need.			
7b	Promote SEL for Students	Utilize the BRYT model to build selected students' capacity for SEL.	3-B 3-D 3-E 3-F 3-G 3-H	Planning year	<ul style="list-style-type: none"> Partner with the Brookline Center to implement the BRYT program at ES, Implement the program using guidance documents and coaching from the BRYT team including tools, framework, and ongoing counsel to help
8	Promote SEL for Students	Inform and train staff about use of Universal Screening Tool to assess student social, emotional and behavioral functioning, including development of CASEL Core Competencies.	3-C	Planning year	<ul style="list-style-type: none"> Introduce BIMAS-2 screening tool to all staff in the context of the MTSS framework. Provide professional development on how to complete universal assessment on each assigned student. Provide technical support to teachers and counselors prior to and during the screening window.

9	Build Foundational Support & Plan	Complete the MTSS SEL/MH Self-Assessment Tool with district and building based staff.	1-B	Planning year	<ul style="list-style-type: none"> • Identify and engage a variety of district personnel to assess the existing SEL supports, and identify needs. • Utilize evidenced based tool designed to help school- or district-based teams rapidly consider, document, and reflect on the current status of Adult SEL (Emotional Intelligence), school/district's SEL and MH supports for students, and identify priorities for the planning and development of a multi-tiered system of supports (MTSS). • Utilize the data collected to identify short and long term SEL and MH priorities to be used to shape district wide SEL goals.
10	Build Foundational Support & Plan	Purchase and activate digital platform to centralized student data and documentation of interventions to inform student supports and practices.	1-B 1-F 1-G	Planning year	<ul style="list-style-type: none"> • With the support of district technology, data management, and curriculum staff, upload student and staff profiles to the identified platforms for use. • Along with the introduction of BIMAS-2™ to the school community, preview the Panorama platform.

11a	Strengthen Adult SEL Competencies & Capacity	Strengthen senior leadership team (SLT) expertise via partnership with Plain Red Horse Coaching and Consulting.	2-A 2-C 2-D	Planning year	<ul style="list-style-type: none"> Facilitate professional development workshops to School Leadership Team to level set knowledge of SEL, Adult SEL (Emotional Intelligence) and Antiracism. Establish foundational practices of adults looking inward to begin their own Adult SEL (Emotional Intelligence) and antiracism journey, and outward to support the student journey towards greater social and emotional competence.
11b	Strengthen Adult SEL Competencies & Capacity	Strengthen/ deepen senior leadership team (SLT) adult social, emotional, and cultural competence.	2-C	Planning year	<ul style="list-style-type: none"> Offer School Leadership Team 1:1 coaching sessions Facilitate School Leadership Team group coaching Facilitate School Leadership Team meetings
12a	Build Foundational Support & Plan	Select SLT members to participate in and complete the The New Teacher Project Black Teacher Talent Fellowship to increase capacity to contribute to	1-H	Planning year	<ul style="list-style-type: none"> Receive support developing a recruitment and retention plan for black teachers at FRCS

		diversifying staff at FRCS			
12b	Strengthen Adult SEL Competencies and Capacity	Participating SLT members to <u>connect</u> with existing self-awareness skills to build understanding of how Adult SEL (Emotional Intelligence) and identity influences candidate selection.	2-A 2-C 2-D	Planning year	<ul style="list-style-type: none"> Receive professional development to increase awareness of history, barriers and best practices for recruiting and retaining black teachers.
13	Promote SEL for Students	Identify manuals, handbooks, and work books that align with the needs of students across the MTSS to build staff competencies, and increase consistency of	3-B 3-G	Planning year	<ul style="list-style-type: none"> Purchase additional materials to guide staff in identifying, implementing and progress monitoring SEL/MH tiered interventions for all students.

		approaches.			
14	Promote SEL for Students	Research, discuss, and purchase a curriculum for use across student's school <u>day</u> to support their physical, emotional, and behavioral wellbeing.	3-A 3-B 3-C	Planning year	<ul style="list-style-type: none"> ● Research available curriculums <ul style="list-style-type: none"> ○ Ensure alignment to national and state standards. ○ Determining the number of lessons provided is sufficient. ○ Consider the inclusion of the program in Panorama's Playbook. ● Discuss options with Instructional Leaders. <ul style="list-style-type: none"> ○ Inclusion in the Integrated Arts curriculum. ○ Opportunities for content integration with core academic areas. ○ Staff expertise to deliver ● Purchase Great Body Shop for Grades K-8
15	Promote SEL for Students	Invest capital in the procurement of a variety of flexible seating options for students Grades K-12.	3-B 3-C 3-G	Planning year	<ul style="list-style-type: none"> ● Provide the community with a menu of flexible seating options that gives students an opportunity to regulate their body in ways that are not available with traditional chair and desk learning. ● Utilize flexible seating to give students an increased sense of agency when it comes to their learning, promoting not only a stronger classroom community but also better academic outcomes.



Application for Renewal of a Public Charter School

Approval of this Application was granted on Tuesday, July 12, 2022
by the Foxborough Regional Charter School Board of Trustees

Submitted August 1, 2022

Foxborough Regional Charter School
Ms. Annie Azarloza / Ms. Heidi Berkowitz
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Appendix A: Accountability Plan Performance

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INTRODUCTION TO THE SCHOOL

[Name of School]			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location (Municipality)	Foxborough
Regional or Non-Regional	Regional	Districts in Region (if applicable)	Attleboro, Avon, Brockton, Canton, Easton, Foxborough, Mansfield, Medfield, Medway, Millis, Norfolk, North Attleboro, Norton, Norwood, Plainville, Sharon, Stoughton, Walpole, West Bridgewater, Wrentham
Year Opened	1998	Year(s) Renewed (if applicable)	2003 2008 2013 2018
Maximum Enrollment	1,700	Current Enrollment and Date Calculated	1,652 June 1, 2022
Chartered Grade Span	K-12	Current Grade Span	K-12
Number of Instructional Days Per School Year	180	Students on Waitlist as of 7/15/22	647
School Hours	7:30am- 3:05pm	Current Age of School	24 Years
Mission Statement:			

FAITHFULNESS TO THE CHARTER**CRITERION 1: MISSION AND KEY DESIGN ELEMENTS**

School stakeholders share a common and consistent understanding of the school's mission and key design elements as outlined in its 2018-2023 charter. School leadership has fully implemented all key design elements in the most recently approved charter, as well as all amendments to the charter over the years. The school substantially meets the goals articulated in its accountability plan.

Mission

The Foxborough Regional Charter School will provide students a challenging academic program to prepare them for college by stressing achievement, discipline, hard work and accountability. We will continually challenge all of our students, regardless of ability, so that we will lead the Commonwealth of Massachusetts in all statewide standards and assessments.

The Foxborough Regional Charter School will promote positive ethical, moral, and civic values and prepare students to serve their respective communities as leaders and good citizens. We will present

students with projects and issues requiring critical thinking, problem-solving, decision-making, and real-life applications of their academic studies through our Student Life and Community Service-Learning programs which are integral components of the overall educational experience at Foxborough Regional Charter School.

The Foxborough Regional Charter School will commit itself to providing a supportive, professional, and challenging environment for its Teachers and Staff which recognizes the value of professional development, creativity, and initiative. We will constantly seek new ways to allow our Teachers and Staff to perform to the best of their potential in a collegial atmosphere which recognizes unique talents and the commitment to excel.

Key Design Elements

Academic Goals

- Qualify every student for entrance into colleges/universities around the world
- Provide a well-rounded education based on a mastery of English and Mathematics
- Enable students to acquire a firm command of a second language
- Train students in logical reasoning and critical thinking
- Prepare students to be able to sustain an intellectual effort for long periods
- Generate excitement for life-long learning

Non-Academic Goals

- Uphold high standards of ethical, moral and civic conduct
- Encourage informed decisions on social issues
- Teach students to defend convictions and reverse negative peer pressure
- Encourage participation in extracurricular activities, school management and community work
- Foster tolerance, cooperation, guidance, and teamwork
- Develop a true understanding of the peoples of the world through an appreciation of differences as well as similarities

FRCS has a proven track record of successfully implementing its mission and key design elements. The school provides a rigorous academic program balanced with community service learning, leadership opportunities and World Language components. The key to this success is (1) strong instructional practices inside the classroom, (2) solid programs in place for academic support outside of the classroom, and (3) commitment and dedication of the FRCS teachers and staff to help each student reach his/her goals.

Students begin an introduction to and awareness of the importance of college beginning in kindergarten with specific programming in grades 5, 8, 9, and 10. Each grade level participates in targeted topics and curriculum, ending in two consecutive years of weekly Advising classes in junior and senior year. Advising classes are an opportunity for every student to reflect on their own interests and strengths, research colleges that would be a good fit, learn how to locate and complete college and scholarship applications, and practice essays.

Additionally, the school has many experiential opportunities for FRCS students to learn and practice critical thinking, collaboration, internet literacy, innovation, and technological fluency. A unique example in our high school is evident in the Student Teaching I and II courses offered to grade 11 and 12 students. These classes provide instruction to high school students interested in Early Childhood or Elementary Education. High School students are paired with an elementary school instructor to learn the core skills involved in teaching. Students observe and work in elementary classrooms weekly to support enrichment and remediation activities. Additionally, students learn how to plan, implement, and deliver

lessons for grades K-4 in all subject areas. This cross grade level programming, focusing on an important career exploration opportunity, is a distinctive strength of our K-12 District.

Other examples of student and school accomplishments, as well as evidence of our unique school of choice program include:

College and Career Readiness:

We are proud of the dedication of our staff and the accomplishments of our students. This year's graduating class is an example of the outcome of our mission and vision and the execution of our key design elements:

- 75% of our graduating class immersed themselves in at least 1 Advanced Placement course throughout their four years of high school.
- More than half of our graduating class took on a least 1 AP class during their Senior year.
- 40% of our graduating class engaged in 3 or more AP courses over 4 years.
- 17% (14 students) took on 6 or more AP classes during their tenure as a HS student.
- 4 Seniors took on 8 AP Classes during High School – up to 1 full year of college credit.
- An FRCS student earned the recognition of 'Commended Student' in the 2022 National Merit Scholarship Program. She was also awarded the 'Princeton Prize in Race Relations' from Princeton University. Her certificate acknowledges the important work she has accomplished to advance racial equity and foster positive race relations within her community through early initiatives and leadership with the Student Advocacy Group.

College and Career Accomplishments

- Seniors sent 807 applications to 196 colleges and universities. Admissions included a very diverse set of public and private colleges across New England and beyond in certificate, two-, and four-year programs.
- Out of 64 Seniors 33%, have been invited into one or more Honors programs.
- 66% received one or more merit financial awards from colleges or universities, of those 42% received merit scholarships of \$20,000 or more, and 19% received merit scholarships of \$30,000 or more. In addition, 3 students earned merit scholarships of over \$60,000

STEM:

FRCS has a robust STEM education program.

- FRCS students can earn a STEM (Science Technology Engineering and Mathematics) Honors Diploma that gives them a jump start on college majors and careers in high demand 21st century STEM related fields.
- FRCS engages students in learning engineering and computer programming as part of our grades 2-12 robotics program.

Individual Student Supports:

FRCS has built a comprehensive program to support students and families. The school focuses on the whole child and understands that a student who comes to school hungry or without sleep will struggle to learn during the school day. The school strives to support families with resources to fulfill basic needs, so that students can focus on learning. We have created an integrated and dynamic student services system that invests in all social and emotional needs of students. Current staffing and programs include:

- Student Intervention Teams made up of health, counseling, behavior interventionists and other culture specialists, meet regularly to identify and plan for social / emotional needs

- Teacher tutoring, peer tutoring, and mentoring programs are in place to support students on a variety of levels.
- Substantially-separate classrooms in all three schools have been created to allow students to remain enrolled at our school. These programs deliver specialized instruction that helps students better access our curriculum by supporting their social and emotional needs.

Community Service:

Teaching students to give back and make the world a better place is central to our mission. FRCS students lead and participate in many service experiences whose impact ranges from their local community to the international stage.

- FRCS students and staff partner annually with many local, state, regional, national, and international organizations to lend support through both building awareness and assistance with monetary and in-kind donations.
- FRCS students give back to their local community. FRCS students have worked in our local elderly community to provide our senior citizens with technology tutoring so that they can connect with family and friends around the country, conduct online research and learn to access resources. Additionally, orchestra and art students have performed at assisted living centers in our sending districts.
- This year, an FRCS student was elected as the State President of the Massachusetts Association of Student Councils. The ultimate form of service is leadership.

Enrichment and Academic Competitions:

FRCS engages students with opportunities to take their learning beyond the classroom walls.

- FRCS has expanded its enrichment and academic competition teams to K-12 to include over 25 teams that compete at regional, state, and national levels, including Mock Trial, Geography Bee, Future City, Destination Imagination, Spelling Bees in English and Spanish, Robotics and Math teams and science fair program.
- The FRCS sports program has been ranked as the number one charter school program, with the highest winning percentage across all teams in Massachusetts, with numerous championship teams.
- FRCS offers a school wide orchestra program serving students in grades 3-12. The school also offers a chorus, strings, and symphony/band.

World Languages:

As part of the FRCS school mission, Spanish language is a central part of the curriculum for all students K-12 and is a four-year graduation requirement. The goal of the Spanish department is for all students to reach fluency. Students progress through a challenging sequence of courses which steadily improve their conversational skills as well as their writing skills. Students are assessed in a variety of ways through listening and reading comprehension assessments and speaking and writing assessments. Students excelling in 8th grade Spanish are offered the opportunity to place into high school Spanish courses including Advanced Placement Spanish and Advanced Placement Spanish Literature. A student's progress to the next level is based on mastery of curriculum. The end goal is that students enroll in AP Spanish Language or AP Spanish Literature at any time between their freshman and senior year in high school depending on their readiness. Once students have successfully passed the AP Spanish Language or AP Spanish Literature course, students may choose to enroll the following year in Spanish Practicum. If students successfully pass the AP Spanish Language Test with a 3 or better, they have the option of learning a world language of their choice through Rosetta Stone the following year. The course then becomes an independent study course project in that the student works independently on learning their

third language (there are 26 languages available to them through Rosetta Stone). A classroom with a computer terminal is provided or alternatively, a tablet is provided for their use in this program. This is a web-based program; thus, the course is available to them, wherever internet is accessible (e.g., at home, etc). This avenue provides students with the opportunity to become trilingual. Honor coursework is available in this course.

Amendments to the Charter

Date	Amendment Requested	Approved
2018-2019	None	N/A
2019-2020	None	N/A
2020-2021	None	N/A
2021-2022	None	N/A

CRITERION 2: ACCESS AND EQUITY

The school seeks to ensure access to the program and equity for all students eligible to attend, by holding an annual public lottery. In order to eliminate all barriers to program access, the school translates materials in emails, provides over 100 translatable languages on its website and offers translation services regularly for information and support purposes.

School information is readily available to parents, students, the general public and prospective applicants regarding non-discriminatory enrollment practices. The school advertises the availability of specialized programs and services that meet the needs of all students on its website and in email communications to prospective families.

The school annually reviews and updates its Recruitment and Retention Plan, which is reviewed and approved by the state each year. This plan includes specific, intentional, and deliberate activities we will take to provide an equal educational opportunity to students during and after enrollment. The plan is designed to attract, enroll, and retain a student population that is demographically comparable to the population of its sending districts.

School policies and practices allow all students to have equal rights of access to the opportunities provided by the educational program including rigorous courses, world language, service learning and leadership.

Special Education

Enrollment

	2018-2019	2019-2020	2020-2021	2021-2022
School %	9.0	9.4	10.2	9.7
GNT %	11.0	11.7	12.4	13.2
CI %	12.6	12.9	13.3	13.7

Attrition

	2018-2019	2019-2020	2020-2021	2021-2022
School %	9.0	9.4	10.2	9.7

GNT %	11	11.7	12.4	13.2
CI %	12.6	12.9	13.3	13.7

English Language LearnersEnrollment

	2018-2019	2019-2020	2020-2021	2021-2022
School %	9.3	7.5	7.2	7.3
GNT %	5.7	6.2	6.5	7.4
CI %	7.0	7.3	7.2	7.8

Attrition

	2018-2019	2019-2020	2020-2021	2021-2022
School %	4.6	7.9	2.4	7.2
Third Quartile	17.9	16.7	12.1	14.3

Economically Disadvantaged/Low IncomeEnrollment

	2018-2019	2019-2020	2020-2021	2021-2022
School %	21.4	24.5	30.5	44.2
GNT %	14.9	16.5	19.6	25.0
CI %	22.8	24.4	28.2	35.0

Attrition

	2018-2019	2019-2020	2020-2021	2021-2022
School %	8.5	8.5	3.9	9.0
Third Quartile	14.6	14.3	11.9	13.4

Per our CHART Enrollment data, FRCS has shown solid and consistent performance in the areas of both enrollment and retention over the past four years. Enrollment in all subgroup areas has remained consistently stable and/or higher on average than the Gap Narrowing Target and Comparative Index. Attrition as reflected in the CHART data shows that all subgroup attrition is substantially lower than Third Quartile percentages and supports the strength of our strategies and programming.

As outlined in our Recruitment and Retention Plan, the school uses deliberate, specific strategies to attract and enroll students who, when compared to students in similar grades in sending district schools, contained a comparable demographic profile. Strategies to attract students in subgroups such as limited English proficient, special education, free and reduced lunch, sub proficient on the MCAS, at risk of dropping out of school, have dropped out of school, or have other risk factors, included a variety of outreach activities. The school reaches out to sending districts, contacting preschools and daycare centers concentrated in urban areas and regional gateway cities. Currently enrolled families partner to share brochures and information in their local communities and serve as ambassadors to the school. This approach enables the school to reach into pockets of support groups that influence family decisions; groups that congregate because of language likenesses, income levels and children's needs.

Many benefits have been realized by engaging parents in their own communities to help with communication. Word of mouth has been very effective in building trust and confidence in our school of choice and in helping families make a conscious decision to enroll in a different educational setting than their familiar neighborhood school.

Additionally, the cultural supports in place in neighborhood circles help families with limited English proficiency understand the open house information, lottery process and waitlist procedure. We use the following outreach strategies to move us towards both our GNT and the Comparison Index.

Trends and /or anomalies in suspension, emergency removal and expulsion data are not available. COVID disruptions have interrupted data tracking. Information about recent changes in discipline can be found in section 7.1.

CRITERION 3: COMPLIANCE

The school is not currently out of compliance with the terms of its charter or applicable state and federal laws and regulations.

CRITERION 4: DISSEMINATION

Year Disseminated on Occurred	Best Practice Shared	Vehicle for Dissemination (Describe the method, format, or venue used to share best practices.)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts.)	Result of Dissemination (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, agendas, or results from partners, and indicate if the school received grant funding to disseminate and if a grant report was written.)
2018-2019	World Language Programming and Scheduling	In person workshop Email Phone	Middle School, Elementary School Principal and Director of Program Development and Evaluation	Benjamin Franklin Charter School, K-8, Franklin, MA	Curriculum and schedule materials were shared. Discussions encompassed best instructional practices, instructional technology used to support the program, program delivery, lesson planning and using assessment data to drive instruction. The school did not receive grant funding for this dissemination.
2018-2019	New Charter Leader Professional Development	In Person Workshop Small Group Training 1:1 Mentoring	Executive Director	MCPSA South Shore Charter School FRCS	Curriculum, programs, governance models and administrative leadership materials shared and discussed. The school did not receive grant funding for this dissemination.
2019-2020	Operations and Contracts	Email, phone, meetings, Zoom calls	Director of Finance, Director of Operations	Vendetti Transportation Blackstone Valley Vocational Uxbridge Public Schools Mendon/ Upton Regional School District	<input type="checkbox"/> Overhead <input type="checkbox"/> Unemployment <input type="checkbox"/> Maintenance savings <input type="checkbox"/> Transportation contracts <input type="checkbox"/> Certified Payroll The school did not receive grant funding for this dissemination. Reporting N/A.
2020-2021	Contact Tracing	Zoom Calls, Phone Calls, Emails	Nurse Leader	Regional Nurse Leaders, Charter Nurse Leaders, Statewide Nurse Leaders	Improved processes and procedures to address COVID-19 return to school planning. Safe environment for students and staff. The school did not receive grant funding for this dissemination. Reporting N/A.

Year Disseminated on Occurred	Best Practice Shared	Vehicle for Dissemination (Describe the method, format, or venue used to share best practices.)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts.)	Result of Dissemination (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, agendas, or results from partners, and indicate if the school received grant funding to disseminate and if a grant report was written.)
2020-2021	Grant Management and Fund Allocation	Emails, Phone Calls, Zoom Meetings	Director of Finance	Southeast Regional Charter Schools	Efficient use of COVID-19 funds, strict compliance with grant purpose and intentions, coordinated expenditures to meet federal guidelines. The school did not receive grant funding for this dissemination. Reporting N/A.
2021-2022	World Language Curriculum		World Languages Department Head ES Spanish teacher MS Spanish teacher HS Spanish teacher	Spanish teacher at Dedham Country Day School	The team reviewed the new 2022 World Languages Framework and developed a scope and sequence together using the backward design model and identified and subsequently purchased authentic curriculum resources that would help teachers engage students with the content.
2021-2022	Health Services/ COVID Practices		Nurse Leader Building Nurses Principals School Leaders School MD	South East Regional Nurses Local and State Boards of Health DPH School MD DESE	Increased communication with families, sharing procedure with sending district health service personnel. Individualized COVID case management procedures for families and staff. Connecting families to community supports and health care facilities. (Testing sites and vaccine clinics) Community based Vaccine clinics. 4 clinics held.

ACADEMIC PROGRAM SUCCESS

CRITERION 5: STUDENT PERFORMANCE

Student Performance

Student Performance Foxborough Regional Charter School MCAS data can be found in the School's Department

School Report Card at the following link:

<https://reportcards.doe.mass.edu/2021/DistrictReportcard/04460000>

However, the Massachusetts Department of Elementary and Secondary Education did not administer spring 2020 MCAS for the 2019-2020 school year due to cancellation of state assessments and school closures related to COVID19. The student achievement information represents results from 2019 and 2021. FRCS student's in grades 3-8 grow similar to the state in both ELA and in math. In grade 10 ELA showed higher growth than the state and in math, FRCS students' showed growth slightly higher than the state but trending much like the state.

The NSE is given to students in grades 6-12 across 5 levels of Spanish language acquisition; from beginner to advanced, and is the most widely used assessment of Spanish language in the United States. Each year, FRCS students outscore the national averages in all levels. In fact, this year 100% of FRCS students who participated in the exam earned national recognition by outperforming the nation on the NSE, and several earned a medal for their scores, which were well above the 75th percentile. Because our students begin learning Spanish in kindergarten, students in levels 01 and 1 are placed in a category named "Outside Experience". These categories include participants who are heritage speakers and have had exposure to Spanish in his/her home environment, and also participants whose principal language is another romance language (Catalan, French, Galician, Italian, Sicilian, Portuguese, and Rumanian). Therefore, it is a greater challenge and an amazing feat for our students to outperform students who have had exposure to the language at home.

This year we began the adoption of the science of reading approach. Supporting our efforts to meet students' needs, we launched MClass- Dibels 8, understanding the importance of obtaining the most in-depth knowledge of our student's needs on the heels of returning to in-person school post-Covid. The baseline year saw 63% of our students in K-2 achieve benchmark or above results.

Furthermore, to support our efforts to become data-informed on behalf of our students and gain a deeper understanding of each students learning readiness we expanded MAP testing in the fall of 2021. Students in Grade 2-10 participated in MAP testing three times throughout this school year.

Academic Program

The District returned to in-person instruction this school year. Educators continue to utilize the instructional learning cycle to deliver high-quality instruction.

During the 2021-2022 school year, we leaned into being a data-informed school district. District assessment enhancements include acquiring MClass-Dibels 8 in grades K-2. Furthermore, in the fall of 2021, we expanded MAP Growth, initially used in the school year 2020-21 in grades 5-8; the school year 2021-22 saw the expansion of this diagnostic tool in grades 2-10.

The 2021-22 school year also brought one change to our curriculum. In line with acquiring M-Class, FRCS adopted Amplify CKLA- Skills grounded in the science of reading and research-based foundational skills instruction in grades K-2.

Criterion 6: Program Delivery

Key Indicator 6.1: Curriculum

FRCS curriculum is mapped vertically and horizontally aligned to state and national standards and frameworks. It is reviewed and/or revised each summer based on student performance trends, changes in state or national standards or shifts in instructional models to best meet student needs.

Key Indicator 6.2: Instruction

FRCS ensures high quality instruction for all students through a clear set of instructional expectations laid out in our educator standards and supported, coached and regularly evaluated by our principals and Deputy Director, K-12. In addition, new FRCS instructors receive three full years of peer mentoring and all teachers have access to high quality professional development, both locally run as well as through various external providers.

Key Indicator 6.3: Assessment and Program Evaluation

FRCS utilizes a system of formal benchmarking each trimester for all students in addition to regular formative assessments to measure student growth. Data is used to adjust instruction as needed as well as inform decisions about curriculum and program design. Student growth, rather than static performance, on benchmarks is also incorporated as part of our teacher evaluation tool. Benchmark data serves as a key indicator for program evaluation and goal setting.

Key Indicator 6.4: Supports for All Learners

FRCS proactively identifies all students' strengths and needs for social emotional and behavioral development using the CASEL (Collaborative for Academic, Social and Emotional Learning) Social Emotional Learning framework and skill indicators. The CASEL framework offers a lens for understanding student behavior, by linking it to social emotional skill development based on the CASEL 5 core social emotional learning competencies of Self-Management, Self-Awareness, Social-Awareness, Responsible Decision Making and Relationship Skills.

FRCS has invested resources in two digital platforms to support assessment and monitoring of student social, emotional, and behavioral functioning, which in conjunction with other data sources (academics, discipline data, biopsychosocial hx etc.) is utilized to determine the appropriate tiered interventions and supports. During the 21-22SY FRCS implemented Universal Screening using the Behavior Intervention Monitoring Assessment System (BIMAS-2) teacher form to collect baseline data on student social, emotional, and behavioral functioning by screening all students K-11. The multiformat screener assesses The Standard view offers a view of Behavior Concerns (Conduct, Negative Affect, Cognitive/Attention) and Adaptive skills (Social and Academic functioning). The BIMAS-2 SEL offers a CASEL based view of the data with the five CASEL SEL scales of Self-Awareness, Self-Management, Social

Awareness, Relationship Skills, and Responsible Decision Making. Additionally, FRCS has purchased the Panorama Social Emotional Learning Survey accessible through the Panorama digital platform. During the 22-23SY FRCS will administer social emotional learning surveys to teachers/ staff to measure adult well-being and SEL and to students to measure student skills, competencies, and well-being. Both digital data sources have the capacity to sort data by demographics for use in monitoring and planning support across subgroups. FRCS has also purchased the panorama Student Success Platform, which will import all academic, social, emotional, and behavioral (including discipline data) to create a data dashboard with the capacity to log interventions and monitor progress. As this additional social, emotional and behavioral data is compiled the district school culture team and the school-based culture teams/ student support teams will apply information to students identified strengths and needs, while also noting trends to guide interventions and supports at all tiers. During the 21-22SY FRCS partnered with the Brookline Center to complete Social, Emotional and Behavioral asset mapping , with the student support teams at all three school levels.

FRCS has developed a comprehensive student support, intervention and service model to meet the very diverse needs of our students. Screening begins with a STAT (Student, Teacher Assistance Team) process, headed by our Student Support Coordinator. Through STAT, parents, teachers, staff and family members help identify any student needs. The team reviews student work, observations, assessment data and other indicators to determine which kinds of interventions would best support the student.

If there is any indication of disability, the STAT team refers the student for a 504 or special education testing and forwards data and observation to help facilitate the evaluation process. FRCS has a comprehensive Special Education program with on-campus related services and programs such as occupational & physical therapy, full time psychologist and speech language pathologist as well as a sub-separate instructional program in our elementary school wing. ELL screening begins with our home language survey upon enrollment. Students who screen into ELL services receive support through one or a combination of intervention strategies, including SEI instruction in the classroom, push in support from one of our ESL teachers or highly focused pull out ESL instruction. The type of intervention is driven by several factors including a family input, student screening as well as ACCESS data trends if available for that student. To ensure that no struggling student falls through a crack, each trimester, we analyze grade data for each student against our intervention database. A STAT team is convened immediately for students who are struggling at this benchmark point, but do not have any intervention. Students who have an existing interventions but are not demonstrating progress require a reconvening of the team to reevaluate the student's needs and modify our intervention strategies or refer for special education testing if all classroom, school and home interventions have been exhausted.

CRITERION 7: SCHOOL CLIMATE AND FAMILY ENGAGEMENT

Key Indicator 7.1 Safe and Supportive Environment

FRCS has launched a number of initiatives, programs, processes and activities to promote a diverse, equitable and inclusive community, in which students can thrive socially and emotionally.

- Professional Development: FRCS has launched a plan for Senior Leadership and Teacher training to expand knowledge of Adult SEL, Student SEL, Anti-Racism and Effective Classroom Management.
- Staffing: FRCS has added a Behavioral and Mental Health Coordinator, as well as 4 additional social, emotional, and behavioral support staff members across the district.

- Partnerships: FRCS partnered with Brookline Center to open a Bridge for Resilient Youth in Transition (BRYT) classroom in the elementary school, providing care coordination as well as clinical, academic, and family support for students with significant mental health and behavioral needs.
- Coaching and Consulting: FRCS has contracted with Red Horse Consulting to design and facilitate SEL/Anti-racism professional development for staff; provide emotional intelligence coaching for staff; create an anti-racism policy; review staff and student policies and procedures through an Anti-racism lens and make recommendations that promote more equitable outcomes.
- Digital Platforms: FRCS has invested in several digital platforms to enhance internet safety via monitoring and restricted access (Bark and Classwise), implementation of Positive Behavioral Interventions and Supports (PBIS Rewards); in addition to the Panorama digital platforms indicated in 6:4.
- Safe Spaces for Emotion Regulation, Problem Solving and Support: FRCS has created several spaces throughout the district (inside and outside of the classroom) for students to receive staff support and access to resources to guide self-regulation, reflection, problem solving and seamless return to the classroom.
- Fellowship for Black Teacher Talent: Members from the FRCS leadership team were invited to participate in the partnership of school systems working to rethink the recruitment and retention of black teachers, with the goal of increasing the number of teachers that reflect the race and ethnicity of FRCS students.
- In addition, FRCS continues to have character education classes in the elementary school, seek and implement curriculum with social emotional learning embedded, purchased sensory tools including alternative seating options, continue to sustain Behavior Response Systems at each building and are working towards implementation of culturally responsive walkthroughs.

Key Indicator 7.2 Family Engagement

Family Engagement at FRCS is defined as collaboration between families and schools that *drives student achievement*. The goals of this collaboration are to help families guide, support, and advocate for their children's learning; to encourage families and educators to foster *high expectations for children*; and to enable families and schools to *share decision-making and leadership to improve school quality*.

An integral piece of our transition plan for families is our Family Engagement program. Access and equity is designed for whole families through a focus on comprehensive transition, communication, and volunteer activities. This dynamic program offers numerous local and regional informational sessions and parent workshops and coordinates school/home communication through a variety of traditional and multimedia methods.

Core Beliefs of Family Engagement:

1. Every child deserves an excellent education, wants to achieve at high levels and can do so with support from home and school.
2. All families care about and want the best for their children.
3. Actively engaged families are assets in supporting student learning, progress and positive outcomes
4. Teachers have a tremendous influence on children's outcomes
5. Families and school staff are equal stakeholders
6. Responsibility of building partnerships rests with staff and school leadership

Boards and Committees: FRCS students and staff collaborate to create the Diversity, Equity and Inclusion Advisory Board, joining parents as a voice on the Board of Trustees Diversity, Equity and Inclusion subcommittee. The group assists with planning of events/activities and recommendations for revisions to existing policies, practices and procedures to increase the promotion of a more diverse, equitable and inclusive school community. Both bodies are mid-way through development and are intended to consist of a diverse group of stakeholders including staff, students, families, and other community members.

Stakeholder Surveys: FRCS has purchased the Family-School Relationships Survey with a plan to administer during the 22-23SY. The survey has the capabilities to assess family attitudes on an array of topics including engagement, barriers to engagement, school climate and family efficacy. This data will be used to help guide staff training, improve existing and new practices, events, initiatives, and programs.

We actively welcome families to partner with us to impact student academic achievement. Several engagement options for families to consider are:

- **Parents in Education (PIE):** help organize school-wide events. Monthly meetings are held at the school.
- **Parent Advisory Group (PAG):** Parents meet monthly with the Executive Director to discuss and provide feedback on schoolwide initiatives
- **The Special Education Parent Advisory Council (SEPAC)** helps to support Special Education Families and Programs. Monthly meetings are held at the school.
- **Parent and Cultural Ambassadors Programs:** Connect with new families to help them transition
- **Science Fair:** Participate as judges for the middle/high school science fairs
- **Career Fair:** Participate as interviewers in the grade 10 Career Fair to discuss career responsibilities, conduct interviews,

ORGANIZATIONAL VIABILITY

CRITERION 8: CAPACITY

Key Indicator 8.1: School Systems and Leadership

The school sustains a well-functioning organizational structure. Goals are set annually at the individual, department and school level. These goals guide staff and keep the entire organization focused on concrete and measurable standards of performance. The senior leadership team holds a summer retreat to share and coordinate annual goals, helping to delineate the roles and responsibilities of each leader toward the annual school wide goals. This planning session is an opportunity for the school leaders to plan out their objectives and contributions to the progress and implementation of the school mission. The school has clear and well understood systems in place for decision making and communication processes among all members of the school community. The senior leadership team is responsible for district wide decisions. The planning and announcements of these decisions are communicated clearly and effectively through monthly whole school meetings, department meetings, emails, website, and social media venues.

Key Indicator 8.2: Professional Climate and Standards for Performance

FRCS holds a new staff orientation every summer, immediately preceding the whole school orientation program. Additionally, FRCS offers 2 scheduled staff development days during the school year, holds monthly staff meetings and provides opportunities for staff to participate in professional development opportunities on and off site throughout the year. New staff are provided a peer mentor for their first three years and teachers work collaboratively on lesson planning and curriculum delivery.

A solid system is in place for monitoring instructional practice for consistency and includes a formal process of teacher evaluation. FRCS uses a modified version of the Massachusetts Model System of Educator Evaluation. The school uses the Massachusetts Model Rubrics for all classroom observations and staff reflection. Through observations, reflection and discussion, each educator earns an educator rating for each indicator and standard based on that recommended scale as well as an assigned point value to each of the categories: Exemplary (4), Proficient (3), Needs Improvement (2) and Unsatisfactory (1). Teachers are assessed on the following elements:

- Curriculum, Planning, Assessment and Teaching
- Family & Community Engagement, Professional Culture and Professional Practice
- Curriculum, Planning, & Assessment, Teaching All Students,
- Using Data to Inform and Differentiate Instruction, Family & Community Engagement,
- Professional Culture, Educator Impact on Student Learning

Key Indicator 8.3: Contractual Relationships

Not Applicable.

CRITERION 9: GOVERNANCE

Members of the Foxborough Regional Charter School Board of Trustees uphold their responsibilities under Massachusetts law and regulations to act as public agents authorized by the state. They provide competent and appropriate governance to ensure the success and sustainability of the school.

Additionally, FRCS Board members are active and engaged. They understand and fulfill their legal responsibilities and obligations; exercise their fiduciary duties of care and loyalty; comply with their bylaws; and always act in the best interest of the school community.

The FRCS Board of Trustees demonstrates appropriate oversight of the charter school administration, financial health, progress towards meeting academic and other goals in alignment with the mission and terms of the charter, without managing the daily operations of the school.

The Board uses BoardOnTrack to schedule meetings, manage meeting notes, comply with open meeting law and facilitate communication of oversight activities. Monthly Board meetings are held on the second Tuesday of each month and are designed to foster open, deliberate, and thorough discussions to facilitate and ensure public accountability. At these meetings, the Board engages in strategic and continuous improvement planning by setting and regularly monitoring progress, relative to priorities and goals.

CRITERION 10: FINANCE

The school maintains a sound and stable financial condition and demonstrates a history of positive net assets, adequate cash flow to sustain operations, and a budget focus which supports the academic program.

An annual budget is prepared, beginning in January of each year and approved by the Board of Trustees in late spring. This budget is sustained by enrollment and other sources of historically sustainable sources such as Entitlement grants.

The school uses Accufund, an accurate accounting system, to engage in budgetary planning, oversight and revision. Appropriate internal controls, documented by a written set of fiscal policies and procedures is in place and is closely followed and enforced by the finance department.

Annual Audits, conducted by a third-party contractor, are strong evidence of the financial strength and oversight of school finances. Each year, they return a report with no findings.

PLANS FOR THE NEXT FIVE YEARS

A focus on Mental Health:

This year FRCS allocated school funds; in addition to monies received from the DESE SEL & Mental Health Grant to create a plan to increase staffing, add training, provide materials, create programs and secure other resources to strengthen the Multi-Tiered System of Supports available to students, staff and families. This work will continue as a primary focus over the next five years as we implement program components including:

- **Professional Development:** Building on this year's plan we will continue launching implementation of SEL training for Senior Leadership as well as Teacher training to expand knowledge of Adult SEL, Student SEL, Anti-Racism and Effective Classroom Management.
- **Universal Screening:** This year for the first time,, teachers completed the Behavior Intervention Monitoring Assessment System (BIMAS-2) screening on all students in Kindergarten through 11th grade providing data on student social, emotional and behavioral functioning, through the lens of the CASEL core competencies. This work will continue and will be reviewed to inform programming.
- **Staffing:** FRCS has added a Behavioral and Mental Health Coordinator, as well as, 4 additional social, emotional and behavioral support staff members across the district. The focus for these staff members will be solid execution of the plans of the grant and support of students and teachers.
- **Partnerships:** FRCS partnered with Brookline Center to open a Bridge for Resilient Youth in Transition (BRYT) classroom in the elementary school, providing care coordination as well as clinical, academic and family support to students with significant mental health and behavioral needs. We anticipate this program will grow and expand to the Middle and High School levels as

well as our students with significant mental health and behavioral challenges progress in grade level.

- **Collaboration:** FRCS students and staff collaborated to establish the Diversity, Equity and Inclusion Advisory Board, as well as the Board of Trustees Diversity, Equity and Inclusion subcommittee to assist with planning of events/activities and recommendations for revisions to existing policies, practices and procedures to increase the promotion of a more diverse, equitable and inclusive school community. Building, implementing and strengthening this work will remain a focus in the next five years.
- **Coaching and Consulting:** FRCS has contracted with Red Horse Consulting to design and facilitate SEL/Anti-racism professional development for staff; provide emotional intelligence coaching for staff; create an anti-racism policy; review staff and student policies and procedures through an Anti-racism lens and make recommendations that promote more equitable outcomes. We are writing an Anti Racism policy that will become part of our employee handbook and daily culture.
- **Digital Platforms:** FRCS has invested in a number of digital platforms to enhance internet safety, support implementation of Positive Behavioral Interventions and Supports (PBIS), monitor student response to social, emotional and behavioral interventions and to solicit feedback from stakeholders such as students, staff and families. Systems to monitor and strengthen the effectiveness of these platforms will continue to strengthen and be prioritized.
- **Safe Spaces for Emotion Regulation, Problem Solving and Support:** FRCS has created a number of spaces throughout the district for students to receive staff support and access to resources to guide self-regulation, reflection, problem solving and seamless return to the classroom. We anticipate the next five years will require monitoring, assessment and adjustments to the supports in place.

A Focus on Assessment Data

During the next 5 years, we plan to fully implement our Measure of Academic Progress (MAP) assessment system and develop a database to help teachers, parents, and administrators improve learning for all students and make better informed decisions to promote individual academic growth. The school will continue to target academic performance in mathematics, reading, language usage and science and use the data to inform instruction, curriculum and professional development. The goal is to move from a data-informed district to a district using the data to drive instructional decisions. Student growth will remain the focus when using this data to make instructional decisions and professional learning will be provided to support educators in understanding the data and how to use it to inform their instruction proactively and responsively.

A Focus on Spanish Curriculum

In response to the recently released Massachusetts Curriculum Framework for World Languages 2021, our District formed a committee focused on vertically and horizontally aligning curriculum to the levels of proficiency ensuring appropriateness for ages and developmental stages. Communication, linguistic

cultures, and lifelong learning are the domains that serve as umbrellas for the standards identified by the level of proficiency and grounded in the committees' work. Implementation and evaluation of effectiveness will guide the revisions that ensure alignment to the frameworks over the next 5 years.

Coversheet

Personnel Update

Section: III. Leadership Report
Item: B. Personnel Update
Purpose: Discuss
Submitted by:
Related Material: BOT Human Resources Update - Personnel July 2022.pdf

BOT Human Resources Update – July 2022

Resignation/Retirements
<ul style="list-style-type: none"> • 1 retirement
<ul style="list-style-type: none"> • 16 resignations across all positions <ul style="list-style-type: none"> ○ 3 SLT <ul style="list-style-type: none"> ▪ 1 ED ▪ 2 Directors ○ 1 Cafeteria Staff ○ 1 Administrative Assistant ○ 2 Counselors ○ 1 BCBA ○ 4 Content Teachers ○ 4 SPED Teachers

New Hires
<ul style="list-style-type: none"> • 2 Hires Completed <ul style="list-style-type: none"> • 1 SLT & 1 District
<ul style="list-style-type: none"> • 4 Hires Submitted (in Progress) – as of 6/30/2022

Open Positions
<ul style="list-style-type: none"> • 21 positions currently posted (including the 6 in progress) • 12 of those positions are new to the district this year <ul style="list-style-type: none"> • 2 new APs • 2 new Behavior Interventionists • 6 new Building Subs, • 1 new Spanish Teacher • 1 new Music Teacher

<h2 style="text-align: center;">Aggregate Exit Data March 2022 – June 2022</h2> <h3 style="text-align: center;">15 staff interviewed</h3>	
Tenure	<ul style="list-style-type: none"> • 1 worked here less than a year • 5 worked here 1 - 3 years • 5 worked here 3 - 5 years • 3 worked here 5 - 10 years • 1 worked here over 10 years
Next Opportunity:	<ul style="list-style-type: none"> • 1 is going to Private School • 1 is going to Charter School • 5 are Leaving Education • 8 are going to Public School
Benefits afforded in next opportunity	<ul style="list-style-type: none"> • 1 has been given a promotion • 6 will have a shorter commute • 7 sited that they expect to a better 'quality of life' • 9 will have an increase to their salary
Overall Reason(s) for leaving:	<ul style="list-style-type: none"> • 1 sited compensation as the primary factor • 1 has been given a promotion • 1 was completely overwhelmed by her job here and was not given the support to succeed • 2 wanted to teach a different grade level or subject area • 2 sited management concerns related to leadership • 2 sited instability and turnover • 3 sited dissatisfactions with a direct supervisor
Job Readiness	<ul style="list-style-type: none"> • 2 said no • 3 said somewhat • 10 said yes
Supervisory & Leadership	<ul style="list-style-type: none"> • 4 disliked their direct supervisor • 5 liked working for their direct supervisor but distrusted school leadership • 8 liked working for their direct supervisor
Culture of FRCS	<ul style="list-style-type: none"> • 1 said it was confusing - told what to do by supervisors who act like they care, but was never given support or resources • 2 said the school is "toxic", unsettling and lacks consistent management styles • 2 said that if you are competent, you get work piled on you and others don't have expectations to help • 3 said that kids' behavior is too hard and there is not enough support or consequences

	<ul style="list-style-type: none">• 5 said the hierarchical culture of power from leadership was fear based and that they saw people being “targeted”
Is there something we could have done to change their mind?	<ul style="list-style-type: none">• 1 said they would have stayed if they had received even one compliment from their supervisor this year.• 3 said it was not applicable because they were moving on to an opportunity FRCS could not provide.• 11 said there was nothing we could have offered to keep them here.

Coversheet

First Reading of New/Changing Policies

Section: V. Policy Review
Item: A. First Reading of New/Changing Policies
Purpose: Discuss
Submitted by:
Related Material:
DRAFT Appeals Committee.pdf
DRAFT FRCS Antiracism Policy and Employee Commitment SY22-23.docx

DRAFT APPEALS COMMITTEE

Reports to: The Board of Trustees

Term of Office: One year

General Purpose

The Appeals Committee is commissioned by and accountable to the Board of Trustees (BOT). The primary responsibility is to ensure Foxborough Regional Charter School (FRCS) hears and decides on enrollment appeals at FRCS.

Recommendations for Policy Change

The committee shall bring recommendations to the Board of Trustees to change the following policies when appropriate:

- Code of Conduct (Shared with the Student Recruitment & Retention Committee)
- Student Handbook (Shared with the Student Recruitment & Retention Committee)
- Enrollment Policy

Review/Support Operational Activities

- Review Lottery
- Review Annual recommendation for enrollment per grade level

Responsibilities

- Hear and make decisions on enrollment appeals as they relate to the school district's adherence to the enrollment policy.
- To notify the Finance Committee of any decisions made that impact on the school finances. Such decisions will be made with a clause stating that they are recommendations and are subject to the school's budget policies and procedures. Depending on the nature of the proposed budget change, related policies and procedures may include approval by the Finance Committee and/or the Board of Trustees.

Composition

- A member of the Board of Trustees must act as the Chair and V-Chair of this committee.
- Appointments to the Committee shall be made at least annually in accordance with the FRCS Bylaws.
- District Administration will be appointed to the committee by the Board of Trustees annually.
- The clerk/secretary to the committee is responsible for open meeting law compliance.
- Membership:
 - a. 2-5 Board of Trustees: Voting members
 - b. 1-2 District Administration: Does not vote on appeals, however, can vote on other matters coming before the committee.

The Committee shall...

DRAFT APPEALS COMMITTEE

- Comply with open meeting law.
- Redact identifying details for students when posting information on agenda and in minutes.
- Report out to the Board of Trustees at least one week prior to their meeting to ensure being added to their agenda.
- Meet at least three times during the school year on the 3rd Thursday of the month (October, January and March) at 8:00am and call additional meetings as needed.



FRCS Antiracism Policy and Employee Commitment SY22-23

Our Acknowledgements

Foxborough Regional Charter School (FRCS) acknowledges the gross inequities that are present in America's education system. We recognize that people of color in our nation face systemic oppression due to white supremacy. In the education system, we acknowledge that power and advantage has historically been, and continues to be provided to white students, while being denied to students of color. As part of that system, we know that we will uphold systemic oppression unless we intentionally and consistently work to see it, name it, and stamp it out in our own behaviors both collectively and individually. We, the Executive Leaders and Board of Trustees of FRCS have written the Antiracism Policy that follows to codify our commitment to creating a more just society, starting with our own school.

Our Beliefs

At FRCS, we believe that education is a lever for anti-oppression work and a pathway to justice. We believe educational equity will be reached once each student's social, racial, sexual and personal identity is an asset to their educational access and outcomes. We believe educational equity will be achieved when each student flourishes, and the communities they are a part of flourish.

At FRCS we will embrace the responsibility for learning about and advancing the cause of equity, diversity, and justice through antiracist practices. This responsibility belongs to each and every member of the FRCS community, including students. Each educator, student, and community member can make a significant contribution to a high level of justice for all in our school. We commit to achieving educational equity and antiracist practices through a continuous process of target setting, implementation, assessment, reflection, and improvement.

Our Actions

To support our journey toward becoming a fully inclusive and antiracist organization *for adults*, FRCS will:

- Build organizational structures, policies, and practices to ensure transparent decision-making and role clarity.
- Gather and apply feedback from Black, Indigenous, Latinx, and community members of color on specific, actionable ways to improve their experience at FRCS.
- Utilize disaggregated data to analyze trends, identify gaps, and develop racial equity priorities for the school.
- Hire experts in the field to facilitate regular convenings and affinity spaces to support staff in developing skills, practices, social and emotional competencies and habits of mind necessary for contributing to FRCS's equity and antiracism journey.
- Dedicate time, effort, and resources to hiring and retaining a diverse staff at every level of the school.
- Communicate our equity and antiracism commitment with internal and external stakeholders.
- Learn from, credit, and amplify the voices of Black, Indigenous, Latinx, and other scholars and leaders of color throughout the community and educational system.

- Create routines and rituals where families and staff with a diversity of worldviews, cultural assets, and lifestyles of staff, feel welcomed, empowered, and treated as authentic thought partners in the educational process.
- Work to unlearn prejudice, bigotry, and stereotypes.

To support our journey toward becoming a fully inclusive and antiracist organization *for students*, FRCS will:

- Create recruitment strategies and admissions policies that gather a diverse student body representative of the communities we serve.
- Understand the history of the communities in which we work and ensure the school environment is engaging and responsive to the needs of its students, paying particular attention to students of color.
- Ensure that the social and emotional learning needs of students guides the selection, implementation, and monitoring of solutions to create a safe, inclusive school climate. This includes SEL programming, response to student behavior, trauma informed care, and therapeutic interventions.
- Select curriculum and materials that honor the experience, culture and humanity of students absent the traditionally taught dominant narrative.
- Teach students about inequity while cultivating social and emotional competencies so that they can resist oppressive norms and ways of being.
- Use educational approaches that benefit culturally, linguistically, and gender diverse students, and also the school as a whole.
- Work to unlearn prejudice, bigotry, and stereotypes.

Our Accountability

To ensure we uphold our commitments and make progress, FRCS will:

- Assemble an antiracism working group that represents all staffing categories and includes students, to oversee implementation of this policy and assess and report out on progress each quarter.
- Publicly report out disaggregated growth results of a Panorama survey to progress on staff and student belonging annually.
- Hire a third party provider to conduct a school equity and antiracism audit and accompanying report bi-annually.

Employee commitment

As an employee of FRCS, I agree to uphold this policy in all aspects of my role to the best of my ability by, (but not limited to) the following:

- I will participate in Professional Development and coaching opportunities to better understand my own implicit bias and understand how it may impact my practices as an educator, with a goal of learning and implementing culturally responsive practices.
- I will hold myself accountable to the role I play in making children, families and staff from diverse backgrounds feel welcomed and supported at FRCS.
- I will work to unlearn the behaviors and assumptions that perpetuate racial injustice.
- I will accept responsibility when I intentionally or unintentionally cause harm and engage in restorative practices to repair relationships with colleagues, students and/or families.

As a condition of employment with FRCS, employees are required to sign The FRCS Antiracism Policy and Employee Commitment upon hire, and each year thereafter.

My commitment

As an employee of FRCS, I agree to uphold this policy in all aspects of my role to the best of my ability by, (but not limited to) the following:

- I will participate in Professional Development and coaching opportunities to better understand my own implicit bias and understand how it may impact my practices as an educator, with a goal of learning and implementing culturally responsive practices.
- I will hold myself accountable to the role I play in making children, families and staff from diverse backgrounds feel welcomed and supported at FRCS.
- I will work to unlearn the behaviors and assumptions that perpetuate racial injustice.
- I will accept responsibility when I intentionally or unintentionally cause harm and engage in restorative practices to repair relationships with colleagues, students and/or families.

Employee Name (PRINT): _____

Employee Signature: _____

Date: _____

Coversheet

Diversity, Equity & Inclusion

Section:	VI. Committees
Item:	B. Diversity, Equity & Inclusion
Purpose:	Discuss
Submitted by:	
Related Material:	Diversity Equity and Inclusion Committee Scope FINAL.docx DEI Holidays School Year 2022-2023.docx

Diversity, Equity & Inclusion Committee

Reports to: The Board of Trustees

Term of Office: One year

Purpose

The Diversity, Equity & Inclusion Committee is commissioned by and accountable to the Board of Trustees. The primary responsibility of the committee is to discuss, recommend and support implementation of policies and practices that promote a more diverse, inclusive and equitable community for staff, students and families at FRCS.

The committee shall bring to the Board of Trustees recommendations for revisions to the policies located in the student and staff handbooks, including but not limited to the following: i.e., Code of Conduct, Anti-Racism, Dress Code, Harassment etc.

The committee shall collaborate with other FRCS committees, boards, groups etc. to support initiatives and activities/ events honoring and celebrating diversity within the FRCS community to promote equity and inclusion including but not limited to the following: Open House, New Family calls, Family Day, Diwali, Juneteenth etc.

The committee shall review relevant data sets, plans, calendars etc. for consideration during decision making Including but limited to the following: Staff Annual enrollment plan, School Calendar and Demographics for Enrollment, Code of Conduct, Staffing etc.

Responsibilities

- Annually review policies to ensure alignment with the communities' profile.
- Make suggestions to the Board of Trustees for changes in policy, as needed.
- Report to the Board of Trustees at regular meetings of the Board in a manner determined by the Board.
- Annually evaluate committee work and the objective commitments and report results to the Board of Trustees.
- Review data, policies and procedures etc. from a Diversity, Equity and Inclusion perspective and ensure alignment with the committee's purpose.
- To notify the Finance Committee of any decisions made that impact on the school finances. Such decisions will be made with a clause stating that they are recommendations and are subject to the school's budget policies and procedures. Depending on the nature of the proposed budget change, related policies and procedures may include approval by the Finance Committee and/or the Board of Trustees.

Composition

- The committee's Chair and Vice Chair positions are filled by members of the Board of Trustees and appointments shall be made at least annually in accordance with the FRCS Bylaws
- The clerk/secretary to the committee is a member responsible for open meeting law compliance.

Compliance

- This committee will meet at least once every other month on the third Wednesday.
- Meeting Location: Hybrid (primarily Zoom)
- The committee shall call additional meetings as needed.

FRCS DE&I Holiday Recognition

Calendar Proposal

SEPTEMBER

- 09/15-10/15 – National Hispanic Heritage Month

OCTOBER

- 10/01 - Indigenous Peoples Day
- 10/24 - Diwali

NOVEMBER

- 11/25 – Native American Heritage Day

DECEMBER

- 12/19-12/26 – Hanukkah
- 12/26-01/01 - Kwanzaa

JANUARY

- 01/16 – MLK Day
- 01/22 – Chinese New Year

FEBRUARY

- Black History Month
- 02/22 – Beginning of Lent (Ash Wednesday)

MARCH

- Women's History Month
- 03/23 – Beginning of Ramadan

APRIL

- Celebrate Diversity Month
- 04/02 – World Autism Awareness
- 04/06-04/13 – Passover
- 04/07 – Good Friday
- 04/09 – Easter
- 04/21 – Eid al-Fitr (End of Ramadan)

MAY

- Mental Health Awareness
- Jewish American Heritage
- Asian American and Pacific Islander Heritage
- 05/05 – Cinco de Mayo
- 05/17 - International Day Against Homophobia, Transphobia, and Biphobia (LGBTQ+)

JUNE

- LGBT Pride Month
- Caribbean American Heritage
- 06/19 - Juneteenth

Coversheet

Facilities

Section:	VI. Committees
Item:	C. Facilities
Purpose:	Discuss
Submitted by:	
Related Material:	Foxborough SCOPE OF SERVICES.pdf Draft Foxborough Agreement Ver 2.pdf

SCOPE OF SERVICES

FOXBOROUGH REGIONAL CHARTER SCHOOL

Solar Program Management:

1. Collect all needed electric, gas, oil and water use data to establish an energy baseline for the schools going back, if possible, five (5) years
2. Assemble panel for selection of solar contractor
3. Manage any informational meetings with solar contractors
4. Develop necessary permit list for contractor specific to FRCS
5. Investigate possible grants to assist in solar program
6. Work with selected contractor for surveys of usable sites
7. Insure that a proper structural analysis of rooftops is carried out.
8. Assess potential canopy locations on campus
9. Supervise construction meetings from kickoff to completion
10. Help develop system for tracking all payments and credits from installed system
11. Monthly reporting to School Administration on progress of solar program
12. Any other reporting that may be approved and/or requested
13. Publicize program
14. Insure all educational opportunities are realized to the benefit of students

Energy Efficiency Programs

1. Have surveys conducted of all buildings on campus to identify potential energy savings projects
2. Rank projects in terms of payback potential
3. Identify all possible sources of possible grant funds, if any.
4. Identify amounts of incentives available for each project
5. Rank projects in terms of payback taking into account all grants and incentives
6. Plan implementation of projects based on savings from solar credits and possible available school funding sources
7. Supervise all projects that might be implemented and coordinate with National Grid with regard to inspections and funding
8. Insure all proper Foxborough permits are in place before any construction
9. Insure final inspection carried out for each project
10. Track results of energy savings at any and all projects compared to pre-established baselines.

Any other services not described above that may be requested from time to time.

Thomas W. Philbin, Ph. D.
62 Far Reach Road
Westwood, MA 02090

FOXBOROUGH REGIONAL CHARTER SCHOOL
CONSULTING AGREEMENT

This Agreement is made effective as of _____, by and between Foxborough Regional Charter School and Thomas W. Philbin of 62 Far Reach Road, Westwood, Massachusetts 02090.

In this Agreement, the party who is contracting to receive services shall be referred to as "FRCS" and the party who will be providing the services shall be referred to as "Thomas W. Philbin".

Thomas W. Philbin has a background in the Management of Solar and Energy Conservation projects and is offering to provide services to FRCS based on this background.

Therefore, the parties agree as follows:

1. **DESCRIPTION OF SERVICES.** Beginning on _____, Thomas W. Philbin will provide all or part of the following services (collectively, the "Services") as outlined in Attachment A to this agreement. Other services may also be added to this attached scope upon mutual agreement of the parties.
2. **PERFORMANCE OF SERVICES.** The manner in which the Services are to be performed and the specific hours to be worked by Thomas W. Philbin shall be determined by Thomas W. Philbin and FRCS. FRCS will rely on Thomas W. Philbin to work as many hours as may be agreed to be necessary to fulfill Thomas W. Philbin's obligations under this Agreement.
3. **PAYMENT.** NCAHS shall pay Thomas W. Philbin for the Services rendered at a rate of \$125.00 per hour. This fee shall be payable monthly, no later than the last day of the month following the period during which the Services were rendered.
4. **EXPENSE REIMBURSEMENT.** Thomas W. Philbin shall be entitled to reimbursement from FRCS for all "out-of-pocket" expenses.
5. **NEW PROJECT APPROVAL.** Thomas W. Philbin and FRCS recognize

that Thomas W. Philbin's Services will include working on various projects for FRCS. Thomas W. Philbin shall obtain the approval of FRCS prior to the commencement of a new project.

6. **TERM/TERMINATION.** This Agreement shall terminate automatically upon completion by Thomas W. Philbin of the Services required by this Agreement or by mutual agreement or by a 30 day notice to the other by either party.
7. **RELATIONSHIP OF PARTIES.** It is understood by the parties that Thomas W. Philbin is not an employee of FRCS. FRCS will not provide fringe benefits, including health insurance benefits, paid vacation, or any other employee benefit to Thomas W. Philbin.
8. **INDEPENDENT CONTRACTORS.** From time to time, Thomas W. Philbin may require the assistance of specialized support. The independent contractor, if any, who perform services will work directly for FRCS. Any Independent Contractor will be approved in advance by FRCS.
9. **INDEMNIFICATION.** FRCS will completely and fully defend and completely and fully indemnify and hold harmless Thomas W. Philbin and his employees from any and all claims made against him related to or connected in any way to the work performed under this agreement. Said defense and indemnity will begin when FRCS has knowledge or receives notice of any kind regarding any claim or potential claim.
10. **RETURN OF RECORDS.** Upon termination of this Agreement, Thomas W. Philbin shall deliver all records, notes, data, memoranda, models, and equipment of any nature that are in Thomas W. Philbin's possession or under Thomas W. Philbin's control and that are FRCS's property or relate to FRCS's business.
11. **NOTICES.** All notices required or permitted under this Agreement shall be in writing and shall be deemed delivered when delivered in person or deposited in the United States mail, postage prepaid, addressed as follows:

IF for FRCS:

If for Thomas W. Philbin:

Owner

12. **ENTIRE AGREEMENT.** This Agreement contains the entire agreement of the parties and there are no other promises or conditions in any other agreement whether oral or written. This Agreement supersedes any prior written or oral agreements between the parties.
13. **AMENDMENT.** This Agreement may be modified or amended if the amendment is made in writing and is signed by both parties.
14. **SEVERABILITY.** If any provision of this Agreement shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable. If a court finds that any provision of this Agreement is invalid or unenforceable, but that by limiting such provision it would become valid and enforceable, then such provision shall be deemed to be written, construed, and enforced as so limited.
15. **WAIVER OF CONTRACTUAL RIGHT.** The failure of either party to enforce any provision of this Agreement shall not be construed as a waiver or limitation of that party's right to subsequently enforce and compel strict compliance with every provision of this Agreement.
16. **APPLICABLE LAW.** This Agreement shall be governed by the laws of the State of Massachusetts.
17. **INTERRUPTION OF SERVICE.** Either party shall be excused from any delay or failure in performance required hereunder if caused by reason of any occurrence or contingency beyond its reasonable control, including, but not limited to, acts of God, acts of war, fire, insurrection, laws proclamations, edicts, ordinances or regulations, strikes, lock-outs or other serious labor disputes, riots, earthquakes, floods, explosions or other acts of nature. The obligations and rights of the party so excused shall be extended on a day-to-day basis for the time period equal to the period of such excusable interruption. When such events have abated, the parties' respective obligations hereunder shall resume. In the event the interruption of the excused party's obligations continues for a period in excess of thirty (30) days, either party shall have the right to terminate this Agreement upon ten (10) days' prior written notice to the other party.
18. **ASSIGNMENT.** Thomas W. Philbin agrees that he will not assign, sell, transfer, delegate or otherwise dispose of any rights or obligations under this Agreement without the prior written consent of FRCS. Any purported assignment, transfer, or delegation shall be null and void. Nothing in this Agreement shall prevent the

consolidation of FRCS with, or its merger into, any other corporation, or the sale by FRCS of all or substantially all of its properties or assets, or the assignment by FRCS of this Agreement and the performance of its obligations hereunder to any successor in interest or any Affiliated Company. Subject to the foregoing, this Agreement shall be binding upon and shall inure to the benefit of the parties and their respective heirs, legal representatives, successors, and permitted assigns, and shall not benefit any person or entity other than those enumerated above.

19. **SIGNATORIES.** This Agreement shall be signed on behalf of FRCS by _____ and on behalf of Thomas W. Philbin by Thomas W. Philbin, Owner and effective as of the date first above written.

Party receiving services:

Foxborough
Regional Charter
School

By: _____

Party providing services:

Thomas W. Philbin

By: _____

Coversheet

Governance

Section: VI. Committees
Item: E. Governance
Purpose: Vote
Submitted by:
Related Material: R&A What Sets Us Apart - Foxborough Charter.pdf
Executive Director Proposal - Ray and Associates.pdf

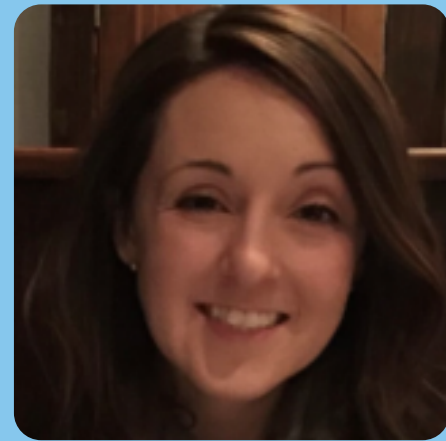
WHAT SETS US APART

MEET OUR TEAM



Michael Collins

President



Molly Schwazhoff

Vice President



Dale Caldwell

Regional Search Director



Jose Martinez

Regional Search
Associate

EXPERIENCE

- Ray & Associates, Inc. has been in business since 1975 and is a professional organization that specializes in school executive leadership searches.
- Our professional consultants, 40% of whom are women and/or people of color, are persons with long-term experience in the school executive field, with extensive backgrounds as school administrators, business executives, school board members, university professors, and attorneys.
- Recruiting from the nation's largest pool of candidates, searching for educational leaders is our primary business. Our experience has taught us that continual improvement of our process will keep you and your district on the cutting edge of education.

DIVERSITY

- WE ARE THE ONLY WOMAN-OWNED EDUCATIONAL SEARCH FIRM IN AMERICA.
- THE DIVERSITY OF OUR ASSOCIATES PROVIDES UNIQUE AND COLLABORATIVE PERSPECTIVES AS WE VET CANDIDATES AND PREPARE CANDIDATE POOLS.
- WE HAVE PLACED THE LARGEST NUMBER OF WOMEN AND PEOPLE OF COLOR IN SUPERINTENDENCIES IN AMERICA OVER THE PAST TWO DECADES.

(40% PLUS)

INCLUSION, EQUITY & ELIMINATION OF INSTITUTIONAL RACISM

During these challenging times, we articulate our organizational commitment to identifying and acting upon the changes that are needed to bring about inclusion, recognize the need for equity, and eliminate institutional racism. We recognize social injustice, systemic racism, socio-economic limitations, and the disparities associated with the identification and placement of school district leadership personnel. Furthermore, this recognition has not only guided our recruitment and placement of school district leaders, it directly impacts our recruitment and selection of our search Associates and national office personnel.

Therefore, we will:

- Declare inclusion as an organizational core value;
- Engage in intentional conversation and behavior around diversity and equity;
- Identify social justice as a behavior model impacting our school search practices;
- Recognize systemic racism as an equity problem for children's access to a fair, thorough, and effective public education;
- Place equity, inclusion, and diversity as a major tenant of practice; and
- Use our voices and practices as instruments for change.

As a broad-based representative, nationwide organization that focuses on the delivery of leadership search and selection services to school districts, we commit ourselves to the statements above.

Additionally, we will continue to ask ourselves the appropriate questions that help us focus on the delivery of our respective services through the lenses of integrity, equity, social justice, and inclusion.

Finally, we will continue to bring forward the organization's forces of institutional leadership, advocacy, the scope of representation, levels of expertise, and spheres of influence in these areas from this day forward.

Join us as we: WORK together, ASK questions, LISTEN fully, and ACT meaningfully!

POOL OF CANDIDATES

- THE AVERAGE NUMBER OF COMPLETED CANDIDATE APPLICATION FILES PER SEARCH IS TYPICALLY FORTY (40) TO FIFTY (50).
- OUR COMMITMENT TO CANDIDATE CARE, ALLOW US TO ATTRACT AND MAINTAIN STRONG CANDIDATE INTEREST IN ALL OF THE POSITIONS POSTED IN ANY GIVEN YEAR.

BOARD INPUT

- IT'S YOUR SEARCH!
- Individual Board Interviews
- Board Determines Stakeholder Groups
- Board Determines Timeline and Compensation
- Board Finalizes Profile

PROFILE DEVELOPMENT

- Individual Board Member Interviews
- Stakeholder Meetings
- Online Survey
 - Various language versions available
 - Research-Based
 - 31 Characteristics
 - Stakeholder Comments
- Survey and Focus Group Results (tallying information gained from all resources)
- Board Determines Profile Characteristics

(final profile determined from presented survey results)

- Open Public Forums

RECRUITMENT

- AGGRESSIVELY RECRUIT top candidates for the position by personally reaching out and encouraging them to apply.
- Access highly qualified, diverse candidate pools.
- Utilize robust Ray & Associates website (with over 28,000 unique monthly visits).
- Advertise with productive venues and through other channels: including our website and social media such as Facebook and Twitter.
- We guarantee to not return and try to recruit any placed candidate for a five-year period.
- Average 2-3 times more applicants than any other firm.

CANDIDATE POOL

- Screen candidates according to District Developed Profile.
- Extensive background investigations and internet checks of significant candidates.
 - Investigate/vet the candidates (using Google, Yahoo, Twitter, Facebook, and other media sources).
- Bring 8-12 top candidates to the Board for consideration.
- Provide candidate's application information and videos to the Board.
- For the top 2-3 candidates, we engage a professional organization to conduct a complete criminal, civil litigation, social security, sex offender, motor vehicle record checks, and verification of educational degrees, at no additional fee.
- NO SURPRISES!

BOARD SELECTION OF CANDIDATES

- Review top candidate applications
- Review top candidate videos
- Complete consensus-building matrix (scoring instrument)
- Deliberate/discuss and reach a consensus of matrix results
- Select candidates for the semi-final and final interviews
- Finalizing the development of Board interview questions

FINALIZING THE SEARCH AND BEYOND

- Interviews and final selection.
- Assist the District with final contractual agreement.
- Provide a two (2) year guarantee on Superintendent search.
- Provide a Board Self Assessment Survey for as long as the new Superintendent is employed (at no cost).
- Building the new leadership team.

"What school boards say about Ray & Associates"

"From the very beginning, they delivered professional, comprehensive services. Ray and Associates, Inc. provided professional services in a consumer-friendly manner that allowed us to select a superintendent that will serve our community well."

May 20, 2020

Mr. Michael Raczak, Board President
Indian Prairie School District 204, IL
Enrollment: 27,400

"The quality of services provided by Ray and Associates cannot be understated and their ability to bring consensus among board members was phenomenal. They were professional and knowledgeable throughout the entire process. I would highly recommend Ray and Associates to any School Board who wants to conduct a national search."

Search completed January 2020

Mr. Steve Cona III, Board Vice Chairman
Hillsborough County Public Schools, FL
Enrollment: 220,000

"Their in-depth knowledge of conducting a national search, large number of consultants through out the country, and strong recommendations from other boards put them at the top of the list after our search firm interviews. I am confident Ray and Associates and their team of consultants would do the same outstanding job for other school boards needing consultation in the hiring of a new superintendent."

August 7, 2019

Ms. Caroline Mason, Board Vice President
Everett Public Schools, WA
Enrollment: 21,000

Ray & Associates
DEVELOPING. RECRUITING. ENGAGING.

"What school boards say about Ray & Associates"

"Ray & Associates' professionalism was unparalleled as they worked alongside us to entertain all ideas, suggestions and opinions we had to aide in our search. They had a complete understanding and respect for our timeline, being expedient in deliverables. The Berlin Area School District Board of Directors is pleased to recommend the expertise of Ray & Associates and their seasoned team members."

July 15, 2019

Ms. Catherine Kujawa, Board President
Berlin Area School District, WI
Enrollment: 1,600

"The guidance and knowledge provided was invaluable, as was the depth and breadth of the search that was conducted. Ray & Associates, and Mr. Collins, were highly professional throughout our interaction. Most importantly, you allowed the Board to choose from a strong pool of candidates and identify a leader that will continue our progress toward a stronger District that will benefit our kids."

September 16, 2018

Jamie Glasser, Esq., Board President
Woodland Hills School District, PA
Enrollment: 3,600

SUMMARY

Unique Size and Scope

- Oldest Firm
- Most searches (1600+ completed)
- Largest pool of candidates
 - Typically 40-50 applicants

Engagement

- Comprehensive Constituent/Community Engagement
- Led by trained facilitators

DEI & Social Justice Commitment

- Organizational positioning
- Organizational practice

Educational Leadership Outreach

- Scores of experienced associates
- Longstanding relationships with State & National Educational Associations
- Largest website traffic count (28,000+ unique visits per month)

Candidate Information

- In-depth background checks

Board's Leadership and Performance

- Individual board interviews
- Determine timelines & compensation
- Finalize profile & facilitate interviews
- Facilitate board decision making

Selection Assistance

- Assist with contract finalization
- Assist with board and new superintendent follow-up

Guarantees

- 2-year guarantee
- 5-year guarantee



**SUCCESSFUL DISTRICT LEADERSHIP SEEKS
THE CIRCUMSTANCES THEY WANT AND IF
THEY CAN'T FIND THEM, THEY MAKE THEM**

—
Paraphrased from a quote of George Bernard Shaw

**ALL OF THE FACTORS
PRESENTED TODAY ALLOW OUR
FIRM TO PROVIDE YOU WITH A
PROVEN SEARCH PROCESS
TAILORED TO THE NEEDS OF
FOXBOROUGH REGIONAL
CHARTER SCHOOL.**

A Proposal for the Selection of an Executive Director

Presented To:



Submitted By:

Ray and Associates, Inc.

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Finding Leaders for America's Schools

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April 12, 2022

Foxborough Regional Charter School
ATTN: Mr. Matthew Yezukevich, Treasurer

Dear Mr. Yezukevich and Members of the Board of Trustees:

This letter is in response to a request regarding the need for our services to assist you in the search for a new Executive Director. We are confident the Board will be quite pleased with the services we can provide. We have been very successful in providing Executive Director search services for Schools that are similar in terms of size, cultural diversity and geographic location.

As I am sure you are aware, the selection of Executive Director will be one of the most important activities your Board will perform. The Board's success in the search process will affect your school education program for years to come. It is extremely important to find the "right fit" for the School.

We are familiar with Massachusetts as we have conducted Superintendent searches for Andover Public Schools, Wareham Public Schools, Longmeadow Public Schools and Cambridge Public Schools, Massachusetts. In the Northeastern region we have conducted successful Superintendent searches for Millcreek Township School District, Woodland Hills School District, Lewisburg Area School District, Wissahickon School District, Millville School District, Benton Area Public School District, Derry Township School District, Spring-Ford Area School District and School District of Cheltenham Township, Pennsylvania; Teaneck Public Schools, Paterson Public Schools, Trenton Public Schools, East Orange School District, Camden City Public Schools, Marlboro Township Public Schools, Montclair Public Schools, Asbury Park Public Schools, Willingboro School District and Pemberton Township School District, New Jersey; Danbury Public Schools, Seymour Public Schools, Waterbury Public Schools, Greenwich Public Schools, Bridgeport Public Schools, Hartford City Public Schools and the Consolidated School District of New Britain, Connecticut; Baltimore County Public Schools, Anne Arundel County Public Schools, Baltimore City Public Schools, Howard County Public School System, Wicomico County Public Schools and Prince George's County Schools, Maryland; Greenburgh Central School District, City School District of New Rochelle, Wyandanch Union Free School District, Amityville Union Free School District and Rochester City School District, New York; and Burlington Area School District, Vermont.

Nationally we have conducted searches for Matanuska-Susitna Borough School District, Alaska; Salt Lake City School District, Utah; Madison School District, Alhambra Elementary School District, Balsz School District, Marana Unified School District, Paradise Valley Unified School District, Deer Valley Unified School District, Roosevelt Elementary School District, Gilbert Public Schools, Camelback Desert Sands, Tempe Union High School District and Cartwright Elementary School District, Arizona; Bozeman Public Schools and Missoula County Public Schools, Montana; Culver City Unified School District, Palos Verdes Peninsula USD, Poway USD, San Ysidro School District, Albany USD, Berkeley USD, Pasadena USD and Emery USD,

California; Clark County School District, Albuquerque Public Schools, Los Alamos Public Schools and Santa Fe Public Schools, New Mexico; Hawaii School for Deaf and Blind, Hawaii; Edmonds School District, Granite Falls School District, Everett Public Schools, Seattle Public Schools, Lake Washington School District, Snoqualmie Valley School District, Mercer Island School District, Bellevue School District, Kent School District, Federal Way Public Schools and Northshore School District, Washington; North Clackamas School District, Hood River County School District, Lake Oswego School District and Gresham-Barlow School District, Oregon; Colorado School for the Deaf and the Blind, Colorado Springs School District 11, Boulder Valley School District, Douglas County School District, Jefferson County School District and Eagle County Schools, Colorado; Lynchburg City Schools, Norfolk Public Schools, Montgomery County Public Schools, Newport News Public Schools, Hampton City Schools, Prince William County Public Schools and Williamsburg-James City Schools, Virginia; Maury County Public Schools, Knox County Schools, Oak Ridge Schools, Sumner County Schools and Memphis City Schools, Tennessee; Jackson Public Schools, Mississippi; North Little Rock School District, Pulaski County Special School District, Rogers Public Schools, Mountain Home Public Schools and Fayetteville Public Schools, Arkansas; Marion County Public Schools, Hillsborough County Public Schools, Lake County Schools, the School District of Palm Beach County, Florida State University Schools, Brevard Public Schools, Broward County Schools and Collier County Public Schools, Florida; Round Rock ISD, Waxahachie ISD, Austin ISD, Plano ISD, Lewisville ISD, Fort Worth ISD, Killeen ISD and Socorro ISD, Texas; Colleton County School District, Beaufort County School District, Jasper County School District and Richland County School District One, South Carolina; Tangipahoa Parish School System, Louisiana; Bexley City Schools, Cleveland Heights-University Heights City School District, Shaker Heights City Schools, Public Schools and Lorain City Schools, Ohio; Lakeville Area Public Schools, Minnesota; Omaha Public Schools and Westside Community Schools, Nebraska; Grand Ledge Public Schools, Clintondale Community Schools, Bloomfield Hills Schools, Benton Harbor Area Schools, Grand Rapids Public Schools, Detroit Public Schools Community District, Ecorse Public Schools and Ann Arbor Public Schools, Michigan; Kingman-Norwich USD 331, Geary County Schools USD 475, Shawnee Mission School District, Lawrence Public Schools and Kansas City Kansas Public Schools, Kansas; Columbia Public Schools, Hickman Mills C-1 School District, Joplin Schools and Kansas City Public Schools, Missouri; Bloomington Public Schools District 87, Champaign Unit 4 School District, Proviso Township High Schools District 209, Indian Prairie School District 204, Orland School District 135, Butler School District 53, Rock Island-Milan School District #41, Hazel Crest School District 152½, Glenbrook North and Glenbrook South High Schools, Joliet Schools and Township School District 113, Illinois.

We have also assisted the Michigan Department of Education, Alabama Department of Education, Hawaii Department of Education, Colorado Department of Education, West Virginia Department of Education, Ohio Department of Education, Florida Department of Education, Rhode Island Department of Education and Wyoming Department of Education with their State Superintendent searches.

We are a national search firm that is uniquely equipped to assist you in the selection of a Executive Director who meets your particular needs and qualifications. We will not only advertise, but also actively recruit potential candidates that will meet the criteria established by your Board, including women and minorities. Most other search firms do not seek out candidates for a position as we do for our clients. With our extensive regional and national associate base, Ray and Associates, Inc. will be able to recruit quality candidates from around the country, as well as within the state. We have often found excellent in-state candidates who would not otherwise have applied for the position due to a possible conflict of interest with a state or local firm. Our professional, objective procedures allow us to attract, process and screen the most successful candidates for a Executive Director position. You will also find our system is flexible, which allows us to customize the search to meet the desires of the Board.

Our firm has exhibited at the National School Boards Association (NSBA), National Association of Secondary School Principals (NASSP), the American Association of School Administrators (AASA), the

Association of Latino Administrators and Executive Directors (ALAS) and the National Alliance of Black School Educators (NABSE), as well as other professional organizations, for over forty-five (45) years. This year the firm exhibited and presented at numerous state school board associations. Exhibiting and presenting at these state and national organizations allows the firm to meet and recruit outstanding administrators for our clients.

It is our goal to make the selection process professional, efficient and successful to assure your complete satisfaction with our services. It is quite common for a Board to be concerned about the quality of candidates who might be available in today's job market. Outstanding administrators will need to be recruited regardless of the time of year or the position needing to be filled because many of these school leaders already have good jobs. We feel that our firm can be very successful in attracting candidates that will meet or exceed your expectations. With a consulting firm of associates located nationwide, Ray and Associates, Inc. has been able to develop the most comprehensive pool of candidates of any executive search firm in the country. Our reputation for success is built upon providing school districts precisely the type of candidate that satisfies not only the Board but the community and faculty as well.

Ray and Associates, Inc. strives to provide the School with the best match possible based on what we learn in our extensive interaction with the Board and key players in the search. It is our desire to activate our network on your behalf to locate individuals that can effectively assume the top executive post in your School.

We welcome the opportunity to make a presentation of our services at your convenience. If you have any further questions or comments regarding the enclosed information, please do not hesitate to contact our Cedar Rapids office at 319-393-3115.

Sincerely,

A handwritten signature in black ink, appearing to read 'M Collins', written in a cursive style.

Michael Collins
President

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INTRODUCTION

THE SEARCH

This Proposal is an example of the quality of our work for a state, regional and national search. Our firm is committed to spending the time and energy on the details necessary to perform a proper search. *We actively seek out and screen all candidates who are recruited during the search to identify those who are superior and who meet or exceed the qualifications set by the Board.*



Ray and Associates, Inc.

BRIEF OVERVIEW

This document is designed to demonstrate that we desire to provide you with a complete, detailed package customized to the Foxborough Regional Charter School in a performance contract regarding our professional services for your Executive Director search.

Our Proposal consists of our consultant services, general provisions, confidentiality, satisfaction guarantee and consultant cost.

PERFORMANCE

We have developed highly effective procedures to assist schools, step by step, in selecting a Executive Director whose qualifications meet its criteria. This Proposal outlines the detailed procedures and steps that make our searches successful. *We have been highly successful in delivering outstanding candidates in all of our searches.*

MISSION STATEMENT

Ray and Associates, Inc.
Leaders in Executive Searches

We will provide our clients with the highest quality services to assist them in hiring leaders who will meet District specific needs and positively impact the education of all students.

HISTORY AND OVERVIEW OF THE ORGANIZATION

PROFILE OF THE FIRM

Ray and Associates, Inc. is a professional organization that specializes in school executive leadership searches. The firm has been in the school executive search business since 1975 and has established an outstanding reputation. The firm has been recognized by The School Administrator journal as one of the top search firms in the country. Our professional consultants, including women and minorities, are persons with long-term experience in the school executive search field, with extensive backgrounds as school administrators, business executives, school board members, university professors and attorneys. All of the consultants within the firm have years of experience in the school executive search field.

Ray and Associates, Inc. is an independent and objective firm that does not accept placement fees from any candidate. We have designed a highly effective procedure that allows us to impartially assist schools in selecting the best individual for their particular needs.

In addition to our corporate office located in Cedar Rapids, Iowa, we have associates located throughout the country. Therefore, distance is not a factor to our firm when meeting with our clients.

The corporate office also maintains a full-time administrative staff to assist in the executive search business.

Our firm has exhibited at the National School Boards Association (NSBA), National Association of Secondary School Principals (NASSP), the American Association of School Administrators (AASA), the Association of Latino Administrators and Superintendents (ALAS) and the National Alliance of Black School Educators (NABSE), as well as other professional organizations, for over forty-five (45) years. This year the firm exhibited and presented at numerous state school board associations. Exhibiting and presenting at these state and national organizations allows the firm to meet and recruit outstanding administrators for our clients. We also have associates who are affiliated with the Council of Great City Schools, Urban Superintendents Association of America, the Association of Latino Administrators and Superintendents (ALAS), National Alliance of Black School Educators (NABSE), as well as other professional organizations.

Exhibiting at state and national conventions allows the firm to meet and recruit outstanding administrators for our client Schools. As a result, Ray and Associates has access to the most comprehensive pool of candidates of any executive search firm in the country.

It is only a matter of reality that outstanding administrators already have good jobs and need to be recruited. We are familiar with Massachusetts as we have conducted Superintendent searches for Andover Public Schools, Wareham Public Schools, Longmeadow Public Schools and Cambridge Public Schools, Massachusetts. In the Northeastern region we have conducted successful Superintendent searches for Millcreek Township School District, Woodland Hills School District, Lewisburg Area School District, Wissahickon School District, Millville School District, Benton Area Public School District, Derry Township School District, Spring-Ford Area School District and School District of Cheltenham Township, Pennsylvania; Teaneck Public Schools, Paterson Public Schools, Trenton Public Schools, East Orange School District, Camden City Public Schools, Marlboro Township Public Schools, Montclair Public Schools, Asbury Park Public Schools, Willingboro School District and Pemberton Township School District, New Jersey; Danbury Public Schools, Seymour Public Schools, Waterbury Public Schools, Greenwich Public Schools, Bridgeport Public Schools, Hartford City Public Schools and the Consolidated School District of New Britain, Connecticut; Baltimore County Public Schools, Anne Arundel County Public Schools, Baltimore City Public Schools, Howard County Public School System, Wicomico County Public Schools and Prince George's County Schools, Maryland; Greenburgh Central School District, City School District of New Rochelle, Wyandanch Union Free School District, Amityville Union Free School District and Rochester City School District, New York; and Burlington Area School District, Vermont with their educational leadership searches. Our network and recruiting efforts are second to none. We bring a wealth of experience and knowledge to your School focused upon our goal to make the selection process professional, efficient and successful so we can state, without reservation, that you will be quite pleased with our services.



THE TEAM

Ray and Associates, Inc. is a professional organization which specializes in the field of educational leadership searches. We are uniquely equipped to assist you in the selection of a Executive Director who meets the particular needs and qualifications of the Foxborough Regional Charter School. We have:

1. Highly trained and experienced staff that includes:
 - *Active school administrative leaders*
 - *A balance of gender and minority representatives*
2. Expertise and extensive background in:
 - *The school superintendency*
 - *School administration at all levels*
 - *Private business, higher education and law*
3. Experienced speakers at state, regional and national conferences.
4. Conducted workshops and seminars in school related matters such as:
 - *Building the successful Board/Administrator relationship*
 - *Establishing an evaluation process that yields results*
 - *Interviewing for a Executive Director position*
 - *What Boards should consider when selecting a Executive Director*
 - *School assessment*
 - *Effective hiring practices*
 - *Staff and organizational development*
 - *Recruiting, selecting and retaining excellent teachers*
 - *Enhancing school climate by shared decision making/dealing with special interest groups*
 - *Developing the compensation package or contract*

KEY ASSOCIATES FOR THE PROJECT

The following principal/project coordinators will be actively involved in working with the school. The associates listed below will be assisting in recruitment, screening and background checks. The firm chooses various associates across the country to be sure that every region will be covered to recruit the best candidates for the Foxborough Regional Charter School. In addition, we have professional contacts throughout Massachusetts, the northeastern region and nationally. The following is only a partial list of associates who will be involved in the recruitment and screening of candidates. The firm will actually involve many more associates for the project.

Mr. Michael Collins, President

President/Columbus, OH

Mike is President of Ray and Associates, Inc. He oversees all searches conducted by the firm and will directly interact with Foxborough Regional Charter School and any committee that may be established on all details of this search. He has a Bachelor's degree in Secondary Education from Miami University and a Master's degree in Education from Ball State University. Mike has been a business owner for 37 years including a statewide education consulting firm. He is also a former two term city school district Board of Education member and a former two term elected State Board of Education member.

Ms. Molly Schwarzhoff, Executive Vice President

Executive Vice President/Cedar Rapids, IA

Molly is Executive Vice President of Ray and Associates. She oversees all searches conducted by the firm and will directly interact with Foxborough Regional Charter School and any committee that may be established on all details of this search. She attended Iowa State University and has been with Ray and Associates for 7 years.

Mr. J. Efrain Martinez

Regional Search Associate/Holyoke, MA

Efrain serves our firm as a Regional Search Associate, team member and background investigator and as such performs the recruiting and screening of candidates. He received his Bachelor's degree in Social Sciences from the University of Puerto Rico and received his Master's degree in Linguistics from the University of Massachusetts. His background consists of serving as a Teacher, Director of Magnet Programs, Principal, President and CEO.

Dr. Dale Caldwell

National Search Director/New Brunswick, NJ

Dale serves our firm as a National Search Director. He oversees major searches conducted by the firm and will directly interact with school board members and any committee overseeing the superintendent search. Dale has a Bachelor's degree in Economics from Princeton University, an MBA in Finance from the University of Pennsylvania Wharton School and a Doctorate in Education Administration from Seton Hall University. He has over 39 years of experience as public school board member and 23 years of experience as board President. Dale is also certified to be a school Superintendent in New Jersey. The New Jersey School Board Association certified him as a Master Board Member (MBM) and named him the 2009 New Jersey School Board Member of the Year. He has extensive experience leading superintendent searches, addressing board conflict and providing strategic planning services for school boards.

SECTION I

CONSULTANT SERVICES PROVIDED FOR FOXBOROUGH REGIONAL CHARTER SCHOOL

THE CONSULTANT WILL:

STAGE 1 - BOARD INPUT AND PREPARATION

1. Provide all services as outlined in Sections I, II, III and IV.
2. Customize the search process to meet the needs and expectations of Foxborough Regional Charter School.
3. Conduct individual Board member interviews to assess the Board's priorities, goals and objectives to aid in the development of the criteria and qualifications for the Executive Director position.
4. Work with the Board to establish a timeline that lists each step in the search process.
5. Discuss with the Board the requirements and salary range for the Executive Director position.
6. Work with Foxborough Regional Charter School staff and those selected by the Board in the development of an accurate informational flyer and online application form. If desired, our office staff has the experience and capability to create the School's promotional flyer.

STAGE 2 - PROFILE DEVELOPMENT AND PROCESS

7. If desired, provide a proven consensus building mechanism for obtaining input from various constituencies, staff members, other stakeholders and the Board. In addition, our firm has the resources to offer an online survey option in many languages at no additional fee. We will provide a link to the survey to post on the School's website. The consultants will receive and organize all input data and then report the results to the Board.
8. Provide the Board with cost saving options to minimize expenses by utilizing Zoom, conference calls or gotomeetings to reduce paper copies, travel expenses and shipping costs.
9. Develop all required forms for the application and screening process.

STAGE 3 - RECRUITING AND SCREENING

10. Conduct all aspects of the recruitment process on a statewide, regional and national basis as follows:
 - Notify all associates to actively recruit potential candidates.
 - Contact individuals in our firm's database whose interests match School criteria.
 - Actively recruit applications from qualified individuals.
 - Solicit nominations from knowledgeable people in the profession.
 - Contact other professional consultants in private and public sectors.
 - Discuss with all candidates the School's characteristics and the Board of Trustee's profile and criteria for the new Executive Director position.
 - Advertise nationally in the following as selected by the Board: AASA Website, Education Week Newspaper and Website, Ray and Associates Website, the Massachusetts Administrators and Massachusetts Association of School Boards Publications, The School Administrator Publication, Executives Only Website, the Association of Latino Administrators and Superintendents (ALAS), National Alliance of Black School Educators (NABSE) and other publications selected by the Board.

STAGE 3 - RECRUITING AND SCREENING – CONTINUED

11. Develop and manage the candidate screening process. All applicants are screened from the perspective of a viable match with School criteria to determine their capabilities, strengths and weaknesses. The search team thoroughly reviews each file and seeks alignment of qualifications with School expectations. Those who emerge successfully from this screening are deemed viable candidates.
12. Check references provided and conduct additional background investigation of top candidates. Our firm interviews each viable candidate that meets Board criteria and verifies their qualifications and experience. Our background research team then conducts extensive investigations on those individuals. The investigations go well beyond listed references and their current position. A complete check of a candidate's work history is also completed utilizing online resources such as Google, Yahoo, Facebook, Twitter and other social media sources as well as checking for blogs.

STAGE 4 - CANDIDATE PRESENTATION

13. Provide the Board with an opportunity to observe each top candidate interviewed with questions specifically designed by Ray and Associates, Inc. through video technology. This will allow Board members to get a better perspective of each candidate in order to determine which candidates to interview. By offering this opportunity, this will save the Board members on expenses and their time.
14. Provide an impartial and objective consensus building matrix instrument developed by Ray and Associates to assist the Board in determining the finalists for an interview. We have been extremely effective working with Boards who are divided on issues and candidates.
15. Assist the Board in establishing the interview format and in developing interview questions.
16. Determine and coordinate constituent and staff involvement in the interview process, if desired by the Board.
17. Help arrange the details of interviews for leading candidates.
18. Provide the Board with criminal, civil litigation, social security, motor vehicle record checks and verification of educational degrees for the top (2-3) candidates at no additional fee.
19. Coordinate with the Foxborough Regional Charter School Business Office the procedure for reimbursement of candidate's expenses.

STAGE 5 - SELECTION OF FINALIST AND FUTURE PLANNING

20. Assist School legal staff in negotiating the contract with the successful candidate at no additional cost to the School.
21. After the appointment, dispose of the files and send appropriate communications to the candidates not interviewed by the Board.
22. If desired, assist the School in preparing a press release, upon request, announcing the appointment of the new Executive Director.
23. Provide the Board with a report of the Board Self-Assessment Survey Results at no additional cost.

The Executive Director search services and process provided above can be adjusted to meet the specific needs of the Foxborough Regional Charter School.

WORKING WITH BOARD THROUGH EACH STAGE OF SEARCH

Stage One is Board Input and Preparation. The firm will meet with each Board member individually to obtain input for the profile development and meet with the entire Board to set the timeline for the search, finalize procedures and services desired by the Board, establish the Board contact person(s), discuss the application process, set the advertising and determine the salary.

Stage Two is the Profile Development and Process. Our firm takes the development of the profile very seriously. We will meet with employees and stakeholders as identified by the Board. We also will hold morning and evening open forums to collect input from the community. The purpose of the interviews and meetings are to gather and organize information that will contribute to the development of an accurate profile for the position. The Board will have the opportunity to review our recommendations and make the final decision on the desired profile.

Stage Three of the process is Recruiting and Screening. The firm's dialogue with constituents and interviews with individual Board members, coupled with survey results, provide our firm with an accurate profile that is employed in the recruiting and screening of applicants.

Stage Four is Candidate Presentation. Ray and Associates will bring before the Board 8-12 top candidates for their consideration. Board members will have the opportunity to not only review the application packet submitted by each top candidate but they will also have the opportunity to observe each top candidate interviewed with questions specifically designed to the search through video technology. This will allow Board members to get a better perspective of each candidate in order to determine which candidates to interview. In addition to the top candidate packets provided to the Board, we will have available to the Board each and every completed file for their perusal if they so choose.

Upon the completion of the review, Board members will be asked to individually complete a matrix which allows them to assess each top candidate against the others. The Ray and Associates representative will then provide the Board with a summary of the individual Board responses. This summary assists the Board members in reaching consensus on which candidates are worthy of an interview. Following these steps ensures that all Board members have an equal opportunity to be involved in the selection process. Ray and Associates will assist the Board in establishing the interview format and in developing interview questions.

Stage Five is the Selection of the Finalist and Future Planning. At the conclusion of the last interview, the representative from Ray and Associates will once again be onsite to lead the Board through a similar consensus building activity which has proven to be very successful in assisting Board members to reach a final determination of their finalist(s). It is also requested by some of our client school boards that the top two (sometimes three) finalists are brought back to the School for an open forum with the public. We provide a proven process for this as well that includes a moderator. Questions from the audience are submitted in writing to ensure that the candidates are only asked about legitimate issues related to the position.

We believe strongly that this process allows the final selection of candidates to be in the control of the Board. When Boards are provided with a limited number of candidates from whom to consider, the Board has only limited involvement in the search process. Through the outstanding discussions fostered by the consensus building instrument provided by Ray and Associates, Board members have overwhelmingly been appreciative of their strong involvement.

POINTS OF EXPERIENCE IN TIME OF COVID-19

During this unprecedented time of COVID-19, we, along with other firms, have had to adapt our way of thinking and practices in order to accomplish the task at hand – finding your next Executive Director.

We had searches in various stages when the outbreak of COVID-19 hit forcing school districts to close and states to issue shelter in place orders. Some of the ways we have adapted our search experiences are as follows:

1. First meetings with the Board and Board one-on-one interviews can be conducted electronically or by phone.
2. In addition to our current electronic 31 qualities survey, and in lieu of in person stakeholder meetings, we have conducted stakeholder meetings via Zoom with groups and members chosen by the Board/School.
3. Another option used to gather stakeholder/constituent group input is to place the stakeholder questions into Survey Monkey and providing the School with links for each group which they then distribute to the selected members of each respective group. Upon closure of the survey, we review and compile responses to the stakeholder questions. This information is used internally to assist in finding common themes, names of suggested candidates and possible interview questions.
4. If presenting the candidate packets to the Board in person is not an option, we can conduct a meeting via Zoom or other electronic means where we would provide the Board with links to the candidate packets as well as the one-way candidate Spark Hire videos.
5. If needed, candidate interviews can also be conducted electronically. We know this is not ideal, but it can be utilized to keep the process moving.
6. We realize an important part of the process is to have stakeholders meet the candidates. If that is not possible due to current conditions, we suggest an electronic forum for each candidate whereby the community can submit questions, a moderator would then compile the questions into a select number (given the time allotment) of various topics, and then ask those questions to the candidates (i.e. 30 minute time limit, 2 minutes per question, going alphabetically by candidate with one candidate completing their 30 minutes followed by the next candidate). If School technology allows, these forums would then be shown on the School meeting site or YouTube site.
7. This is YOUR search. We will work with you to devise a plan that works for you!

INCLUSION, EQUITY AND ELIMINATION OF INSTITUTIONAL RACISM

During these challenging times we articulate our organizational commitment to identifying and acting upon the changes that are needed to bring about inclusion, recognize the need for equity, and eliminate institutional racism.

We recognize social injustice, systemic racism, socio-economic limitations and the disparities associated with the identification and placement of school leadership personnel. Furthermore, this recognition has not only guided our recruitment and placement of school district leaders, it directly impacts our recruitment and selection of our search Associates and national office personnel.

Therefore, we will:

- **Declare inclusion as an organizational core value;**
- **Engage in intentional conversation and behavior around diversity and equity;**
- **Identify social justice as a behavior model impacting our school search practices;**
- **Recognize systemic racism as an equity problem for children's access to a fair, thorough and effective public education;**
- **Place equity, inclusion and diversity as major tenant of practice; and**
- **Use our voices and practices as instruments for change.**

As a broad-based representative, nationwide organization that focuses on the delivery of leadership search and selection services to school, we commit ourselves to the statements above.

Additionally, we will continue to ask ourselves the appropriate questions that help us focus on the delivery of our respective services through the lenses of integrity, equity, social justice and inclusion.

Finally, we will continue to bring forward the organization's forces of institutional leadership, advocacy, scope of representation, levels of expertise and spheres of influence in these areas from this day forward.

Join us as we: WORK together, ASK questions, LISTEN fully, and ACT meaningfully!

FOXBOROUGH REGIONAL CHARTER SCHOOL EXECUTIVE DIRECTOR SEARCH **SUGGESTED** PROCESS AND TIMELINE

Items highlighted in yellow indicate an in-person meeting with the consultant(s)

DATE

Stage 1 Board Input & Preparation	<p>_____ Consultant planning meeting with the Board and individual Board member interviews. (Time: TBD) (option to conduct via Zoom, conference call or gotomeetings.com)</p> <p>_____ Begin preparing information for the School promotional flyer and online application form with the School liaison representative(s).</p> <p>_____ Notify all associates and other professional contacts of vacancy.</p> <p>_____ Contact constituents and stakeholders for input meetings on _____.</p>
Stage 2 Profile Development & Process	<p>_____ Online survey link, for input on developing the profile, available on School website from _____ to _____.</p> <p>_____ Meetings with constituent and stakeholder group representatives.</p> <p>_____ 8 a.m. deadline for survey/input from constituents, stakeholders and Board members, including online survey.</p> <p>_____ Promotional flyer draft due.</p> <p>_____ Board to finalize Executive Director profile for the promotional flyer and online application form. (Time: TBD) (option to conduct via Zoom, conference call or gotomeetings.com)</p>
Stage 3 Recruiting & Screening	<p>_____ Print promotional flyer. Forward to consultant.</p> <p>_____ E-mail promotional flyer and online application instructions to interested candidates.</p> <p>_____ Deadline for all application materials. <i>(*See note below.)</i></p>
Stage 4 Candidate Presentation	<p>_____ Consultant develops and finalizes interview questions and procedures with the Board. Top candidates are presented to the Board and consultant assists the Board in selecting finalists for the interviews. If desired by the Board, consultant will meet with constituents and staff interview group(s) to discuss their roles. (Time: TBD)</p> <p>_____ Interview candidates (1st round).</p> <p>_____ Meeting with consultant following the last interview. (Time: TBD)</p>
Stage 5 Selection of Finalist & Future Planning	<p>_____ Interview finalist candidates (2nd round). <i>(Optional)</i></p> <p>_____ Final meeting with consultant following the last interview. (Time: TBD) (option to conduct via Zoom, conference call or gotomeetings.com)</p> <p>_____ Consultant will discuss contract terms with the finalist.</p> <p>_____ Offer the contract.</p> <p>_____ Press release of new Executive Director.</p> <p>_____ Board Self-Assessment Survey Results presented to the Board.</p>

***All applications will be reviewed. Materials received after the closing date may be given full consideration depending upon the number of applications received and other factors.**

(Actual dates to be determined in the first meeting with the Board.)

BUILDING THE PROFILE

Ray and Associates, Inc. firmly believes in parent, staff and community participation, especially in the development of an accurate profile for the position. Our firm takes developing the profile very seriously as the profile is the focal point of our recruitment efforts. We are eager to interview each Board member individually and visit with stakeholder groups who attend scheduled meetings. We will meet with any employees and other stakeholders as identified by the Board. Our firm also offers the opportunity for the community, staff and parents to participate in morning and evening forums that are organized to solicit input via the survey process and create dialogue by asking a series of questions related to the desired characteristics of the new Executive Director. The purpose of these meetings will be to educate them about the process as well as to gather and organize information that will contribute to the development of an accurate profile for the position.

In addition, for those stakeholders unable to attend scheduled meetings, our firm offers an online profile survey option with space for written comments/recommendations which is available in various languages at no additional fee. We will provide you with a link to place on the School website. Our office will maintain, collect and analyze all information received and include this in the report to the Board.

Our process consists of Q and A sessions and the administration of our own 31 Desirable Characteristics Survey. This is culminated in an open meeting report to the Board of our findings and recommendations. We will present a tabulated and analyzed graphic report in which Board members' and stakeholders' survey responses are reviewed looking for those characteristics chosen most in common by the various groups and indicate those recommended or those thought to be worthy of consideration. On some occasions, two of the items may be combined when they are closely related in context. Those items that seem to be important to some groups but not to others may be used in the recruitment of candidates and as questions during the interview process by the Board. At the encouragement of the consultants, many survey respondents will provide additional comments to the Board which are presented as a part of this report. Our dialogue with constituents and interviews with individual Board members, coupled with survey results, provide our firm with an accurate profile that is employed in the recruiting and careful screening of applicants. The characteristics most commonly selected will be used later in promotional materials.

INTERVIEW PROCESS – COMMUNITY INPUT

Boards that have chosen the option to involve the public and employees during the interview phase of the search have found that we have been very effective in organizing this part of the process. Serious candidates who submit to being interviewed by personnel other than the Board itself are prepared for this by our consultants. Participants in these groups are requested to complete a "Candidate Impressions" form that is duplicated for each Board member's review and are requested not to rank the candidates.

It is also requested by some of our client school Boards that the top two (sometimes three) finalists are brought back to the School for an open forum with the public. We provide a proven process for this as well that includes a moderator. Questions from the audience are submitted in writing to ensure that the candidates are only asked about legitimate issues related to the position.

RECRUITMENT

Ray and Associates, Inc. maintains a working relationship with key individuals at the college and university level along with other national public and private organizations for the purpose of recruiting outstanding candidates. However, we are not directly connected with any college, university or any other organization. This allows our firm to be extremely objective in the search process. We stay abreast of the performance of outstanding school administrators throughout the country, which has contributed to our high success rate.

Our firm maintains a very large pre-screened database of top candidates who are interested in new and challenging positions. The strengths and administrative skills of these potential candidates have been analyzed by the firm. However, it is important for our clients to know we are not a placement service that owes any favors to prospective candidates. Our professional objective is to aggressively recruit and advertise for the best candidate who meets the qualifications and characteristics of a Executive Director as set forth by the Board. Our recruitment process is very comprehensive, highlighted by the following steps:

- Largest recruiting network in the country
- Inform the firm's associates of the position and seek recommendations
- Advertise in local, regional and national venues known for high readership by school leaders
- Consult our extensive database for precise matches between School and candidate profiles
- Aggressively recruit successful school leaders who are not currently seeking a new position to invite them to consider the Foxborough Regional Charter School position
- Contact other organizations at state, regional and national levels regarding the position
- Proactively seek out potential candidates at state and national conventions



SCREENING, REFERENCE CHECKS, INTERVIEWS AND FINAL SELECTION

Once recruited, all applicants are screened from the perspective of a viable match with Board criteria to determine their capabilities, strengths and weaknesses. The search team thoroughly reviews each file and seeks alignment of qualifications with Board expectations. Those who emerge successfully from this screening are termed viable candidates, and our background research team then conducts extensive background investigations and internet checks on those individuals. The investigations go well beyond listed references and their current position to include contacts with state associations and national leadership organizations such as American Association of School Administrators (AASA), Association of Latino Administrators and Superintendents (ALAS) and National Association of Black School Educators (NABSE). Our firm also checks current and past relationships with administrators and verifies candidate's education and work history utilizing multiple internet sites and social media feeds. We not only vet candidates extensively in their professional career, but it is also important for us to be familiar with their personal life as that can have an impact in their profession. The candidates who meet the qualifications selected by the Board become top candidates.

As part of the candidate presentation to the Board, Ray and Associates will bring before the Board 8-12 top candidates for the Board's consideration. Board members will have the opportunity to observe each top candidate interviewed with questions specifically designed to the Executive Director search through video technology. The Board will also have a chance to review the application packet submitted by each top candidate.

Upon the completion of the review, Board members will be asked to individually complete a matrix which allows them to assess each top candidate against the others. The Ray and Associates representative will then provide the Board with a summary of the individual Board responses. This summary assists the Board members in reaching consensus on which candidates are worthy of an interview. Following these steps ensures that all Board members have an equal opportunity to be involved in the selection process.

Ray and Associates will conduct criminal, civil litigation, social security, motor vehicle record checks and verification of educational degrees on the top 2-3 candidate(s) through an outside service at no additional cost.



SECTION II

MONITORING THE SEARCH PROCESS - CLIENT CHECKPOINTS

The Board's role is the most important one in the search process. Although we assist you in the process by actively recruiting, identifying and recommending qualified candidates, you alone will determine which candidate you will hire.

Our search process is set up in a manner that provides the Board with a continuous monitoring capability which features clearly defined checkpoints:

Timeline	<ul style="list-style-type: none"> • Establish a timeline for the process
Input	<ul style="list-style-type: none"> • Determine the input process
Qualifications	<ul style="list-style-type: none"> • Set the Executive Director qualifications
Flyers	<ul style="list-style-type: none"> • Review and approve informational flyers and application forms
Progress Reports	<ul style="list-style-type: none"> • Receive regular progress reports from the consultant
Interview Process	<ul style="list-style-type: none"> • Approve format and questions for the interview process
Candidates	<ul style="list-style-type: none"> • Select candidates for final interview
Hiring	<ul style="list-style-type: none"> • Hire the candidate
Contract	<ul style="list-style-type: none"> • Determine and approve the contract
Press Release	<ul style="list-style-type: none"> • Approve the press release

These check points assure that you know the progress of the search and have the information to be fully informed and in control of the search.

SECTION III

SEARCH COST – THE COMPLETE PROCESS

The cost of our Proposal is for a complete search. The Board will be guided and assisted by Ray and Associates, Inc. at every step in the search process from the initial phase of determining the desired qualities for the position through the actual hiring of the new Executive Director. Our process is flexible. If the Board desires a different approach or would prefer certain options other than those provided in our Proposal, we can adjust our process to meet your specific requirements.

COST BREAKDOWN

The Consultant Fee. The base fee for the performance *of both the Interim and final selected Executive Director* search by the consultant as provided in this Proposal will be eighteen thousand dollars (\$18,000.00). If the Board selects only certain elements offered in this package, or requests services not included in this package, our fees and reimbursed expenses will be adjusted accordingly. The firm will discuss any modifications relating to the search fee regarding our services at the formal presentation. The Executive Director search fee shall be paid in three (3) installments; 1/2 of total fee is due upon signing of the contract; 1/4 of fee is due at the time of the stakeholder meetings; and the final 1/4 of fee is due when the Executive Director is officially hired by the School.

We will provide the Board with criminal, civil litigation, social security, motor vehicle record checks and verification of educational degrees for the top (2-3) candidates at no additional fee.

There is no charge by Ray and Associates for the services to assist the Board in negotiating a contract with the new Executive Director and the development of the contract terms.

Consultant Reimbursed Expense. Certain expenses, including travel, lodging, meals, shipping, and other search related expenses will be kept to a minimum and are to be reimbursed by the School. Said expenses will be invoiced as they occur and will include a detailed account listing of such expenses.

Candidate Expenses. **If the School determines to reimburse candidates for interview expenses, expenses may include travel, lodging and meals for the candidate and spouse. Candidates are to submit all receipts and expense documentation to a designated individual at the School and said expenses will be paid by the School as they occur.**

Cost Saving Expense Options. Ray and Associates, Inc. is aware of budget concerns and therefore offers several cost saving options: 1) Conduct 3 meetings with our consultants via Zoom, conference call or gotomeetings, which could potentially save thousands of dollars in travel expenses; 2) Utilize our materials electronically (either via e-mail or a flash drive); and 3) Boards may conduct 1st round candidate interviews via Zoom to reduce candidate travel expenses. Once the Board narrows the candidates down to two or three finalists, the finalists will interview in-person with the Board.

PERFORMANCE CONTRACT

Ray and Associates, Inc. will provide a written agreement between the Board and the consulting firm which will contain the provisions of this Proposal and any modifications or changes mutually agreed by the parties.

ESTIMATED COST SHEET – PREPARED FOR: FOXBOROUGH REGIONAL CHARTER SCHOOL

Ray and Associates, Inc. will spend as much time as needed to conduct a successful search for the Foxborough Regional Charter School. Please Note: Our flat fee is inclusive of all services. The only hourly rates that would apply would be for requests above and beyond this Proposal and would be at the following rates:

Consultant \$100.00/hr
Administrative Asst. \$25.00/hr

Travel

Flight	1,000.00
Ground transportation (billed at \$0.575 per mile).....	1,100.00
Hotel (if needed for stakeholder meetings)	400.00
Meals	200.00
** Travel Subtotal.....	2,700.00

****Expenses may be less if School utilizes local consultant or cost saving meetings.**

Shipping: (Federal Express to the School, materials to search coordinator, candidate information after the candidates have been selected from the screening process)..... 500.00

Ray and Associates, Inc. Estimated Expense Total:3,200.00
Ray and Associates, Inc. Base Fee 18,000.00

***ESTIMATED SEARCH COST \$21,200.00**

***Does not include estimated advertising or candidate expenses for interviews.**

**The actual number of candidates interviewed is the Board’s decision. The estimate per candidate for interview expenses is \$2,000; however, it is dependent on the candidate’s geographic location. Candidate travel expense reimbursement is the responsibility of the School.

All expenses are estimates, based on past experiences. The Foxborough Regional Charter School will be billed for only the actual expenses incurred.

Board Approved Advertising

We exhibit advertising as a separate entity because the cost is based on the Foxborough Regional Charter School decisions on how extensive the need. Our associates make recommendations and the Board has the final authority on frequency and dollars spent. **(Schools typically spend an average of up to \$1,500 on advertising costs.)**

Ray and Associates, Inc. does not collect a commission for placing the ads.

SECTION IV

CONFIDENTIALITY

The nature of our work and our ability to carry out our responsibility to you is directly related and dependent upon our present and past experience in providing similar services to others. *The firm will preserve the confidential nature of any information which becomes available to the firm resulting from the services rendered to the Board.*

As our client, you also need to maintain the confidentiality of information provided by Ray and Associates, Inc.

FOLLOW-UP AFTER THE SEARCH:

BOARD SELF-ASSESSMENT SURVEY

FOCUS ON FUTURE PLANNING

Included in the base fee, the consultants from Ray and Associates, Inc. will spend time with the Board reflecting upon current Board governance procedures. In respect to governance and School initiatives, we have found that there is really no better time than very early in the tenure of a new Executive Director to assess issues and expectations.

ROUND 1: At the conclusion of the search, we will provide the Board with a link to an online survey concerning current School governance practices as well as key School challenges and opportunities for improvement. Assessment results are then analyzed and shared with the Board and the new Executive Director. The results can be emailed, presented in-person or via Zoom.

ROUND 2: About six months after the new Executive Director begins, we will provide the survey again to be completed by the current Board and the Executive Director. As in round one, at no cost to the School, the results will be analyzed and shared with the Board and Executive Director to assist with teambuilding every year thereafter as long as that Executive Director is in tenure.

Through the aforementioned process, we are afforded an in-depth view of your school School. As part of our presentation, we will also provide insight and suggestions for organizational improvements. Ray and Associates has developed several training/workshops targeted at increasing organizational performance and efficiency which may be of interest to your School at this time of significant leadership transition. Our firm belief is the workshops/training can increase the effectiveness of both the Board and Executive Director, enhance their relationship, and provide for an optimum learning environment to improve student achievement.

SATISFACTION GUARANTEED

We provide a termination provision in our contractual agreement with the Foxborough Regional Charter School. If the Foxborough Regional Charter School or Ray and Associates, Inc. terminate this agreement, the Foxborough Regional Charter School will be charged only for the work performed and expenses incurred up to the date of termination.

If the Board is dissatisfied with the new Executive Director within two years from the date of employment of the Executive Director and if either party dissolves that relationship by resignation or termination within a two-year period of the initial employment, with the exception of: acts of God, health issues, or the awarding of severance payment to the departing Executive Director, the firm of Ray and Associates, Inc. will conduct a new Executive Director search at no cost to the School, except for expenses.

Furthermore, we do not recruit candidates we have placed for a minimum of 5 years.

REFERENCES

We have chosen several clients from our past and recent search list to demonstrate that we have been successful in various geographic locations.

SCHOOL DISTRICT	LOCATION	CONTACT PERSON	TITLE OF CONTACT	PHONE NUMBERS/ E-MAIL
Evansville Community School District	Evansville, WI	Kathi Swanson	Board President	Cell: 608-728-1045 swansonk@evansville.k12.wi.us
Round Rock ISD	Round Rock, TX	Amy Weir	Board President	Cell: 512-295-5016 amy_weir@roundrockisd.org
Alhambra Elementary School District	Phoenix, AZ	Cathleen O'Neil Frantz	Board President	Cell: 602-579-0368 cathleenoneilfrantz@alhambraesd.org
Salt Lake City School District	Salt Lake City, UT	Nate Salazar	Board Member	Cell: 801-367-6392 nate.salazar@slcschools.org
Bexley City Schools	Bexley, OH	Victoria Powers	Board Vice President	Cell: 614-214-2485 vepowers@icloud.com
Clintondale Community Schools	Clintondale, MI	Beverly Lewis-Moss	Board President	Cell: 586-808-1970 mossb@clintondaleschools.net
Everett Public Schools	Everett, WA	Caroline Mason	Board President	Cell: 425-238-7308 caroline.mason@everettsd.org
Westside Community Schools	Omaha, NE	Adam Yale	Board Member	Cell: 402-672-2294 yale.adam@westside66.net
Waxahachie Independent School District	Waxahachie, TX	Dusty Autrey	Board President	Cell: 972-670-7121 dautrey@wisd.org
Berlin Area School District	Berlin, WI	Catherine Kujawa	Board President	Cell: 920-279-4657 ckujawa@berlin.k12.wi.us
Woodland Hills School District	North Braddock, PA	Jamie Glasser	Board President	Cell: 412-874-0161 glasja@whsd.net
Tangipahoa Parish School System	Amite, LA	Therese Domiano	Former Board President	Cell: 985-974-2955
Lawrence Public Schools	Lawrence, KS	Shannon Kimball	Former Board President	Cell: 785-840-7722 skimball@usd497.org
Pittsburg Community Schools USD 250	Pittsburg, KS	Marlene Willis	Former Board President	Cell: 602-404-8835 mwillis@usd250.org
Savannah-Chatham County Public Schools	Savannah, GA	Mary Davis-Brown	Board Secretary	Work: 912-395-1014 Mary.Davis-Brown@sccpss.com

Gresham Barlow School District	Gresham, OR	John Hartsock	Former Board Member	Cell: 503-780-4806
Mercer Island School District	Mercer Island, WA	David D'Souza	Former Board Chair	Cell: 206-202-0894 david.dsouza@mercerislandschools.org
Durham Public Schools	Durham, NC	Minnie Forte-Brown	Board Member	Cell: 919-452-2177 fortebrown.minnie@gmail.com
Council Bluffs Community School District	Council Bluffs, IA	Troy Arthur	Former Board President	Cell: 402-651-0956 Troyarthur4cb@gmail.com
Flagstaff Academy	Longmont, CO	Wayne Granger	Executive Director	Cell: 720-864-9094 wgranger@flagstaffacademy.org
Poway Unified School District	San Diego, CA	Michelle O'Connor-Ratcliff	Former Board President	District: 858-521-2704 moconnorratcliff@powayusd.com
Howard-Winneshiek Community School District	Cresco, IA	Clint Farlinger	Business Manager/Board Secretary	Wk: 563-547-2762 cfarlinger@howard-winn.k12.ia.us
Olathe Public Schools	Olathe, KS	Rick Schier	Former Board President	Home: 913-530-3644 rickschierboe@gmail.com
Joplin Schools	Joplin, MO	Jeff Koch	Former Board President	Work: 417-529-1236 jeffrykoch@hotmail.com
Austin Independent School District	Austin, TX	Vince Torres	Former Board President	Cell: 512-784-0620
Northshore School District	Bothell, WA	Amy Cast	Former Board President	Cell: 206-601-7909 Sbdistrict5@nsd.org
Des Moines Public Schools	Des Moines, IA	Dick Murphy	Former Board President	Cell: 515-250-5567 Hm: 515-278-6048 rmurphyia@earthlink.net
Maury County Public Schools	Columbia, TN	Jim Morrison	Former Board President	Wk: 615-350-7637 Cell: 931-446-2438 jcment@cpws.net
Brevard Public Schools	Viera, FL	Robert Jordan	Former Board Chairman	Cell: 321-698-7110 Work: 321-383-4813 Robert.Jordan@genesisvii.com
Collier County Public Schools	Naples, FL	Allun Hamblett	Former Deputy Chief Administrative Officer	Cell: 239-398-0761 ARHAssociates@comcast.net
Howard County Public School System	Ellicott City, MD	Brian Meshkin	Former Board Member	Cell: 949-812-0081 brian@brianmeshkin.com
Fargo Public Schools	Fargo, ND	Jim Johnson	Former Board President	Cell: 701-200-4794 Work: 701-232-7481 johnsji@fargo.k12.nd.us
Glen Ellyn School District 41	Glen Ellyn, IL	Erica Nelson	Former Board President	Work: 630-452-4349 npdnelson1@gmail.com
Paradise Valley Unified School District	Phoenix, AZ	Anne Greenberg	Board Member	Cell: 602-751-6642 Hm: 602-493-6642 asgpusdBoard@cox.net

*This is not a complete
be provided upon*



*list, and more references can
request.*

Leaders in Executive Searches

"What school boards say about Ray and Associates"

"In a somewhat constricted timetable, they lead a process to gather information from all stakeholder groups on the characteristics that should be prioritized in the search, managed the application and interview process, and organized a busy day of in-person forums and zoom meetings for stakeholder groups. The entire team at Ray and Associates lead and supported every aspect of our search process."

July 7, 2021
Ms. Victoria Powers, Board Vice President
Bexley City Schools, OH
Enrollment: 2,400

"In late March 2021 we asked the team to assist us with an accelerated timeline to expedite their traditional search schedule. Within 8 weeks we interviewed multiple highly-qualified finalists and identified our next Superintendent. This unprecedented search could not have been possible without Ray and Associates' willingness to modify their approach, their willingness to collaborate, the assistance of the Ray and Associates team, and the amazing administrative team at your corporate office."

June 24, 2021
Ms. Cathleen O'Neil Frantz, Board President
Alhambra Elementary School District, AZ
Enrollment: 12,000

"From the very beginning, they delivered professional, comprehensive services. The firm developed a rigorous timeline and met all its commitments. Ray and Associates, Inc. provided professional services in a consumer-friendly manner that allowed us to select a superintendent that will serve our community well."

May 20, 2020
Mr. Michael Raczak, Board President
Indian Prairie School District 204, IL
Enrollment: 27,400

"The quality of services provided by Ray and Associates cannot be understated and their ability to bring consensus among board members was phenomenal. While they provided support, they also respected our role as a board taking the lead in many aspects of the process. They were professional and knowledgeable throughout the entire process. I would highly recommend Ray and Associates to any School Board who wants to conduct a national search."

Search completed January 2020
Mr. Steve Cona III, Board Vice Chairman
Hillsborough County Public Schools, FL
Enrollment: 220,000

"We chose Ray and Associates for our search based on their long successful track record and the individuals with whom we worked closely. Their in-depth knowledge of conducting a national search, large number of consultants through out the country, and strong recommendations from other boards put them at the top of the list after our search firm interviews. I am confident Ray and Associates and their team of consultants would do the same outstanding job for other school boards needing consultation in the hiring of a new superintendent."

August 7, 2019
Ms. Caroline Mason, Board Vice President
Everett Public Schools, WA
Enrollment: 21,000

ALL EXECUTIVE SEARCH FIRMS ARE NOT THE SAME!

Ray and Associates, Inc.

THE CLEAR DIFFERENCE...

- ✓ We customize every search to meet the specific needs of our clients.
- ✓ We have the largest professional recruiting network in the country.
- ✓ We have a highly qualified, full-time staff that is readily accessible to respond to both clients and candidates.
- ✓ We maintain a large, prescreened database of traditional and non-traditional candidates from across the country.
- ✓ We aggressively recruit candidates who closely match the School profile.
- ✓ We provide an attractive, user-friendly and informative website that allows candidates to access application materials on-line.
- ✓ We receive more applications than any search firm in the nation.
- ✓ We interview each individual Board member in order for them to provide information and insight into the development of the profile characteristics for the position.
- ✓ We collect and organize community and staff input when desired by the Board and provide a report that is highly useful in establishing the position criteria. In addition, our firm offers an online survey in various languages and will provide a link to the survey to post on the School's website.
- ✓ We offer the option to have our office design and develop the promotional application and flyer for the position.
- ✓ We have the most complete and comprehensive investigative system to assure our clients of candidate quality.
- ✓ We have a unique and successful consensus building process for Boards who may be split on candidates or other issues.
- ✓ We have been highly successful in providing a large diverse pool of candidates in all of our searches.
- ✓ We provide an in-depth candidate video interview to the Board.
- ✓ We provide criminal, civil litigation, social security, motor vehicle record checks and verification of educational degrees for the top (2-3) candidates at no additional fee.
- ✓ We provide a two-year guarantee clause in our contract with our clients.
- ✓ We do not recruit candidates we have placed for a minimum of 5 years.
- ✓ We provide a service to our clients after the Executive Director is hired to ensure a smooth transition and to establish realistic expectations at the outset.