



Foxborough Regional Charter School

Annual Board Meeting

Session 1

Published on November 4, 2022 at 1:55 PM EDT

Date and Time

Tuesday November 8, 2022 at 6:15 PM EST

Location

Foxborough Regional Charter School

Media Center

131 Central Street
Foxborough, MA 02035

Meeting Format

Whether in person or online, the public is welcome to attend Board/Committee Meetings and have access to meeting minutes. Meetings are held once a month and additionally, as determined by the Board/Committee Chair. All meeting Agendas are posted on the school website at least 48 hours in advance of each public meeting.

During the meeting, the Board and its committees follow the published agenda. Gallery members are not part of the formal discussion or deliberations. Those wishing to speak at a meeting are asked to follow our [Privilege of the Floor Policy](#). Meetings start promptly on time as noted on the agenda.

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:15 PM
A. Attendance		Susanna Girard	
B. Call the Meeting to Order		Kathleen Crawford	
C. Privilege of the Floor		Kathleen Crawford	15 m

	Purpose	Presenter	Time
II. Leadership Report			6:30 PM
A. Leadership Report	Discuss	Heidi Berkowitz	
B. Personnel Update	Discuss	Mallory St Brice	
III. Board Business			
A. Annual Board Meeting	Vote	Susanna Girard	
<ul style="list-style-type: none"> • Renewal of Trustee Terms • Reminder of financial disclosure • Annual Election of Officers • Annual Board Committee Assignments • Annual Senior Leadership Committee Assignments • Review and annual vote of the FRCS Bi-Laws • Annual Receipt of Open Meeting Law Materials (educational materials can be found here) • Annual Board Self Assessment • Board CORI forms 			
B. Records Access Officer (RAO)	Vote	Susanna Girard	
C. Board Training	Discuss	Susanna Girard	
Document any training Board Members Attended this month			
IV. Community Group Updates			
A. District Advisory Group (DAG)	FYI	Heidi Berkowitz	
B. English Language Parent Advisory Committee (ELPAC)			
C. Parent Advisory Group (PAG)			
D. Partners in Education (PIE)			
E. Special Education Parent Advisory Committee (SEPAC)			
F. Teachers Advisory Group (TAG)	Discuss	Heidi Berkowitz	
V. Policy Review			
A. First Reading	Discuss	Susanna Girard	
B. Re-Reading	Vote	Susanna Girard	
2nd Reading			
<ul style="list-style-type: none"> • Privilege of the Floor Policy 			

	Purpose	Presenter	Time
VI. Committees			
A. Appeals	Discuss	Susanna Girard	
<ul style="list-style-type: none"> • General Committee Update (Girard) • Current Enrollment (Berkowitz) 			
B. Diversity, Equity, & Inclusion	Discuss	Anissia Vixamar	
<ul style="list-style-type: none"> • General Committee Update (Vixamar) 			
C. Facilities	Discuss	Badawi Dweik	
<ul style="list-style-type: none"> • General Committee Update (Dweik) • Project Updates (Michelot) 			
D. Finance	Discuss	Matthew Yezukevich	
<ul style="list-style-type: none"> • General Committee Update (Yezukevich) • Current Budget Trends (Calvert) 			
E. Governance	Discuss	Susanna Girard	
<ul style="list-style-type: none"> • General Committee Update (Girard) • Review Enrollment Demographics (Berkowitz) 			
F. Staff Recruitment & Retention	Discuss	Todd Tetreault	
<ul style="list-style-type: none"> • General Committee Update (Tetreault) 			
G. Student Recruitment & Retention	Discuss	Ramona Royal	
<ul style="list-style-type: none"> General Committee Update (Royal) 			
VII. Closing Items			
A. Approval of Minutes	Vote	Susanna Girard	
<ul style="list-style-type: none"> • 20SEP2022 • 18OCT2022 Session 1 • 18OCT2022 Session 2 • 03NOV2022 			

	Purpose	Presenter	Time
B. Adjourn Meeting	Vote	Kathleen Crawford	
suspend public session to go into executive session to conduct strategy sessions in preparation for negotiations with nonunion personnel with the intent to return to public session			

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: II. Leadership Report
Item: A. Leadership Report
Purpose: Discuss
Submitted by:
Related Material:
BOT update 11_08_22 - HS Report.pdf
cpe eight characteristics of effective school boards report december 2019.pdf



ALMOST NORMAL



YOU CAN DO HARD THINGS!

“YOU CAN DO HARD THINGS!”

Why a theme?

- Common language for all
- Hard but attainable for all
- Differentiated for all
 - Getting an A in an AP class
 - Persevering through a 45 minute class
 - Joining an extracurricular activity or club
 - Making a new friend
 - Asking for help with something
- Leaning on our student leaders and upperclassmen
 - Mentors
 - Role models
 - Encouragers

“YOU CAN DO HARD THINGS!”



IMPORTANT TAKEAWAYS

- It's supposed to be hard
- If you wait for things to get easy: missed opportunities; left behind?
 - Student: “Are you waiting for the easy bus to come by? :-)
- When you get good, we're going to make it harder
- Don't be someone who waits for things to get easier. Be someone who does hard well!

New positions - THANK YOU!

Assistant Principal:

- Allowing for instructional leadership (for both of us)
- Work and effort less fragmented on a daily basis
- Beginning to pay dividends for, instruction, student management, logistics

Mentor Coordinator:

- Highly skilled and engaging presence for new teachers
- Has flexed to include some second year teachers (started during a difficult year for growth)
- Sharing resources with administrators to ensure good practices go viral
- Addition of MS/HS instructional coach will multiply these benefits for all teachers

New positions - THANK YOU!

Behavior Interventionists:

- Reinforcing expectations in a more dispersed fashion (not from the same source all the time)
- Allowing principal and assistant principal to pivot more to instructional leadership
- Identification of trends has become easier
- Will allow for classroom coaching for teachers

Additional Adjustment Counselor:

- Stay tuned
- Goals:
 - Groups for social emotional support and strategies
 - More robust liaising with collateral supports (outside counselors, community agencies)
 - More flexible triaging with school counselors and more manageable workload for all

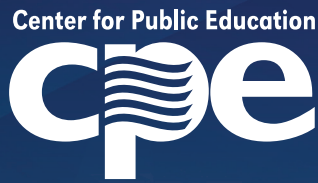
BOY MAP Testing

Having three sets of data (two from last year), and a better completion rate, will ensure better data for teachers.

Individualized feedback and goal setting will be reinforcing and motivating for all students.

Will augment, reinforce and/or challenge other data (MCAS)

Diagnostic, not post mortem - formative, rather than summative



Eight Characteristics of Effective School Boards

Chuck Dervarics and Eileen O'Brien

AN **nsba** PUBLICATION

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Eight Characteristics of Effective School Boards

More than 90,000 men and women are members of local school boards in the United States, all serving as important trustees of the nation's public education systems. According to the National School Boards Association, these public officials serve on 13,809 elected or appointed boards in the U.S.

Most of the public knows that school boards do things like set the budgets, establish school boundaries and set school policies. But does school boards' work affect student achievement? The higher media visibility of teachers and principals in the push for better learning, while important, has led some to question whether school boards matter.

From a research perspective, it's a complex question. Isolating what makes an effective board—that is, one that impacts student achievement—involves evaluating virtually all functions of a board, from internal governance and policy formulation to communication with teachers, building administrators, and the public.

But the answer is: Yes, they do. In this research brief, NSBA's Center for Public Education looks at indicators of school board effectiveness. From this research, it is clear that school boards in high-achieving districts exhibit habits and characteristics that are markedly different from boards in low-achieving districts. In the most dramatic examples from this research, scholars compared districts with similar levels of poverty and disadvantage to determine factors that separate high-performing districts from those with low performance. In many cases, these differences included the approaches taken by local school boards.

So what do these boards do? Here are some examples:

- Boards in high-achieving districts are more likely to engage in goal setting and monitoring their progress.
- They are increasingly data savvy—identifying student needs and justifying decisions based on data.

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- Board members possess detailed knowledge of their district, including initiatives to jump-start success.
- Board members have crafted a working relationship with superintendents, teachers, and administrators based on mutual respect, collegiality and a joint commitment to student success.

For the full list of eight characteristics of effective school boards, keep reading.

Background on the studies

Despite the pivotal role of school boards in the nation’s educational framework, comparatively few studies focused on the practices and effectiveness of elected or appointed boards. As Sam Stringfield and Deborah Land noted in their 2002 study, *Educating At-Risk Students*, “quantitative and qualitative studies of board effectiveness are virtually non-existent,” (Land and Stringfield, National Society for the Study of Education, 2002). Nonetheless, while there may be no magic bullet to assess boards comprised of individuals with divergent views, there is a consistent body of research examining the characteristics and practices of effective school boards. (For the purpose of this paper, effective boards are those operating in high-achieving districts, particularly those that are making significant strides despite serving large numbers of disadvantaged students.)

Much of the research cited here focuses on school board/district practices and approaches gleaned through interviews, surveys, observations and qualitative measures rather than in-depth quantitative information. Several studies also date back to the early 2000s or earlier; as a result, the data have limitations.

Nonetheless, the research base now includes notable studies comparing the practices of boards in high-achieving districts and contrasting those with practices of boards in lower-achieving districts. Several of these include detailed case studies exploring the evolution of districts from low performing to high achieving—a process that includes discussion of the school board role. In addition, scholars have used quantitative methods to assess the effect of district leadership on student achievement; often, this assessment includes data and trends related to school board operation, thus providing rich details on the evolution and, in some cases, transformation of local boards.

Taken together, these reports provide a sound basis to explore the role played by school boards in student achievement. The pertinent studies for this paper fall into three general areas:

- Meta-analyses of education research, with a focus on the practices of boards, superintendents, and other school leaders;
- Case studies of high-achieving districts, with a focus on the evolving role of school boards; and
- Studies that compare school board practices in districts with similar demographics but substantially different student outcomes as reflected by annual assessments and other factors.

Meta-Analysis: In 2006, J. Timothy Waters and Robert Marzano of Mid-Continent Research for Education and Learning (McREL) examined 27 studies since 1970 that, they concluded, included rigorous quantitative methods to assess the effect of school district leadership on student achievement. Their analysis, *School District Leadership That Works: The Effect of Superintendent Leadership on Student Achievement: Meta-analysis of Influence of District Administrators on Student Achievement*, looked at more than two

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dozen studies covering more than 2,800 districts and 3.4 million students. Of the 27 studies examined, 14 had information about the relationship between district leadership and average student academic achievement.

Case Studies: Several studies on district leadership focus at least in part on board activities. The Learning First Alliance study, *Beyond Islands of Excellence*, (Togneri and Anderson, 2003), examined the practices in five school districts with high student test scores despite moderate to high student poverty levels. Districts in the study were Aldine, Tex., Independent School District; Chula Vista, Calif., Elementary School District; Kent County Public Schools in Maryland; Minneapolis, Minn., Public Schools, and Providence, R.I., Public Schools.

Also, a study of 10 districts in five states, *Getting There from Here* (Goodman, Fulbright, and Zimmerman, 1997), sought to identify the effect of quality governance on student achievement. Included in the analysis was an examination of the relationship between school board and superintendent and characteristics of effective board leadership. Researchers selected the districts to reflect diversity in size, geography, student achievement, graduation rates, dropout rates, board/superintendent relations and race/ethnic factors.

Studies with Comparison Districts: One of the richest data sets available is the Lighthouse I study of the Iowa Association of School Boards (IASB). Looking at similar districts with either unusually high or unusually low records on student achievement, the project examined the role of boards and how they relate to student achievement. In studying Georgia districts, Lighthouse I contrasted the knowledge, beliefs, and actions of school board members from high- and low performing districts. Since conducting this original study in 1998-2000, IASB has expanded the project into an action research approach, identifying pilot districts in Iowa for further testing of this concept (Lighthouse II) and launching a multi-state project focused on board leadership (Lighthouse III). Multiple Lighthouse research papers were cited in this report, including *The Lighthouse Inquiry: School Board/Superintendent Team Behaviors in School Districts with Extreme Differences in Student Achievement* (Iowa Association of School Boards, 2001), *The Lighthouse Re-*

EIGHT CHARACTERISTICS OF AN EFFECTIVE SCHOOL BOARD

1. Effective school boards commit to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision
2. Effective school boards have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels.
3. Effective school boards are accountability driven, spending less time on operational issues and more time focused on policies to improve student achievement.
4. Effective school boards have a collaborative relationship with staff and the community and establish a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals.
5. Effective boards are data savvy; they embrace and monitor data, even when the information is negative, and use it to drive continuous improvement.
6. Effective school boards align and sustain resources, such as professional development, to meet district goals.
7. Effective school boards lead as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust.
8. Effective school boards take part in team development and training, sometimes with their superintendents, to build shared knowledge, values and commitments for their improvement efforts.

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search: Past, Present and Future: School Board Leadership for Improving Student Achievement (Iowa School Boards Foundation, 2007) and in the Thomas Alsbury-edited *The Future of School Board Governance: Relevancy and Revelation* (2008).

In addition, *Foundations for Success: Case Studies of How Urban School Systems Improve Student Achievement* (MDRC for Council of Great City Schools, 2002) examined what it termed “fast-moving” urban districts and compared them with slower-moving districts of similar size and demographics. In selecting the districts, researchers looked for cities with improvement in reading and math in more than half of their grades through spring 2001. Districts also had to achieve growth rates faster than their respective states and narrow racial achievement gaps. The project ultimately focused on Charlotte-Mecklenburg Schools, the Houston Independent School District, the Sacramento, Calif., United School District, and a subset of New York City schools known as the Chancellor’s District. One key research question was to examine district-level strategies used to improve student achievement and reduce racial achievement disparities. Several of these strategies involved school boards.

Finally, a 1993 report on school leadership in British Columbia, Canada, *The Politics of Excellence: Trustee Leadership and School District Ethos*, concluded that districts with a productive “ethos” produced higher-than-expected student achievement and lower-than-expected costs over time (LaRocque and Coleman, 1993). The role of the board was part of this district “ethos.”

In reviewing these studies, it is reasonable to conclude that school boards in high-achieving school districts look different, and that they often feature characteristics and approaches that differ, from those in lower-achieving districts.

Eight characteristics of effective boards

1. Effective school boards commit to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision.

In comparing district leadership and student achievement, Waters and Marzano (2006) identified five specific district leadership responsibilities that positively correlated with student achievement:

- Establishing a collaborative process to set goals;
- Establishing “non-negotiable goals” (that is, goals all staff must act upon once set by the board) in at least two areas: student achievement and classroom instruction;
- Having the board align with and support district goals;
- Monitoring goals for achievement and instruction; and
- Using resources to support achievement and instruction goals.

“Publicly adopting broad five-year goals for achievement and instruction and consistently supporting these goals, both publicly and privately, are examples of board-level actions that we found to be positively correlated with student achievement,” they said. Typically, they adopted the goals with specific achievement targets and benchmarks. “The board ensures that these goals remain the top priorities in the district and that no

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other initiatives detract attention or resources from accomplishing these goals.” The districts also provided professional development to board members and examined the effectiveness of such training.

In *Beyond Islands of Excellence*, Togneri and Anderson (2003) provided examples of the positive effects of goal setting. In its case studies, the majority of high-achieving districts adopted specific goals and boards adopted policies to consistently support them. At three case study sites—Kent County, Md., Minneapolis, and Providence—boards adopted broad strategic plans that contained both goals and the action steps needed to attain them. To assess progress on a regular basis, Kent County and Minneapolis also added indicators of success to the plan so board members could review gains or address challenges.

Each district also adopted what Togneri and Anderson termed a simply stated vision of student success. For goals on student achievement, board members identified brief, one-line vision statements such as “All our students will achieve on grade level” and used them in public and staff presentations. Significantly, the report said, school boards and superintendents also carefully examined how to stretch limited dollars to focus sufficient funding on the goals.

The Lighthouse I studies (2001, 2007) also offer important details about the importance of identifying goals. In high-achieving districts, board members adopted goals and had detailed knowledge about their relationship to curriculum, instruction, assessment and staff development. As a result, these public officials could identify not only the purposes and processes behind school improvement initiatives but also the board’s role in supporting these efforts. By comparison in low-achieving districts, board members were “only vaguely aware of school improvement initiatives,” researchers noted. “They were sometimes aware of goals, but seldom able to describe actions being taken by staff members to improve learning.”

Notably, these differences extended down to the staff level. In high-achieving districts, staff members could link the school board’s goals to building-level goals for student learning and explain how the goals impacted classrooms. “Staff members identified clear goals for improvement, described how staff development supported the goals, and how they were monitoring progress based on data about student learning.” By comparison in the low-achieving districts, “There was little evidence of a pervasive focus on school renewal at any level when it was not present at the board level.”

2. Effective school boards have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels.

In the Lighthouse I studies (2001, 2007), board members consistently expressed their belief in the learning ability of all children and gave specific examples of ways that learning had improved as a result of district initiatives. Poverty, lack of parental involvement and other factors were described as challenges to be overcome, not as excuses. Board members expected to see improvements in student achievement quickly as a result of initiatives. Comments made by board members in Lighthouse were indicative of the differences. In a high-achieving district, one board member noted, “This is a place for all kids to excel.” Another board member noted, “Sometimes people say the poor students have limits. I say all kids have limits. I believe we have not reached the limits of any of the kids in our system.”

Yet in low-achieving districts, board members frequently referred to external pressures as the main rea-

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sons for lack of student success. Board members often focused on factors that they believed kept students from learning, such as poverty, lack of parental support, societal factors, or lack of motivation. Board members expected it would take years to see any improvements in student achievement. For these board members, the reasons for pursuing change often were simple ones—to meet state mandates (and avoid sanctions) and a desire to not “have the lowest test scores” in the state.

In addition, board members in low-achieving districts offered many negative comments about students and teachers when they were interviewed by Lighthouse researchers. Said one, “You can lead a horse to water but you can’t make them drink. This applies to both students and staff.”

In one low-performing district, teachers made 67 negative comments about students and their parents during Lighthouse interviews. In a similar number of interviews in a high-performing district, there were only four such comments.

3. Effective school boards are accountability driven, spending less time on operational issues and more time focused on policies to improve student achievement.

According to Goodman, Fulbright, and Zimmerman (1997), another characteristic of quality governance is the ability to focus on student achievement while spending comparatively little time on day-to-day operational issues. In interviews with hundreds of board members and staff across the districts, they found that high-performing boards focus on establishing a vision supported by policies that target student achievement. Yet poor governance is characterized by factors such as micro-management by the board; confusion of the appropriate roles for the board member and superintendent; interpersonal conflict between board chair and superintendent; and board member disregard for the agenda process and the chain of command.

Case studies of individual districts in other studies support many of these findings. In Chula Vista, Calif., the board took its policy role seriously and developed policies that supported instructional reform. As profiled in Togneri and Anderson (2003), the focus began when top administrators recognized a need for a new cadre of exceptional principals and asked the school board for help. In response, the board approved a policy with higher salaries for principals, giving the district more leverage to attract quality candidates to the district. Later, the board granted the central office greater flexibility to provide principal raises and bonuses. Members also supported the superintendent in dismissing principals who did not meet performance standards; this smaller but still significant action reflected the policy and partnership approach adopted earlier by the board.

Other case studies in this report were replete with examples of board commitment to policy and accountability, something often reflected through visions and strategic plans. In Aldine, Tex., board members made sure to adopt strategic plans that placed children’s learning needs front and center. As one Aldine board member explained, “Everything we do is based on what’s best for the children, period. Whether you are dealing with an administrative issue or a student issue, we ask, ‘What’s best for the children?’”

With everyone on board to promote achievement, boards encouraged their staffs to tackle difficult issues and seek innovative solutions. As a result, the districts engaged in a collegial policy-making process that emphasized the need to find solutions. An administrator in Kent County, Md., summed up the board’s work as follows: “The board recognizes its role as a policy-maker. [Board members] are very professional.

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They never humiliate each other. They have no hidden agendas. The goal is what is best for the children.”

Boards held the superintendent and his or her colleagues accountable for progress but did not engage in the daily administration of schools. Explained one board member: “I am not a professional educator... [The superintendent and her staff] are the professionals, and we say to them, “These are the results we want to see; you are in charge of how to do it.””

Likewise, Snipes, Doolittle, and Herlihy’s case studies (2002) include similar findings. The groups concluded that fast-moving districts had developed a consensus among board members and other leaders on the identification and implementation of improvement strategies. This required a new role for the school board, which focused on decisions “that support improved student achievement rather than on the day-to-day operations of the district.”

In Lighthouse II (2007), researchers identified five pilot school districts and provided technical assistance and support to the boards based on research findings documented in Lighthouse I.

Results from this study also showed that districts made gains when they were able to focus on achievement rather than administrative issues. In the majority of districts, boards spent more than double the amount of time on policy and student achievement than they did prior to Lighthouse II. It was also common for these districts to schedule additional work sessions on student achievement. (More information on Lighthouse II is in the sidebar on the next page).

A DOZEN DANGER SIGNS

While this paper did not specifically focus on characteristics of ineffective school boards, it may be helpful to review some of the descriptions of ineffective boards mentioned in the research:

1. Only vaguely aware of school improvement initiatives, and seldom able to describe actions being taken to improve student learning
2. Focused on external pressures as the main reasons for lack of student success, such as poverty, lack of parental support, societal factors, or lack of motivation
3. Offer negative comments about students and teachers
4. Micro-manage day-to-day operations
5. Disregard the agenda process and the chain of command
6. Left out the information flow; little communication between board and superintendent
7. Quick to describe a lack of parent interest in education or barriers to community outreach
8. Looked at data from a “blaming” perspective, describing teachers, students, and families as major causes for low performance
9. Little understanding or coordination on staff development for teachers
10. Slow to define a vision
11. Did not hire a superintendent who agreed with their vision
12. Little professional development together as a board

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4. Effective school boards have a collaborative relationship with staff and the community and establish a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals.

The Lighthouse I studies are particularly relevant in conveying this theme. Looking across high- and low-achieving districts in Georgia, school board members in high achieving districts had strong communication between the superintendent, staff, and each other. They received information from many sources including the superintendent, curriculum director, principals, teachers, and sources outside the district. While the superintendent was a primary source of information, he or she was not the only source. In addition, findings and research were shared among all board members. By comparison, in low-achieving districts, board members expressed concern that not all information was shared or shared equally. As a result, researchers said, “Some felt left out of the information flow.”

In high-achieving districts, school board members could provide specific examples of how they connected and listened to the community, and were able to identify concrete ways they promoted this involvement. Likewise, staff members in these districts described the boards as supportive, noting that these public officials “would respect and listen to them.” In interviews, board members were quick to note how they communicated actions and goals to staff. One strategy was to schedule post-board meetings to provide teachers and administrators with in-depth briefings on policy decisions.

By comparison, school boards in

CONVERTING RESEARCH TO ACTION: LIGHTHOUSE II

Building on the success of Lighthouse I—which identified the different knowledge, beliefs and actions of school boards in high-achieving districts—the Iowa Association of School Boards expanded the initiative to begin embedding these ideas in other jurisdictions.

Under Lighthouse II, from 2002 to 2007, IASB identified five pilot districts in Iowa and offered technical assistance and support to the board, superintendent, and, at some sites, district leadership teams. The goal was to move entire districts from one set of assumptions, beliefs and practices to another: the set possessed by the high-achieving districts in Lighthouse I. After five years of work, the project showed significant gains:

- In three of the five districts, the time spent on policy and student achievement during regular board meetings increased from 16 percent to 37 percent.
- By the end of the project, boards in all five districts regularly scheduled extra time for boards to focus on student achievement.
- Four of the sites showed significant increases—some as high as 90 percent—in the number of staff and board members who could consistently describe the district’s school improvement goals.
- At all sites, 83 percent to 100 percent of all staff and board members reported a clear, district-wide focus on improving literacy.
- All districts, by year 3 of the project, agreed strongly that local school boards can positively affect student achievement.
- By year 3, significant gains on a measure of reading comprehension were seen at every grade level in one district. In addition, in the fourth year of the study, four of the five sites showed statistically significant gains in student reading and/or math for at least two grade levels on the statewide norm-referenced measure of achievement.

Starting in 2008, IASB launched the Lighthouse III project, through which the association is working with several states to outline best practices for school boards and state school board associations.

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low-achieving districts were likely to cite communication and outreach barriers. They were quick to describe a lack of parent interest in education; in fact, they were able to list only a few efforts to solicit community involvement. Compared with board members from high-achieving districts, they frequently noted frustration with the lack of community involvement and said there was little they could do about it. As for relationships within the district, staff members from the comparison low-achieving districts contacted for the research often said they didn't know the board members at all.

While such findings perhaps could be limited to high- and low-achieving districts in Georgia, other research highlights similar findings. Similar factors were evident in Waters and Marzano's 2006 meta-analysis of 27 studies. In this study, the authors found that high-achieving districts actively involved board members and community stakeholders in setting goals.

While individual board members did pursue their own issues, the researchers said, there was a reluctance to place these issues at center stage. "When individual board member interests and expectations distract from board-adopted achievement and instructional goals, they are not contributing to district success, but in fact, may be working in opposition to that end." School board members realized, the authors noted, that these issues can be a distraction from core district goals.

5. Effective boards are data savvy; they embrace and monitor data, even when the information is negative, and use it to drive continuous improvement.

In the Lighthouse I study, board members in high-achieving districts identified specific student needs through data, and justified decisions based on that data. In addition, board members were not shy about discussing trends on dropout rates, test scores, and student needs, with many seeking such information on a regular or monthly basis.

By comparison, board members in low-achieving districts tended to greet data with a "blaming" perspective, describing teachers, students and families as major causes for low performance. In one district, the superintendent "controls the reaction of the board to recommendations by limiting the information he gives to them." The Lighthouse I study contrasts this with the policy of a high-performance district, where the superintendent "believes sharing information will get them to react and encourage engagement." Board members in this district view data as a diagnostic tool, without the emotional response of assessing blame.

Board members in lower-performing districts also provided little evidence of considering data in the decision making process. In these districts, board members frequently discussed their decisions through anecdotes and personal experiences rather than by citing data. In many cases, the study noted, "The board talked very generally about test scores and relied on the interpretation made by the superintendent." As a result, board members believed the superintendent "owned" information, leaving it to the top administrator to interpret the data and recommend solutions.

Togneri and Anderson (2003) also emphasized how effective school boards embraced data. Boards in high-achieving districts were not afraid to confront negative data and, in fact, used it as a basis to improve teaching and learning. In Minneapolis, a renewed emphasis on data has helped drive improvement. Yet back in the mid-1990s, the district showed a wide achievement gap between white and minority students and posted a high school graduation rate barely above 40 percent. When the city's Chamber of Commerce

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failed to support the school board's request for a tax increase, the board began a fundamental rethinking based on goals and data. It hired a new superintendent with a strong foundation in instructional improvement. Together, the board and superintendent developed goals and performance indicators to rank and monitor school progress. This process ultimately helped build trust among school and community leaders, eventually leading to district progress and, later, successful new tax proposals beneficial to schools.

Minneapolis was typical of the report's study districts, which "had the courage to acknowledge poor performance and the will to seek solutions." With the board, superintendent and community supporting the new process, the district developed a vision focused on student learning and instructional improvement with system-wide curricula connected to state standards with clear expectations for teachers.

6. Effective school boards align and sustain resources, such as professional development, to meet district goals.

Successful boards recognize the need to support high priorities even during times of fiscal uncertainty. One leading example is in providing professional development for teachers, administrators and other staff. According to LaRocque and Coleman (1993), effective boards saw a responsibility to maintain high standards even in the midst of budget challenges. "To this end, the successful boards supported extensive professional development programs for administrators and teachers, even during times of [fiscal] restraint," they wrote in *The Politics of Excellence: Trustee Leadership and School District Ethos*.

Lighthouse I researchers (2001, 2007) also identified research-based professional development for staff as one of seven "conditions for improvement" typically evident in high-achieving districts. From the board's perspective, members did not simply provide funding for such professional development – they could cite specific examples of activities and their link to improvement plans. "In high-achieving districts, board members described staff development activities in the district and could describe the link between teacher training and board or district goals for students," the study noted. "Board members described a belief in the importance of staff development activities focused on student needs."

In low-achieving districts, however, board members said teachers made their own decisions on staff development based on perceived needs in the classroom or for certification. "Board members knew there was a budget for staff development but were unsure whether there was a plan for staff development," the study noted. In fact, board members frequently made "disparaging remarks" about staff development, calling it an ineffective strategy.

Lighthouse II, as noted in Alsbury (2008) further reinforced this point. Boards not only took an active interest in professional development but also provided the infrastructure for such programming to succeed. "For most boards, this required significant changes in the allocation of resources (people, time and money) and would not have happened without a clear understanding of the characteristics of quality professional development and a belief in the importance of improving the knowledge and skills of educators in order to improve student outcomes."

Additional evidence is available in the Snipes, Doolittle and Herlihy's 2002 analysis of high- and low-achieving districts. In high-achieving districts, the board and superintendent support uniform professional development built on curriculum. In lower-achieving districts, professional development may vary extensively

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from school to school. One example was in Sacramento, Calif., where teachers received at least 18 hours of in-service training per year based on uniform curricula. New teachers also received six full days of instructional training, and teachers had common planning periods to encourage collaboration on lesson plans and strategies to address student needs. In the Charlotte-Mecklenburg, N.C., schools, weeklong seminars for Advanced Placement teachers, leadership retreats for principals and financial support for attaining national board certification were among effective strategies by the district to improve curriculum.

Waters and Marzano (2006) also touts the importance of professional development. While not specifically examining the school board role in this process, this study on leadership notes that “a meaningful commitment of funding must be dedicated to professional development for teachers and principals. This professional development should be focused on building the knowledge, skills and competencies teachers and principals need to accomplish a district’s goals.”

7. Effective school boards lead as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust.

In *Getting There from Here*, Goodman and colleagues (1997) concluded that those with a strong board/superintendent relationship had greater student achievement as measured by dropout rates, the percentage of students going to college, and aptitude test scores. Goodman’s review of characteristics of quality governance included several that were directly related to school boards and their relationships:

- A trusting and collaborative relationship between the board and superintendent;
- Creation by the board of conditions and organizational structures that allowed the superintendent to function as the chief executive officer and instructional leader of the district;
- Evaluation of the superintendent according to mutually agreed upon procedures; and
- Effective communication between the board chair and superintendent and among board members.

Likewise, Snipes, Doolittle, and Herlihy (2002) also emphasizes the importance of these factors. In successful districts, boards defined an initial vision for the district and sought a superintendent who matched this vision. Nowhere was this truer than in Sacramento, Calif., one of the case study sites. In 1996, a mayor’s commission concluded that the city schools, beset with high superintendent turnover and other problems, had “a lack of accountability and deplorable building conditions.” A group of individuals focused on progress won seats on the school board, and they quickly bought out the contract of the old superintendent and hired one sharing their views. The new superintendent and board sought input from thousands of community stakeholders and ultimately adopted an action plan with specific achievement benchmarks based on student assessments such as the SAT-9. The board and superintendent also established seven “vital signs” of success, including high rates of kindergarten readiness; a student attendance rate of at least 95 percent; increased proficiency of English Language Learners; and objectives that at least 90 percent of students attain math and reading proficiency and graduate high school. Within four years, the district saw consistent gains in math and reading plus a drop in the disparity between white and Hispanic student achievement.

In contrast to this “moving” district, comparison districts had no such impetus to work toward success. Boards were slow to define a vision and often recruited a superintendent with his or her own ideas and

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platform. The differences between the districts only increased over time, as boards and superintendents in high-achieving districts jointly refined their visions over time, assessed district strengths and weaknesses and had all signs of a stable relationship. By comparison, less successful districts featured boards and superintendents that were not in alignment, as the superintendent “may develop solutions without board involvement.” Such boards also may not hold superintendents accountable for goals.

8. Effective school boards take part in team development and training, sometimes with their superintendents, to build shared knowledge, values, and commitments for their improvement efforts.

Board member development and training is a clear theme within this research base. In high-achieving Lighthouse I study districts (2001), school board members said they regularly participated in activities in which they learned together as a group. They cited frequent work and study sessions with opportunities for inquiry and discussion prior to making a final decision. In low-achieving districts, however, board members said they did not learn together except when the superintendent or other staff members made presentations of data.

Other studies focused on this subject as well, sometimes within the context of the responsibilities of an effective superintendent. In the 2006 Waters and Marzano meta-analysis, for example, one key goal for superintendents is to produce an environment in which the board is aligned with and supportive of district goals. The study suggests that supporting board members’ professional development is one of several ways that superintendents can help realize this goal.

In their study on effective governance, Goodman and colleagues (1997) emphasized in detail the importance of formal training for board members. They recommended orientation workshops for new members soon after their election. Their “sample policy statement” on orientation included a commitment by the board and administrative staff to help all new members learn board functions, policies and procedures. Chief responsibility for orientation should reside with the superintendent and board chair, they noted, but this work should include meetings with top administrative personnel to examine services, policies, and programs. As a guide, the report cited policies in Kentucky requiring a specific number of hours of training for board members based on their experience. This ranged from a high of 12 hours of annual training for board members with zero to three years experience to four hours a year for those with at least eight years of board service. Emphasizing the importance of the board/superintendent relationship, the study also recommended that superintendents participate in orientation and development workshops alongside their board members.

Elsewhere, two of the effective districts in the Togneri and Anderson (2003) study utilized formal training and professional development for school board members. In Kent County, Md., the board adopted the Baldrige in Education process, which created a strong working relationship among the central office, board, principal and teachers. In Minneapolis, the school board engaged in the Carver method, which emphasizes the board’s role in establishing goals, setting indicators, aligning resources to goals, monitoring progress, and communicating with the public.

Finally, LaRocque and Coleman (1993) illustrated the value of both formal and informal learning activities for board members. According to these researchers, effective school districts in Canada offered a mixture of learning activities for their board members, or “trustees,” including retreats, special meetings, work

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sessions, school visits and even social events. As a result, the trustees had a “willingness to meet regularly with the professionals in the district to discuss what was happening and what should be happening.” This commitment conveyed to staff the importance of district goals and the importance of the staff members’ work in supporting them. In addition, they noted, “The successful boards did not just rely on district staff reports... They obtained information about programs in different ways and from different sources, and sought opportunities to interact directly with administrators and teachers.”

Related finding: Stability of leadership

In the 2002 Snipes et. al study, researchers noted that fast-moving districts had political and organizational stability, as evidenced by low rates of school board and superintendent turnover. Goodman’s research echoed all of these points, concluding two characteristics of high achieving districts were long tenures by superintendents and school board members and regular retreats by senior staff and board members for evaluation and goal setting purposes.

Similarly, Togneri and Anderson (2003) note the long tenure of board members and superintendents in high-achieving districts. “They set their courses and stayed with them for years,” the study said. Among the five successful districts profiled, superintendents in three districts had been at their jobs for at least eight years. In most of those profiled, the majority of board members had been serving in that capacity for 10 or more years. “That continuity allowed superintendents and boards to grow together in their approaches to change and to better understand each other’s work.”

Conclusion

During the past 15 years, a number of research studies have begun to document the value that school boards and their members add to the development of an effective public education system. This fledgling base of research provides a foundation for boards and other policymakers. The research also is timely, since it coincides with a period in U.S. public policy that has focused substantially greater attention on accountability in public education. Much of this research has contrasted boards in low-performing and high-performing districts, thereby providing best practices for new and veteran board members nationwide. While there is a need for additional research—a study on boards in districts with mid-range achievement might be one useful step—it is increasingly clear that board members in high-performing districts have attitudes, knowledge and approaches that separate them from their counterparts in lower-achieving districts.

Based on the studies included in this report, it is clear that school boards in high-achieving districts hold a high, shared vision about the capabilities of both students and staff—they believe that more is possible and are motivated to improve results for students. They are policy and accountability driven, focusing their time and energy on governance-level actions related to student achievement and classroom instruction. They engage in goal-setting processes that can drive action in the district to improve. They align resources—including staff professional development—around those goals. They are data savvy—using data to both diagnose problems and to monitor and drive continuous improvement efforts. They communicate with and engage staff and community and work well together as a team and in collaborative leadership with their superintendents. And, they commit to their own learning, building the knowledge and skills it takes to govern during a period of educational reform.

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In this era of fiscal constraints and a national environment focused on accountability, boards in high-performing districts can provide an important blueprint for success. In the process, they can offer a road map for boards in lower-achieving school districts nationwide.

This report (2011) was written by Chuck Dervarics and Eileen O'Brien. O'Brien is an independent education researcher and consultant in Alexandria, Virginia. Much of her work has focused on access to quality education for disadvantaged and minority populations. O'Brien has a Master of Public Administration from George Washington University and a Bachelor of Science degree in psychology from Loyola University, Chicago. Chuck Dervarics is an education writer and former editor of Report on Preschool Programs, a national independent newsletter on pre-k, Head Start, and child care policy. As a writer and researcher, he has contributed to case studies and research projects of the Southern Education Foundation, the American Council on Education, and the Massachusetts Board of Higher Education, often focusing on issues facing disadvantaged populations. Dervarics has a Bachelors degree from George Washington University.

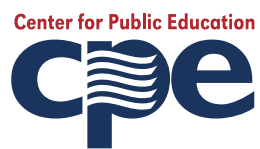
About CPE

The Center for Public Education is a national resource for credible and practical information about public education and its importance to the well-being of our nation. CPE provides up-to-date research, data, and analysis on current education issues and explores ways to improve student achievement and engage public support for public schools. CPE is an initiative of the National School Boards Association.

nsba.org/CPE

Founded in 1940, the National School Boards Association (NSBA) is a not-for-profit organization representing state associations of school boards and their more than 90,000 local school board members throughout the U.S. Working with and through our state associations, NSBA advocates for equity and excellence in public education through school board leadership.

nsba.org



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Coversheet

Personnel Update

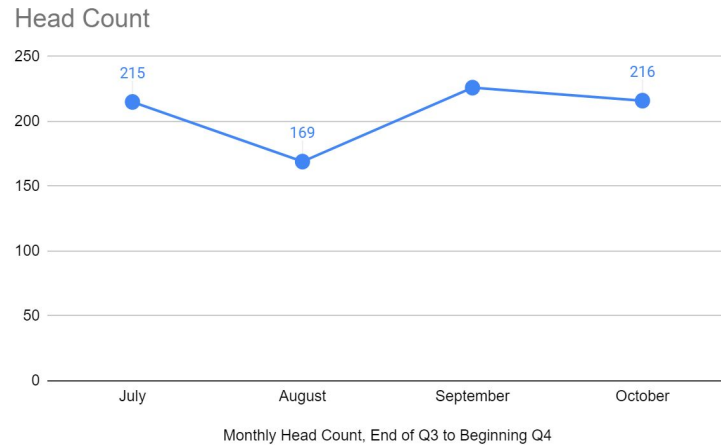
Section:	II. Leadership Report
Item:	B. Personnel Update
Purpose:	Discuss
Submitted by:	
Related Material:	HR Update Dashboard for Board 11.1.22.pdf HR Board Summary Narrative 11.8.22.docx

Head Count



216 As of 10/31, Q4

215 Total in Q3



Vacancies

35

Listed for over 40 days:

10 SPED

6 Subs

1 ESL

3 BI &

Adjustment

Absences Rate

7.7 % As of 10/31/22



377 Sick Days

174 Sick days per 100

3 Employees on leave

Employee Separations | Avg. Tenure 2.9 Yrs

Period	Beginning of Q4 (October)	Q3 (July 1-Sept. 30)	Annual, 11/2021 to 11/2022
Terminations			
<i>Voluntary</i>	4	47	88
<i>Involuntary/RIF</i>	0	16	34
<i>Upcoming Voluntary</i>	3		
Turnover Rate	1.9%	3.7%	51.7%

Leadership Updates

Title Change:

Interim Deputy Director → *Chief Academic Officer*

Adding:

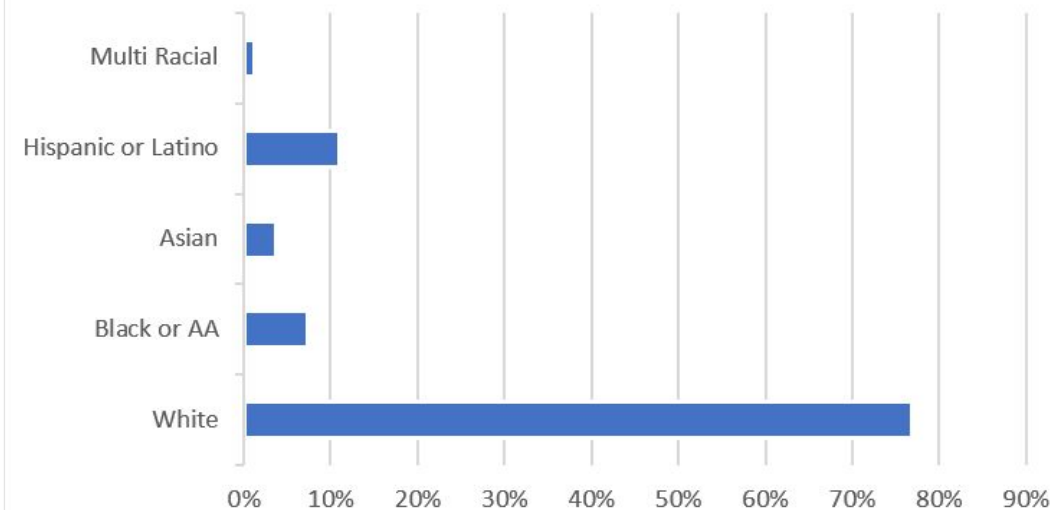
Curriculum Coordinator Role

Departure:

Director of Student Services

DE&I Stats

Employees by Race/Ethnicity



28

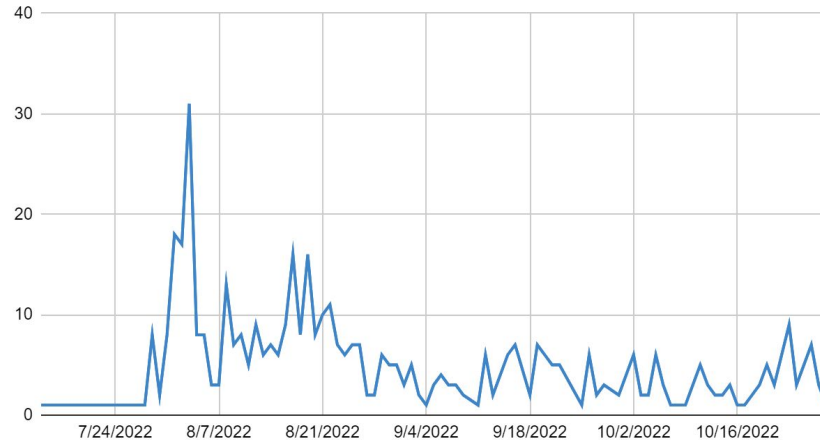
Staff over age 58

74%

Women

Applicant Data

Applicant Activity Q3-Early Q4



463 Applicants
Q3-early Q4

82
in early Q4

5 Avg
applicants/day

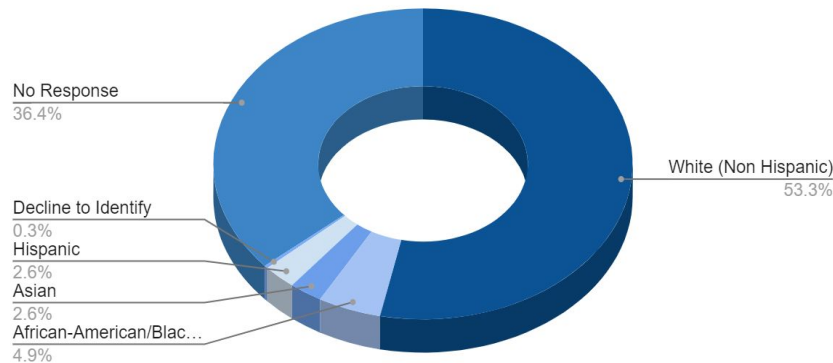
17 New hires
since the start
of school

2+ in progress
as of 11/1

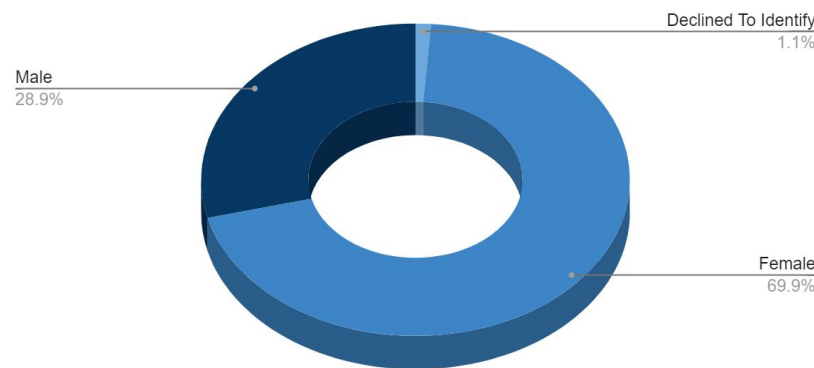
All Candidate Sources

SchoolSpring	65.49%
LinkedIn	1.76%
Internet Search	2.42%
Internal Candidate	0.88%
Indeed	20.66%
Parent/guardian	1.76%
Glassdoor	0.66%
Employee Referral	6.37%

Applicants by Race & Ethnicity



Applicants by Gender



ES Principal Hiring Update

- 12** Qualified candidates, 1 internal
- 9** Phone screenings in late mid-Oct.
- 4** Invited for in-person interviews in Nov.
- 7** Hiring committee members from staff

Retention & Engagement "Tiny Tilts"

Launched HR Newsletter
District Improvement Committee

21% Applicants hired are BIPOC, **28%** refuse to self-identify
78% Applicants hired are women



HR Board Summary Dashboard Narrative for 11/8/22

Staffing & Recruitment

Fall Highlights

We have had almost 500 applicants since July. This indicates that there are many workers that expressed an interest in FRCS and that we can generate more interest with some targeted strategies. While hiring is slow, this gives us hope. In less than 24 hours we received 4 applications for the Director of Student Services position and in less than 2 weeks we received 12 applications for the Elementary School principal position. The SPED and Middle School positions continue to be the toughest to recruit for in terms of finding qualified candidates and the school leaders need additional support to hire. A number of MS and SPED students have had subs since the start of school.

Positions Filled since 9/1/22:

- District Behavior Interventionist
- District Behavior Interventionist
- ES Foreign Language Spanish Teacher
- ES Instructional Coach
- Director of Human Resources
- HS General Mathematics Teacher
- MS Building Substitute
- MS Social Studies Teacher
- MS Social Studies Teacher
- HS Teacher, English
- MS Science Teacher
- ES School-Based Building Substitute Teacher
- Mentoring Coordinator (District)
- Teacher, Character Education, Middle School 5-8
- ES Paraprofessional, Substantially Separate Classroom
- Administrative Assistant, High School Office / District Office
- School Custodian, District - 12 Months

The HR Team launched a new monthly HR newsletter in October with the goal of introducing the HR Team in a personal way, offering valuable information and transparency to staff, and increasing staff engagement. So far, it has received positive feedback. The newsletter is interactive and staff will be invited to contribute content for certain sections such as "What Your Reading" and "Staff High-Fives" for recognition in addition to containing HR policy-related information.

Leadership Title Change

Kathleen Foley will continue her responsibilities permanently as the Academic Leader in our District. We have adjusted the title to reflect and clarify this important role as Academic Leader. Kathleen will serve in the capacity of Chief Academic Officer and she will continue to oversee



HR Board Summary Dashboard Narrative

for 11/8/22

the principals, Director of Student Services, Curriculum, and Professional development

Coordinator, and Data Coordinator. The positions of Director of Student Services, Curriculum, and Professional Development Coordinator, and Data Coordinator will be posted internally and externally on TalentEd, by the end of the week.

Areas of Concern

We still have at least 35 open job postings for roles we need to fill. Among them are 10 SPED positions which are cause for concern given the compliance implications of not filling them as soon as possible and an upcoming site visit in May. We are considering strategies such as a targeted virtual hiring event just for SPED candidates, increased social media promotion, and recruiting through families and current employees as just a few tactics.

Absences were noticeable in September and October very early in the school year. The absences rate for that period is over 7%; typically in HR management, a rate of 1.5% or lower is acceptable. A high absence rate can indicate issues with morale and employee well-being. The HR team is working with principals and other leaders to address absenteeism and to check in on their teams' well-being. Especially given the numerous vacancies in teaching positions, excess absences can negatively impact class coverage and student services, even with substitute support, if not minimized. An interim plan is to keep substitute hiring going indefinitely to build an ongoing pool. Additionally, many staff are stepping in to help with coverage but this can lead to burnout.

While the turnover rate may decline this fall, voluntary separations continued throughout September and October after a high turnover rate in July-August 2022. From September to October, the total number of voluntary terminations was a total of 10. However, as mentioned above, there were 17 new hires in the same period. At the end of October, we received 2 additional resignations, including one from Lori Obenchain, Director of Student Services. Preliminary exit interview data tells us that numerous resignations were from the elementary school.

Anticipated & Upcoming Projects

- Explore specs and resources for conducting a targeted virtual hiring event for SPED positions, plus on-site hiring events in the new year
- Explore ways to leverage parent/family engagement for employee recruitment
- Equity-based background check decision matrix tool and review process
- Employee recognition and engagement plan
- HR 6-12 month priorities

Coversheet

Annual Board Meeting

Section: III. Board Business
Item: A. Annual Board Meeting
Purpose: Vote
Submitted by:
Related Material: BOT Terms & Committee Assignments.pdf
SLT Committee Membership Past and Recommendation.pdf
FRCS By-Laws - January 2015.pdf
Certificate of Receipt of Open Meeting Law Materials (1).pdf
CORI FORM.pdf
Board Assessment Report FY23.pdf



2021-2022 Board of Trustees

	Board Position	Board Committee(s)	Areas of Expertise	Current Term & Terms Served
Kathleen Crawford	Chair	Treasurer FRCS Foundation Inc Chair Enrollment	Ms. Crawford coordinates training for a large non-profit provider of community-based services to people with intellectual and developmental disabilities and mental health conditions. She also worked for 20+ years in internal auditing and fraud investigation and supplies training in those areas as well as a part-time consultant.	Current term: 2019-2022 Terms served: 5
Sergio Martin	Vice-Chair	V-Chair Finance V-Chair Facilities	Mr. Martin specializes in Corporate Treasury and Financial Planning. He is a CFA charter holder and provides individual financial planning services. He is a volunteer soccer coach and a volunteer Financial Counsel during Year Up Greater Boston Financial Literacy Fairs. Mr. Martin has three daughters who attend the school.	Current term: 2021-2024 Terms served: 2
Matthew Yezukevich	Treasurer	Chair Finance V-Chair Governance	Mr. Yezukevich is a certified public accountant, consulting with non-profit organizations such as independent schools, health and human service organizations, arts and cultural organizations, government organizations and municipalities. He has also served as a senior accountant leading audits of non-profit organizations and private small businesses.	Current term: 2021-2024 Terms served: 3
Susanna Girard	Secretary	Chair Governance Chair FRCS Foundation Inc Vice Chair Enrollment	Mrs. Girard is a Program Director in the healthcare industry with extensive experience in research and development. She is current working on getting her MBA.	Current term: 2019-2022 Terms served: 3

*Terms served includes current term

Revision 31MAY2022



2021-2022 Board of Trustees

Badawi Dweik, Ph.D.	Trustee	Chair Facilities V-Chair Staff Recruitment & Retention	Dr. Dweik holds both masters and doctoral degrees in Chemical Engineering and serves as a Director of Technology Development and Program Management. He has two children who have graduated from the school and two who are still enrolled. He has two children who attend the school.	Current term: 2019-2022 Terms served: 3
Ramona Royal	Trustee	Chair Student Recruitment & Retention V-Chair Diversity, Equity, & Inclusion	Ms. Royal has experience in Human Resources working in the Financial and Insurance industries.	Current term: 2022-2022 Terms served: 1
Todd Tetreault	Trustee	Chair Staff Recruitment & Retention Facilities	Mr. Tetreault is the Chief Information Officer for a juvenile products company. In addition to a career in technology, he has a passion for education going back to his first professional job as a high school teacher. Mr. Tetreault has four daughters who attend FRCS	Current term: 2022-2022 Terms served: 1
Anissia Vixamar	Trustee	Chair Diversity, Equity, & Inclusion V-Chair Student Recruitment & Retention Enrollment	Mrs. Vixamar is an Associate Director, R&D Ethics and Compliance for a global pharmaceutical company and has over 15 years of internal/external auditing, compliance, continuous improvement, and regulatory remediation experience. She has one daughter who attends the school.	Current term: 2022-2022 Terms served: 1

*Terms served includes current term

Revision 31MAY2022

Current							
	Appeals	DE&I	Facilities	Finance	Goveranance	Staff R&R	Student R&R
SLT	Heidi Berkowitz	Dana Benton-Johnson	Lesly Michelot	Karen Calvert	Heidi Berkowitz	Dana Benton-Johnson	Alisa Diakite
		Kathleen Foley	Mike Couroyer	Lesly Michelot	Karen Calvert	Kathleen Foley	Dana Benton-Johnson
		Mallory St Brice				Mallory St Brice	Heidi Berkowitz
							Mike Couroyer
Observer	NA						
		Heidi Berkowitz	Heidi Berkowitz	Heidi Berkowitz		Heidi Berkowitz	
					Kathleen Foley		

Recommendation							
	Appeals	DE&I	Facilities	Finance	Goveranance	Staff R&R	Student R&R
SLT	Heidi Berkowitz	Dana Benton-Johnson	Lesly Michelot	Karen Calvert	Heidi Berkowitz		Alisa Diakite
		Kathleen Foley			Karen Calvert		
						Mallory St Brice	
							Mike Couroyer
Observer	Eddie Ingram	Eddie Ingram	Eddie Ingram	Eddie Ingram	Eddie Ingram	Eddie Ingram	Eddie Ingram
	Heidi Berkowitz	Heidi Berkowitz	Heidi Berkowitz	Heidi Berkowitz	Heidi Berkowitz	Heidi Berkowitz	Heidi Berkowitz
					Kathleen Foley		

Observers	<p>Receives all notificaitons. It is like they get cc'd on everything. Welcome to attend/join in on the conversation. Not a voting member</p>
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**BYLAWS of
THE FOXBOROUGH REGIONAL CHARTER SCHOOL**

ARTICLE I

Name

Section 1.1 Name: The name of this public entity shall be the Foxborough Regional Charter School (the "Charter School").

ARTICLE II

Purposes

Section 2.1 Members: The purpose of the Charter School is that the school is a public school, chartered as set forth in its Charter dated February 25, 1998, issued by the Secretary of Education of the Commonwealth of Massachusetts and in Massachusetts General Laws c. 71, S89, as each may be amended from time to time.

ARTICLE III

Board of Trustees

Section 3.1 Number: The Trustees at their annual meeting, or at a special meeting called for that purpose, shall elect a Board of Trustees of not less than three (3) and not more than 15 members, to take office immediately upon election and to hold office until the annual meeting of the Trustees at which their respective terms expire and until their respective successors are elected and qualified.

Section 3.2 Selection and Term of Office: Trustees shall be elected to three (3) year terms. Trustee shall be elected for staggered terms of up to three (3) years, so that the terms of approximately one- third ($1/3$) of the Trustees will expire each year. Each Trustee shall serve until a successor has been elected and qualified. The number of Trustees to be elected each year shall be fixed at the meeting at which they are elected, but the Trustees may, at any meeting held for the purpose during any such year, increase or decrease (within the limits above specified) the number of Trustees as this fixed, and elect new Trustees to complete number so fixed, or remove Trustees to reduce the number of Trustees to the number so fixed. The Board shall include ex officio, as voting member, the Chair of the Charter School. The Board of Trustees may not discriminate against potential members on the basis of race, color, national origin, creed, ancestry, ethnicity, age, gender identity, religion, marital status, sexual orientation, or non-disqualifying handicap or mental condition. The Board of Trustees shall request the appointment of a trustee to the board only where the board has no reason to know the trustee has a financial interest under M.G. L. Chapter 268A which may preclude a majority of the board from participating in deliberations or voting on certain matters that are expected to come before the board. The Board of Trustees must exercise due diligence prior to determining that a proposed trustee does not have such a financial interest.

Section 3.3 Powers/Duties: The Board of Trustees shall have and may exercise all the powers of the Charter School. The Board of Trustees is a public entity, and each member thereof, is a special state employee. The Board of Trustees, holder of the charter from the State of Massachusetts, shall ensure that the school and its Board members shall comply with all applicable laws and regulations regulating charter schools in Massachusetts, shall ensure that the Charter School is academically successful, organizationally viable, faithful to the terms of its charter and earns charter renewal. The Board of Trustees is a public employer for the purposes of tort liability (M.G.L. Chapter 258) and for collective bargaining purposes (M.G.L. Chapter 150E). The Board of Trustees has the responsibility to select, appoint, evaluate, and/or remove the school director, however it is prohibited from exercising managerial powers over the day-to-day operations of the school.

Section 3.4 Regular Meetings: Regular meetings of the Board of Trustees shall be held at such places, within or without the Commonwealth of Massachusetts, and at such times as the Board of Trustees may from time to time determine; however the Board of Trustees must meet at least quarterly. Written notice of a regular meeting of the Board of Trustees shall be given no less than forty eight (48) hours before the meeting by leaving such notice with the Trustee or by email, or at the Trustee's residence or usual place of business, or by mailing it, postage prepaid, addressed to such Trustee at the trustee's address, as it appears upon the records of the Charter School. No notice to the Trustees shall be required for any regular meeting held at a time and place fixed in advance by the Board of Trustees, if notice of the times and places so fixed for regular meetings shall have been given to such Trustee within the same calendar year, in writing, as specified above.

Section 3.5 Executive Sessions: All meetings of the Board of Trustees are open to attendance by the public. However, the board has the right to convene in a closed executive session when it meets the following procedural conditions imposed by state law:

1. The Board will first convene in an open session for which due notice has been given.
2. The Chair (or, in his/her absence, the presiding member) will state the purpose for the executive session by stating all subjects that may be revealed without compromising the purpose for which the executive session was called.
3. A majority of the members must vote to enter the executive session, with the vote taken by roll call and recorded in the official minutes.
4. The Chair or presiding member will state before entering the executive session whether the Board will reconvene in open session after the executive session.

The law puts specific limitations on the purposes for which executive sessions may be convened. The Board may enter executive sessions only to deliberate:

1. The reputation, character, physical condition or mental health, rather than the professional competence, of a single individual.
2. The discipline or dismissal, including the hearing of charges against a member of the Board, a school employee or student, or other individual. The individual has certain rights enumerated in the law including requiring the Board to hold an open session should the individual so request.
3. The deployment of security personnel or devices.
4. Allegations of criminal misconduct or to discuss the filing of criminal complaints.
5. Transactions of real estate, if an open meeting might be detrimental to the negotiating position of the Board or another party.
6. To comply with the provisions of any general or specific law of federal grant-in-aid requirements.
7. To consider and interview applicants for employment (The only position that the Board of Trustees would be involved in that might qualify would be for the position of Executive Director). This exemption only applies if it can be determined that an open meeting will have a detrimental effect in obtaining qualified applicants.
8. To meet or confer with a mediator and/or attorney with respect to any litigation or public business.

(In the first two cases listed, an open meeting will be held if the individual involved so requests.)

Accurate records of the proceedings conducted in executive session will be kept and may remain secret only so long as their publication would defeat the purpose of the session. The Board will review executive session minutes for possible declassification at least once each year.

The Board Chair and the Executive Director will review executive session minutes for possible declassification on, at least, a quarterly basis and, if necessary, will consult with legal counsel. The Board Chair will bring minutes recommended for declassification to the Board of Trustees for a vote either as part of a consent agenda or for individual action. In either case, there shall be an announcement of the declassification of minutes.

When a specific set of executive session minutes, not yet declassified, is requested by a member of the public, the Board of Trustees shall render a decision on declassification at its next meeting or within 30 days after the request, whichever occurs first.

All votes taken in executive session will be recorded roll call votes, and will become part of the minutes of executive sessions.

Section 3.6 Special Meetings: Special meetings of the Board of Trustees may be held at any time and at any place, within or without the Commonwealth of Massachusetts, when called by the Chair or by two (2) or more Trustees, reasonable notice thereof being given to each Trustee by the Secretary, or, in case of the death, absence, incapacity, or refusal of the Secretary, by the Officer or Trustees calling the meeting, or at any time without call or formal notice, provided all the Trustees are present or waive notice thereof by a writing which is filed with the records of the meeting. In any case, it shall be deemed sufficient notice to a Trustee to send notice by mail or by email at least forty-eight (48) hours, before the meeting, addressed to the Trustee at the Trustee's usual or last known business or residence address.

Section 3.7 Annual Meetings: The Annual Meeting of the Trustees shall be held on the second Tuesday in the month of November, if it be not a legal holiday, and if it be a legal holiday, then on the next succeeding day not a legal holiday, at such hour and place as the Chair or the Secretary may determine. Purposes for which an annual meeting is to be held, in addition to those prescribed by law, and by these Bylaws, may be specified by the Board of Trustees or by a writing signed either by the Chair or by any Vice Chair or by a quorum of the Trustees. If such Annual Meeting is omitted on the day herein provided therefore, a Special Meeting may be held in place thereof, and any business transacted or elections held at such meeting shall have the same effect as *if* transacted or held at the Annual Meeting, and in such case such reference in these Bylaws to the Annual Meeting of the Trustees shall be deemed to refer to such Special Meeting. A written notice of the Annual Meeting or meeting in lieu thereof, stating the place, day and hour thereof and the purposes for which the meeting is called, shall be given by the Chair or Secretary to each Trustee at least forty-eight (48) days before the meeting by leaving such notice with such Trustee or by email, or at such Trustee's residence or usual place of business, or by mailing it, postage prepaid, addressed to such Trustee at such Trustee's address as it appears upon the records of the Charter School. In case of the death, absence, incapacity or refusal of the Secretary, such notice may be given by any other Officer or by a person designated either by the Secretary or by the person or persons calling the meeting or by the Board of Trustees.

Section 3.8 Quorum: At any meeting of the Trustees, a majority of the Trustees then in office shall constitute a quorum for the transaction of business, but a lesser number may adjourn any meeting from time to time and the meeting may be held as adjourned without further notice. When a quorum is present at any meeting, the affirmative vote of a majority of the Trustees in attendance thereat and voting on the question shall, except where a larger vote is required by law or by these Bylaws, decide any question brought before such meeting.

Section 3.9 Complaints: The Board of Trustees shall hear complaints from any parent, guardian or other individual or groups, filed in writing, and limited to complaints that the School has violated or is violating any of the provisions of M.G.L. c 71 s. 89 or 603 CMR 1.00. The Board of Trustees shall conduct a review of such complaints and respond to the complainant(s) in writing within 30 days. Such response shall inform the complainant(s) of the right to submit the complaint in writing to the Commissioner of the Department of Elementary and Secondary Education should they not be satisfied with the response from the Board of Trustees.

Section 3.10 Waiver of Notice: Notice of any meeting may be waived if each Trustee, by a writing filed with the records of the meeting, waives such notice.

Section 3.11 Open Meeting Law: Notwithstanding the provisions of this Article III, meetings of the Board of Trustees and its committees shall comply with the applicable requirements and its committees shall comply with the applicable requirements of the Massachusetts Open Meeting Law, G.L. c. 39, SS23A and 23B and c 30 A, sec 11 A ½.

Section 3.12 Conflict of Interest Law: The Board of Trustees complies with the Massachusetts Conflict of Interest Law, M.G.L. Chapter 268A.

Section 3.13 Disclosure of Financial Interest: Trustees shall disclose any financial interest or business transactions that they (or any of their immediate members) have in any charter school in Massachusetts or elsewhere with the Massachusetts State Ethics Commission, the Massachusetts Department of Elementary and Secondary Education, and the city or town clerk in which the school is located within 30 days of joining the Board of Trustees and by September 1 annually, including the year after service is completed, unless service is less than 30 days in that year.

ARTICLE IV

Committees

Section 4.1 Committees: The Board of Trustees may from time to time create such committees as it deems necessary or desirable for the conduct of the affairs of the Charter School, to which may be appointed such persons as the Board may determine. Except as the Trustees may otherwise determine, any committee may make rules for the conduct of its business, but unless otherwise provided by the Trustees or in such rules, its business shall be conducted in a manner similar to that provided in these Bylaws for the Trustees.

Section 4.2 Quorum of Committees: A majority of the members of a committee shall constitute a quorum for the transaction of business, but a lesser number of members may adjourn any meeting from time to time, and the meeting may be held as adjourned without further notice. When a quorum is present at any meeting, a majority of the members of such committee present thereat shall decide any matter brought before such meeting.

ARTICLE V

Officers

Section 5.1 Election: The Officers of the Charter School shall consist of a Chair, a Vice Chair, a Treasurer and a Secretary. Other Officers, their powers and their terms of office, may be prescribed by a majority of Trustees from time to time as the Board of Trustees may determine. All Officers shall be elected by the Trustees at any meeting thereof.

Section 5.2 Qualification and Powers: Each Officer shall be a Trustee. So far as is permitted by law, any two (2) or more offices may be filled by the same person. Subject to law and to the other provisions of these Bylaws, each Officer shall hold office for a term of one (1) year and until a successor is elected and takes office, or until the Officer sooner dies, resigns, is removed, or becomes disqualified. Each Officer shall, subject to these Bylaws, have in addition to the duties and powers herein set forth, such duties and powers as the Board of Trustees shall from time to time designate.

Section 5.3 Chair: The Chair shall subject to law, to the other provisions of these Bylaws, and to the general supervision of the Board of Trustees, have general charge of the governance of the Charter School. The Chair shall preside at all meetings of the Board of Trustees and the Executive Committee, if there be one. In absence of the Chair, the Vice chair shall preside, and in absence of the Vice Chair, the Chair shall designate a Chair *ad interim*.

Section 5.4 Vice-Chair: In the absence of the Chair, the Vice-Chair shall, subject to law, to the other provisions of these Bylaws, and to the general supervision of the Board of Trustees, have general charge and control over the management of the ordinary affairs of the Charter School and the development of its program. The Vice Chair in the absence of the Chair, shall preside at all meetings of the Board of Trustees and the Executive Committee, if there be one.

Section 5.5 Secretary: The Secretary or a designee shall keep the records of all meetings of the Board of Trustees and committees of the Board.

Section 5.6 Treasurer: The Treasurer shall, subject to the direction and under the supervision of the Board of Trustees, have general charge of the financial concerns of the Charter School and the care and custody of the funds, securities, and valuable papers of the Charter School, except the Treasurer's own bond, if any, and shall have power to endorse for deposit or collection all notes, checks, drafts, and other obligations and orders for the payment of money payable to the Charter School or its order, and to accept drafts on behalf of the Charter School. The Treasurer shall keep, or cause to be kept, accurate books of account, which shall be the property of the Charter School, and if required by the Board of Trustees, shall give bond for the faithful performance of the duties of the office in such form, in such sum, and with such sureties as the Board of Trustees shall require.

ARTICLE VI

Resignations, Removals, and Vacancies

Section 6.1 Resignations and Removals: Any Trustee or Officer may resign at any time by delivering written notice of resignation to the Chair or the Secretary or to a meeting of the Board of Trustees. Any Trustee or Trustees may be removed from office, with or without cause, by vote of at least sixty (60%) percent of the number of Trustees then in office, at any meeting called for that purpose with at least fourteen (14) days advance notice, in writing or by email, to all Trustees. The Board of Trustees may, by vote of a majority of the Trustees present at voting, remove from office, with or without cause, any Officer appointed by the Board or terminate or modify the authority of any such Officer.

Section 6.2 Vacancies: If the position of any Trustee becomes vacant, by reason of death, resignation, removal, disqualification or otherwise, a successor may be appointed by a majority of the Trustees then in office, which appointment may be held at the same meeting at which a former Trustee resigns or is removed, provided that the Trustees shall receive at least fourteen (14) days advance written notice or by email of the intent to elect a successor Trustee. Any vacancy on any committee of the Board may be filled by a majority of the Trustees then in office. If any office becomes vacant, the Board of Trustees may appoint a successor, by vote of a majority of the Trustees present and voting. Each such successor shall hold office for the unexpired term and until a successor shall be appointed and qualified or, if sooner, until death, resignation, removal or disqualification. The Board of Trustees shall have and may exercise all its power notwithstanding the existence of one (1) or more vacancies in its number. The Board of Trustees shall notify the Massachusetts Department of Elementary and Secondary Education of the appointment of any new trustee.

ARTICLE VII

Indemnification

Section 7.1: The Charter School shall, to the extent legally permissible, indemnify its Officers and Trustees, and their respective heirs, executors, administrators or other representatives from any costs, expenses, attorney's fees, amounts reasonably paid in settlement, fines, penalties, liabilities and judgments incurred while in office or thereafter by reason of any such Officer or Trustee's being or having been an Officer or Trustee of the Charter School or by reason of such Officer or Trustee's serving or having served at the request of the Charter School as Executive Director, Trustee, Officer, employee, or other agent of another organization, or in any capacity with respect to any employee benefit plan, unless with respect to the matter as to which indemnification is sought the Officer or Trustee shall have been or is adjudicated in any proceeding not to have acted in good faith in the reasonable belief that his or her action was in the best interests of the Charter School. Such indemnification may include payment by the Charter School of expenses incurred in defending a civil or criminal action or proceeding, upon receipt of an undertaking by the person to be indemnified to repay such payment if he or she shall be not entitled to indemnification under this paragraph.

Section 7.2: The Charter School, to the extent legally permissible, may indemnify its employees and other agents, including but not limited to its volunteers, from any costs, expenses, attorney's fees, amounts reasonably paid in settlement, fines, penalties, liabilities and judgments incurred while in office or thereafter by reason of any such person's being or having been an employee or agent of the Charter School or by reason of such person's serving or having served at the request of the Charter School as Executive Director, Trustee, Officer, employee, or other agent of any other organization, or in any capacity with respect to any employee benefit plan, unless with respect to the matter as to which indemnification is sought the employee shall have been or is adjudicated in any proceeding not to have acted in good faith in the reasonable belief that the Trustee's action was in the best interests of the Charter School. Such indemnification may include a payment by the Charter School of expenses incurred in defending a civil or criminal action or proceeding, upon receipt of an undertaking by the person to be indemnified to repay such payment if he or she shall be not entitled to indemnification under this section. In determining whether to provide indemnification under this paragraph, the Charter School may consider, among other factors, whether and to what extent insurance is or was available to the person seeking indemnification and whether and to what extent insurance is available to the Charter School such indemnification.

Section 7.3: The determination whether an Officer or Trustee is entitled to indemnification and the determination whether the Charter School will indemnify an employee or other agent shall be made at a meeting of the Board of Trustees by a disinterested majority of the Trustees present thereat, provided that there is an opinion in writing of counsel retained by the Charter School to the effect that such Officer or Trustee appears to have acted in good faith in the reasonable belief that the Trustee's action was in the best interests of the Charter School.

ARTICLE VIII

Non-Discrimination

Section 8.1: The Charter School shall not discriminate against any person in admission to its school or in obtaining the advantages, privileges and courses of study of its school on account of race, color, gender, religion, national or ethnic origin or sexual orientation.

ARTICLE IX

Fiscal Year

Section 9.1: Except as from time to time otherwise may be prescribed by the Board of Trustees, the fiscal year of the Charter School shall begin on July 1 and end on June 30.

ARTICLE X

Statutory Provisions

Section 10.1: The provisions of Massachusetts G.L. c. 71, S89, as amended from time to time, are incorporated into these Bylaws by reference. In the event of any conflict between these Bylaws and G.L. c. 71, S89, (Massachusetts' Education Reform Act of 1993) the provisions of G.L. c. 71, S89 shall prevail.

Section 10.2: The provisions of Massachusetts G.L. c.30A, S11 A 1/2 and Massachusetts G.L. c.39, S23 A and S 23B,(Open Meeting Laws) as amended from time to time, are incorporated into these Bylaws by reference. In the event of any conflict between these Bylaws and G.L. c.30A, S11 A 1/2 and G.L. c.39, S23 A and S 23B, the provisions of G.L. c.30A, S11 A 1/2 and G.L. c.39, S23 A and S23B, shall prevail.

ARTICLE XI

Amendments

Section 11.1: These Bylaws may be altered, amended or repealed in whole or in part by the affirmative vote of two-thirds of the Trustees then in office, present at any regular or special meeting of the Board of Trustees, duly called at which a quorum is present, and the notice of which specifies that one of the purposes of the meeting is the amendment of these Bylaws, subject to approval by DESE.

Approved and adopted September 10, 2013

CERTIFICATE OF RECEIPT OF OPEN MEETING LAW MATERIALS

I, _____, who qualified as a member of the
(Name)

_____, on _____, certify pursuant
(Public Body) (Date)

to G.L. c. 30A, § 20(h) and 940 CMR 29.04, that I have received and reviewed copies of the following Open Meeting Law materials:

- 1) the Open Meeting Law, G.L. c. 30A, §§ 18-25;
- 2) the Attorney General’s Regulations, 940 CMR 29.00–29.11;
- 3) the Attorney General’s Open Meeting Law Guide, explaining the Open Meeting Law and its application; and
- 4) if applicable, a copy of each Open Meeting Law determination issued by the Attorney General within the last five (5) years to the public body of which I am a member and in which the Attorney General found a violation of the Open Meeting Law.

I have read and understand the requirements of the Open Meeting Law and the consequences of violating it. I further understand that the materials I have received may be revised or updated from time to time, and that I have a continuing obligation to implement any changes to the Open Meeting Law during my term of office.

(Name)

(Name of Public Body)

(Date)

Pursuant to G.L. c. 30A, § 20(h), an executed copy of this certificate shall be retained, according to the relevant records retention schedule, by the appointing authority, city or town clerk, or the executive director or other appropriate administrator of a state or regional body, or their designee.



THE COMMONWEALTH OF MASSACHUSETTS
EXECUTIVE OFFICE OF PUBLIC SAFETY AND SECURITY
Department of Criminal Justice Information Services 200
Arlington Street, Suite 2200, Chelsea, MA 02150
TEL: 617-660-4640 | TTY: 617-660-4606 | FAX: 617-660-5973
MASS.GOV/CJIS



This form is not to be faxed. Please return form to organization .

**Criminal Offender Record Information (CORI)
Acknowledgement Form**

To be used by organizations conducting CORI checks for employment or licensing purposes.

_____ is registered under the
(Organization)
provisions of M.G.L. c.6, § 172 to receive CORI for the purpose of screening current and otherwise qualified prospective employees, subcontractors, volunteers, license applicants, or current licensees.

As a prospective or current employee, subcontractor, volunteer, license applicant or current licensee, I understand that a CORI check will be submitted for my personal information to the DCJIS. I hereby acknowledge and provide permission to

(Organization)
to submit a CORI check for my information to the DCJIS. This authorization is valid for one year from the date of my signature. I may withdraw this authorization at any time by providing _____
(Organization)

with written notice of my intent to withdraw consent to a CORI check.

I also understand, that _____ may conduct
(Organization)
subsequent CORI checks within one year of the date this Form was signed by me.

By signing below, I provide my consent to a CORI check and affirm that the information provided on Page 2 of this Acknowledgement Form is true and accurate.

Signature of CORI Subject

Date

Foxborough Regional Charter School has been certified by the Criminal History Systems Board of access to all criminal case data including conviction, non-conviction and pending. As an applicant/employee for the position of:

Please CHECK one box:

- Trustee/Board Member
- New Hire Staff
- Existing Staff Member
- Substitute Teacher
- Bus Driver
- Volunteer/Speaker/Intern

I understand that a criminal record check will be conducted for conviction, non-conviction and pending criminal case only and that it will not necessarily disqualify me.



**THE COMMONWEALTH OF MASSACHUSETTS
EXECUTIVE OFFICE OF PUBLIC SAFETY AND SECURITY
Department of Criminal Justice Information Services**

200 Arlington Street, Suite 2200, Chelsea, MA 02150
TEL: 617-660-4640 | TTY: 617-660-4606 | FAX: 617-660-5973
MASS.GOV/CJIS



SUBJECT INFORMATION

Please complete this section using the information of the person whose CORI you are requesting.
The fields marked with an asterisk (*) are required fields.

* First Name: _____ Middle Initial: _____

* Last Name: _____ Suffix (Jr., Sr., etc.): _____

Former Last Name 1: _____

Former Last Name 2: _____

Former Last Name 3: _____

Former Last Name 4: _____

* Date of Birth (MM/DD/YYYY): _____ Place of Birth: _____

* Last **SIX** digits of Social Security Number: ____ -- ____ No Social Security Number

Sex: _____ Height: ____ ft. ____ in. Eye Color: _____ Race: _____

Driver's License or ID Number: _____ State of Issue: _____

Father's Full Name: _____

Mother's Full Name: _____

Current Address

* Street Address: _____

Apt. # or Suite: _____ *City: _____ *State: _____ *Zip: _____

SUBJECT VERIFICATION

The above information was verified by reviewing the following form(s) of government-issued identification:

Verified by:

Print Name of Verifying Employee

Signature of Verifying Employee

Date

FY23 Board Assessment

Board Assessment Report

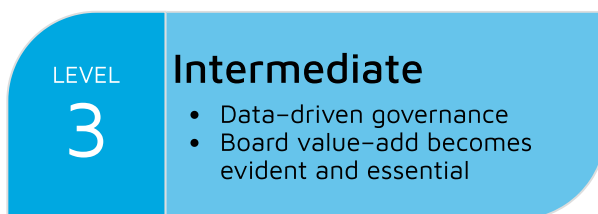
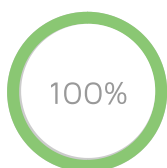
OPENED 8/8/2022

EXECUTIVE
DIRECTOR



BOARD MEMBERS

Anissia Vixamar **BD** Badawi Dweik **KC** Kathleen Crawford
MY Matthew Yezukevich **RR** Ramona Royal Sergio Martin
Susanna Girard **TT** Todd Tetreault

Completed



LEGEND

- BOARD** Average for all participating board members
- Executive Director** One Executive Director
-  One individual board member
-  Insufficient Data

Overview

	Board
Board Meetings	LEVEL 4
Board Structure	LEVEL 5
Board Composition	LEVEL 2
Board Recruitment	LEVEL 4
Board Goals & Accountability	LEVEL 3
Finance	LEVEL 3
Development	LEVEL 1
Academic Oversight	LEVEL 3
Executive Director Support & Evaluation	LEVEL 3

Summary

LEVEL
1

LEVEL
2

LEVEL
3

LEVEL
4

LEVEL
5

Board Meetings				BOARD	
Board Structure					BOARD
Board Composition		BOARD			
Board Recruitment				BOARD	
Board Goals & Accountability			BOARD		
Finance			BOARD		
Development	BOARD				
Academic Oversight			BOARD		
Executive Director Support & Evaluation			BOARD		

Board Meetings

Details

LEVEL
1

LEVEL
2

LEVEL
3

LEVEL
4

LEVEL
5

Yearly Meeting Plan			BOARD		
Board Meeting Agenda					BOARD
Board Meeting Materials					BOARD
Board Meeting Content			BOARD		
Board Meeting Facilitation		BOARD			
Board Meeting Minutes					BOARD
Board Meeting Evaluation	BOARD				
Open Meeting Law Compliance			BOARD		

Board Structure

Details



Bylaws					BOARD
Job Descriptions			BOARD		
Officers					BOARD
Committees					BOARD

Board Composition






Details



Board Size	BOARD				
Previous Governance Experience	BOARD				
Skills and Expertise		BOARD			
Diversity		BOARD			
Level of Objectivity			BOARD		






Board Recruitment

Details

					
Recruitment Plan	BOARD				
Recruitment Process					BOARD
Board Recruitment Pipeline					BOARD
Role of the Executive Director in Board Recruitment			BOARD		
Orientation	BOARD				

Board Goals & Accountability

Details

					
Board Goals			BOARD		
Accountability		BOARD			

Finance

Details

LEVEL
1

LEVEL
2

LEVEL
3

LEVEL
4

LEVEL
5

Financial Oversight					BOARD
Financial Policies and Procedures			BOARD		
Financial Controls			BOARD		
Financial Reports				BOARD	
Developing Realistic Budgets					BOARD
Board Education		BOARD			
Annual Audit/990	BOARD				
Financial Compliance	BOARD				
Support of the Executive Director				BOARD	

Development

Details

LEVEL
1

LEVEL
2

LEVEL
3

LEVEL
4

LEVEL
5

Philosophical Alignment	BOARD				
Strategic Fund Development Plan	BOARD				
Accountability			BOARD		
Board Training	BOARD				

Academic Oversight

Details

LEVEL
1

LEVEL
2

LEVEL
3

LEVEL
4

LEVEL
5

Clarity of Vision			BOARD		
Roadmap		BOARD			
Charter Obligations		BOARD			
Standardized Testing					BOARD
Comparative Data		BOARD			
Board Education	BOARD				

Executive Director Support & Evaluation

Details

LEVEL
1

LEVEL
2

LEVEL
3

LEVEL
4

LEVEL
5

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Governance/Management					BOARD
Partnership with Executive Director	BOARD				
Executive Director Evaluation			BOARD		
Executive Director Support			BOARD		

Please provide any additional comments, questions and concerns.



My board assessment is challenging due to two key factors. First, I am a new Trustee; I joined the board April 12th, 2022. Second, our Executive Director position has been vacant since just before I joined the board (our Director of Teaching and Learning and Chief of Staff has been serving as interim co-Executive Directors while we source an interim and permanent ED). This means that much of the board business has been occupied with the leadership transition. Filling that role is a dependency for returning to some of the more normal annual rhythms of board business. In short, I've joined the board during a leadership transition, and I'm still ramping up.



I have served on the board for less than 6 months so I do not have a full, year-long experience to reflect upon. This lack of tenure is reflected in my answers.



FRCS, as other schools, is emerging from a volatile period. We are not (yet!) out of the woods. FRCS may be 20 years old, but in many ways we are starting again. The community is struggling to cope with too many stressors: COVID, extreme fatigue, frustration, anger, and blame. Teachers feel it, school leaders feel it, parents and students feel it, the board feels it. Can we turn the corner? Yes, I believe we can. But to do so, ALL community members need to step up; be more transparent, honest, and kind in equal measure. Relay on data; study it, make the plans, follow through, and adjust where warranted. Our students' futures depend on it!

Generated on Oct 17, 2022 at 11:59 AM EDT by Susanna Girard

Coversheet

District Advisory Group (DAG)

Section: IV. Community Group Updates
Item: A. District Advisory Group (DAG)
Purpose: FYI
Submitted by:
Related Material:
District Improvement Committee Meeting Minutes - October 19 2022.docx



District Improvement Committee Meeting Minutes October 19, 2022

General Discussion/ Introduction:

All Taskforce and Advisory Group members will meet as a larger group several times throughout the year and will be called the District Improvement Committee.

The District Improvement Committee:

- Will determine meeting norms that will guide the expectations and culture of all individual Taskforce and Advisory Group meetings.
- Will create a mission statement that is relative to the prioritized work, to ensure that each Taskforce and Advisory Group is working toward a common goal and overall understanding.
- Will define feedback loops so participation in these groups is representative of the community.
- Will develop Scope of Work for each Taskforce and Advisory Group so there will be measureable outcomes for each group.

Meeting Norms developed collaboratively on 10/19/22:

- Meetings will have agendas that focus on clear and concrete areas of discussion and anticipated outcomes.
- Meeting facilitators will respect members' time by beginning and ending meetings on time.
- Members commit to being present. No cell phone use during meetings.
- Off topic discussions will be moved to a "Parking Lot" for future discussion so not to derail the focus of the meeting.
- If the Group gets "stuck", it will table discussions to create pause for further thought and revisit the topic at a later meeting.
- Members will assume best intentions from others and be respectful of all opinions.
- If, and when, specific or individual examples are used for the benefit of creating process, the group will discuss what is confidential and not to be shared outside of the meeting.

Mission and Common Goal developed collaboratively on 10/19/22:

- In order to develop a clear understanding of our common goal, Linda Morse facilitated an exercise, to collaboratively create a temporary mission statement for the work we intend to do this year.

- The discussion was based on an Article called [“The Eight-Word Mission Statement”](#), from the **Stanford Review**.
- The Group listed individual words in the following categories in order to create an 8 Word Mission Statement to guide the work of the District Improvement Committee and all su:

Verbs	Target Population	Measureable Outcomes
Increase Improve Coordinate Communicate Resolve Build Repair Heal	Students Staff Community	<u>Outcomes:</u> Morale Trust Belonging Safe working conditions Psychological safety Transparency <u>Measures:</u> Engagement Surveys Staff Retention data Student Retention data Attendance Rates

8 Word Mission Statement developed by the Group:

Improve transparency to heal, build and repair community morale

Agenda Items tabled until next meeting:

- Feedback Loop process
- Taskforce and Advisory Group Scope of Work

Action Items:

- The group will define
 - Transparency and Morale
- The group will meet in 2 weeks to continue discussion on these topics and tabled agenda items
- Heidi will:
 - Send out meeting minutes
 - Create a google form to collect input and suggestions on:
 - Feedback loop process ideas
 - Taskforce and Advisory Group Scope of Work
 - Availability for next meeting in two weeks

Coversheet

Re-Reading

Section: V. Policy Review
Item: B. Re-Reading
Purpose: Vote
Submitted by:
Related Material: Privilege_of_the_Floor_Form_DRAFT_19OCT2022.docx

FOXBOROUGH REGIONAL CHARTER SCHOOL

PRIVILEGE OF THE FLOOR POLICY

All regular and special meetings of the Foxborough Regional Charter School (FRCS) Board of Trustees (BOT) and its Committees shall be open to the public. The BOT/Committees desire that members of the FRCS school community attend their meetings so that they may become better acquainted with the operations and programs at FRCS.

The BOT and its Committees provide an opportunity for the public to address issues at their meetings. Individuals or group representatives are invited to speak during a public comment period, which shall be known as “Privilege of the Floor.”

So long as remote connection to the BOT and Committee meetings are permitted by the Massachusetts Attorney General’s office, FRCS will provide a connection for remote observation/participation during Privilege of the Floor.

In order that all who wish to speak during Privilege of the Floor and to ensure the ability of the BOT/Committees to conduct business in an orderly manner, the following rules and procedures are adopted consistent with state and federal laws:

- Privilege of the Floor may only address matters that are within the scope of BOT/Committee authority.
 - Any comments must be limited to discussion of the educational goals, policies, or budget of FRCS.
 - The discussion of matters relating to specific individuals is expressly prohibited.
- Concerns about an individual staff member should be raised at the School (Elementary, Middle or High) building level.
- Concerns pertaining to the Executive Director should be sent in writing to the BOT Chair at trustees@foxboroughrcs.org.
- Consistent with the Massachusetts Open Meeting Law, FRCS/Committees do not permit comment/questions during a discussion of the planned agenda.
- Speakers will be recognized by the Chair of the meeting prior to speaking.
- Speakers must begin their remarks by stating their name, town or city of residence, and affiliation with the school district.
- All speakers are expected present their remarks respectfully.

FOXBOROUGH REGIONAL CHARTER SCHOOL

PRIVILEGE OF THE FLOOR POLICY

- The cumulative time allocated to all speakers to Privilege of the Floor shall not exceed a total of 15 minutes. If time runs out prior to getting a chance to speak; speakers will need to resubmit their request to speak at the next meeting once the new agenda is released.
- Speakers will be allowed to speak for a maximum of 3 minutes. The use of a timer may be used by the Chair.
- In general, extensions of time will not be permitted. However, speakers who require reasonable accommodations based on a disability or who require language interpretation services may be allotted a total of five (5) minutes to present their material. Speakers must notify the Board/Committees by email trustees@foxboroughrcs.org at least 48 hours in advance of the meeting if they wish to request an extension of time for one of these reasons.
- Individuals/groups who wish to participate in Privilege of the Floor may get on the list by following the link that is provided when the agenda is posted. There will also be a chance to sign up in person (Should the meeting have an in-person component) when the meeting begins. Requests to speak will be taken in the order they were submitted.
- The Chair of the meeting may not interrupt speakers who have been recognized to speak, except that the Chair reserves the right to terminate speech that is not Constitutionally protected because it includes threats, incitement to imminent lawless conduct, or comments that might be defamatory, and/or sexually explicit.
- Please be aware that the Board/Committee members and the Executive Director typically do not respond to statements at the Board/Committee meeting.
- Remote participation:
 - Each speaker/group must ensure that they can be seen on screen by the Board/Committee.
 - The screen name must match your legal name in order to be recognized by the Chair.

LEGAL REFS: M.G.L. 30A:18-25, Open Meeting Law
940 CMR 29 Open Meeting Regulations

Coversheet

Appeals

Section: VI. Committees
Item: A. Appeals
Purpose: Discuss
Submitted by:
Related Material: Board Update - Enrollment Status 11-3-22.docx



Enrollment Update – November 3, 2022

District Summary:

Grade	Enrollment Goal	Current Enrollment	Withdrawals to Date	Current Waitlist
Kindergarten	145	139	26 Declinations, 3 WD	9*
Grade 1	145	147	17	39
Grade 2	145	151	13	38
Grade 3	145	147	17	12*
Grade 4	145	148	15	31
Grade 5	130	127	22	45
Grade 6	130	126	27	12
Grade 7	130	108	32	60
Grade 8	130	109	26	0
Grade 9	130	107	40	0
Grade 10	109	96	17	0
Grade 11	94	88	10	0
Grade 12	77	86	3	0
Total	1655	1577	243	256

* K and Grade 3 students on WL reside in at-cap communities and cannot be offered a seat at this time.

Withdrawal by Town

Town	Withdrawals
Attleboro	53
North Attleboro	33
Brockton	42
Foxborough	23
Mansfield	18
Norton	13

Applications

On **October 7, 2022**, the enrollment application for the 2021-2022 school year was re-opened to build enrollment and replenish the wait list in certain grades. Per DESE, the application must be open for one month before offers are made. At this time, we have XX families completed applications showing interest in a mid-year start at FRCS:

K: 11
3: 25
8: 3
9: 6

When the one month period closes, offers will be made to those students in grades K, 8, and 9 where we are below our enrollment goal number. A lottery will be held for the students who applied for grade 3 and they will be added to a waitlist. Should we need to backfill grade 3, we will have students on a waitlist.

We have seen additional interest in this opportunity, however many families who completed the application expressed that they wanted their child to begin at FRCS next year. Those families have been notified that they must re-apply using the 2023-2024 application when it opens on December 1, 2022.

The application will remain open on the following one-month windows. The outreach team will continue to promote the opportunity in an effort to build enrollment for the 2022-2023 school year.

Oct. 14 – Nov. 14

Oct. 21 – Nov. 21

Oct. 28 – Nov. 28

Additional Notes:

Last month, the Outreach team made offers to students in grades 6 and 8. 5 new 6th grade students and 6 new 8th grade students will begin at FRCS in term 2. In the coming weeks, additional offers will be made at other grade levels that are below the enrollment goal number. (Grade 5 & 6)

Per DESE, we will continue to backfill until February.

Coversheet

Diversity, Equity, & Inclusion

Section: VI. Committees
Item: B. Diversity, Equity, & Inclusion
Purpose: Discuss
Submitted by:
Related Material: DEI Committee Update 04 NOV 2022.docx

Summary from Diversity, Equity & Inclusion Committee

Date: 04 NOV 2022

Date of last meeting: 19 OCT & 02 NOV 2022

Next Meeting: 16 NOV 2022

Members: Anissia Vixamar, Ramona Royal, Dana Benton-Johnson, Kathleen Foley, Mallory St. Brice, Heidi Berkowitz, Cathy Alix, Teresa Peavey, Justin Hester, Ebony McQueen, Tahir Husain, Malaz Abdelhadi

Policies Currently under review:

- N/A

General Update

- Committee Members Introductions
- Determined meeting cadence and norms/rules
- Determined first committee task – baseline survey to assess cultural needs and climate of FRCS
- Students will be initial target audience. Parents and FRCS staff will be surveyed at later date.
- Brainstormed non-monetary participation incentives.
- Timeline:
 - Socialize survey in late December/early January
 - Present survey for BOT review during January 10th meeting
 - Conduct survey in late January/early February
 - Present survey results and committee action plan - February

Coversheet

Facilities

Section: VI. Committees
Item: C. Facilities
Purpose: Discuss
Submitted by:
Related Material: Operations Department Update - Nov 3 2022.docx



Operations Department Update November 3, 2022

- Transportation update: Met with vendor to address their concerns about student behavior on the buses. We are setting up a zoom meeting with families to communicate the concerns and expectations of the district and the bus company for students riding the regional buses.
- Crosswalk: We are in talks with the town of Foxborough to add a crosswalk by the Mobil gas station which would allow for our students and the local community to cross Central St safely.

Coversheet

Finance

Section: VI. Committees
Item: D. Finance
Purpose: Discuss
Submitted by:
Related Material: Oct. 2022 - Balance Sheet (Summary).pdf
Oct. 2022 - Budget to Actual (Comparative Summary).pdf
Oct. 2022 - Budget to Actual (Summary).pdf

Financial Report - Balance Sheet (Summary)

Foxborough Regional Charter School

For 10/31/2022

Run: 11/03/2022 at 10:15 AM

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	10/31/2022	6/30/2022	Change
ASSETS			
Current Assets			
Cash - operations	14,622,900.03	11,849,679.53	2,773,220.50
Cash - debt service reserve	2,184,275.26	3,141,451.64	(957,176.38)
Accounts Receivable:			
Intergovernmental	0.00	1,151,260.78	(1,151,260.78)
Other	26,295.09	57,029.99	(30,734.90)
Prepaid Expenses	265.96	758.64	(492.68)
Total Current Assets	16,833,736.34	16,200,180.58	633,555.76
Capital Assets			
Right-Of-Use-Asset	334,525.00	334,525.00	0.00
Land/Building Improvements	47,556,557.39	47,556,557.39	0.00
Furniture, equipment and software	5,923,793.32	5,923,793.32	0.00
Less: accumulated depreciation and amortization	(17,180,798.08)	(16,372,371.64)	(808,426.44)
Total investment in capital assets	36,634,077.63	37,442,504.07	(808,426.44)
Loss on defeasance (2017 bonds)	3,541,114.47	3,541,114.47	0.00
TOTAL ASSETS	57,008,928.44	57,183,799.12	(174,870.68)
LIABILITIES AND NET ASSETS			
Accounts Payable	542,088.35	1,123,797.80	(581,709.45)
Accrued expenses	149,720.82	764,536.84	(614,816.02)
Accrued compensation	230,729.63	1,654,036.30	(1,423,306.67)
Bonds payable - US Bank	0.00	0.00	0.00
Deferred income	0.00	89,251.30	(89,251.30)
Lease Liability	198,402.38	214,076.00	(15,673.62)
Total current liabilities	1,120,941.18	3,845,698.24	(2,724,757.06)
BONDS PAYABLE 2017B	22,945,000.00	23,600,000.00	(655,000.00)
BOND PREMIUM 2017B	2,175,370.80	2,175,370.80	0.00
Total bonds payable	25,120,370.80	25,775,370.80	(655,000.00)
LOAN PAYABLE EASTERN BANK	3,789,018.89	3,953,770.15	(164,751.26)
Total loans payable (Eastern)	3,789,018.89	3,953,770.15	(164,751.26)
Total liabilities	30,030,330.87	33,574,839.19	(3,544,508.32)
Net Assets			
Investment in capital assets	0.00	0.00	0.00
Restricted - Board Capital	5,165,006.00	5,165,006.00	0.00
Unrestricted	18,443,953.93	14,057,036.52	4,386,917.41
Net income	3,369,637.64	4,386,917.41	(1,017,279.77)
Total net assets	26,978,597.57	23,608,959.93	3,369,637.64
TOTAL LIABILITIES AND NET ASSETS	57,008,928.44	57,183,799.12	(174,870.68)

Financial Report - Budget to Actual (Comparative Summary)

Run: 11/03/2022 at 9:43 AM

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Foxborough Regional Charter School For 10/31/2022

	Budget FY2023	YTD Actual 10/31/22	Current Year Budget - Actual	Current Year % of Budget	Budget FY2022	YTD Actual 10/31/21	Prior Year Budget - Actual	Prior Year % of Budget
REVENUES								
Per Pupil Tuition	27,462,500.00	9,671,437.00	(17,791,063.00)	(35.22)	24,790,000.00	8,783,316.00	(16,006,684.00)	(35.43)
Federal Grants/Reimbursements	1,187,972.00	112,608.30	(1,075,363.70)	(9.48)	3,673,321.00	452,217.26	(3,221,103.74)	(12.31)
State Grants/Reimbursements	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Grant Revenues	0.00	3,000.00	3,000.00	0.00	0.00	0.00	0.00	0.00
Food Service Program	521,000.00	930.31	(520,069.69)	(0.18)	286,000.00	156,701.77	(129,298.23)	(54.79)
Extended Day Program	0.00	0.00	0.00	0.00	0.00	(10.00)	(10.00)	0.00
Transportation Program	901,072.00	409,774.23	(491,297.77)	(45.48)	861,750.00	458,039.00	(403,711.00)	(53.15)
Building Rental Revenue	60,000.00	12,000.00	(48,000.00)	(20.00)	69,615.00	10,000.00	(59,615.00)	(14.36)
Other Revenues	75,500.00	21,569.51	(53,930.49)	(28.57)	62,000.00	35,981.32	(26,018.68)	(58.03)
Total Revenues	30,208,044.00	10,231,319.35	(19,976,724.65)	(33.87)	29,742,686.00	9,896,245.35	(19,846,440.65)	(33.27)
EXPENSES								
Personnel								
Administration & Finance	1,464,975.00	327,404.59	1,137,570.41	22.35	1,024,223.00	301,875.70	722,347.30	29.47
Teaching & Learning	12,164,780.00	2,298,136.80	9,866,643.20	18.89	11,045,668.00	2,232,531.74	8,813,136.26	20.21
Student Activities	2,214,113.00	364,265.00	1,849,848.00	16.45	1,782,468.00	332,624.58	1,449,843.42	18.66
Operations	821,363.00	251,026.94	570,336.06	30.56	862,575.00	260,492.36	602,082.64	30.20
Grants	560,595.00	110,233.64	450,361.36	19.66	1,562,274.00	407,300.17	1,154,973.83	26.07
Subtotal Personnel	17,225,826.00	3,351,066.97	13,874,759.03	19.45	16,277,208.00	3,534,824.55	12,742,383.45	21.72
Operating Costs								
Administration & Finance	814,715.00	280,200.18	534,514.82	34.39	563,135.00	174,019.54	389,115.46	30.90
Teaching & Learning	762,878.00	80,464.95	682,413.05	10.55	441,800.00	90,878.06	350,921.94	20.57
Student Activities	2,798,457.00	434,436.69	2,364,020.31	15.52	2,393,565.00	547,937.83	1,845,627.17	22.89
Operations	2,093,130.00	674,767.48	1,418,362.52	32.24	2,015,320.00	752,708.06	1,262,611.94	37.35
Employee Benefits	2,592,646.00	584,868.81	2,007,777.19	22.56	2,360,500.00	537,709.42	1,822,790.58	22.78
Grants	506,182.00	86,214.16	419,967.84	17.03	2,088,847.00	379,875.96	1,708,971.04	18.19
Subtotal Operating Costs	9,568,008.00	2,140,952.27	7,427,055.73	22.38	9,863,167.00	2,483,128.87	7,380,038.13	25.18
Total Expenses	26,793,834.00	5,492,019.24	21,301,814.76	20.50	26,140,375.00	6,017,953.42	20,122,421.58	23.02
NET BUDGET FROM OPERATIONS	3,414,210.00	4,739,300.11	1,325,090.11	(138.81)	3,602,311.00	3,878,291.93	275,980.93	(107.66)
Capital Outlay	890,000.00	515,002.69	374,997.31	57.87	613,795.00	172,206.08	441,588.92	28.06
Debt Service	2,477,216.00	43,922.70	2,433,293.30	1.77	2,471,691.00	155,417.29	2,316,273.71	6.29
Depreciation	0.00	808,426.44	(808,426.44)	0.00	0.00	788,959.92	(788,959.92)	0.00
Board Capital Reserve	0.00	0.00	0.00	0.00	(9,000.00)	0.00	(9,000.00)	0.00
NET BUDGET RESERVED	46,994.00	3,371,948.28	3,324,954.28	(7,175.27)	525,825.00	2,761,708.64	2,235,883.64	(525.21)

Financial Report - Budget to Actual (Summary)**Foxborough Regional Charter School****For 10/31/2022**

Run: 11/03/2022 at 9:43 AM

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	Budget	Actual	Budget - Actual	% of Budget
REVENUES				
Per Pupil Tuition	27,462,500.00	9,671,437.00	(17,791,063.00)	(35.22)
Federal Grants/Reimbursements	1,187,972.00	112,608.30	(1,075,363.70)	(9.48)
State Grants/Reimbursements	0.00	0.00	0.00	0.00
Other Grant Revenues	0.00	3,000.00	3,000.00	0.00
Food Service Program	521,000.00	930.31	(520,069.69)	(0.18)
Extended Day Program	0.00	0.00	0.00	0.00
Transportation Program	901,072.00	409,774.23	(491,297.77)	(45.48)
Building Rental Revenue	60,000.00	12,000.00	(48,000.00)	(20.00)
Other Revenues	75,500.00	21,569.51	(53,930.49)	(28.57)
Total Revenues	30,208,044.00	10,231,319.35	(19,976,724.65)	(33.87)
EXPENSES				
Personnel				
Administration & Finance	1,464,975.00	327,404.59	1,137,570.41	22.35
Teaching & Learning	12,164,780.00	2,298,136.80	9,866,643.20	18.89
Student Activities	2,214,113.00	364,265.00	1,849,848.00	16.45
Operations	821,363.00	251,026.94	570,336.06	30.56
Grants	560,595.00	110,233.64	450,361.36	19.66
Subtotal Personnel	17,225,826.00	3,351,066.97	13,874,759.03	19.45
Operating Costs				
Administration & Finance	814,715.00	280,200.18	534,514.82	34.39
Teaching & Learning	762,878.00	80,464.95	682,413.05	10.55
Student Activities	2,798,457.00	434,436.69	2,364,020.31	15.52
Operations	2,093,130.00	674,767.48	1,418,362.52	32.24
Employee Benefits	2,592,646.00	584,868.81	2,007,777.19	22.56
Grants	506,182.00	86,214.16	419,967.84	17.03
Subtotal Operating Costs	9,568,008.00	2,140,952.27	7,427,055.73	22.38
Total Expenses	26,793,834.00	5,492,019.24	21,301,814.76	20.50
NET BUDGET FROM OPERATIONS	3,414,210.00	4,739,300.11	1,325,090.11	(138.81)
Capital Outlay	890,000.00	515,002.69	374,997.31	57.87
Debt Service	2,477,216.00	43,922.70	2,433,293.30	1.77
Depreciation	0.00	808,426.44	(808,426.44)	0.00
Board Capital Reserve	0.00	0.00	0.00	0.00
NET BUDGET RESERVED	46,994.00	3,371,948.28	3,324,954.28	(7,175.27)