



# Foxborough Regional Charter School

## Board Meeting

Published on January 10, 2025 at 1:25 PM EST  
Amended on January 13, 2025 at 1:43 PM EST

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### Date and Time

Tuesday January 14, 2025 at 6:00 PM EST

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### 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](#). To request to speak at a meeting, please complete the following [google form](#) before the start of the meeting.

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### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
<b>A.</b>	Record Attendance	Todd Tetreault	1 m
<b>B.</b>	Call the Meeting to Order	Sergio Martin	1 m

	Purpose	Presenter	Time
<b>C.</b> Privilege of the Floor		Sergio Martin	5 m
<b>II. Leadership Report</b>			<b>6:07 PM</b>
<b>A.</b> Leadership Report	Discuss	Toby Romer	10 m
• Highlights and Updates			
<b>III. Board Business</b>			<b>6:17 PM</b>
<b>A.</b> Board Member Candidate Interview	Discuss	Sergio Martin	30 m
<b>B.</b> Preliminary Findings of Executive Director Entry Process	Discuss	Toby Romer	15 m
<b>C.</b> Executive Director Mid Year Goals Update	Discuss	Toby Romer	15 m
<b>D.</b> Discussion of Staff Handbook Updates	FYI	Martine Albama	5 m
<b>E.</b> Preliminary Key Dates Calendar Review	FYI	Toby Romer	5 m
<b>F.</b> Discipline and Attendance Report	Discuss	Toby Romer	10 m
<b>IV. Updates and Reports</b>			<b>7:37 PM</b>
<b>A.</b> Committee Reports ( Finance/Facilities, Governance, DEI, Academic Excellence)	Discuss	Sergio Martin	10 m
• Finance - Budget to Actual			
• Governance- Charter Amendment/ Taunton			
• DEI			
<b>B.</b> Policy Review Update	FYI	Toby Romer	5 m
<b>C.</b> Community Groups (FEA, Foundation, ELPAC, SEPAC)	FYI	Toby Romer	5 m
<b>D.</b> Candidate Review	Vote	Sergio Martin	15 m
<b>V. Administrative/Housekeeping (Trainings, Member Reminders)</b>			<b>8:12 PM</b>

	Purpose	Presenter	Time
<b>A.</b> Budget Process Preview	FYI	Toby Romer	5 m
<b>B.</b> Survey for Charter Public School Board Members	FYI	Sergio Martin	5 m
<b>VI. Meeting Summary and Items for Next Meeting</b>			<b>8:22 PM</b>
<b>A.</b> Items for Next Meeting <a href="#">Review Next Month</a>	Discuss	Sergio Martin	5 m
<b>VII. Consent Agenda</b>			<b>8:27 PM</b>
<b>A.</b> Meeting Minutes	Discuss	Sergio Martin	25 m

For Approval:

- May 9, 2023
- October 10, 2023
- November 14, 2023
- February 21, 2024
- November 12, 2024
- December 10, 2024
- January 8, 2025

Approved / awaiting amendments/ posting

- March 12, 2024 (minutes approved - amendments need to be made to finalize and post)

Missing Recordings

- September 18, 2023 (recording needed to transcribe minutes)
- February 13, 2024 (recording needed to transcribe minutes)
- February 15, 2024 (recording needed to transcribe minutes)
- March 20, 2024 (recording needed to transcribe minutes)

Executive Session –

	Purpose	Presenter	Time
<ul style="list-style-type: none"> <li>• May 9, 2023</li> <li>• September 18, 2023 Exec Session (no recording - minutes to be drafted)</li> <li>• September 21, 2023 Exec Session (no recording - minutes to be drafted)</li> <li>• February 21, 2024 Exec Session (no recording - minutes to be drafted)</li> <li>• May 2, 2024 Exec Session (no recording - minutes to be drafted)</li> </ul>			
<b>VIII. Executive Session</b>			<b>8:52 PM</b>
<b>A. Adjourn to Executive Session</b>	Vote	Sergio Martin	1 m
<ul style="list-style-type: none"> <li>• Adjourn to Executive session , not to return to open session in accordance with the Open Meeting Law, M.G.L. c. 30A, Section 21(a), as the Chair has determined that an open session would have a detrimental effect.</li> </ul>			
<b>IX. Closing Items</b>			<b>8:53 PM</b>
<b>A. Adjourn Meeting</b>	Vote	Sergio Martin	1 m

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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

## Board Member Candidate Interview

**Section:** III. Board Business  
**Item:** A. Board Member Candidate Interview  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** J. castro resume-2023.pdf

**Jesenia Castro Burke**  
**[Jesenia.castro32@gmail.com](mailto:Jesenia.castro32@gmail.com)**  
**33 Mechanic Street**  
**Milton, MA 02186**  
**617-869-3451**

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### Profile

My career goal is to maintain a goal and oriented position as a Program Director in the Boston area that is committed to supporting all students in their academic success. I am very passionate about supporting students and creating effective resources and tools to navigate their academic success. Other areas of interest include financial aid training, student peer mentoring, culture proficiency training and various networking opportunities.

### Education/Certification:

**Wheelock College-** Boston, MA

Bachelors of Social Work

Received 5/2001

Masters of Social Work

Received 5/2005

**Salem State College-** Salem, MA Education Administration & Certification

Received 5/2011

**TESA-** Teacher Expectation Student Achievement Certified

Received 7/2008

**Languages:** Proficient in Spanish

DESE License # 525230 School Social work/ School adjustment licensure

### **Work Experience:**

#### **Walpole Public Schools**

Metropolitan Council for Educational Opportunity

#### **METCO Program/Diversity, Equity & Inclusion Director**

8/2018-Present

- Oversee all aspects of Walpole METCO Program K-12
- Develop orientation for all new students in families in collaboration with building principals
- Collaborate with School Counselors on College/Career planning maps with students
- Create monthly program newsletter to share program highlights and information
- Facilitate Parent/Guardian Leader Groups and Meetings on College application process
- Build intentional partnerships for students and families with external stakeholders (Programs, Clubs, Recreation)
- Review and present data on student achievement by grade level for students in the program
- Create Equity task force for district that aligns with Strategic Plan
- Responsible for program budget and writing METCO Grant in partnership with business office
- Support District Efforts with recruitment and Diversity Job Fairs
- Supervise/Evaluate all METCO program staff
- Partner and support the annual Diversity, Equity & Inclusion Conference
- Support exposure to Historically Black College & Universities College fairs and opportunities
- Support student engagement in extracurricular activities and school events

**Coordinator for Office of Student Affairs**

6/2015- 8/2018

- Implemented new online registration program for new enrollments
- Oversee all residency and custodial investigations
- Supervised the development and implementation of student enrollment
- Responsible for all new student enrollments and processes in the office
- Facilitated all department trainings and workshops
- Hire and train all new staff in Office of Student Affairs
- Coordinated with ELL department regarding student referral
- Responsible for all residency hearings and notices for students & families
- Developed and implemented new policies and procedures for overall district enrollment with staff
- Collaborated with various school leadership teams and community agencies
- Maintain al Districtl tuition notices and withdrawal notices to families
- Support enrollment for students enrolling with F1 Visa

*Today's Students Tomorrow's Teachers, Arlington, MA*

10/2012- 6/2014

**Regional Program Director**

- Responsible for Program Budget and all Marketing materials
- Supervised regional teacher mentors and liaisons in various districts
- Coordinated all College tours and school programs for students
- Completed all reports and provided timely data for program accountability and funding
- Recruited new students for program annually (Lexington, Cambridge, Arlington, Brookline)
- Coordinated professional development workshops on cultural competency for teacher mentors
- Developed application for student placement and recruitment
- Responsible for placing students in summer internships and community sites
- Tracked and monitored all data for program evaluation
- Facilitated all trainings, orientations (Students, Teachers, Parents) and coaching
- Build relationships and networks with various new College Partners
- Provided local College resources for all students
- Support and communicate with various local Colleges and Universities on TSTT Program

*Reading Public Schools, Reading, MA*

7/2005-5/2012

**METCO Program Director**

Metropolitan Council for Educational Opportunity.

- Created the METCO Program Student Union at Reading Memorial High School.
- Confirmed and managed all placement into the program for all K-12 Students.
- Created after school programs for elementary students.
- Responsible for Program Budget and writing program grant.
- Developed mission statement and strategic plan for program.
- Provided professional development training for all staff and administrators
- Collaborate with School Guidance on College planning & Financial Aid Opportunities
- Coordinated the annual parent, student retreat and youth conference.
- Culture Proficiency Training for Professional Development.
- Orchestrated resources, jobs and opportunities for students.
- Successfully Facilitated Annual Parent Conference and Leadership programs.
- Implemented Diversity and Cultural Proficiency training for school administrators.
- Provided ongoing resources for students, families and school staff.
- Participate in annual HBCU College tour with students
- Founded and Developed FITKids Mentoring Program for various METCO communities

NABSE- National Alliance of Black School Educators  
BEAM- Black Educators Alliance of Massachusetts  
MPDE- Massachusetts Partnership for Diversity & Education (2022)  
NASW- National Association of Social Workers  
Mass Mentoring Member (2016-2022)  
MDA- METCO Directors Association Executive Board Member (Recording Secretary-2022)  
Greenwood Shalom Enrichment Center Board Member (2015-2022)

## **K-12 Accomplishments & Professional Highlights:**

- **Clear Path College access programming: Providing one to one support for students/families on College access, SAT/ACT and Family Engagement.**
- **Financial Literacy Parent Collaborative meetings: Inclusive of other METCO Districts-presentation on understanding financial literacy and College financial aid.**
- **Parent Leaders Group- RMPAB (Reading METCO Parent advisory Board), FoxWal (Foxborough-Walpole Parent Leaders Group- Various events, scholarship, fundraising, cultural connections within school communities and networking. Provide scholarship funding yearly to graduating students.**
- **Summer programming for elementary students- Connecting students for summer programming in their school district or in partnership with METCO HQ for enrichment and academic support.**
- **Middle School Girls Mentoring Program- Collaborate with Principals and provide Girls mentoring with high school students and middle school students. The idea was to support school bus transportation behaviors that kept arising. Build a network with high school and middle school students for mentorship. Partner with Mass Mentoring for events and activities for students.**
- **METCO Directors Association Executive Board Member (Recording Secretary, Treasurer and Youth Conference Chair)- Currently active**  
  
College Visit with students/families- In Partnership with the METCO Directors Association, provide College visit opportunities along with families: Boston College, New Hampshire College, Boston University, Northeastern University. Creating pipeline opportunities for students.
- **Partnered Transportation Opportunities- Late bus collaboration with Foxborough Public Schools for students**
- **METCO Directors Youth Conference**
- **IDEAS Youth/Middle School Conference**
- **METCO Directors Middle School Conference- Founder (2012-Wheelock College)**
- **Diversity, Equity and Inclusion Podcast for staff and administrators- Walpole**
- **Courageous Conversations about race with School Staff  
Community Book Read- Coming soon!**
- **Walpole Educators of Color Group- An opportunity to provide affinity space for all educators of color in our district. Plan various events and connect educators with administrators for various employment opportunities.**



**Professional References:**

**Dr. Alison Melo**

**Mrs Kristina Smith**

**Ms Heidi Lemmel**



# Coversheet

## Preliminary Findings of Executive Director Entry Process

**Section:** III. Board Business  
**Item:** B. Preliminary Findings of Executive Director Entry Process  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Executive Director's Preliminary Entry Report to the Board 1-14-25.pdf



# Preliminary Findings of Entry Process

Board of Trustees  
January 14th, 2025

# Executive Director Annual Goals 2024-25

- **Goal 1 - Complete Entry Process**
  - Initial presentation on findings in January, final report by April
- **Goal 2 - Develop and Strengthen Management Structures & Supports**
  - Contract implementation, policy and procedure reviews and updating
- **Goal 3 - Initiate Organizational Planning and Improvement Process**
  - Professional Development on Strategic Planning

# Purpose of the Entry Process

- Rationale- To fully understand our district's strengths, areas for growth, history, and culture, and to create the conditions for specific academic and organizational improvements.

- “How can an administrator who believes in collaboration start a job ...well?”
- Entry: a plan to engage people from all parts of an organization to gather information and analyze needs systematically
- A planned set of interviews, feedback sessions and school and community visits to:
  - Get to know key members of the community,
  - Collectively examine key issues and norms in the organization,
  - Collectively identify tasks to be done and to prioritize, and
  - Create a plan for addressing key issues individually and collectively.

Entry: the Hiring, Start-Up and Supervision of Administrators, Jentz, Wofford, et al., 1982.

# Interview Protocols and Questions

Common set of questions for each stakeholder group to identify patterns

Main focus on:

- **Strengths**
- **Areas for Growth**

Targeted questions also included:

- Why did you chose FRCS for your child?
- What advice do you have for me as a new leader at FRCS?
- What do you really enjoy about your job? What do you least enjoy?
- How can I best get to know FRCS?

Interviews and Focus Groups are also an opportunity to introduce myself to key individuals and get to know one another

# Overview of Entry Process

- Review of Key FRCS Documents and Plans

## Documents Reviewed

- Charter Review Report - FRCS 2023
- Financial Statements and Independent Auditors Reports 2023 and 2024
- FRCS Board of Trustees Level Update 2022
- FRCS Course of Studies
- FRCS High School Course Catalogs
- FRCS Student and Family Handbook
- FRCS Employee Handbook 2023 and 2024
- FRCS Annual Report for DESE - 2023 and 2024
- FRCS Budget to Actual Reports - Fiscal Years 2023 and 2024
- FRCS Charter, Mission Vision, and Shared Values
- FRCS Accountability Plan and Goals 2024
- FRCS Summary of DESE Review - 2023
- FRCS Board of Trustees Professional Development Materials 2022-23
- DESE FRCS Data and Accountability Results 2017-24
- Assorted FRCS Historical Documents, including past Charter School proposals, Recruitment Materials, Annual Reports, Financial Statements and Safety Plans



# Overview of Entry Process

- Individual Meetings with FRCS Board of Trustee Members, District Leaders, and School Leaders

## FRCS Board Members One-on-One Meetings

- 7 Board of Trustee meetings
- 5/9/24-7/29/24

## District and School Leaders

- 9 meetings with Executive Leadership Team members
  - 5/8/24-6/5/24
- 5 meetings with additional District Leaders
  - 5/8/24-7/29/24
- 8 Meetings with School Principals and Assistant Principals
  - 5/8/24-6/5/24

# Overview of Entry Process

- Meetings and Meet & Greets with Family Empowerment Alliance leaders and Parent and Family members

## Parents and Families Meetings

- Meeting with FEA Board leadership - 6/13/24
- Parent Meet & Greet - FRCS 8/6/24
- Parent Meet & Greet - FRCS 8/14/24
- Parent Meet & Greet - Brockton 8/15/24
- Directors Breakfast - FRCS 9/27/24
- Directors Breakfast - Attleboro 1/16/25



# Overview of Entry Process

- Meetings and Focus Groups with FRCS educators and staff members

## Teacher Connections

- Teacher Focus Group - 8/7/24
- Teacher Focus Group - 8/13/24
- Teacher Focus Group - 8/15/24
- Teacher Focus Group - 8/27/24
- Elementary Teacher Focus Group - 9/17/24
- Staff of Color Focus Group - 10/2/24
- District Staff Luncheon - 10/25/24



# Overview of Entry Process

- Student shadowing experiences and Focus Groups with FRCS student leadership groups



## Student Learning Opportunities

- Elementary School Student Shadow 9/24/24
  - 3rd Grade
- Middle School Student Shadow 10/9/24
  - 6th Grade
- High School Shadow 10/1/24
  - 10th Grade
- Focus Group - High School Student Council EBoard 11/14/24
- Focus Group - High School Gay Straight Alliance 12/9/24
- Focus Group - High School Brotherhood Group 1/14/25
- Focus Group - High School Sisterhood 1/23/25

# Overview of Entry Process

- Additional meetings with FRCS stakeholders and former staff members

## Stakeholders and Former Staff Meetings

- Mark Logan, Former Executive Director
- Eddie Ingram, Former Interim Executive Director
- Tim Nicolette, Massachusetts Charter Public School Association (MCPSA) Director
- Chante Chambers, Professional Development Consultant
- Charter School Executive Directors from Various MA Charters
- Joan Stein, FRCS Attorney
- Nick Anastasopoulos, FRCS Attorney
- Chief Michael Grace, Sgt. Meg Allen, Off. Will Monterosso, Foxborough Police Department
- YMCA Afterschool Program Leaders
- Wheaton College Education Program Leaders

# Process for Analyzing and Synthesizing Feedback

**Common Themes for Board leaders**

- Strengths
  - The school app is great
  - Spirit and thematic days are great
  - FRCS creates a shelter for families from less diverse school systems with lower standards for students
  - Accounting and finance system is strong and prevents errors and waste
  - We have a strong reserve
  - There is a cohesive culture and commitment to student achievement
  - The FRCS pledge at the elementary level is a cherished tradition
  - The "Enter to Lead, Exit to Learn" motto is great
  - School safety is a strength
  - Diversity is a strength
  - Our smaller class sizes at High School are a strength
  - Spanish classes K-12 is a strength
  - Our social media presence is good
  - Shared values developed under interim executive director are very good
  - Our facilities are a strength
  - Our students are able to follow their passions and get support and guidance for individual interests at the high school level
  - Our college acceptance and access data is good
  - Our Spanish program is a great recruiting strength
  - Small classes at High School level are an opportunity to support student leadership and student focused projects
- Areas for Growth
  - Need to raise our standards in the middle and high school
  - Need to focus on transparent communication and respect
  - Need to focus on new ag of learning, like robotics, coding, and cyber security as well as financial literacy



**Common Themes for Board Leaders**

- STRENGTHS
  - Community and Culture:**
    - The district fosters a strong, cohesive culture with a shared commitment to student achievement.
    - School safety is a key strength, ensuring a secure environment for students and staff.
    - Diversity is celebrated as an important strength of the school community.
    - The FRCS Pledge at the elementary level is a cherished tradition, reinforcing a sense of unity and purpose.
    - The "Enter to Lead, Exit to Learn" motto is an inspiring guiding principle.
  - Programs and Student Support:**
    - Smaller class sizes, especially at the high school level, are a strength, enabling more personalized attention and student-focused projects.
    - High school students are supported in following their passions with individualized guidance and opportunities for leadership.
    - The district offers a strong **Spanish program (K-12)**, which is both a programmatic and recruiting strength.
    - The ability to offer Spanish classes across all grade levels is an asset.
    - The district's college acceptance and access data is positive, reflecting strong support for students' post-secondary goals.
  - Operational and Financial Strengths:**
    - The district's **accounting and finance system** is strong, reducing errors and waste.
    - The school has a **strong financial reserve**, providing stability and the ability to weather challenges.



Theme	Board leader	Board member/leader	Student	Parent/Teacher/Community
<b>Community and Culture</b>	How do we use our motto and traditions to create a cohesive culture? How do we ensure that all students feel safe and supported?	How do we ensure that all students feel safe and supported? How do we ensure that all students feel safe and supported?	How do we ensure that all students feel safe and supported? How do we ensure that all students feel safe and supported?	How do we ensure that all students feel safe and supported? How do we ensure that all students feel safe and supported?
<b>Academics and Rigor</b>	How do we ensure that all students are challenged and supported? How do we ensure that all students are challenged and supported?	How do we ensure that all students are challenged and supported? How do we ensure that all students are challenged and supported?	How do we ensure that all students are challenged and supported? How do we ensure that all students are challenged and supported?	How do we ensure that all students are challenged and supported? How do we ensure that all students are challenged and supported?
<b>Operational and Financial</b>	How do we ensure that all students are supported and successful? How do we ensure that all students are supported and successful?	How do we ensure that all students are supported and successful? How do we ensure that all students are supported and successful?	How do we ensure that all students are supported and successful? How do we ensure that all students are supported and successful?	How do we ensure that all students are supported and successful? How do we ensure that all students are supported and successful?



Themes	Strengths	Areas for Development
<b>Diversity</b>	FRCS provides a diverse atmosphere in local public schools. In an environment where the diversity of the district is celebrated as a strength, there is a strong sense of belonging among all families, and the entire community recognizes the strength of our families and students.	Continue to build stronger cultural awareness among the mostly white staff, foster an equitable school environment, and maintain the diversity of the student body.
<b>Staff</b>	District leaders, families, students and educators all agree that staff members, both educators and support staff, are welcoming, build close relationships with students, and go above and beyond. Teachers have strong administrative support, and support strong students.	Need to create a more supportive environment for staff, including professional development and including staff in decision-making to support the stability and long term health of the district.
<b>Academics and Rigor</b>	The district's recent curricular adaptations and ongoing college acceptance and access data is a key strength. The reputation as rigorous and demanding academic institution is important to many families and students.	Focus on raising academic standards and support to ensure high levels of academic achievement, as measured by the WCAS, reading assessments, and other measures. Continue to celebrate academic achievements of our students. Develop educator skills in differentiated instruction, cultural responsiveness, and providing academic interventions when students need more support.
<b>Community and Culture</b>	The district fosters a strong, cohesive culture with a strong sense of belonging and pride. Through strategies such as spirit and thematic days, shared values and traditions, the "Enter to Lead, Exit to Learn" motto, District Behavioral Expectations, and the FRCS Pledge at elementary school, and the vibrant expectations, school environments at the middle level in particular are noted by staff and families.	Continue to rebuild trust and collaboration among all stakeholders, create community where everyone across the schools, and immediately address any bias incidents or other events that negatively impact the sense of community and belonging.
<b>Students/Support Expectations</b>	FRCS students are described as amazing, motivated and full of energy by educators and leaders, creating a vibrant and talented school environment. Current uniform and cell phone expectations are considered a strength.	Numerous areas for additional increased support for students are outlined, including access to mental health services at all grades, improved behavioral support systems, inclusion of students with disabilities, inclusive environment for all students including those in the minority, support for executive function skill building, and student voice being heard in school decision-making, in particular most parents expressed an interest in more specific and restorative uniform expectations.
<b>Extra-Curricular</b>	Extracurricular activities such as student-led clubs, leadership opportunities, MIAA-level sports, STEM and arts programs (including Robotics, Chess, and Chess), Sports competitions, international travel, and science fairs are current strengths.	Improve and expand sports and extracurricular offerings, particularly for elementary and middle school students, including options for after-school learning, drama, more clubs (e.g., chess), other enrichment options, and expanded summer programs. Find ways to support students living further away and with limited transportation options to access after-school programs.

## Steps in Analyzing Entry Data

- All notes and comments transcribed
- Comments by each stakeholder group summarized by AI application
- Content summaries checked for accuracy
- Content summaries coded and sorted
- Patterns identified across stakeholder groups
- Overarching strengths and weaknesses created for each high-level thematic area

# Norm Setting for Reviewing Data

Goal of this Process is to Learn and to Plan for the Future

Key Values in Processing the Initial Results

- Deep **Respect** for the Work of Past Leaders
- Forward-Thinking, **Constructive** Focus
- **Awareness** of Context and Impact for both Questions and Comments
- Promoting **Understanding** Across Stakeholder Groups
- Openness to **Feedback** on the Process and the Initial Results

# Initial Findings

- Initial findings include high-level themes, including strengths and areas for growth, as well as the stakeholder groups most likely to endorse each finding
- Key Themes/Areas Across all Groups
  - **Diversity**
  - **Staff**
  - **Academics and Rigor**
  - **Community and Culture**
  - **Students/Support/Expectations**
  - **Extra-Curriculars**
  - **Leadership**
  - **Families**
  - **High School**
  - **Special Education and Student Services**
  - **Spanish**
  - **Staff Recruitment, Retention**
  - **Financial Systems**
  - **Communications-External**
  - **Communications - Internal**
  - **Safety**



# Initial Insights in Findings Areas

## Diversity

- FRCS provides a diverse alternative to local public schools, in an environment where the diversity of the district is celebrated as a strength, there is a strong sense of belonging among all families, and the entire community recognizes the strengths of our families and students
- Continue to build stronger cultural awareness among the mostly white staff, foster an equitable school environment, and maintain the diversity of the student body.

## Staff

- District leaders, families, students and educators all agree that staff members, both educators and support staff, are welcoming, build close relationships with students, and go above-and-beyond. Teachers have strong camaraderie and teamwork, and support struggling students.
- Need to create a more supportive environment for staff, including professional development and incorporating staff in decision-making, in order to support the stability and long-term health of the district.

# Initial Insights in Findings Areas



## Academics and Rigor

- The district's recent curricular adoptions and continuing college acceptance and access data is a key strength. The reputation as rigorous and demanding academic institution is important to many families and students.
- Focus on raising academic standards and support to ensure high levels of academic achievement, as measured by the MCAS, reading assessments, and other measures. Continue to celebrate academic achievements of our students. Develop educator skills in differentiated instruction, cultural responsiveness, and providing academic interventions when students need more support.

## Community and Culture

- The district fosters a strong, cohesive culture with a strong sense of belonging and pride, through strategies such as spirit and thematic days, shared values and routines, the "Enter to Lead, Exit to Learn" motto, clear behavioral expectations, and the FRCS pledge at elementary school, and the uniform expectation. Recent improvements at the middle level in particular are noted by staff and families.
- Continue to rebuild trust and collaboration among all stakeholders, create community where feasible across the schools, and immediately address any bias incidents or other events that may negatively impact the sense of community and belonging.

# Initial Insights in Findings Areas

## Students/Support/Expectations

- FRCS students are described as amazing, motivated and full of energy by educators and leaders, creating a vibrant and talented school environment. Current uniform and cell phone expectations are considered a strength.
- Numerous areas for additional/increased support for students are outlined, including access to mental health services at all grades, improved behavioral support systems, inclusion of students with disabilities, inclusive environment for all students including those in the minority, support for executive function skill building, and student voice being heard in school decision-making. In particular most parents expressed an interest in more specific and restrictive uniform expectations.

## Extra-Curriculars

- Extracurricular activities such as student-led clubs, leadership opportunities, MIAA-level sports, STEM and arts programs (including Robotics, Orchestra, and Chorus), Spanish competitions, international travel, and science fairs are current strengths.
- Families focus on the need to improve and expand sports and extracurricular offerings, particularly for elem. and middle school students, including options for tutoring, drama, more clubs (e.g., chess), enrichment options, and expanded summer programs. Find ways to support students living farther away and with limited transportation options to access after-school programs.

# Initial Insights in Findings Areas

## Leadership

- The district and school leadership teams are seen as student-centered and committed to growth and providing strong support for leaders and staff at FRCS.
- There is a need to rebuild the trust with the leadership team, board and teachers, and clarify leader roles going forward. There should be a focus on openness to different opinions and points of view, and on supporting school leadership effectively.

## Families

- Families are deeply engaged and respect education, including FEA leaders, which contributes to a strong partnership between families and the schools, focussed on improvement.
- FRCS needs to continue to evolve so it best meets the changing needs of families.

## High School

- The high school is seen as a strength, with small class sizes, personalized support, AP opportunities, leadership roles, and service opportunities, including with younger students.
- Continue to support and expand leadership opportunities for middle and high school students, and ensure that student voice is respected in decision making processes.

# Initial Insights in Findings Areas

## Special Education and Student Services

- Need additional leadership, programming and family support to meet the needs of students with disabilities.

## Spanish

- The K-12 Spanish program is a universally popular and attractive feature.

## Staff Recruitment & Retention

- Immediate attention is needed to retention and support of educators, including strategies such as increased pay, professional development, wellness programming, mentoring, substitute coverage, smoother onboarding, workload balance, and overall stability.

## Financial Systems

- The district's accounting and finance system is strong, and there is a good financial reserve.
- There is a need to improve forecasting to minimize surpluses, utilize grants more strategically, and overall support school leadership functions more responsively.

# Initial Insights in Findings Areas

## Communications-External

- The district's social media, FRCS app, and emergency communications are strong, helping to engage the community and build trust.
- There is a need for improved communication with alumni, families of students with IEPs, EL students, and middle/high school families. Continue to have meetings in different towns in our communities.

## Communications - Internal

- Communicate more transparently with educators and staff regarding human resource issues, evaluation, and other topics, including listening to their perspectives and in alignment with our shared values.

## Safety

- Strong partnerships w Foxborough PD, school resource officers, and strong safety routines overall.
- Improve bus safety with bus monitors and support for driver communication.

# Action Planning and Next Steps

- **Actions Already Taken**
- **Key Next Steps**
- **Long-Term Action Planning**

# Coversheet

## Executive Director Mid Year Goals Update

**Section:** III. Board Business  
**Item:** C. Executive Director Mid Year Goals Update  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** ED Mid-Year Goals Update January 2025.pdf



**FRCS Executive Director Toby N. Romer  
Mid-Year Board of Trustees Goals Update  
January 2025**

**Goal 1 - Complete Entry Process**

- Rationale- To fully understand our district’s strengths, areas for growth, history, and culture, and to create the conditions for specific academic and organizational improvements.
- Goal - Complete entry process with one-on-one meetings, focus groups, and observations with board members, families, faculty and staff, and students by February 1st, 2025. Make initial presentation on findings to board in January 2025 and complete report to the board and school community on the entry findings by April, 2025.

<b>Strategic Actions</b>	<b>Anticipated Outcomes</b>	<b>Progress to Date</b>
<ul style="list-style-type: none"> <li>○ Complete individual meetings with each member of the Board of Trustees and senior district leaders</li> <li>○ Complete individual meetings, school walkthroughs and classroom observations with each school principal and assistant principal</li> <li>○ Hold focus group meet and greets with parents and families of FRCS students, including summer meetings and the school year director’s breakfasts.</li> <li>○ Shadow one student in each FRCS school for a day to learn about our schools from the student “day-in-the-life” perspective.</li> <li>○ Conduct focus groups with secondary school students during the school year</li> <li>○ Hold focus groups with faculty and staff members at the elementary, middle, high and district level during the summer and fall</li> </ul>	<ul style="list-style-type: none"> <li>○ A report to the FRCS board of trustees on the overall findings from this process by March 31st, 2025, to be further shared in the appropriate format and level of detail with all school stakeholders mentioned above</li> <li>○ Overall findings will include high-level themes, including strengths and areas for growth, as well as the stakeholder groups most likely to endorse each finding</li> <li>○ A list of suggested actions steps in the short and middle term to address the findings of the entry process</li> </ul>	<p><b>Completed/In Progress</b></p> <ul style="list-style-type: none"> <li>○ Initial report to the board completed on January 14th. See presentation for additional details.</li> <li>○ Individual meetings with Board of Trustees and senior district leaders completed as of August 1st, 2024</li> <li>○ Individual meetings, school walkthroughs and classroom observations with school leaders completed in summer and fall of 2024.</li> <li>○ Summer focus group meetings and fall director’s breakfasts with FRCS families completed to gather areas of strength and growth.</li> <li>○ Student shadows in each school completed in September and October 2024.</li> <li>○ Completed or scheduled focus group with key student groups, including the Student Council executive board, GSA club, and Brotherhood and Sisterhood groups.</li> <li>○ Completed review of key school documents, including:                         <ul style="list-style-type: none"> <li>➢ Charter Review Report 2023</li> <li>➢ Financial Statements and Independent Auditors Reports 2023 and 2024</li> <li>➢ Board of Trustees Level Update 2022</li> <li>➢ FRCS Course of Studies</li> <li>➢ FRCS High School Course Catalogs</li> <li>➢ FRCS Student and Family Handbook</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>○ Review data and narratives from most recent school assessments, self-evaluations, external reports, and financial audits</li> <li>○ Review existing school and district communications structures</li> <li>○ Review and synthesize all notes and narratives from these entry meetings</li> </ul>		<ul style="list-style-type: none"> <li>➤ FRCS Employee Handbook 2023 and 2024</li> <li>➤ FRCS Annual Report for DESE - 2023 and 2024</li> <li>➤ FRCS Budget to Actual Reports - Fiscal Years 2023 and 2024</li> <li>➤ FRCS Charter, Mission Vision, and Shared Values</li> <li>➤ FRCS Accountability Plan and Goals 2024</li> <li>➤ FRCS Summary of DESE Review - 2023</li> <li>➤ FRCS Board of Trustees Professional Development Materials 2022-23</li> <li>➤ DESE FRCS Data and Accountability Results 2017-24</li> <li>○ Completed review of existing school and district communications structures and implemented 2024-25 communication calendar</li> <li>○ Reviewed and synthesized notes for initial Board of Trustees presentation, including high level themes and initial action steps</li> </ul> <p><b>Ongoing/Upcoming Work</b></p> <ul style="list-style-type: none"> <li>○ Complete additional focus groups with students and families and continue to synthesize feedback</li> <li>○ Complete overall findings from the entry process by April, 2025 and share with the Board of Trustees, and through existing meeting structures, with staff, families and students of FRCS for additional input and feedback</li> <li>○ Utilize learning from the entry process to guide future leadership work, including the strategic planning process referenced in Goal 3 below.</li> </ul>
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**Goal 2 - Develop and Strengthen Management Structures & Supports**

- Rationale - To ensure a solid management foundation for ongoing work to improve student outcomes and to continue to develop the operational infrastructure of our district.
- Goal - Ensure continued and improved function of each school and the district overall, including implementation of the new contract, and well-planned and executed daily operations, student enrollment, staffing, and staff support.

Strategic Actions	Anticipated Outcomes	Progress to Date
<ul style="list-style-type: none"> <li>○ Develop and support FRCS school and district leaders, ensuring high functioning and mutually supportive teams and structures</li> <li>○ Partner with labor relations legal council, human resources experts, and FRCS district and school leaders to accurately implement all aspects of the FRCS-FRCSTA contract, including salary adjustments and leave policies</li> <li>○ Review school and district communications and develop an improved and differentiated flow of communication to families and staff from school and district leaders, to ensure confidence in district leadership</li> <li>○ Support human resources and school leadership teams to recruit, hire and retain highly qualified educators in all key school roles</li> <li>○ Support leadership team to adapt school processes to new structures and staffing models created during the planning for the 2024-25 school year budget process</li> </ul>	<ul style="list-style-type: none"> <li>○ Full implementation of the FRCS-FRCSTA contract by February 1st, 2024.</li> <li>○ Clear plans for a multi-year budget forecast that integrates the full cost of the new contract</li> <li>○ Increase in educator retention rates by at least 10% from the 2024-25 school year to the 2025-26 school year.</li> <li>○ Accurate enrollment projections for the 2025-26 school year, incorporating new enrollment strategy gains, as well as decreases to the overall school-age population in the region.</li> <li>○ FY26 budget that incorporates accurate enrollment/revenue projections and budgets reflective of new collective bargaining agreement</li> <li>○ Complete documentation of existing policies, procedures and protocols</li> </ul>	<p><b>Completed/In Progress</b></p> <ul style="list-style-type: none"> <li>○ Overseeing full implementation of current FRCS-FRCSTA contract, including salary adjustments, leave policies, monthly meetings with FRCS and FRCSTA leadership.</li> <li>○ Completed review of existing school and district communications structures and implemented 2024-25 communication calendar, including differentiation between school &amp; district and staff &amp; family communications</li> <li>○ Ongoing focus on recruiting, hiring and retaining highly qualified educators in all key school roles. Working with current human resources consultant and human resources staff to ensure high quality staffing options, including substitute teachers.</li> <li>○ Monitoring educator retention data. 46% reduction in educator turnover from 9/1/25 to present.</li> <li>○ Collaborating with deputy director and outreach department to monitor enrollment and recruiting of new students and families, as well as retention of current FRCS students and families. Utilizing new online platform to identify target families for recruitment and to ensure strong enrollment data.</li> </ul> <p><b>Ongoing/Upcoming Work</b></p> <ul style="list-style-type: none"> <li>○ Developing plans for a multi-year budget forecast that integrates the full cost of the new contract</li> <li>○ Collaborating with deputy director and outreach department to create accurate enrollment projections for the 2025-26 school year, incorporating data from past years, new enrollment strategy, and improved applicant tracking with online platform.</li> </ul>

<ul style="list-style-type: none"> <li>○ Support finance team to adapt budgeting process to account for changes to the collective bargaining environment</li> <li>○ Supervise and monitor enrollment and recruiting of new students and families, as well as retention of current FRCS students and families, including identifying new target audiences for recruiting materials and ensuring access by all linguistic, cultural and socio-economic groups in our charter area</li> <li>○ Explore new areas and groups to recruit for enrollment based on demographic trends in our feeder communities and current patterns of enrollment</li> <li>○ Review current FRCS policies, as well as formal procedures and protocols, in key areas and identify policy areas needing updates, additions and revisions</li> </ul>	<p style="text-align: center;">and identification of priority areas for additional development</p>	<ul style="list-style-type: none"> <li>○ Supporting director of finance and finance team to develop FY26 process, timeline and final proposal to incorporate accurate enrollment/revenue projections and account for changes to the collective bargaining environment</li> <li>○ Review of current FRCS policies and procedures in process, and areas needing updates, additions and revisions to be brought before the Board of Trustees at upcoming meetings for approval. Approved policies to be clearly published to FRCS internal and/or external website for easy reference.</li> </ul>
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**Goal 3 - Initiate Organizational Planning and Improvement Process**

- Rationale - To set the conditions to ensure the long-term health and success of the district.
- Goal - Establish a timeline and process for a strategic plan for the next chapter of FRCS' development that includes mechanisms for student, family, staff and leader input, as well as an assessment of the educational ecosystem, by June 1st, 2025.

<b>Strategic Actions</b>	<b>Anticipated Outcomes</b>	<b>Progress to Date</b>
<ul style="list-style-type: none"> <li>○ Review best practices in strategic planning in the educational and charter school sector</li> <li>○ Attend professional development related to strategic planning and goal setting for school leaders, in collaboration with district leaders and board of trustees members</li> <li>○ Meet and review support and facilitation options from strategic planning consultants in the region with experience in the education sector</li> </ul>	<ul style="list-style-type: none"> <li>○ An action plan and timeline for strategic plan development, which would be completed by August 2026.</li> <li>○ Specific, measurable and attainable district goals to guide leadership actions for the 2025-26 school year</li> <li>○ Key action steps to engage all FRCS stakeholders, including students, families, staff and leaders in shaping the next chapter of FRCS' development, including mission, vision, facilities and technology</li> <li>○ Strategic planning outcomes clearly identified to include data driven goals that ensure plan implementation</li> </ul>	<p><b>Completed/In Progress</b></p> <ul style="list-style-type: none"> <li>○ Attended MCPSA strategic planning workshop on November 9th, 2024 with deputy director and board chair</li> <li>○ Met with MCPSA Director of School Supports and Governance to review strategic planning process</li> <li>○ Reviewed MCPSA <i>Strategic Planning Guide</i></li> <li>○ Met with 2 additional charter school leaders to learn from recent strategic planning experiences</li> <li>○ Reviewed completed strategic plans from multiple Massachusetts charter schools.</li> <li>○ Reviewed sample request for proposals (RFP's) for strategic planning consultants.</li> </ul> <p><b>Ongoing/Upcoming Work</b></p> <ul style="list-style-type: none"> <li>○ Develop request for proposal (RFP) for FRCS strategic planning consultant support in early 2025</li> <li>○ Review proposals and contract with a consultant to support the strategic planning process</li> <li>○ Begin strategic planning process in spring 2025 with targeted completion date of winter 2025-6.</li> <li>○ Completed strategic plan will include data-driven goals and outcomes to guide ongoing leadership work across the FRCS district.</li> </ul>

# Coversheet

## Preliminary Key Dates Calendar Review

**Section:** III. Board Business  
**Item:** E. Preliminary Key Dates Calendar Review  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** academic-year-calendar FY26 V3.xlsx  
academic-year-calendar FY26 V2.xlsx  
academic-year-calendar FY26 V1.xlsx

## Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

academic-year-calendar FY26 V3.xlsx

## Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

academic-year-calendar FY26 V2.xlsx



## Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

academic-year-calendar FY26 V1.xlsx

# Coversheet

## Discipline and Attendance Report

**Section:** III. Board Business  
**Item:** F. Discipline and Attendance Report  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Board Disciplinary Data Report 1-14-25.pdf



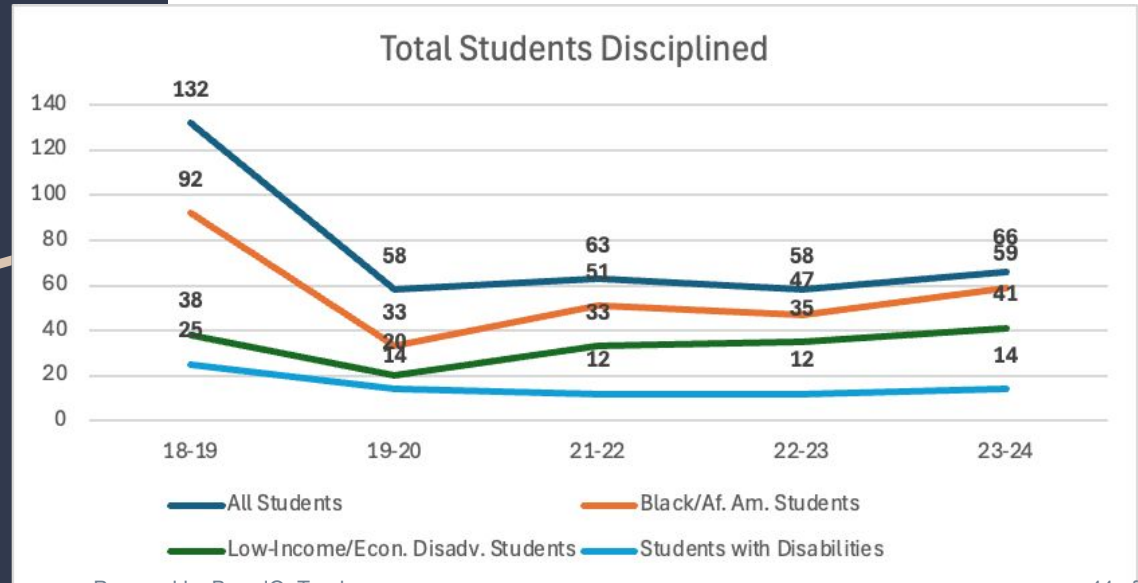
# **Board of Trustees Disciplinary and Attendance Data Report**

**January 14th, 2025**

# Disciplinary Data Over Time

## Total Students Disciplined Over Time

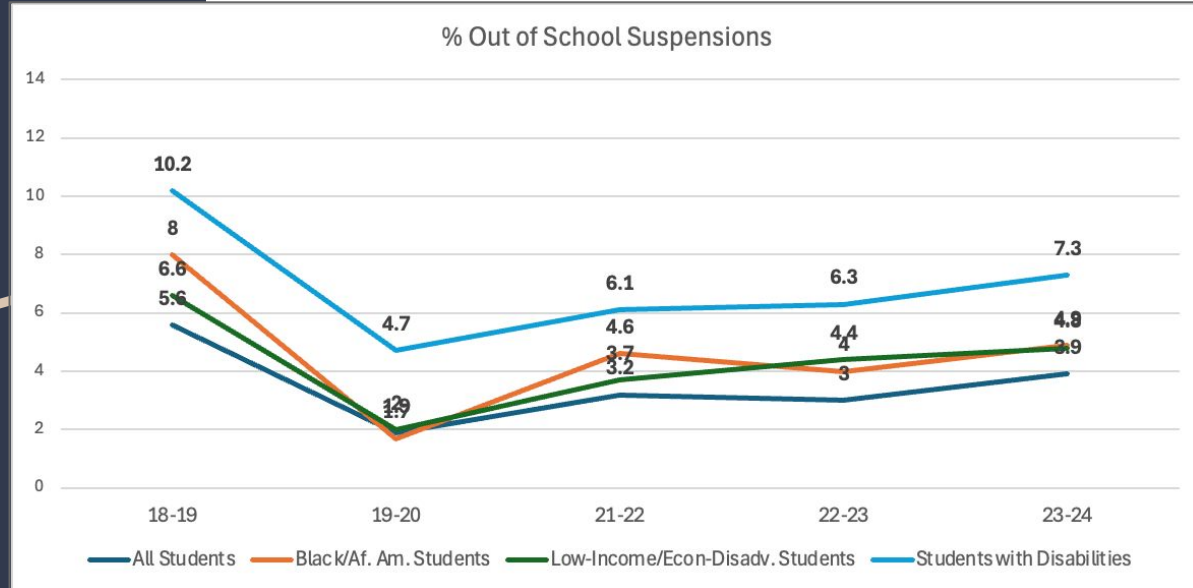
- Large decrease in total in 2019-20 and consistent since that time
- Similar patterns for largest FRCS sub-groups, with some slow increases by subgroup
- Significant decrease in student discipline to date this year in all categories



# Disciplinary Data Over Time

## % of Students Suspended Out of School Over Time

- Large decrease in rates in 2019-20 and slight increases since that time
- Higher percentages for Black/African-American, Low Income and Students with Disabilities
- Significant disproportionality for Students with Disabilities



# Attendance Data

## Attendance Data 2023-24 vs Sept-Dec 2024

- Strong attendance overall
- Improved attendance in Fall 2024
- Slightly lower attendance rates for Low Income and Students with Disabilities
- Higher attendance rates for Black/African American Students

Student Group	Attendance Rate	Average # of Absences	Chronically Absent (10% or more)
<b>All Students 2023-24</b>	<b>94.7</b>	<b>9.3</b>	<b>12.3</b>
Low Income Students 2023-24	94.5	9.6	14.2
Students with disabilities 2023-24	94.0	10.5	14.6
Black/African American Students 2023-24	95.5	7.8	9.0
<b>All Students Sept-Dec 2024</b>	<b>95.5</b>	<b>3.2</b>	<b>10.2%</b>

# Late to School Data

## Tardy Data by School for Sept-Dec 2023 and Sept-Dec 2024

- Lower Tardy Rates in Elementary School
- Improving Tardy Rates in Middle School from 2023 to 2024
- Need to Improve Tardy Rates in High School

School	% Tardy Sept-Dec 2023	% Tardy Sept-Dec 2024	Change
<b>Elementary</b>	3.7%	5.3%	<b>+1.6%</b>
<b>Middle</b>	8.2%	7.1%	<b>-1.1%</b>
<b>High</b>	8.9%	9.8%	<b>+1.0%</b>
<b>TOTAL</b>	6.3%	6.9%	<b>+0.6%</b>

# Coversheet

## Committee Reports ( Finance/Facilities, Governance, DEI, Academic Excellence)

**Section:** IV. Updates and Reports  
**Item:** A. Committee Reports ( Finance/Facilities, Governance, DEI, Academic Excellence)  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Dec. 2024 Balance Sheet Summary.pdf  
Dec. 2024 Budget to Actual Comparative Summary.pdf  
Dec. 2024 Budget to Actual Summary.pdf



**Financial Report - Balance Sheet (Summary)****Foxborough Regional Charter School**

For 12/31/2024

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	12/31/2024	6/30/2024	Change
<b>ASSETS</b>			
<b>Current Assets</b>			
Cash - operations	11,237,532.47	14,041,484.16	(2,803,951.69)
Cash - debt service reserve	2,739,253.91	3,148,710.28	(409,456.37)
Accounts Receivable:			
Intergovernmental	0.00	542,655.92	(542,655.92)
Other	102,049.41	10,622.90	91,426.51
Prepaid Expenses	11,440.00	18,922.06	(7,482.06)
<b>Total Current Assets</b>	<b>14,090,275.79</b>	<b>17,762,395.32</b>	<b>(3,672,119.53)</b>
<b>Capital Assets</b>			
Right-Of-Use-Asset	324,662.00	324,662.00	0.00
Land/Building Improvements	55,807,494.88	52,753,672.81	3,053,822.07
Furniture, equipment and software	6,692,328.30	6,692,328.30	0.00
Construction in progress	0.00	1,377,511.24	(1,377,511.24)
Less: accumulated depreciation and amortization	(22,398,659.62)	(21,286,769.07)	(1,111,890.55)
<b>Total investment in capital assets</b>	<b>40,425,825.56</b>	<b>39,861,405.28</b>	<b>564,420.28</b>
Loss on defeasance (2017 bonds)	3,392,114.47	3,392,114.47	0.00
<b>TOTAL ASSETS</b>	<b>57,908,215.82</b>	<b>61,015,915.07</b>	<b>(3,107,699.25)</b>
<b>LIABILITIES AND NET ASSETS</b>			
Accounts Payable	762,748.17	2,103,386.34	(1,340,638.17)
Accrued expenses	112,617.56	700,007.57	(587,390.01)
Accrued compensation	29,506.28	1,652,462.36	(1,622,956.08)
Bonds payable - US Bank	0.00	0.00	0.00
Deferred income	(3,703.33)	107,242.87	(110,946.20)
Lease Liability	62,695.68	77,156.33	(14,460.65)
<b>Total current liabilities</b>	<b>963,864.36</b>	<b>4,640,255.47</b>	<b>(3,676,391.11)</b>
BONDS PAYABLE 2017B	21,703,500.00	22,260,000.00	(556,500.00)
BOND PREMIUM 2017B	2,175,370.80	2,175,370.80	0.00
<b>Total bonds payable</b>	<b>23,878,870.80</b>	<b>24,435,370.80</b>	<b>(556,500.00)</b>
LOAN PAYABLE EASTERN BANK	2,671,324.44	2,936,489.69	(265,165.25)
<b>Total loans payable (Eastern)</b>	<b>2,671,324.44</b>	<b>2,936,489.69</b>	<b>(265,165.25)</b>
<b>Total liabilities</b>	<b>27,514,059.60</b>	<b>32,012,115.96</b>	<b>(4,498,056.36)</b>
<b>Net Assets</b>			
Investment in capital assets	0.00	0.00	0.00
Restricted - Board Capital	7,364,392.00	5,165,006.00	2,199,386.00
Unrestricted	21,639,407.11	21,639,406.06	1.05
Net income	1,390,357.11	2,199,387.05	(809,029.94)
<b>Total net assets</b>	<b>30,394,156.22</b>	<b>29,003,799.11</b>	<b>1,390,357.11</b>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>57,908,215.82</b>	<b>61,015,915.07</b>	<b>(3,107,699.25)</b>

## Financial Report - Budget to Actual (Comparative Summary)

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### Foxborough Regional Charter School For 12/31/2024

	Budget FY2025	YTD Actual 12/31/24	Current Year Budget - Actual	Current Year % of Budget	Budget FY2024	YTD Actual 12/31/23	Prior Year Budget - Actual	Prior Year % of Budget
<b>REVENUES</b>								
Per Pupil Tuition	29,069,550.00	14,481,153.00	(14,588,397.00)	(49.82)	27,900,000.00	15,156,267.00	(12,743,733.00)	(54.32)
Federal Grants/Reimbursements	1,345,709.00	115,074.22	(1,230,634.78)	(8.55)	1,202,133.00	159,727.30	(1,042,405.70)	(13.29)
State Grants/Reimbursements	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Grant Revenues	0.00	0.00	0.00	0.00	5,650.00	0.00	(5,650.00)	0.00
Food Service Program	1,153,000.00	227,024.60	(925,975.40)	(19.69)	650,000.00	255,948.57	(394,051.43)	(39.38)
Extended Day Program	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation Program	690,000.00	590,388.49	(99,611.51)	(85.56)	690,000.00	563,787.12	(126,212.88)	(81.71)
Building Rental Revenue	126,000.00	24,720.00	(101,280.00)	(19.62)	60,000.00	24,000.00	(36,000.00)	(40.00)
Other Revenues	347,000.00	305,580.35	(41,419.65)	(88.06)	186,000.00	374,012.62	188,012.62	(201.08)
<b>Total Revenues</b>	<b>32,731,259.00</b>	<b>15,743,940.66</b>	<b>(16,987,318.34)</b>	<b>(48.10)</b>	<b>30,693,783.00</b>	<b>16,533,742.61</b>	<b>(14,160,040.39)</b>	<b>(53.87)</b>
<b>EXPENSES</b>								
<b>Personnel</b>								
Administration & Finance	2,001,676.00	939,705.18	1,061,970.82	46.95	1,566,202.39	737,577.09	828,625.30	47.09
Teaching & Learning	14,262,733.44	4,810,929.29	9,451,804.15	33.73	12,842,261.90	4,607,346.42	8,234,915.48	35.88
Student Activities	808,697.00	294,919.35	513,777.65	36.47	1,231,229.00	444,985.40	786,243.60	36.14
Operations	820,184.00	382,115.52	438,068.48	46.59	750,948.54	344,435.47	406,513.07	45.87
Grants	509,731.94	162,381.48	347,350.46	31.86	430,891.00	137,263.93	293,627.07	31.86
<b>Subtotal Personnel</b>	<b>18,403,022.38</b>	<b>6,590,050.82</b>	<b>11,812,971.56</b>	<b>35.81</b>	<b>16,821,532.83</b>	<b>6,271,608.31</b>	<b>10,549,924.52</b>	<b>37.28</b>
<b>Operating Costs</b>								
Administration & Finance	1,030,300.00	634,841.34	395,458.66	61.62	970,640.00	473,511.24	497,128.76	48.78
Teaching & Learning	729,274.56	752,089.02	(22,814.46)	103.13	723,961.59	181,302.67	542,658.92	25.04
Student Activities	3,648,459.00	1,461,242.83	2,187,216.17	40.05	3,574,385.00	1,437,277.41	2,137,107.59	40.21
Operations	2,570,550.00	1,209,323.23	1,361,226.77	47.05	2,361,151.00	1,224,971.98	1,136,179.02	51.88
Employee Benefits	2,533,319.00	1,380,139.40	1,153,179.60	54.48	2,460,076.00	995,302.86	1,464,773.14	40.46
Grants	745,977.06	189,001.38	556,975.68	25.34	681,186.00	101,486.31	579,699.69	14.90
<b>Subtotal Operating Costs</b>	<b>11,257,879.62</b>	<b>5,626,637.20</b>	<b>5,631,242.42</b>	<b>49.98</b>	<b>10,771,399.59</b>	<b>4,413,852.47</b>	<b>6,357,547.12</b>	<b>40.98</b>
<b>Total Expenses</b>	<b>29,660,902.00</b>	<b>12,216,688.02</b>	<b>17,444,213.98</b>	<b>41.19</b>	<b>27,592,932.42</b>	<b>10,685,460.78</b>	<b>16,907,471.64</b>	<b>38.73</b>
<b>NET BUDGET FROM OPERATIONS</b>	<b>3,070,357.00</b>	<b>3,527,252.64</b>	<b>456,895.64</b>	<b>(114.88)</b>	<b>3,100,850.58</b>	<b>5,848,281.83</b>	<b>2,747,431.25</b>	<b>(188.60)</b>
Capital Outlay	1,158,500.00	813,659.29	344,840.71	70.23	305,000.00	245,501.79	59,498.21	80.49
Debt Service	2,446,022.00	211,345.69	2,234,676.31	8.64	2,446,147.00	56,660.39	2,389,486.61	2.32
Depreciation	0.00	1,111,890.55	(1,111,890.55)	0.00	0.00	1,143,945.05	(1,143,945.05)	0.00
Board Capital Reserve	(1,158,500.00)	0.00	(1,158,500.00)	0.00	0.00	0.00	0.00	0.00
<b>NET BUDGET RESERVED</b>	<b>624,335.00</b>	<b>1,390,357.11</b>	<b>766,022.11</b>	<b>(222.69)</b>	<b>349,703.58</b>	<b>4,402,174.60</b>	<b>4,052,471.02</b>	<b>(1,258.83)</b>

## Financial Report - Budget to Actual (Summary)

### Foxborough Regional Charter School

For 12/31/2024

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	Budget	Actual	Budget - Actual	% of Budget
<b>REVENUES</b>				
Per Pupil Tuition	29,069,550.00	14,481,153.00	(14,588,397.00)	(49.82)
Federal Grants/Reimbursements	1,283,085.00	115,074.22	(1,168,010.78)	(8.97)
State Grants/Reimbursements	0.00	0.00	0.00	0.00
Other Grant Revenues	0.00	0.00	0.00	0.00
Food Service Program	1,153,000.00	227,024.60	(925,975.40)	(19.69)
Extended Day Program	0.00	0.00	0.00	0.00
Transportation Program	690,000.00	590,388.49	(99,611.51)	(85.56)
Building Rental Revenue	126,000.00	24,720.00	(101,280.00)	(19.62)
Other Revenues	347,000.00	305,580.35	(41,419.65)	(88.06)
<b>Total Revenues</b>	<b>32,668,635.00</b>	<b>15,743,940.66</b>	<b>(16,924,694.34)</b>	<b>(48.19)</b>
<b>EXPENSES</b>				
<b>Personnel</b>				
Administration & Finance	2,001,676.00	939,705.18	1,061,970.82	46.95
Teaching & Learning	14,262,733.44	4,810,929.29	9,451,804.15	33.73
Student Activities	808,697.00	294,919.35	513,777.65	36.47
Operations	820,184.00	382,115.52	438,068.48	46.59
Grants	453,293.04	162,381.48	290,911.56	35.82
<b>Subtotal Personnel</b>	<b>18,346,583.48</b>	<b>6,590,050.82</b>	<b>11,756,532.66</b>	<b>35.92</b>
<b>Operating Costs</b>				
Administration & Finance	1,030,300.00	634,841.34	395,458.66	61.62
Teaching & Learning	730,274.56	752,089.02	(21,814.46)	102.99
Student Activities	3,647,459.00	1,461,242.83	2,186,216.17	40.06
Operations	2,570,550.00	1,209,323.23	1,361,226.77	47.05
Employee Benefits	2,533,319.00	1,380,139.40	1,153,179.60	54.48
Grants	739,791.96	189,001.38	550,790.58	25.55
<b>Subtotal Operating Costs</b>	<b>11,251,694.52</b>	<b>5,626,637.20</b>	<b>5,625,057.32</b>	<b>50.01</b>
<b>Total Expenses</b>	<b>29,598,278.00</b>	<b>12,216,688.02</b>	<b>17,381,589.98</b>	<b>41.27</b>
<b>NET BUDGET FROM OPERATIONS</b>	<b>3,070,357.00</b>	<b>3,527,252.64</b>	<b>456,895.64</b>	<b>(114.88)</b>
Capital Outlay	1,158,500.00	813,659.29	344,840.71	70.23
Debt Service	2,446,022.00	211,345.69	2,234,676.31	8.64
Depreciation	0.00	1,111,890.55	(1,111,890.55)	0.00
Board Capital Reserve	(1,158,500.00)	0.00	(1,158,500.00)	0.00
<b>NET BUDGET RESERVED</b>	<b>624,335.00</b>	<b>1,390,357.11</b>	<b>766,022.11</b>	<b>(222.69)</b>