



Foxborough Regional Charter School

Board Meeting

Published on May 9, 2025 at 3:51 PM EDT

Date and Time

Tuesday May 13, 2025 at 6:00 PM EDT

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.

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
A. Record Attendance		Todd Tetreault	1 m
B. Call the Meeting to Order		Sergio Martin	1 m
C. Privilege of the Floor		Sergio Martin	5 m

	Purpose	Presenter	Time
II. Leadership Report			6:07 PM
A. Leadership Report	Discuss	Toby Romer	20 m
<ul style="list-style-type: none"> • Highlights and Update • Strategic Planning 			
III. Board Business			6:27 PM
A. Athletic Department Update	FYI	Bridget Lemieux	15 m
B. Solar Panel Project	Discuss	Lesly Michelot	30 m
C. FY26 Budget	Vote	Toby Romer	10 m
D. Policy Review	Vote	Todd Tetreault	15 m
Second Reading			
<ul style="list-style-type: none"> • Background Checks - CORI/Fingerprints • Reporting Abuse and Neglect (51A) • Open Meeting Law Policy • Board of Trustee Member Conflict of Interest Policy • Annual Reporting Policy • School Building Administration Policy • Student Handbook 			
E. Policy Review	Discuss	Todd Tetreault	30 m
First Reading			
<ul style="list-style-type: none"> • Directors and Officers Liability Policy • Board of Trustees Member Resignation Policy • Foundations and Supporting Organizations Policy • Charter Amendments and Renewal Policy • District Curriculum Accommodation Plan Policy 			

	Purpose	Presenter	Time
F. Executive Director Report on Annual Goals	Discuss	Toby Romer	15 m
IV. Updates and Reports			8:22 PM
A. Finance Committee Report	Discuss	Matthew Yezukevich	15 m
<ul style="list-style-type: none"> • Budget to Actual • Budget Calendar 			
B. Community Groups (FEA, Foundation, ELPAC, SEPAC)	FYI	Toby Romer	5 m
V. Administrative/Housekeeping (Trainings, Member Reminders)			
VI. Meeting Summary and Items for Next Meeting			8:42 PM
A. Items for Next Meeting	Discuss	Sergio Martin	5 m
Review Next Month			
VII. Consent Agenda			8:47 PM
A. International Trip Approval			5 m
B. Meeting Minutes	Approve Minutes	Sergio Martin	15 m
For Approval:			
<ul style="list-style-type: none"> • November 14, 2023 • February 21, 2023 • November 12, 2024 • March 11, 2025 • April 8, 2025 			

	Purpose	Presenter	Time
--	---------	-----------	------

VIII. Executive Session**9:07 PM**

A.	Adjourn to Executive Session	Vote	Sergio Martin	1 m
-----------	------------------------------	------	---------------	-----

- 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.

B.	Administrative Action Items for Discussion			5 m
-----------	--	--	--	-----

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 –

- May 9, 2023
- September 18, 2023 Exec Session (no recording - minutes to be drafted)
- September 21, 2023 Exec Session (no recording - minutes to be drafted)
- February 21, 2024 Exec Session (no recording - minutes to be drafted)
- May 2, 2024 Exec Session (no recording - minutes to be drafted)

IX. Closing Items**9:13 PM**

A.	Adjourn Meeting	Vote	Sergio Martin	1 m
-----------	-----------------	------	---------------	-----

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:	Executive Director Report 5-13-25.pdf

Executive Director Board Update

May 13th, 2025



Recent School Events

Recent

- Mighty Signing Falcons Choir Concert
- Educator Appreciation Week
 - Thank you to our school leaders and the FE
- 3rd Quarter Honor Roll and Family Conferences
- Student Council E-Board's Ice Bucket Challenge
 - Fundraiser for Special Olympics
- 28 student representatives at the SEMASC student government conference

Upcoming/Save the Dates

- Transportation Fair/Bus Registration (5/27)
- HS Graduation (5/30), MS (6/17) and ES (6/10) Move-Up Celebrations
- FRCS Multicultural Celebration (6/13)
- FRCS Golf Tournament (7/28)



International Travel Success

- **Successful Middle School Trip to Costa Rica in April Vacation**

- "This trip exceeded our expectations, and we're so glad that we did it!"
- "We can't wait for the next ones!"
- "We appreciate all your effort into making sure they were safe and had a great time and efficient communication and updates with us parents."
- "It was great to see all that they were learning and working on."
- "My younger two can't wait for their opportunity."
- "The kids will remember Pura Vida for life."

- **Planning underway for possible additional trips in Spring 2026.**



FRCS Strategic Planning Update

- **Consultant Selected to Facilitate the Process**
 - Insight Solutions, Inc
 - Lisa Jackson, Principal
- **Initial Meeting With Steering Committee and Consultant**
 - Steering committee includes board, leader, teacher, student, parent and staff representation.
 - Thursday afternoon meetings will continue this spring w consultant.
- Planning and visioning with committee, with possible **surveys and/or focus groups in June**
- Strategic Plan development to continue into Fall 2025, and **completed by Winter 25-26.**
- FRCS Departmental **goal setting for SY 25-26** is already underway in key areas, including Teaching and Learning.



Academic Goals for 2025-26 School Year

Key Academic Goal **Focus Areas** for 2025-26

1. Clearly define our **FRCS Instructional Vision**
2. **Align Supervision, Evaluation, Coaching, and Mentoring** around the FRCS Instructional Vision
3. **Strengthen Instructional Leadership**, including Walkthroughs, Observations, and Teacher Leadership
4. Develop processes and supports to facilitate **Data-Driven Instruction** and Processes
5. Align **High-Quality Professional Development** to support Teacher Learning

Federal and Local Policy Updates

- **State Level**

- **MA DESE issued guidance** regarding recent federal actions impacting many immigrant families from Haiti, Cuba, Nicaragua, and Venezuela)." Advised of the judicial hold on the order, and how to support families with questions.

- **Federal Level**

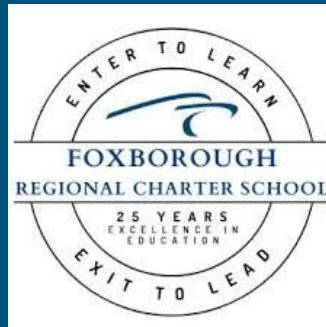
- **MCPSA concern regarding Supreme Court case** regarding Oklahoma religious charter school. Possible impact on legal and financial status of charter schools nationwide. MCPSA and MA Attorney General amicus briefs submitted. Decision anticipated in late June or early July.
- Continuing to **monitor federal Department of Education** changes and funding
 - Possible reduction in programs, and continued investigations of schools, districts, and states.

Coversheet

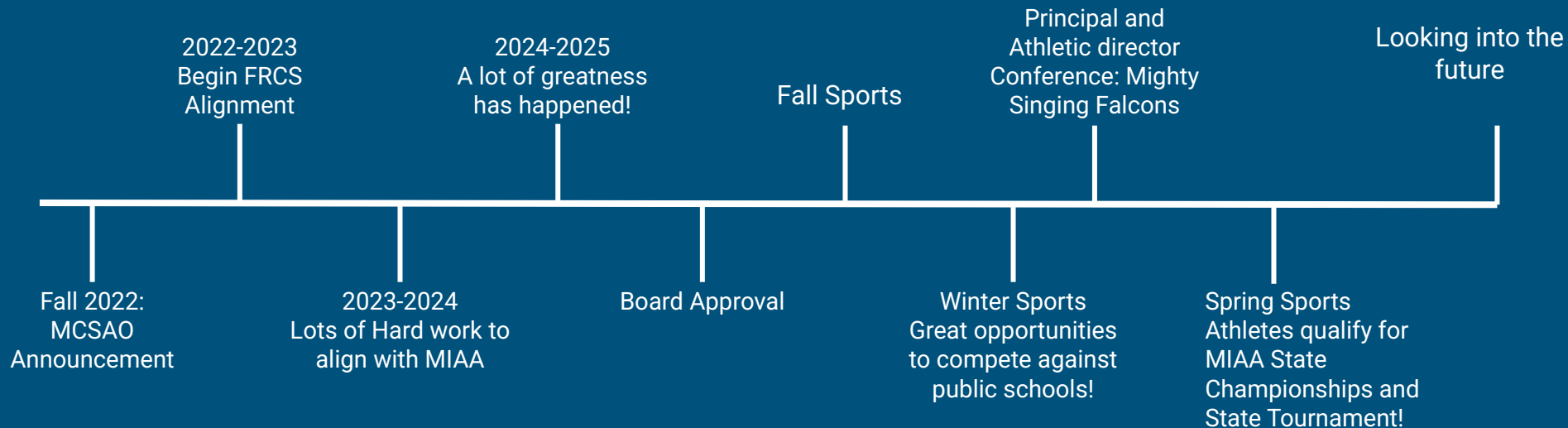
Athletic Department Update

Section:	III. Board Business
Item:	A. Athletic Department Update
Purpose:	FYI
Submitted by:	
Related Material:	MIAA Presentation.pdf

Foxborough Regional Charter School Athletics



The Journey



Current Teams

Fall	Winter	Spring
Women and Men's Soccer	Women and Men's Basketball	Women and Men's Track
Women and Men's Cross Country	Wrestling*	Softball
Women's Volleyball	Cheer*	Baseball
	Step*	Flag Football
	*Not MIAA	Men's Volleyball

The Impact



Character and Leadership

MIAA membership emphasizes academics, personal growth, leadership, and sportsmanship—values that align perfectly with our mission.

School Identity

Participation in MIAA athletics helps to build school spirit, pride, and a deeper connection among students, families, and the community.

College Readiness

Research shows student-athletes gain exposure and experience that can be advantageous for college applications and scholarship opportunities.

Competitive Athletics

Our students will now have the opportunity to compete in officially sanctioned interscholastic sports across the state, giving them a platform to showcase their talents and teamwork.

Thank You

This achievement would not be possible without the unwavering support of our Board of Trustees, whose dedication to student growth continues to shape the future of Foxborough Regional Charter School.



Coversheet

FY26 Budget

Section:	III. Board Business
Item:	C. FY26 Budget
Purpose:	Vote
Submitted by:	
Related Material:	FY26 Budget Presentation - Board of Trustees May 2025.pdf Revised Rev 3 5_7 2025 FY2026_Budget_Rolled_up.xlsx FY26 Transportation Fee Proposal.docx Athletics_Fee_Structure__1_.docx



FY26 Budget Overview

**FRCS Board of Trustees Meeting
May 13, 2025**

Agenda

1. Overview of Budget and Major Components
2. Revenue Summary
3. Staffing and Expense Summary by Department
4. Future Needs

High Level Overview

Finance Committee Report Out

- Appropriate risk management and forecasting of revenue and expenses
- Sufficient funding for bond covenants and other debt service requirements
- Consistent and stable funding for school and district staffing and educational services

Major Budget Components

Revenue

- Tuition per pupil
- Grants
- Fees
- Interest Income

Expenses

- Personnel Costs
 - Salaries
 - Stipends
 - Benefits
- Operating Costs
 - Curriculum, Educational Supplies & Professional Development
 - Student Activities
 - Administration and Operational Costs
 - Includes Facilities, Insurance, & Technology

Capital Investments

- Facility improvements and major costs (e.g. equipment, facilities, technology)

Debt Service Costs

- Bond and loan principal and interest

Depreciation

Contribution to Capital Reserves

Revenue Summary

Significant Assumptions & Changes

- DESE tuition currently projected at \$20,123 per student (FTE)
 - Enrollment projected at 1460
 - Using \$19,900 per student in budgeted revenue
- Grants assumed to be level funded
- Does not include the FY25 competitive SEL grant
- Rental revenue updated to include weekend gymnasium rentals

Fee Update

Fee Proposals

- Transportation
 - Current Fees budgeted at \$690,000
 - New Fees Proposal increased revenue projection to \$745,000
 - See detailed proposal , with lower increases for larger families
- Athletics
 - No change to revenue, family caps made explicit

Staffing and Expense Summary by Department

Overall Compensation

FRCSTA educators salaries

- Projected in alignment with contractual salaries
- Average increase for returning FRCSTA members projected at 3.0% (Range from 5.3%-1.0%)
- Additional adjustments based on change to degree status

Non-Aligned Staff

- Increase of 3% for employees
- Increase of 1% for Executive team members
- Minor adjustments to individual salaries based on labor market and equity considerations

Turnover Savings

- Budgeted at 2.5% of total teaching and learning personnel budget
- Accounts for staff turnover, leaves, short vacancies, other predictable salary savings
- Based on data from FY19-FY25

Administration and Finance

Personnel

- Adjustments to district and outreach department stipends

Operating Costs

- Board Liability Insurance - 11% increase
Insurance broker is expecting competitive numbers from Hanover insurance. We are currently with Liberty.
- Board Expense - Decreased legal fees tied to finalizing the CBA
- General Insurance Costs - Increase 11%
Insurance broker is expecting competitive numbers from Hanover insurance. We are currently with Liberty.
- HR PD Increased to include professional development for district staff

Teaching and Learning & Student Activities

Personnel

FY25 Positions Removed	FY26 Newly Proposed Positions
1.0 District Data Coordinator	1.0 District Curriculum Coordinator
1.0 Kindergarten Teacher	1.0 District Building Substitute
1.0 Kindergarten Paraprofessional	
1.0 High School Teacher	

Operating Costs

- Re-alignment of school-level funding for stipends, supplies, field trips, and extracurricular activities
- Realignment to match priorities, including teacher leaders position stipends
- Transportation Contract - 4% Increase
- Specialized Transportation - 14% Increase

Student Services

Personnel

FY25 Positions Removed	FY26 Newly Proposed Positions
1.0 Elementary Adj. Counselor	1.0 Coordinator of Special Education
1.0 Middle School Adj. Counselor	
1.0 Elementary Special Education Teacher	
1.0 Elementary Sp. Ed. Substantially Separate Teacher	
1.0 District Psychologist	

Operations

Personnel

- No significant changes

Operating Costs

- Utilities - Electricity has increased by 8%
- Cleaning Service - Budget increased by 17.5%. Reflects 5% increase plus budget for annually recurring additional services
- Instructional Hardware - Increased to replace Chromebooks with a lease with annual costs

Benefits

Expenses

- HPHC Health Insurance
 - 22% Increase for FY26 due to high utilization
 - Other carriers declined to quote
- Dental Insurance increase due to increase in claims
- Life Insurance decrease
- Paid Family Medical Leave increase due to usage

Capital Projects

HVAC Updates

- Replace Elementary School boiler
- Replace MS/HS cafeteria AC chiller

Technology Plan

- Includes planned upgrades to access points, staff devices, and smart boards

Facility Improvement

- HS Gymnasium Screen/Projector/Sound system
- Door replacements
- Drainage enhancements
- Creation of a pull-out learning space

Additional Needs Considered & Not Funded

1. Late Busses for HS Athletics and Extracurriculars
 - ~\$45,000 per bus @ full year/5 days per week
2. Extra-Curricular Coordination Support
 - ~\$60,000
3. HS Football Cooperative Team
 - ~\$30,000
4. Additional Instructional Coach
 - ~\$80,000
5. Part-time Facilities support
 - ~\$25,000

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](#):

Revised Rev 3 5_7 2025 FY2026_Budget_Rolled_up.xlsx

FY26 Transportation Fee Proposal

Foxborough Regional Charter School

Overview

We are proposing a modest update to our transportation fee structure for the upcoming school year. The goals of this adjustment are to:

- Keep transportation affordable for families
- Ensure the program remains financially sustainable
- Offer fair pricing across family sizes

Current Program Snapshot

- Approximately 750 students use FRCS transportation
- Fees help offset transportation costs, but do not cover them entirely
- We are not proposing a structural change to how fees are assessed—only small, tiered increases

Why the Change in Fee Structure?

In previous years, fee increases were applied uniformly across all family tiers. This year, we are shifting to a **tiered increase** that applies smaller percentage increases to families with more children. This approach:

- Reduces the impact on larger families
- Aligns with our commitment to equity and affordability
- Helps us maintain financial stability without placing a disproportionate burden on any one group

Proposed Fee Changes by Family Size

Family Size	Current Fee	Proposed Fee	Increase
1 Student	\$1,367	\$1,422	+\$55
2 Students	\$1,683	\$1,742	+\$59
3+ Students	\$2,102	\$2,165	+\$63

- Families with 3 or more students will continue to benefit from a reduced rate per child
 - This tiered approach helps ease the impact on larger families
-

Installment Payment Schedule

To help families manage payments, fees are split into a deposit and 8 equal monthly installments:

Due Date	1 Student	2 Students	3+ Students
Deposit	\$296	\$357	\$445
July 15	\$143	\$175	\$217
August 15	\$143	\$175	\$217
September 15	\$143	\$175	\$217
October 15	\$143	\$175	\$217
November 15	\$143	\$175	\$217
December 15	\$143	\$175	\$217
January 15	\$143	\$175	\$217
February 15	\$143	\$175	\$217

Athletics Fee Structure

Participation	Proposed Fee
1 Sport, 1 Student	\$100
2 Siblings, Same Season	\$150 total (\$75 each)
3 or More Siblings, Same Season	\$200 total cap
Annual Family Cap	\$300 across all seasons

A Few Notes

This structure makes things more family friendly without requiring families to ask for special exceptions every time.

If a student plays multiple sports in different seasons, they would pay per sport until they reach the \$300 annual cap.

Any financial aid still goes through the Business Office. That part stays the same. We just want to make sure the structure is clear and consistent.

This gives families predictability, reduces confusion, and matches what's already happening informally. The difference is now it's written down, which helps us be more transparent and consistent going forward.

Coversheet

Policy Review

Section:	III. Board Business
Item:	D. Policy Review
Purpose:	Vote
Submitted by:	
Related Material:	Background Checks 22425.docx (2).pdf Reporting Abuse and Neglect Policy.docx (1).pdf Open Meetings Act Policy 31825.docx (2).pdf Board of Trustee Member Conflict of Interest Policy.docx (1).pdf Annual Reporting Policy.docx (1).pdf School_Building_Administration - TNR Edits 4-1-25.docx (1).pdf Student & Family Handbook 25-26 District Section for Board Approval.pdf

Background Checks

A. General

By law, Foxborough Regional Charter School (FRCS) requires that a state and national fingerprint criminal background check be conducted to determine the suitability of full or part-time current and prospective staff who may have direct and unmonitored contact with students. Staff shall include, but not be limited to, any apprentice, intern, student teacher, or individuals in similar positions who may have direct and unmonitored contact with students. The Board of Trustees shall only obtain a fingerprint background check for current and prospective staff for whom the Board has direct hiring authority. In the case of an individual directly hired by the Board, the chair of the Board shall review the results of the national criminal history check. The Executive Director shall also obtain a state and national fingerprint background check for any individual who regularly provides school-related transportation to students. The Board, Executive Director, or the office of Human Resources, as appropriate, may obtain a state and national fingerprint criminal background check for any volunteer, subcontractor, or laborer commissioned by the Board who may have direct and unmonitored contact with students, and must continue to submit state CORI checks.

The fee charged by DCJIS for national fingerprint background checks will be \$55.00 for school staff subject to licensure by DESE and \$35.00 for other staff, the fee of which may be adjusted from time to time by the appropriate agency. FRCS shall continue to obtain periodically, but not less than every 3 years, from the Department of Criminal Justice Information Services all available Criminal Offender Record Information (CORI) for any current and prospective staff member or volunteer who may have direct and unmonitored contact with students.

Direct and unmonitored contact with students is defined in DESE regulations as contact with a student when no other staff who has received a suitability determination by the district is present. "Contact" refers to any contact with a student that provides the individual with an opportunity for physical touch or personal communication.

This policy is applicable to any fingerprint-based state and national criminal history record check made for non-criminal justice purposes and requested under applicable federal authority and/or state statute authorizing such checks for licensing or employment purposes. Where such checks are allowable by law, the following practices and procedures will be followed.

Requesting CHRI (Criminal History Record Information) checks

Fingerprint-based CHRI checks will only be conducted as authorized by state and federal law, in accordance with all applicable state and federal rules and regulations. If an applicant or staff member is required to submit to a fingerprint-based state and national criminal history record check, they shall be informed of this requirement and instructed on how to comply with the law.

Such instruction will include information on the procedure for submitting fingerprints. In addition, the applicant or staff member will be provided with all information needed to successfully register for a fingerprinting appointment.

Access to CHRI

All CHRI is subject to strict state and federal rules and regulations in addition to Massachusetts CORI laws and regulations. CHRI cannot be shared with any unauthorized entity for any purpose, including subsequent hiring determinations. All receiving entities are subject to audit by the Massachusetts Department of Criminal Justice Information Services (DCJIS) and the FBI, and failure to comply with such rules and regulations could lead to sanctions. Federal law and regulations provide that the exchange of records and information is subject to cancellation if dissemination is made outside of the receiving entity or related entities. Furthermore, an entity can be charged criminally for the unauthorized disclosure of CHRI.

Storage of CHRI

CHRI shall only be stored for extended periods of time when needed for the integrity and/or utility of an individual's personnel file. Administrative, technical, and physical safeguards, which are in compliance with the most recent CJIS Security Policy have been implemented to ensure the security and confidentiality of CHRI. Each individual involved in the handling of CHRI is to familiarize themselves with these safeguards.

In addition to the above, each individual involved in the handling of CHRI will strictly adhere to the policy on the storage, retention and destruction of CHRI.

Retention and Destruction of CHRI

Federal law prohibits the repurposing or dissemination of CHRI beyond its initial requested purpose. Once an individual's CHRI is received, it will be securely retained in internal agency documents for the following purposes *only*:

Historical reference and/or comparison with future CHRI requests,

Dispute of the accuracy of the record,

Evidence for any subsequent proceedings based on information contained in the CHRI.

CHRI will be kept for the above purposes in a secure location in the Human Resources office. When no longer needed, CHRI and any summary of CHRI data must be destroyed by shredding paper copies and/or by deleting all electronic copies from the electronic storage location, including any backup copies or files. The shredding of paper copies of CHRI by an outside vendor must be supervised by a staff member of the District.

CHRI Training

An informed review of a criminal record requires training. Accordingly, all staff authorized to receive and/or review CHRI will review and become familiar with the educational and relevant training materials regarding SAFIS and CHRI laws and regulations made available by the appropriate agencies, including the DCJIS.

Determining Suitability

In determining an individual's suitability, the following factors will be considered, including but not limited to: the nature and gravity of the crime and the underlying conduct, the time that has passed since

the offense, conviction and/or completion of the sentence, nature of the position held or sought, age of the individual at the time of the offense, number of offenses, any relevant evidence of rehabilitation or lack thereof and any other factors deemed relevant by the district.

A record of the suitability determination will be retained. The following information will be included in the determination:

The name and date of birth of the staff member or applicant;

The date on which the District received the national criminal history check results; and,

The suitability determination (either "suitable" or "unsuitable").

A copy of an individual's suitability determination documentation must be provided to another school employer, or to the individual upon request of the individual for whom the District conducted a suitability determination.

Relying on Previous Suitability Determination.

The District may obtain and may rely on a favorable suitability determination from a prior employer if the following criteria are met:

The suitability determination was made within the last seven years, and

The individual has not resided outside of Massachusetts for any period longer than three years since the suitability determination was made, and either

The individual has been employed continuously by one or more school employers or has gaps totaling no more than two years in their employment for school employers; or

The individual works as a substitute employee; the individual is still deemed suitable for employment by the school employer who made a favorable suitability determination.

Upon request of another school employer, the initial school employer shall provide documentation that the individual is still deemed suitable for employment by the initial school employer.

Adverse Decisions Based on CHRI

If inclined to make an adverse decision based on an individual's CHRI, the District will take the following steps prior to making a final adverse determination:

Provide the individual with a copy of their CHRI used in making the adverse decision;

Provide the individual with a copy of this CHRI Policy.

Provide the individual the opportunity to complete or challenge the accuracy of their CHRI.

and,

Provide the individual with information on the process for updating, changing, or correcting CHRI.

A final adverse decision based on an individual's CHRI will not be made until the individual has been afforded a reasonable time, depending on the particular circumstances, not to exceed thirty days, to correct or complete the CHRI.

If the District receives criminal record information from the state or a national fingerprint-based background check that includes no disposition or is otherwise incomplete, the District may request that an individual, after providing them a copy of said background check, provide additional information regarding the results of the criminal background checks to assist the District in determining the applicant's suitability for direct and unmonitored contact with students, notwithstanding the terms of General Laws chapter 151B, S. 4,(9,9 ½). Furthermore, in exigent circumstances, the District may, pursuant to the terms of DESE regulations (see specific regulations in legal references), hire a staff member on a conditional basis without first receiving the results of a national criminal background check. After exhausting several preliminary steps as contained in the above-referenced regulation, the District may require an individual to provide information regarding the individual's history of criminal convictions; however, the individual cannot be asked to provide information about juvenile adjudications or sealed convictions. The Executive Director is advised to confer with legal counsel whenever they solicit information from an individual concerning their history of criminal convictions.

Secondary Dissemination of CHRI

If an individual's CHRI is released to another authorized entity, a record of that dissemination must be made in the secondary dissemination log. The secondary dissemination log is subject to audit by the DCJIS and the FBI.

The following information will be recorded in the log:

Subject Name;

Subject Date of Birth;

Date and Time of the dissemination;

Name of the individual to whom the information was provided.

Name of the agency for which the requester works.

Contact information for the requestor; and

The specific reason for the request.

Reporting to the Commissioner of Elementary and Secondary Education

Pursuant to state law and regulation, if the District dismisses, declines to renew the employment of, obtains the resignation of, or declines to hire a licensed educator or an applicant for a Massachusetts educator license because of information discovered through a state or national criminal record check, the District shall report such decision or action to the Commissioner of Elementary and Secondary Education in writing within 30 days of the employer action or educator resignation. The report shall be in a form requested by the Department and shall include the reason for the action or resignation as well as a copy of the criminal record checks results. The Executive Director shall notify the staff member or applicant that it has made a report pursuant to the regulations to the Commissioner.

Pursuant to state law and regulation, if the District discovers information from a state or national criminal record check about a licensed educator or an applicant for a Massachusetts educator license that implicates grounds for license action pursuant to regulations, the Executive Director shall report to the Commissioner in writing within 30 days of the discovery, regardless of whether the district retains or hires the educator as a staff member. The report must include a copy of the criminal record check results. The District shall notify the staff member or applicant that it has made a report pursuant to regulations to the Commissioner and shall also send a copy of the criminal record check results to the staff member or applicant.

C.O.R.I. REQUIREMENTS

The District will obtain all available Criminal Offender Record Information (CORI) from the department of criminal justice information services of prospective staff, volunteers, or individuals who regularly provide school related transportation to students, who may have direct and unmonitored contact with students, (State law requires that school districts obtain CORI data for employees of taxicab companies that have contracted with the schools to provide transportation to students. - repeated below).

The office of Human Resources, or certified designees shall periodically, but not less than every three years, obtain all available Criminal Offender Record Information from the department of criminal justice informational services on all staff, individuals who regularly provide school related transportation to students, including taxicab company staff, and volunteers who may have direct and unmonitored contact with students, during their term of employment or volunteer service.

The office of Human Resources, or certified designees may also have access to Criminal Offender Record Information for any subcontractor or laborer who performs work on school grounds, and who may have direct and unmonitored contact with students, and shall notify them of this requirement and comply with the appropriate provisions of this policy.

Pursuant to a Department of Education regulation, Direct and unmonitored contact with children means contact with students when no other staff, for whom the employer has made a suitability determination of the school or district, is present. "Contact" refers to any contact with a student that provides the individual with the opportunity for physical touch or personal communication. The school employer may determine when there is potential for direct and unmonitored contact with children by assessing the circumstances and specific factors including but not limited to, whether the individual will be working in proximity with students, the amount of time the individual will spend on school grounds, and whether the individual will be working independently or with others. An individual shall not be considered to have the potential for direct and unmonitored contact with children if the individual has only the potential for incidental unsupervised contact in commonly used areas of the school grounds."

In accordance with state law, all current and prospective staff, volunteers, and persons regularly providing school-related transportation to students shall sign an acknowledgement form authorizing receipt by the District of all available CORI data from the Department of Criminal Justice Information Services. In the event that a current staff member has a question concerning the signing of the acknowledgement form, they may meet with the Principal or Executive Director; however, failure to sign the CORI acknowledgement form may result in a referral to local counsel for appropriate action. Completed acknowledgement forms must be kept in secure files. The Board of Trustees, Executive Director, Human Resources, or their designees certified to obtain information under the policy, shall prohibit the dissemination of school information for any purpose other than to further the protection of students.

CORI is not subject to the public records law and must be kept in a secure location, separate from personnel files and may be retained for not more than three years. CORI shall be shared with the individual to whom it pertains, pursuant to law, regulation and the following model policy, and in the event of an inaccurate report the individual should contact the department of criminal justice information services.

Access to CORI material must be restricted to those individuals certified to receive such information. In the case of prospective staff or volunteers, CORI material should be obtained only where the Executive Director has determined that the applicant is qualified and may forthwith be recommended for employment or volunteer duties.

The hiring authority, subject to applicable law and the model policy, reserves the exclusive right concerning any employment decision.

The Executive Director shall ensure that on the application for employment and/or volunteer form there shall be a statement that as a condition of the employment or volunteer service the District is required by law to obtain Criminal Offender Record Information for any staff, individual who regularly provides transportation, or volunteer who may have direct and unmonitored contact with students. Current staff, persons regularly providing school-related transportation, and volunteers shall also be informed in writing by the Executive Director prior to the periodic obtaining of their Criminal Offender Record Information.

Records sealed pursuant to law shall not operate to disqualify a person in any examination, appointment or application for public service on behalf of the Commonwealth or any political subdivision thereof.

The Executive Director shall revise contracts to require a signed statement that the provider has met all legal requirements of the state of Massachusetts relative to criminal background checks for staff and others having direct and unmonitored contact with students.

LEGAL REFS.: M.G.L. [6:167-178](#); [15D:7-8](#); [71:38R](#), [151B](#), [276:100A](#)

P.L. 92-544; Title 28 U.S.C. § 534; Title 28 C.F.R. 20.33(b)

42 U.S.C. § 16962

603 CMR [51.00](#)

803 CMR 2.00

803 CMR 3.05 (Chapter 149 of the Acts of 2004)

[FBI Criminal Justice Information Services Security Policy](#)

[Procedure for correcting a criminal record](#)

[FAQ - Background Checks](#)

Foxborough Regional Charter School
Background Check Policy
First Reading April 8, 2025
Second Reading

Reporting Child Abuse and Neglect Policy

A. General Information

Foxborough Regional Charter School seeks to promote a safe and productive educational environment for its students. Accordingly, Foxborough Regional Charter School expects its employees to be able to recognize the signs and symptoms of child abuse and neglect and take appropriate steps to report suspected abuse, including sexual abuse, or neglect, including malnutrition, in accordance with the procedures set forth below.

Section 51A of Chapter 119 of the Massachusetts General Laws mandates that certain persons who in their professional capacity have reasonable cause to believe that a child is suffering serious physical or emotional injury resulting from (i) abuse inflicted upon him/her which causes a substantial risk of harm to the child's health or welfare, including sexual abuse; or (ii) neglect, including malnutrition; or (iii) physical dependence upon an addictive drug at birth, shall immediately, via telephone, report this abuse or neglect to the Department of Children and Families ("DCF"). The telephone report should be made either to the appropriate Area Office Protective Service Unit or via the 24-hour reporting hotline at 800-792-5200.

Additionally, mandated reports are required under Massachusetts law to notify the DCF in writing using the applicable reporting form within forty-eight (48) hours of the initial oral report. A new oral report, followed by a new report for, must be completed for each new instance where there is reasonable cause to believe that a child is suffering from abuse or neglect.

All professionally licensed mandated reporters are required by law to complete annual training on recognizing and reporting suspected child abuse and neglect.

School employees must either notify DCF directly or, alternatively, must notify the person in charge of the school or that person's designated agent. Accordingly, as indicated in the attached Procedures for Reporting Suspected Child Abuse and Neglect Cases (Procedures), School employees who are required by law to report suspected child abuse or neglect shall do so by informing the Building Administrator or designee, who must then report the suspected abuse or neglect in accordance with the attached Procedures.

B. Process for Reporting

Foxborough Regional Charter School employees who are required by law to report suspected child abuse or neglect shall do so by informing the principal or his or her designee. The principal or designee then must report the suspected abuse or neglect. Nothing in these guidelines, however, prohibits a school employee from notifying the DCF directly when he/she has reasonable cause to believe abuse or neglect occurred. In such a case, the school employee must inform the principal or designee that the suspected abuse or neglect was reported. Any other person may report a case of child abuse or neglect when there is reasonable cause to believe that a child's health or welfare is being harmed, or is at substantial risk of being harmed, as a result of abuse or neglect.

C. Procedures for Reporting Suspected Child Abuse and Neglect Cases

Upon such suspicion of abuse or neglect of a child, a teacher or any other mandated reporter will immediately report his or her concerns to the principal or designee. If the principal or designee is

unavailable or has to disqualify himself/herself, then another designee will assume responsibility for following these procedures. Such abuse and neglect includes but is not limited to: physical, mental, or emotional injury by other than accidental means (e.g. beatings, cuttings, burns, broken bones, or multiple bruises) and failure by a caretaker, either deliberately or through negligence or inability, to take actions necessary to provide a child with minimally adequate food, clothing, shelter, medical care, supervision, and/or other essential care. The principal or designee may ask the school nurse to examine and document the child's physical condition immediately.

Upon such suspicion of sexual assault, a teacher, or any other mandated reporter, will immediately report his/her concerns to the principal or designee. If the principal or designee is unavailable or has to disqualify himself/herself, then another designee will assume responsibility for following these procedures. Sexual assault is a crime. It is defined as any sexual act against another person by force, against their will, or by threat of bodily injury. It also includes any sexual act against another person who is incapable of giving consent, either because of his/her temporary or permanent mental incapacity or because he/she is a minor. Such crimes as indecent assault and battery, rape, rape with force, rape and abuse, assault with intent to rape, and unnatural and lascivious acts constitute sexual assault. It is advisable for the principal or designee when responding to sexual assault concerns to obtain only basic, minimal facts of the alleged incident. These basic facts should include:

- when the incident occurred;
- where the incident occurred;
- who assaulted the student, if known;
- the nature of the incident, in one or two sentences; and
- whether there are known witnesses and/or other victims.

In an attempt to minimize the emotional stress victims of abuse experience and to preserve the integrity and reliability of the required DCF and law enforcement investigations, it is also advisable in cases involving sexual assault that additional interviews and more detailed questioning not be conducted by school officials. A student who reports being a victim of a sexual assault should never, during the course of an investigation, be asked to discuss the incident with the alleged perpetrator present at any time or under any circumstances.

- Through discussions with school administrators, teachers, and student support personnel, and after a check of appropriate educational and health records, the principal or designee will obtain the data to be used when reporting the case to the appropriate DCF Area Office.
- After collecting the relevant information concerning the child's abuse or neglect, the principal or designee, in consultation with the reporting employee, the nurse, and others as necessary, will determine whether there is reasonable cause to believe that the child may be suffering abuse, including sexual abuse, or neglect.
- Do not send the child home from school before filing the verbal 51A report with the DCF. The written report must be forwarded within forty-eight (48) hours.
- In the case of a disagreement concerning the need to report, the principal or designee may not substitute his/her judgment for that of any mandated reporter within the school. Although the agreement of all professionals involved is desirable, the principal or designee must report to

the DCF even if he/she believes that the teacher, nurse, or other mandated reporter is mistaken in suspecting abuse or neglect. Failure to file a report as mandated by law will subject the principal or designee (or other mandated reporter who fails to meet his/her statutory obligations) to discipline.

- Accordingly, once the principal or designee or other mandated reporter makes the decision to file, the principal or designee must immediately call the DCF Area Office Protective Service Unit or, if after 5:00 PM, the DCF hotline at 800- 792-5200 to report the suspected abuse and neglect.
- Within forty-eight (48) hours of the initial oral report, the principal or designee will send written notification to the DCF Area Office by certified mail. A confidential copy of the reporting form should be retained in the office of the principal or designee.
- If the alleged abuser is an employee of Foxborough Regional Charter School, a verbal notification must be made immediately to the principal or designee. Employees may be administratively reassigned by the principal or designee during the course of an investigation. If an investigation confirms the allegations, Foxborough Regional Charter School will take such action as it deems appropriate under the circumstances. Such action may range from counseling to discipline of an employee, up to and including termination of employment.
- The principal or designee, in consultation with others as necessary, will decide how, when, and by whom the family, including the child who is suspected of being abused or neglected, will be notified of this report. Although the school is not required by law to notify the family, such notification is recommended. In deciding whether to notify, the principal or designee and others should consider whether notification will create a substantial risk to the student's health, safety, or welfare. The DCF and the police can provide consultation in making this determination to ensure the child's safety and well-being.
- DCF investigators, who report to the school in order to conduct one phase of their investigation, shall be required to identify themselves and to verify their assignment to the case. School-based staff should encourage DCF investigators to interview the child at home in the presence of the parent or caregiver, unless the 51A has been filed against the parent or caregiver. In this latter case, the interview of the child may be conducted in school in the presence of the principal or designee.
- Within thirty (30) days of filing a report, the principal or designee should receive a report from the DCF detailing its findings and specifying the social services that the DCF intends to offer the child. This report may be used to plan further collaboration with other professionals assisting the family. If the report is with respect to alleged abuse by a School employee, the Office of the principal or designee should be notified as to the findings.
- Certain cases that Foxborough Regional Charter School reports to the DCF (sexual abuse and exploitation, serious physical abuse, and some others) will also be referred by the DCF to the police and the District Attorney's Office for investigation. In these circumstances, these agencies will typically conduct a multidisciplinary team investigation. The investigation will typically include an interview with the alleged victim(s), the alleged perpetrator(s), and the witness(es). Relevant investigative information will be provided to the school when appropriate and as permitted by law.

- Throughout the reporting, investigation, and follow-up processes, school documentation must be handled in a way that assures confidentiality. Accordingly, reports of suspected abuse or neglect will not be part of a child's educational record but will instead be kept separately.
- The principal or designee will designate a representative who will ensure that, in the event of the principal or designee's absence, the above reporting procedures are followed as required by law.
- The principal or designee should periodically review all child abuse reports to determine if there is any pattern of child abuse involving an accused individual. Based upon this review, the principal or designee will determine whether further action is required.

D. Emergency Protocol

In the event of a clear emergency where the life or safety of a child is in imminent danger, the principal or designee or other mandated reporter should immediately notify the appropriate DCF Area Office and file the required verbal 51A Report. After 5:00 PM, the school official should use the Child Abuse Hotline at 800-792-5200. A written report must be filed within forty-eight (48) hours. Massachusetts General Laws Chapter 119, Section 51B(3) authorizes the DCF to take a child into immediate temporary custody, without parental permission or prior notice, if the DCF has reasonable cause to believe that this action is necessary to protect him or her from further abuse or neglect. Emergency responses by the DCF may include law enforcement, depending upon the nature of the incident reported. If the DCF seeks to exercise this authority in the school setting, the principal or designee shall:

- Verify the DCF representative's identification;
- Contact the DCF representative's immediate supervisor to verify the need for the DCF action;
- Document the name(s) of the DCF employee(s) involved, the DCF area office involved, and the date, time and nature of action being taken and file with the office a copy of the 51A report;
- Notify the Principal and the Executive Director of the action being taken; and
- Provide the DCF with any other pertinent information related to the suspected abuse or neglect.

E. Alleged Victims Eighteen (18) Years of Age or Older Who Are Disabled

Chapter 19C of the Massachusetts General Laws requires that certain persons, who in their professional capacity have reasonable cause to believe that a disabled individual eighteen (18) years of age or older is suffering serious physical or emotional injury resulting from abuse, including sexual abuse, or neglect inflicted upon him/her, shall immediately, via telephone, report this abuse or neglect to the Disabled Persons Protection Commission (DPPC). The twenty-four (24) hour reporting hotline is 800-426-9009 or 1-888-822-0350 TTY. The reporting and notification procedures detailed above also apply when a report is made to the DPPC.

F. Immunity

All reports will be held in strict confidence. No person required to report who does in fact make such a report, including a report of abuse or neglect by personnel in [insert school name], shall be held liable in any civil or criminal action by reason of that report. In addition, a person who, although not required to do

so by statute, voluntarily makes a report shall not be liable in any civil or criminal action by reason of that report if it was made in good faith and that person did not perpetuate, inflict, or cause the reported abuse or neglect.

In accordance with Massachusetts General Laws Chapter 119, Section 51B, persons who are mandatory reporters of child abuse shall share any relevant information requested by the DCF during the investigation of a specific 51A child abuse report. Those persons who are required to share information are protected from civil or criminal liability for providing such information without parental consent.

G. Consequences for Violations of the Reporting Requirement

Under Massachusetts law, any person required to make oral and written reports of suspected child abuse or neglect who fails to do so and any person who knowingly files a frivolous report will be subject to penalties as prescribed by law. Any school employee required by law to report suspected child abuse or neglect who fails to do so or who knowingly files a frivolous report will be subject to disciplinary action, up to and including termination.

H. Prohibition of Discrimination and Retaliation

Discrimination and retaliation against any student or employee for filing a complaint of abuse or neglect, including a report of abuse or neglect against personnel in the school, is strictly prohibited. Employee complaints of discrimination and retaliation should be filed with the principal or designee. Student complaints of discrimination and retaliation should be filed with the principal or designee. In accordance with both Massachusetts law and the reporting procedures set forth above, employees who themselves perpetuate, inflict, or cause the abuse of any child and/or engage in discrimination or retaliation against any School student or employee for filing a complaint of abuse or neglect will be subject to discipline, up to and including termination.

Foxborough Regional Charter School
Reporting Abuse and Neglect Policy
First Reading April 8, 2025
Second Reading

Open Meeting Law Policy

A. General

In accordance with Mass. G.L. c.39 § 23A, the Board of Trustees is subject to Massachusetts' Open Meeting Law (the "Law") and shall convene all Board and subcommittee meetings so that they are open to the public and in compliance with the Law, with the exception of all properly noticed discussions concerning matters permitted by the Law to be discussed in executive session. All meetings of the Board and subcommittees shall be held at locations that are accessible to persons with disabilities.

The Board of Trustees and subcommittees shall comply with the Law every time that a quorum of the Board or subcommittee meets. A "meeting" is defined as "any corporal convening and deliberation of a governmental body for which a quorum is required in order to make a decision at which any public business or public policy matter over which the governmental body has supervision, control, jurisdiction or advisory power is discussed or considered." M.G.L. c.39 § 23A. The Law does not apply to "chance" or "social" meetings of a governmental body or members of the body at which matters relating to official business are discussed, so long as no final decision on such business is reached.

Upon joining the Board of Directors, new members shall review and complete a certification of receipt of the Open Meeting Law.

B. Notification of Meetings of the Board of Directors and Subcommittees

The Board of Trustees shall comply with the notice requirements set forth in M.G.L. c.38 § 23B by posting in advance and providing a printed schedule for future Board and subcommittee meetings at the beginning of each school year so long as the day of the week, the time and place of each such meeting is listed, and so long as the governmental body does in fact meet at the regularly scheduled time and place.

For any other meetings, the Board of Directors, except in an emergency, shall post public notice at least forty-eight (48) hours (including Saturdays, but not Sundays and legal holidays) prior to such meeting.

The notice requirements do not apply to "emergency" meetings. An emergency is defined as "a sudden, generally unexpected occurrence or set of circumstances demanding immediate action." The emergency in question must be one that relates directly to the functions and responsibilities of the governmental body convening the meeting.

In the event that it becomes necessary to adjourn or extend a meeting to another time, the Law's notice requirements apply to the adjourned or extended meeting. Accordingly, it is necessary to adjourn the meeting to a date that will permit the governmental body to cause notice to be filed and posted at least forty-eight hours in advance unless the circumstances require the adjourned meeting to be an emergency meeting.

C. Minutes and Records of Meetings

The Board of Trustees and subcommittees shall maintain accurate records of its open meetings, setting forth the time, date, place, members present or absent and action taken at each meeting. "Action taken" includes discussion or consideration of issues, even if no vote is taken or no determination is made with

respect to any issue or subject considered.

The records or minutes of every Board meeting are public records from the moment they are made and therefore subject to the Massachusetts Public Records Law, M.G.L. c.66 § 10(a). As public records, meeting minutes must be made available to the public. Foxborough Regional Charter School shall post meeting minutes on the school website once approved by the Board of Trustees at the next meeting.

D. Executive Session

The Board of Directors and subcommittees may meet in Executive Session outside the purview of the public only for the reasons enumerated in M.G.L. c.39 § 23B. Prior to convening in Executive Session, the Board of Directors and subcommittees shall:

- First convene in open session;
- Receive a vote of the majority of the quorum to enter Executive Session, and the vote of each member is recorded in the minutes of the open session;
- The Chair of the Board of Directors or the Chair of the subcommittee states the purpose of the Executive Session in accordance with an enumerated reason for Executive Session as set forth in M.G.L. c.39 § 23B; and
- If applicable, the Chair of the Board of Directors shall disclose that the affected personnel has been notified.
- The Chair of the Board of Directors or the Chair of the subcommittee states whether open session will reconvene after the Executive Session.

The minutes of an executive session are also public records. Executive session minutes may be withheld from public inspection as long as publication of the minutes would defeat the lawful purposes of the executive session. Once the need for secrecy has passed, the records must be released.

All votes taken during Executive Session shall be taken and recorded by “roll call,” in which each Director announces his/her/their vote individually. If a vote is cast during Executive Session, the Board of Directors shall disclose the result of the vote once Open Session is re-convened.

Reference:

[Open Meeting Law Guide and Educational Materials](#)

**Foxborough Regional Charter School
Open Meeting Law Policy
First Reading April 8, 2025
Second Reading**

Board Member Conflict of Interest Policy

A. General Information

Each member of the Foxborough Regional Charter School's Board of Trustees is prohibited from taking advantage of his/her position on the Board of Trustees to gain improper, personal benefits for him/herself and/or his immediate family members. For the purposes of this policy, "immediate family members" include the Trustee's spouse, children, parents, brothers, and/or sisters.

No member of the Board of Trustees (or any of his/her immediate family members) may have a financial interest in any contracts entered into between Foxborough Regional Charter School and any vendor, absent an exemption from the Massachusetts State Ethics Commission.

Board of Trustee members are prohibited from voting on or discussing matters that affect or may affect their individual financial interests. Specifically, Board of Trustee members may not participate in discussions nor vote on matters that will financially benefit any of the following:

- Trustee, his/her "immediate family," and/or a business partner;
- A business organization in which the Trustee serves as an officer, director, trustee, partner, member, and/or employee; and
- Any person or organization with which the Trustee is negotiating or has any arrangement concerning prospective employment.

Board of Trustee members are prohibited from accepting anything of value because of their position as a member of the Board of Trustees and in accordance with the restrictions set forth in G.L. c. 268A.

Board of Trustee members shall comply with and conduct themselves in accordance with the general code of conduct established for public employees in G.L. c. 268A, § 23. Therefore, Board of Trustee member shall annually review and provide acknowledgment of the Commonwealth's Conflict of Interest Law (G.L. c. 268A). New members of the Board of Trustees must complete this review within 30 days of becoming members of the Board.

Board of Trustee members shall complete an online conflict of interest training program every two years. New members of the Board of Trustees must complete this review within 30 days of becoming members of the Board.

Resource: Massachusetts State Ethics Commission (www.mass.gov/ethics / 617-727-0060)

Foxborough Regional Charter School
Board of Trustee Member Conflict of Interest Policy
First Reading April 8, 2025
Second Reading

Annual Reporting Policy

In compliance with governing Massachusetts statutes, regulations, and guidance from the Department of Elementary and Secondary Education, Foxborough Regional Charter School shall submit an annual report to the Charter School Office at the Department of Elementary and Secondary Education, the local school committee (or school committees of each sending district if a regional charter school), each parent/guardian of enrolled students, and each parent/guardian known to the school to be contemplating enrollment on or before August 1 of each year.

At a minimum, the Annual Report shall include:

- Discussion of progress made toward the achievement of the school's goals as set forth in its charter (otherwise known as faithfulness to the charter);
- Financial statement setting forth, by the appropriate categories of revenue and expenditures of the year just ended and a balance sheet setting forth the school's assets, liabilities, and future balances or equities;
- Introduction to the school;
- School performance and program implementation;
- Dissemination efforts;
- Academic program success;
- Organizational viability;
- Accountability plan performance;
- Recruitment and retention plan;
- School and student data;
- Conditions; and
- Complaints

Resource

Department of Elementary and Secondary Education Annual Report Guidelines for Charter Schools (available at <http://www.doe.mass.edu/charter/acct.html?section=annual>)

Foxborough Regional Charter School
Annual Reporting Policy
First Reading April 8, 2025
Second Reading

School Building Administration

The Executive Director shall establish an appropriate chain of command for subordinate educational administrators, with clear reporting lines.

Acting with the approval of the Board of Trustees, the Executive Director shall be the educational administrator and manager of the school district and supervise the operation and management of the school district and property. All personnel working at Foxborough Regional Charter School shall be directly responsible to the Executive Director. Employees who work specifically for one school building shall be responsible to the leader of the school at which they are working, and district employees shall be responsible to an assigned Executive Leadership Team Leader.

The Executive Director is charged with the supervision and direction of the staff and the students assigned to the school district, and with care of the school facility and its equipment. He/she shall see that the rules and regulations adopted by the Board of Trustees are implemented appropriately and effectively.

**Foxborough Regional Charter School
School Building Administration Policy
First Reading April 8, 2025
Second Reading**



Student/Family Handbook 2025-26 School Year

DRAFT

District Contact Information

131 Central St.
Foxborough, MA 02035
Phone: (508) 543-2508
Fax: (508) 543-7982

TABLE OF CONTENTS

District Leadership.....3

District Information 4

Student Code of Conduct.....22

Elementary School..... 36

Middle School42

High School48

DISTRICT LEADERSHIP

Board of Trustees

Sergio Martin	Chair
Anissia Vixamar	Vice-Chair
Matthew Yezukevich	Treasurer
Todd Tetreault	Secretary
Katie Breault	Trustee
Dr. Badawi Dweik	Trustee
Ryan Higgins	Trustee
Mia Ortiz	Trustee

The Foxborough Regional Charter School (FRCS) Board of Trustees holds the charter to FRCS and governs the terms by which the charter is issued. Board meetings are open to the public on the second Tuesday of each month at the school.

District Leadership

Toby N. Romer	Executive Director
Martine Albama	Director of Human Resources
Heidi Berkowitz	Deputy Executive Director
Karen Calvert	Director of Finance
Kathleen Foley	Director of Teaching and Learning
Tanisha Kimber	Director of Student Services
Lesly Michelot	Director of Operations

School Leadership

Nicole Ouimet	Elementary School Principal
Rebecca Austin	Elementary School Assistant Principal
Melissa Costa	Elementary School Assistant Principal
Alisa Diakite	Middle School Principal
Scott Johnson	Middle School Assistant Principal
Deserea Merestil	Middle School Assistant Principal
Bridget Lemieux	High School Principal
Alan Dias Martin	High School Assistant Principal
Lizz Pavao	High School Assistant Principal

District-Wide Specialized Coordinator Roles

Catherine Alix	McKinney-Vento Homeless Coordinator
Kathleen Foley	Title IX Coordinator
Kathleen Foley	Attendance Supervisor

DISTRICT INFORMATION

Mission

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

The Foxborough Regional Charter School will promote positive ethical, moral, and civic values and prepare students to serve their respective communities as leaders and good citizens. We will present students with projects and issues requiring critical thinking, problem-solving, decision-making, and real-life applications of their academic studies through our Student Life and Community Service-Learning programs which are integral components of the overall educational experience at FRCS.

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

Vision

The Foxborough Regional Charter School seeks to provide students an outstanding academic program which prepares students for college in a challenging and stimulating learning environment that instills positive ethical, moral and civic values and prepares students to serve their communities as leaders and exemplary citizens. The Foxborough Regional Charter School resolves that, in order to fulfill its commitment to excellence, it must strive to provide our Teachers and Staff opportunities for ongoing development and growth, be responsive to their concerns and needs, and recognize their contributions and skills.

Shared Values

We are FRCS and we each commit to living by the following Shared Values:

- Transparent Communication
- Honesty and Integrity
- Diversity and Equity
- Teamwork
- Respect
- Growth

Non-Discrimination Statement

Foxborough Regional Charter School prohibits discrimination based on race, color, national origin, age, sex (including gender identity and sexual orientation), disability, or reprisal/retaliation for civil rights activity in its programs and activities, including employment.

Governance

As public agents authorized by the State of Massachusetts Board of Education, the members of the Board of Trustees of the Foxborough Regional Charter School hold the charter and are responsible for governing the school. The Board of Trustees defines the mission and vision, develops and revises school policies when appropriate, provides oversight of the school's day-to-day operations, supports the Executive Leadership team, and hires as well as supervises the Executive Director. It is the role of the Board of Trustees to hold the Executive Leadership Team accountable for meeting established goals, providing operational oversight and system accountability, including adherence to the state approved charter school Accountability System and local Strategic Plan that ensure the school's continued stability. In addition to its many other responsibilities, the Board of Trustees must ensure that the school is complying with all Massachusetts and Federal laws and regulations that apply to the school and that the Board of Trustees itself is operating in accordance with the rules set out by all applicable. Finally, the Board is responsible for operating the school in accordance with its

charter and with any approved amendments to its charter.

Educational Philosophy

The Foxborough Regional Charter School (FRCS) was established as a charter public school district in 1998. FRCS accepts students through a lottery process from 22 surrounding cities and towns. FRCS is a diverse and inclusive community of students, staff and families. FRCS operates on the premise that assessment and screening; curriculum and instruction; community service-learning, and social, emotional and behavioral support must be student-centered, consistent, collaborative, purposeful and aligned with national best practices, as well as, state and federal laws, regulations and educational standards. FRCS believes that it is critical for our students to continuously demonstrate growth in fundamental knowledge and the development of essential skills for lifelong success. FRCS prides itself on graduating students with an in-depth understanding of themselves and the world around them. FRCS students are extraordinary young people that Enter to Learn and Exit to Lead.

FRCS strives to meet students' needs through the implementation of a Multi-Tiered System of Supports (MTSS). The Massachusetts Department of Elementary and Secondary Education (DESE) defines MTSS as "a framework for how school districts can build the necessary systems to ensure that each and every student receives a high-quality educational experience. It is designed to support schools with proactively identifying and addressing the strengths and needs of all students by optimizing data-driven decision-making, progress monitoring, and the use of evidence-based supports and strategies with increasing intensity to sustain student growth (DESE, 2020)." At FRCS we are committed to continuing efforts to strengthen our MTSS through Response to Intervention (RTI) for students; Positive Behavioral Interventions and Supports (PBIS) for students; staff professional development; student social emotional development, promotion of positive school culture and climate and collaboration amongst staff, students, families and the surrounding communities.

FRCS is dedicated to thoughtful and continuous data collection and analysis to consistently reveal students' strengths, as well as students' growth opportunities in the areas of academic, linguistic, social, emotional, and behavioral development. In response, students may be referred to the school-based Student Intervention Team (SIT) for development of an action plan. This multidisciplinary team consisting of a combination of Counselors, Behavior Interventionists, Deans, Administrators, Teacher/s, Instructional Coaches, Parent/Guardians, Students and Community Partners (when applicable) is tasked with proactively reviewing academic, social emotional and behavioral data, developing related goals, identifying interventions and supports, progress monitoring response to interventions and supports and making data based referrals to specialized teams.

Assessment and Screening

At FRCS, we are committed to being active agents in our student's individual journey towards academic achievement and lifelong success. FRCS recognizes that an effective assessment plan is a crucial component in monitoring student progress and responding to student's individualized needs through implementation of academic, social and emotional tiered interventions and supports. FRCS strives to provide strong standards-based core instruction that allows students to reach their maximum potential. FRCS purposefully uses a balanced variety of assessments and screeners at all grade levels to meet students' needs and support their growth and development in pursuit of addressing opportunities gaps, and ultimately closing achievement gaps. FRCS intentionally creates multiple opportunities for students to demonstrate their learning.

As mandated by state law, all children entering Kindergarten are screened to evaluate motor, cognitive, visual, perceptual, and language development. Kindergarten screening is scheduled for kindergarten students, prior to the start of school. Additionally, the district participates in the Massachusetts Comprehensive Assessment Skills (MCAS) testing program in third through tenth grade. The MCAS assesses students in the core content areas of English, Mathematics and Science. FRCS also utilizes several other continuous improvement measures at all levels to assess academic, linguistic, social, emotional and behavioral growth through administration of nationally normed assessments and screeners such as Amplify, World-Class Instructional Design and Assessment (WIDA), Freckle, National Assessment of Educational Progress (NAEP), i-Ready, Behavior Intervention Monitoring Assessment System (BIMAS-2) and many more. To this end, our data collection is:

- Responsive
- Intentional

- Informative (towards future instructional plans)
- Formative (ongoing, intermittent, varied)
- Summative (a measure of current knowledge and understanding)

Curriculum and Instruction

FRCS is committed to providing comprehensive and cohesive curricula that are aligned to National and Massachusetts Learning Standards. FRCS' Department of Teaching and Learning oversees the facilitation of creative, standard based and intentional instruction guided by curriculum that prepares students for success. Our students follow multiple pathways after graduation including 4-year college, 2 -year college, trade and certificate programs, military as well as immediate entry into the workforce. At FRCS, student-centered growth and development is at the heart of learning. To this end, our curriculum and instruction:

- Enables our students to engage in self-discovery that builds toward community service.
- Empowers our students to make a difference as empathetic, responsible, and global citizens through character education and integration of social emotional learning.
- Taps into our students' natural curiosity, facilitates their critical thinking, and enables them to problem solve resourcefully.
- Facilitates critical thinking through research, multimedia, and real-life experiences.
- Facilitates a collaborative and experiential approach to learning.
- Supports inquiry across all disciplines.
- Embeds 21st century technology and resources.
- Celebrates and motivates our students as they take academic risks and build confidence.

Graduation Expectations

FRCS maintains rigorous high school graduation standards for our students that are outlined in our High School Handbook and the Course Catalogue. This includes the completion of a wide range of academic coursework and a College/Career Planning Portfolio. Furthermore, in addition to these graduation requirements, and based changes in state education law in 2024, FRCS has approved a district graduation Competency Determination to ensure that all students have met the expectations of the state curriculum frameworks. More information on this Competency Determination is also listed in the High School Handbook and the Course Catalogue.

Community Service Learning

Community Service Learning (CSL) is an integral component of the FRCS mission and academic programming. CSL is designed to meet real needs within the community and provide students with ongoing opportunities to reflect on both the significance of their service and the skills required to meet the community's needs (Berman, 2005). CSL is a teaching and learning strategy that connects academic curriculum to community problem-solving (Youth.gov). CSL opportunities are embedded within K-12 instruction to enrich the learning experience, by teaching civic responsibility, and to strengthen the school community. CSL helps students to strengthen their critical thinking, problem solving and decision-making skills. Additionally, CSL opportunities contribute to our student's development of social emotional core competencies such as self-awareness and social awareness. CSL provides an array of opportunities for students to engage with the communities and the larger world around them building the skills necessary to Enter to Learn and Exit to Lead.

Social, Emotional and Behavioral Support

At FRCS we believe that our students' social, emotional, and behavioral development are crucial components to their past, present, and future academic success (DESE, 2020). FRCS uses several evidence-based theoretical frameworks to assess student's strengths and respond to student's social, emotional, and behavioral needs. These frameworks include but are not limited to Multi-tiered System of Supports (MTSS), Restorative Practices, Positive Behavioral Interventions and Supports (PBIS), Safe and Supportive Schools, Collaborative for Academic, Social and Emotional Learning (CASEL) and Character Education. In addition to the multi-disciplinary Student Intervention Teams mentioned above, FRCS also prides itself on having:

- Courses and curriculum geared towards strengthening student's character and social emotional learning competencies /skills.
- Universal Screening for Social, Emotional and Behavioral strengths and needs.

- Risk Assessments and Threat Assessment to ensure student safety.
- Assistance with mental/behavioral health service referrals.
- District, classroom, small group, and individual social, emotional and behavioral interventions and supports.
- A focus on inclusive and affirming messaging for all students throughout our campus.
- Access to School Adjustment Counselors and School Counselors (Formally Guidance Counselor).

Mandated Reporting

Under [G.L. c. 119, §51A](#), mandated reporters have a duty to report certain information to the Department of Children and Families ("DCF") or if they are a member of the staff of a school, they may instead notify the person or designated agent in charge of such school who becomes responsible for notifying DCF. The duty to report under [G.L. c. 119, §51A](#) is triggered when a mandated reporter, in their professional capacity, has reasonable cause to believe that a child under the age of eighteen years is suffering physical or emotional injury resulting from:

- Abuse, which causes harm or substantial risk of harm to the child's health or welfare, including sexual abuse.
- Neglect, including malnutrition.
- Physical dependence upon an addictive drug at birth.
- Being a sexually exploited child
- Being a human trafficking victim as defined by [section 20M of chapter 233](#).

The definition of "mandated reporters" in [G.L. c. 119, § 21](#) includes, among others, public and private school teachers, nurses, educational administrators, guidance counselors, psychologists, school attendance officers, social workers, child care workers, physicians, emergency medical technicians, and certain court and public safety officials, such as police officers.

In schools, mandated reporters must fulfill their mandatory reporting duty under [G.L. c. 119, §51A](#) by:

- Immediately making an oral report directly to DCF and then following up with a written report (which can be filed online, by fax, or mail) to the DCF local area office within 48 hours; or
- Immediately notifying the person in charge of the school (or that person's designee), in which case that individual becomes responsible for immediately making the oral report to DCF and submitting the written report (which can be filed online, by fax, or mail) to the DCF local area office within 48 hours.

Dress Code

All students are required to be in dress code daily, unless specified by the building administrator, with the understanding that students are always expected to wear attire that does not cause disruption or disorder in the school. The FRCS dress code policy is intended to contribute to maintaining a positive, safe, and inclusive learning environment for all. FRCS is dedicated to maintaining a dress code policy that allows students to appropriately represent and affirm their varied identities (e.g., ethnicity, race, gender, religion, sexual orientation, ability etc.). FRCS aims for all students to be comfortable at school, by authentically being who they are, while complying with the dress code policy.

Appropriate articles of clothing are listed below and must be worn in official school colors:

- Solid navy blue or tan pants (including sweatpants) or shorts (no higher than 3 inches from knee).
- Solid navy blue or white polo shirt, sweater, or sweatshirt preferably with the FRCS logo embroidered, silk screened or sewn on patch.
- Solid navy blue, tan, or designated plaid skirt or skort (no higher than 3 inches from knee)
- Tights in solid navy, tan, black, or white, as well as skin tone nylons and pantyhose.
- Long sleeved shirts worn under polos in black, navy blue, white or tan.
- Hats and wearing hoods are prohibited.
- Sneakers.
- Enclosed shoes or boots covering toes and heels.
- Crocs or similar footwear in sports mode, with straps worn securely over heel.

District Attendance Expectations and Absence Notifications

FRCS upholds the belief that learning is an ongoing process enriched through student's daily interactions with classmates, student support staff and teachers. Regular and punctual attendance is essential to our students' social, emotional, behavioral, and academic success. Massachusetts compulsory school attendance law (G.L. c. 76, &1) and the FRCS Attendance Policy requires children between the ages of 6 and 16 to "attend a public day school in the town the student resides in, or some other day school approved by the school committee...". The law recognizes the right of a parent/guardian to choose from among several educational options such as charter schools with the understanding that it is the parent/guardian's responsibility to: (1) Ensure that a child in their care attends school and (2) Call the school the school's attendance line #2 to report a student absence and reason for absence. Daily attendance is taken during students' first period class of the day. Any student that fails to report to their first period class will be marked absent. All parents/guardians will be contacted daily on the telephone number filed through the automated student absence notification system, when their child has been marked absent. Attendance lists are produced daily and include the names of students who are absent, tardy or will be dismissed early for health, legal or other reasons.

FRCS firmly believes that the habits of being punctual and present can be developed by all students with the support of school staff, parents/legal guardians, community partners and most importantly, the commitment of our students. FRCS expects that all

- Student/s will attend school regularly, on time, ready to learn, with the appropriate instructional materials and completed assignments.
- Parent/guardian will make sure that each child of compulsory age for school attendance attends school regularly as defined by FRCS attendance policy and MA state law referenced above.
- Parents/ guardians will utilize the school attendance line number at (508) 543-2508 and press #2, also located on the FRCS website to report a student's absence and reason for absence, prior to 7:40 AM the official FRCS starting time for the first class/period of the day.
- Parents/ guardians will furnish the school with a telephone number where they can be reached during the school day. If the student is absent and the school has not been notified by the established time, the school shall call the number(s) provided.

Student Absences

While students *may* have the opportunity to make up missed work, students cannot account for missed learning experiences. Students that miss 10% or more of the school days for which they are enrolled (e.g., 18 days absent if enrolled 180 days), regardless of whether the absences are considered excused, unexcused and/or for disciplinary reasons are considered chronically absent by DESE and FRCS. Being chronically absent can have a significant impact on a student's ability to read at grade level, perform academically, and graduate on time. The state law and district attendance policy require that each Principal or designee notify a student's parent/guardian by telephone and in writing within 3 days of a student's absence in the event the parent/guardian has not informed the school of the absence.

The Principal or their designee will notify a student's parent/guardian if the student has at least 5 days in which the student has missed 2 or more periods unexcused in a school year or has missed 5 or more school days unexcused in a school year. Each Principal or designee shall make a reasonable effort to meet with any student and the student's parent/guardian if the student has five (5) or more unexcused absences in a school year to develop action steps to improve the student's attendance. The actions steps shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian and may include input from other relevant school personnel or officials from relevant public safety, health and human service, housing, and nonprofit agencies. In cases where patterns of absences are not addressed through the action planning process, the principal or their designee may be required to report the absences to MA Juvenile Court and/or the Department of Children and Families.

Absences Due to Vacations/Travel

FRCS recommends that parents/guardians schedule vacations from school during scheduled school breaks reflected on the annual school calendar. The guidelines and regulations set forth by DESE mandate that schools document student vacations taken on day/s of instruction (school days) as an unexcused absence/s. Vacations taken during school day/s cannot and will not be "approved" by FRCS in adherence to DESE attendance requirements. If a student misses one or

more school days for vacation, it is the student's responsibility, with parental/guardian support to attempt to obtain classwork, prior to the extended unexcused absence. Please note that FRCS teachers are not mandated to, nor should they be expected to provide classwork to students for unexcused absences. If a teacher chooses to provide a list of assignments prior to the student's planned unexcused absence, the student is expected to submit the completed assignments immediately upon return, for consideration towards their overall grade. Parents/guardians should note that teachers are unlikely to be able to create "work packets" for students to complete during their unexcused absence.

Absences Due to Long Term Illness

Home or hospital instruction is available to provide a student receiving a publicly funded education with the opportunity to access the general education curriculum and make educational progress even when a physician determines that the student is physically unable to attend school. Upon receipt of a written order from a physician or nurse practitioner verifying that any student enrolled in a public school or placed by the public school in a private setting must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons and for a period of not less than fourteen school days in any school year, the school shall arrange for provision of educational services in the home or hospital. Once the student's personal physician (for example, a pediatrician, internist, medical specialist, psychiatrist, or nurse practitioner) determines that a student's medical condition will require either hospitalization or home care *for not less than 14 school days*, the physician must notify the school district responsible for the student to begin the home/hospital instruction process. The student's physician must complete a Department of Elementary and Secondary Education form 28R/3 (or equivalent signed statement) and submit it to the student's building Principal or other appropriate Principal. At a minimum, the physician's signed notice must include information regarding:

- Date the student was admitted to a hospital or was confined to home.
- Medical reason(s) for the confinement
- Expected duration of the confinement
- Specify medical needs of the student that should be considered by the school in planning the home or hospital education services.

Students with chronic illnesses who have *recurring home/hospital stays of less than 14 consecutive school days*, when such recurrences have added up to or are expected to add up to more than 14 school days in a school year, are also eligible for home or hospital educational services if they are requested and the medical need is documented by the physician. If the student is eligible, home and hospital educational services under 603 CMR 28.03(3)(c) must begin without undue delay after the school district receives written notice from the student's physician that such services are necessary. The school shall arrange for the provision of educational services with sufficient frequency to allow the student to continue the student's educational program, as long as such services do not interfere with the medical needs of the student. While it is impossible to replicate the total school experience through the provision of home/hospital instruction, a school district must provide, at a minimum, the instruction necessary to enable the student to keep up in the student's courses of study and minimize the educational loss that might occur during the period the student is confined at home or in a hospital.

The Principal shall coordinate such services with the student's Individual Education Plan (IEP) Team for eligible special education students. Such educational services shall not be considered special education unless the student has been determined eligible for such services, and the services include services on the student's IEP. If, in the judgment of the student's physician, a student with an IEP is likely to remain at home, in a hospital, or in a pediatric nursing home for medical reasons and for more than sixty (60) school days in any school year, the student's IEP Team shall meet, without undue delay, to consider evaluation needs and, if appropriate, to amend the existing IEP or develop a new IEP suited to the student's unique circumstances.

Absence Due to Short – Term Illness

Teachers as well as school counselors will work collaboratively with students and families (and with each other) to design the best course of action to enable a student to make-up missing assignments, quizzes and/or exams. Each situation is managed to those specific circumstances, paying attention to individual student progress and needs.

Homework Procedures

Please refer to your child's grade level teacher for homework expectations, process, and procedure.

District Arrival Expectations and Procedures

Students will be allowed to enter their designated school building each day at 7:15 AM. No student will be allowed in the school building until 7:15 AM. Please keep your student in your vehicle until that time. Breakfast is available free of charge to all students starting currently. All students arriving at 7:40 AM or later will be marked as tardy. Tardy students must report to their designated school building Main Office to obtain a "late pass" before entering their classroom.

Tardies may be excused in rare situations, such as:

- Medical appointments with a note from a physician's office designating the time of appointment. Parents/guardians should attempt to schedule appointments during out of school hours whenever possible.
- Bus delays.
- Family crisis or family emergency.

District Afterschool Expectations

Students arrive to and leave school using a variety of modes of transportation including, but not limited to the school bus, FRCS specialized vans, private van, carpool, individual parent/guardian transport. All students, except those participating in structured afterschool programming i.e., YMCA Aftercare Program, Athletic Team or other district approved and/or sponsored extracurricular activity must be off campus by 3:00 PM due to no available adult supervision. This includes students waiting at the school basketball court, playground, or other common areas without supervision. Please note that parents/guardians are expected to make alternative childcare plans for supervision of siblings not enrolled in structured afterschool programming, as noted above. A pattern of failure to do so will result in a required meeting, with the building level administration and student support staff (as needed) to review after-school expectations for student pick up. This meeting is also an opportunity for the school to partner with the family, to develop or identify an alternate after-school plan.

District Early Dismissal Procedure

- Students K-12 are not permitted to leave the school grounds at any time during the school day, without a note from a parent or guardian and approval /formal dismissal from their building level main office.
- Requests for early dismissal must be submitted in writing except in the case of an emergency.
- Dismissal notes must include the date the note was written, date of early dismissal, reason, and time of the early dismissal. The note must also include the parent's signature, and a telephone number so a parent/guardian can be reached to confirm the details of the dismissal request.
- Dismissal notes must be turned into the appropriate building level main office prior to the start of first period.
- Parent/guardian requesting earlier dismissal or a dismissal change must contact the main office of their child's school before 2:00 PM. Be sure to indicate your child's name, grade, and homeroom teacher in the body of the email or message for the office. The Note from Home found on the Transportation page of the FRCS Website is a convenient way to communicate your child's dismissal change. Download the form, complete it, and send it to the office via email prior to 2:00 PM.
- In some cases, the school nurse may contact parent/guardian to request early pick up/ dismissal due to student illness or suspected illness. The school nurse will monitor the student until the authorized adult arrives for pick up. The dismissal procedure described below is applicable to this scenario as well.
- Parents/ guardians and emergency contacts picking up a student/s for early dismissal are required to report to the building level main office to retrieve the student/s. Authorized adults picking up students should be prepared to show a picture ID and provide a signature as part of the dismissal process.
- Students cannot not be released to a person on the student's emergency contact list, without prior consent from the parent/guardian.
- Students will be released for early dismissal up to 15mins before the official end of the school day. Students not picked up by that time will **NOT** be eligible for early dismissal.

- High School students ages 18 or older who possess a valid driver's license and are eligible for student parking at the school and may dismiss themselves without the presence of a parent or guardian by signing out, per the appropriate dismissal procedures in the main office.

District Class Attendance Expectations (Grades 5-12)

It is the student's responsibility to arrive at each class on time. Tardiness to class can significantly impact a student's academic progress. Class attendance is taken every period within the first 5 minutes of class. Doing so provides administration and office staff with vital information for locating and maintaining the safety of all students. If a student does not report to class within the first 5 minutes of class, the teacher is expected to alert the main office by phone. The main office will contact the school culture team to assist with locating the student. Students who do not report to class on time or at all will be referred for intervention, which will include communication with parent/guardian and progressive disciplinary action. If a student is meeting with a teacher after class and believes they will not make it to his or her next class on time, the student should obtain a pass on the Smart Pass digital platform using their Chromebook or an available iPad.

School Communication

School communication is critical to the success of our school community. FRCS uses several different means of communication to keep everyone informed. The school produces annual publications such as the student and family handbook, key dates calendar, weekly newsletters etc.; in addition to hosting events such as parent theme specific parent/guardian nights and parent teacher conferences throughout the year. The school also maintains a website, www.foxboroughrcs.org, with current activities, events, and news. Teachers, counselors and administrators can be easily contacted by email.

Flow of Communication for Problem Resolution

When a parent/guardian determines that there is a school-related concern that needs to be addressed with school officials, the sequential steps outlined below should be followed. The FRCS District seeks to work collaboratively with parents/guardians to find the fastest resolution to any problem.

1. The parent/guardian should address the concern with the staff member most directly involved, (i.e. school counselor, teacher etc.
2. If the matter is not resolved at this level, the parent/guardian should bring the concern to the attention of the Assistant Principal.
3. If the matter is not resolved at this level, the parent/guardian should bring the concern to the attention of the Principal.
4. If the matter is not resolved at this level, the parent /guardian should bring the concern to the attention of an Executive Leadership Team Member, such as the the Director of Teaching and Learning or the Director of Student Services
5. If the matter continues to remain unresolved, the parent/guardian should email info@foxboroughrcs.org to raise the matter to the level of Executive Director.

School Breakfast and Lunch Program

The school breakfast and lunch programs have been aligned with the FRCS Wellness Policy, which can be found on the school website. Students may bring breakfast or lunch from home to eat in the cafeteria, or they may choose to get breakfast and/or lunch at school free of charge courtesy of the state Universal Lunch Program. FRCS contracts with a local vendor to provide healthy school administered lunches. Lunch menus are posted on the website and the wall in the cafeteria. Paper copies of the school breakfast and lunch menu are available upon request. Peanut- free cafeteria tables are available for elementary students, with allergies to sit comfortably at to eat their lunch. These tables are labeled and cleaned with separate materials to prevent contamination from other tables. Under no circumstances is fast food or other outside food to be delivered to the school for students.

Parents/guardians should not send food, snacks or birthday treats to the classroom or cafeteria to share. Sharing food with classmates is not allowed due to the risk of allergic reaction. No food fundraising and sales of any kind are allowed during lunch periods. Foods sold and served at school during the school day are required to meet nutrition standards set by the state and federal guidelines. School administration will reach out to parents/guardians if there is an observed pattern of a student not meeting expectations during the breakfast or lunch programs.

Student Telephone Use

If a student needs to call home for any reason during school hours, they can use the telephone located in the main office, of their assigned school building with staff permission. If a parent/guardian needs to get in contact with a student during school hours due to an emergency, they should call the school main office telephone number to explain the situation and set up a plan for student to contact the parent/guardian, with the appropriate school-based adult support. If your child has an emergency at school, the staff member directly involved in assessing and supporting your student will contact you the parent/guardian as soon as possible.

Electronic Devices

Electronic devices and equipment including, but not limited to, cell phones, music players, smart phones, video-game systems, smart watches, headphones/earbuds, CD and/or DVD players, laser pointers, voice, or video recorders, portable radios, or televisions, are not to be turned on or used, during the school day, except as provided for in the school-based rules section. Students found using any of the above electronic devices will be in violation of this policy and directed to the Principal or designee. The responding staff member will immediately alert the parent/guardian of the incident and remind them of the policy. The parent/guardian will also be alerted if the device has been temporarily confiscated from the student, until the end of the school day. The staff member, Principal and/or designee has the right to adapt or modify any consequences on a case-by-case basis. It should also be noted that the school is not in any way responsible for lost or stolen property; therefore, it is our expectation that students who find items of value, such as electronic devices, return them to their buildings main office immediately. Failure to do so will subject a student to the disciplinary consequences associated with being in possession of stolen property.

Cell Phones

School based expectations for storage of cell phones and cell phone use, during school hours can be located in the school specific sections of this handbook. Cell phone use is defined as, but not limited to social media, making/receiving calls, text messaging, emailing, taking photographs, and recording video. Students are not permitted to make or receive phone calls. Students who need to contact a parent or guardian may do so, with permission in the main office. No form of unauthorized student photography or video recording is permitted on school property, including on school-provided transportation. Owners of cell phones should be cognizant of the legal difficulties that improper use can present. Additional factors, such as language acquisition, Individualized Education Program or 504 Plan, will be taken into consideration when determining whether an exception needs to be made for student technology use. For more information see the building-based sections of the handbook for details about additional processes and procedures at each school level.

Reporting of Student Progress

Ongoing efforts are made to keep parents informed about the educational program and their child's progress. The formal reporting system for Grades K-4 includes scheduled conferences in the fall and spring and report cards issued in December, March, and June. For Students in Grades 5-12, there are parent teacher conferences and report cards issued in November, January, April and June. See school specific section of the handbook for additional details.

Student Records

The Family Educational Rights and Privacy Act (FERPA) and the Massachusetts Student Records Regulations ("Regulations") together provide parents/guardians and eligible students (those who have reached the age of 14 or who have entered ninth grade) certain rights with respect to the student's education records. A general overview of those rights is provided below. Parents/guardians and students may obtain a complete copy of their rights under the Regulations (603 CMR 23.00 et seq.) by contacting the school's Principal.

- A. **The right to access the student's education records.** Parents or eligible students should submit their request for access to the building Principal. Access generally is provided within ten days of a request. However, **Massachusetts General Laws c. 71, § 34H** provides specific procedures that must be followed prior to release of records to a parent who does not have physical custody of a child. Information about these procedures can be obtained from the building Principal.

- B. **The right to request amendment of the student's education records.** Parents or eligible students should direct their request to the Principal, clearly identifying the part of the record they wish to have amended, and why.
- C. **The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Massachusetts regulations authorize disclosure without consent.** One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests in the records. Such school officials include professional, administrative and clerical staff who are employed by or under agreement with the FRCS and who need access to a record in order to fulfill their duties. FRCS also discloses student records without parent/eligible student consent to officials of other elementary or secondary schools in which a student enrolls, or seeks or intends to enroll, upon receipt of a request from such school officials.

Consistent with the laws governing education records, FRCS routinely releases without consent, unless the parent or eligible student indicates otherwise as described below, (1) the name, address and telephone listing of secondary school students to military recruiters and to institutions of higher learning upon request and (2) directory information, which is information that generally would not be considered harmful or an invasion of privacy if disclosed. FRCS considers the following to be "directory information:" the student's name, grade level/class, dates of attendance, weight and height (in the case of athletic programs), participation in recognized activities and sports, honors and awards, and post-high school plans. In the event a parent or eligible student objects to the release of any of the above information, the parent or eligible student may state that objection in writing to the building Principal no later than October 1 of each school year. Absent receipt of a written objection for the parent or eligible student by that date, this information will be released without further notice or consent.

- D. **The right to file a complaint** concerning alleged failures by the District to comply with the regulations and laws governing student records. Complaints may be filed with the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148. In addition, complaints relative to federal statutes and regulations governing student records may be filed with the U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Avenue, SW, Washington DC, 20202-8520.
- E. **The right to be notified and receive copies of records before they are destroyed.** Regulations require that certain parts of the student record, such as the temporary record, be destroyed seven years after the student leaves the school system. School authorities also are allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. Before any such information is destroyed, the parent must be notified and have an opportunity to receive a copy of any of the information, typically at the time of graduation, transfer or withdrawal. This notice also serves to inform students and families of this right.

Please know that FRCS does not collect information about any student or family's immigration status. The privacy and confidentiality of your information is of utmost importance, and student records are protected by federal law as outlined here. Therefore, FRCS does not release information to immigration enforcement authorities or any outside party unless ordered to do so by a judge or court magistrate. Before providing any information to U.S. Immigration and Customs Enforcement (ICE) or any other agencies, the school will consult with legal counsel to ensure that all actions align with applicable laws and policies.

Lost and Found

Students may not bring toys or other valued possessions to school. The school will not be responsible for lost or stolen items. Each school building has a Lost and Found area where students/parents/guardians can periodically check for lost items. Please note that valuables found will be kept in the main office of each school building. Items lost on the school bus will be kept on the school bus, until retrieved by students/parents/guardians. Unclaimed items will be donated to a designated shelter/charity after a reasonable amount of time has passed without the items being claimed. **Student names should be written on ALL belongings.**

Lost Books

Students are responsible for replacing any lost school books. Students will pay a replacement fee equal to the value of the book and will be given a receipt. If the lost schoolbook is found later, the replacement fee will be reimbursed.

District Technology Use

Use of technology in schools is guided by the FRCS Acceptable Use Policy, grade-specific Responsible Use Agreements, and District Social Media policies. Legal and school-based consequences are possible if any devices or computers are used inappropriately including, but not limited to, sending inappropriate or bullying messages, taking a picture or video of someone without the person's permission, requesting others to send revealing or inappropriate photos or videos, or sending revealing or inappropriate photos or videos to others. Students and parents should be aware that all in-school technology use is monitored by District Administrators, Building Level Administrators, Behavior Support Staff, Counselors and School Nurse through a few digital platforms and safety software. Students found searching inappropriate websites, researching, or writing about topics such as suicide, violence etc. will immediately meet with and assessed by school student support staff. Parent/guardian will be informed as well. In some instances, the information retrieved from a student's computer may require FRCS to contact law enforcement to ensure the safety of all.

FRCS provides each student user with a Google account, and the information below includes how Google collects, uses, and discloses personal information from students in connection with these accounts. Using their *Google Workspace for Education* accounts, students may access and use the following "Core Services" offered by Google (described at https://workspace.google.com/terms/user_features.html): *Assignments, Calendar, Classroom, Cloud Search, Drive and Docs, Gmail, Google Chat, Google Chrome Sync, Google Meet, Google Vault, Groups for Business, Keep, Migrate, Sites, and Tasks.*

In addition, we also allow students to access certain other Google services with their Google Workspace for Education accounts. Specifically, your child may have access to the following "Additional Services": *AI Studio, Blogger, Brand Accounts, Campaign Manager, Early Access, Google Business Profile, Google Cloud, Google Developers, Google Groups, and Google Pay.*

Further, we allow students to access additional third-party services with their Google Workspace for Education accounts. Our school administrator enables access to these third-party services with your student's Google Workspace for Education account, and authorizes the disclosure of data, as requested by the third-party services. Additional information about these third-party services is available directly from *Adobe, Bark for Schools, CDW, ClassLink, Clever, IncidentIQ, Linewize, SmartPass, ZenDesk and Zoom.*

Finally, FRCS may provide student access to additional technology products and services necessary to facilitate their learning and curriculum access. These products may include services such as *Canva, Writable, Nearpod, Readworks, Quizlet, Typing.com* and other products with their own licensing agreements and privacy policies.

Damaged or Lost Chromebooks

Chromebooks and accessory equipment are the property of the FRCS District. The student, with the support of the parent/guardian, is responsible for the daily care and maintenance of the Chromebook both during and outside the school day. Students using Chromebooks agree to abide by the Technology Responsible Use Agreement. Failure to abide by this policy may result in loss of use of Chromebook and/or other disciplinary action.

- All Chromebook damages, or the theft/loss of the Chromebook, must be reported immediately to a school staff member, who will notify the appropriate school leader and technology department staff member.
- If a device is determined by the principal or their designee to have been damaged intentionally, the cost of the repair or replacement will be the responsibility of the student/parent/guardian. Costs of repairs and replacements will be set by repair professionals authorized to act in such a capacity as part of the agreement between the school district and the manufacturer.
- If a device is determined to have been damaged due to an accident:
 - The first repair is at no cost to the student or family.
 - The second accidental repair will cost the student or family \$25.00
 - The third accidental repair will cost the student or family \$50.00.
- All high school students must have their Chromebook charged and with them each day for class.

Invitations and Notices for Non-FRCS Events

Students are not allowed to use the school as a vehicle to distribute any notices or invitations about private events. All notices that parents/guardians or students want to distribute must be approved, in advance, by the Principal and Executive Director.

Emergency Closings

During the school year, weather conditions or other circumstances may require the school to adjust its operating schedule. This decision will be made by the Executive Director after careful consideration of information from the National Weather Service, public safety and public works personnel, and school officials throughout the region.

Since we service a large regional section of southeastern Massachusetts, we evaluate the most current conditions and use the best information available to project anticipated conditions. Given the nature of our large geographic region, conditions in one area often may differ significantly from other areas. This is considered when making decisions to close or delay the opening of school, with the safety of our entire school community in mind. Parents/guardians should also consider the conditions in their local area and determine whether travel to school is safe and reasonable.

If the district is closed or opening is delayed due to inclement weather, a power outage, or other issues, the district will send a phone notification to primary phone numbers and email addresses listed in the school district database. The district will also post this information on the school's website, Facebook, and Twitter pages. Local television stations will also announce this information. Families can find information through the following media outlets:

WBZ Channel 4

WFXT Channel 25

WCVB Channel 5

WHDH Channel

These media outlets also publish changes to our normal operating hours on their respective websites and many provide text-messaging notifications, which is important especially during power outages. Only under extreme circumstances will the school close after students have arrived. If an early closing should occur, parents/guardians are expected to pick-up their children as soon as possible. In these cases, we will also cancel all after school activities. This is required so that our staff also may travel home safely. Closings during the day will be announced by a phone message and on local television stations. It is the responsibility of the parents/guardians to keep their contact information current in the school database. Always remember to report any changes to telephone numbers, addresses and approved contacts to the school-based main office.

Emergency Response and Preparedness

FRCS partners with emergency management consultants, as well as the Foxborough Police and Fire Departments to maintain up-to-date policies, processes, and procedures. FRCS conducts emergency evacuation, shelter-in-place, lock down and fire drills throughout the school year. Please see the description of the drills below. Guidance for responding to each drill type is posted in each classroom.

- Emergency Evacuations Drills - Emergency evacuation is initiated when there is a threat on campus that requires evacuation of teachers and students from the FRCS campus. Students and teachers are directed to evacuate the school building and walk to designated safe meet/reunification location off campus.
- Evacuation Due to Fire and Drills - Evacuation due to fire is initiated when the building's existing fire alarm is activated, and the building is evacuated due to fire or some other emergency. Fire and Safety Drills are conducted three to four times per year according to regulations set by the Foxborough Fire and Police Departments. During a Fire or Fire Drill students and staff must exit the building with sector leader and walk to designated outdoor safe space, usually on campus.
- Shelter in Place/Stay Put and Drills - Shelter in place is initiated when school officials believe there is some type of emergency that does not directly impact the interior of the school. Shelter-in-place is typically used when police are engaged in an operation nearby outside of the school, when there is a medical emergency, student that needs to be located or when a national disaster has been declared. The goal of shelter in place is to keep students and staff

safe and indoors. During a shelter-in-place staff and students are instructed to stay inside their classrooms. This measure is designed to prevent anyone from entering the rooms from outside and decrease the number of staff and students in unstructured areas such as the hallway. During shelter in place windows are shut, locked, and covered with blinds to obscure visibility, and people are encouraged to stay away from doors and windows.

- **Lock Down Drills** - Lockdown is initiated when there is a dangerous threat in the general or immediate vicinity of the school. A school lockdown prevents individuals from entering or exiting the facilities and keeps all students hidden inside classrooms. During a lockdown students and teachers immediately barricade themselves in the nearest room, with lights off and stay quiet. This includes silencing cell phones. Parents/guardians will be alerted by automated call and email if FRCS is on lockdown.

Under no circumstances should a parent/guardian come to the school campus when made aware of an emergency. FRCS in conjunction with law enforcement will remain in communication with updates and next steps through email and automated phone call. Parents/guardians will be contacted with information about student reunification, which may be off campus depending on the level severity and type of emergency.

Civil Rights, Harassment, and Bullying or Retaliation Grievance Procedures and Policies

Title IX of the Education Amendments of 1972 is a federal law that protects individuals from discrimination based on sex in education programs or activities that receive federal financial assistance, such as public schools. FRCS' relevant non-discrimination and harassment policies are located on the FRCS website. Parents/guardians with Civil Rights grievances should contact the FRCSs Title IX Coordinator listed at the front of this handbook to file a complaint and initiate an investigation.

Parents/guardians with bullying complaints should immediately contact the building-based Principal and Assistant Principal, unless they are the alleged aggressor, at which time the complaint should be forwarded to the Director of Teaching and Learning. The FRCS District Anti-Bullying Policy and the District Bullying Prevention and Intervention Plan are all located on the FRCS website.

Academic Honesty

Honesty and Integrity are key Shared Values at FRCS. Our students have a great deal of freedom to pursue individual research and writing. However, they are expected to do this work honestly and never to represent any other person's work as their own, to allow any other student to copy their work, or to obtain test information ahead of time or pass such information to others. As early as elementary school, teachers begin to explain to students the importance of using their own words when taking notes for a project, and the value of honesty in relaying information is reinforced at every level.

Teachers at the high school discuss plagiarism, cheating, and forgery at the beginning of each year and talk with students about the academic and ethical reasons for avoiding these behaviors. Students should also be aware that the use of artificial intelligence (AI) technologies in completing academic work should only be done with teacher approval and consultation. The use of AI technologies without teacher consent may be considered a violation of Academic Honesty. Teachers also make clear that they will be vigilant about plagiarism, cheating, and forgery in all forms, and that when permitted, there are required and appropriate ways to cite the use of AI in student work.

Consequences/penalties for plagiarism, cheating, and forgery: If a teacher or administrator believes that an offense has occurred, including using AI without permission or without proper citation, they will meet with the student. If they determine that the student has committed a first violation of Academic Honesty:

- The student will initially receive no credit for the assignment. The teacher and school leader consult on what will be expected of the student with regard to recovering learning and credit for the assignment and how the revised work will affect the term grade.
- After conferring with the school leader, the teacher:
 - informs the student; and
 - contacts the student's parent or guardian to explain the plagiarism, cheating, and/or forgery, and to explain the plan for redoing the work.
- The teacher school leader for that student then keeps records, by student, of each offense without putting an official letter in the student's file. The school leader may also meet with the student and contact the parent or

guardian about potential future consequences for plagiarism, cheating, and/or forgery.

- If the student does not engage in any opportunities for making up the assignment, the typical course consequences for missing work will apply.

Further violations of Academic Honesty will include the process above, along with disciplinary consequences up to and including suspension, based on the Code of Conduct.

Supporting Multilingual Learners (ML)

FRCS boasts a diverse, multicultural, and multilingual student body. Many of our students and their families represent first- or second-generation immigrants from more than twenty-five countries, speaking a primary language other than English. The Massachusetts Department of Elementary and Secondary Education (DESE) requires all districts to screen students for multilingual learner (ML) support services whenever there is a language other than English indicated on a student's home language survey. FRCS utilizes a tool called the WIDA Screener to determine initial English proficiency and eligibility for ML services. Students who initially qualify for ML services are formally reassessed in January of each year using the ACCESS for ELLs 2.0 assessment until they have met the exit criteria set by the DESE. Parents are notified of the results after each assessment is administered. Once a student meets the exit criteria, they will no longer be classified as an ML, but the district will continue to monitor their progress to ensure a smooth transition to the general education program. Our goal is to provide the necessary language support while keeping families informed throughout the process.

To support the needs of our multilingual learners, FRCS employs instructors who work with students in grades K- 12. The ML program at FRCS is designed to provide an accessible and meaningful curriculum, to promote high academic standards, and to value the native languages and cultural backgrounds of each student. Students are serviced through a combination of Sheltered English Immersion instruction in a classroom with a general education teacher who has been trained in best practices for instructing ML students as well as small group intervention with a teacher certified in teaching English as a Second Language. FRCS embraces the opportunity to build partnerships with parents and to provide support that will help all students be successful in their academic career. Parents/guardians requiring translation services or an interpreter may request the service through the building level Principal.

Special Education Department

FRCS is committed to the enrichment of special education and related services to ensure that our students are learning in the least restrictive environment appropriate to meet their individual needs and that all students, regardless of disability status, receive the services they need. Federal and state laws and regulations guarantee a free, appropriate public education (FAPE) in the least restrictive environment (LRE) to every student with a disability who is eligible for an Individualized Education Program (IEP). To meet the diverse needs of our students, FRCS offers a full continuum of special education services, which may take place in the general education classroom or a separate setting, depending on each student's individual learning needs. Whenever possible, students with IEPs learn alongside their non-disabled peers, as required by law. Our team includes highly trained professionals, such as Special Education Teachers, Speech-Language Pathologists, an Occupational Therapist, a Physical Therapist, School Psychologists, Paraprofessionals, and a Board-Certified Behavior Analyst (BCBA). Together, they work to provide individualized support and services that help students thrive. At FRCS, parents and guardians are essential partners in the special education process. We value their input and collaboration as part of the IEP Team and encourage open communication to ensure the best outcomes for every student. Additional information on our procedures and supports for students with disabilities are found in our Special Education Process and Procedures Manual.

Section 504 Policy and Procedures

Section 504 of the Rehabilitation Act of 1973 is a federal civil rights law that ensures students with disabilities have equal access to school programs and activities. It prohibits public schools from discriminating against students based on disability. A student is eligible for Section 504 protections if they have a physical or mental impairment that significantly limits one or more major life activities. These activities include, but are not limited to, self-care, walking, learning, reading, communicating, and other daily functions. When determining eligibility, schools cannot consider the effects of medications or other supports a student may use. If a student qualifies under Section 504, they

may receive accommodations to help them fully participate in school. These accommodations are documented in a Section 504 Plan, which outlines the support the student needs. For questions about Section 504 Plans or to discuss your child's needs, please contact your school's principal.

Health Emergency Forms

Families should fill out an emergency form for each enrolled student. In emergency situations, the school will call the numbers listed on the form. If address, phone number, or emergency contact person changes, it is essential that parents update these forms. It is important that families list individuals on the emergency forms who are able to pick up the student in case of illness or emergency.

Communicable/Infectious Diseases

During the school year, children's communicable diseases such as impetigo, chicken pox, pediculosis (head lice), etc. are quite prevalent. In an effort to prevent illnesses from spreading, we believe it is important to review our policy regarding communicable diseases. The most common symptoms to look for are high temperatures, flushed appearances, and inflammation about the eyes, rashes, drowsiness, and swollen glands. Any student with a rash should be seen by a doctor to determine the cause. Please send a note to us as to the medical diagnosis. One hundred percent cooperation in this matter will help not only your child but also the hundreds of others in his/her school. Diagnosed Poison Ivy, Poison Oak and other types of contact dermatitis are caused by allergic reaction to plants, chemicals etc. They are not infectious diseases. Please consider your child's comfort when sending them to school. If cases are very weepy in nature, we will consider universal precautions as well.

Communicable Diseases

Parents should notify the school nurse immediately if a student has contracted a communicable disease. The school will then notify parents of other students in the grade level homeroom. If more than one case of a communicable disease occurs in a single homeroom or area of the school, the school may contact a Public Health officer. In the event of an epidemic, special precautions or exclusion policies may be necessary. FRCS follows isolation and quarantine regulations as prescribed by the Massachusetts Department of Public Health. Guidelines on how long a child should stay at home if common childhood diseases and conditions should occur are available on the health services page of the school website: [Health Services - Health Services - Foxborough Regional Charter School](#).

Immunization Requirements

Massachusetts school immunization requirements are created under the authority of the code of Massachusetts Regulations ([105 CMR 220.000](#)). To better protect our children against vaccine preventable diseases, the Department of Public Health, in collaboration with the Department of Education, updates immunization requirements for school entry. These requirements are listed below and incorporate the recommendations of the American Academy of Pediatrics (AAP) and the Advisory Committee on Immunization Practice (ACIP). These requirements apply to all students, including individuals from other countries attending or visiting classes or educational programs as part of an academic visitation or exchange program. Requirements apply to all students in every grade, even if they are over 18 years of age. Doses that satisfy ACIP recommendations also satisfy school requirements.

Grades Kindergarten–6

DTaP/Tdap	5 doses; 4 doses are acceptable if the fourth dose is given on or after the 4 th birthday; DT is only acceptable with a letter stating a medical contraindication to DTaP
Polio	4 doses; fourth dose must be given on or after the 4 th birthday and ≥6 months after the previous dose or a fifth dose is required; 3 doses are acceptable if the third dose is given on or after the 4 th birthday and ≥6 months after the previous dose
Hepatitis B	3 doses; laboratory evidence of immunity acceptable
MMR	2 doses; first dose must be given on or after the 1 st birthday, and second dose must be given ≥28 days after first dose; laboratory evidence of immunity acceptable
Varicella	2 doses; first dose must be given on or after the 1 st birthday and second dose must be given ≥28 days after first dose; a reliable history of chickenpox or laboratory evidence of immunity acceptable

Grades 7–12

Tdap	1 dose; and history of DTaP primary series or age-appropriate catch-up vaccination; Tdap given at ≥ 7 years may be counted, but a dose at age 11–12 is recommended if Tdap was given earlier as part of a catch-up schedule; Td or Tdap should be given if it has been ≥ 10 years since last Tdap
Polio	4 doses; fourth dose must be given on or after the 4 th birthday and ≥ 6 months after the previous dose or a fifth dose is required; 3 doses are acceptable if the third dose is given on or after the 4 th birthday and ≥ 6 months after the previous dose
Hepatitis B	3 doses; laboratory evidence of immunity acceptable; 2 doses of Heplisav-B given on or after 18 years of age are acceptable
MMR	2 doses; first dose must be given on or after the 1 st birthday, and second dose must be given ≥ 28 days after first dose; laboratory evidence of immunity acceptable
Varicella	2 doses; first dose must be given on or after the 1 st birthday and second dose must be given ≥ 28 days after first dose; a reliable history of chickenpox or laboratory evidence of immunity acceptable

Meningococcal Requirements

Grade 7–10	1 dose; 1 dose MenACWY (formerly MCV4) required; Meningococcal B vaccine is not required and does not meet this requirement
Grade 11–12	2 doses; second dose MenACWY (formerly MCV4) must be given on or after the 16th birthday and ≥ 8 weeks after the previous dose; 1 dose is acceptable if it was given on or after the 16th birthday; Meningococcal B vaccine is not required and does not meet this requirement

Physical Examination Requirements

The state law requires that all children have a physical examination before entering kindergarten, grades 4, 7, and 10 and upon transfer from another school system. Because your family physician has a comprehensive knowledge of the health status of your child, it is desirable for him/her to perform this examination. An examination that has been done within the past year will be acceptable. Please have your family physician record the findings on the physical form and return the form to the school nurse before the first day of school. If it is impossible for you to have this done, please contact the school nurse.

Medication Administration Requirements

These policies have been put in place to ensure the health and safety of children needing medication during the school day. All medications must be stored and administered in the health office unless determined by the building nurse and prescribing MD that the medication needs to remain with the student. Students found carrying medication without nurse and MD approval may be subject to disciplinary action.

The Department of Public Health requires that the following forms must be on file in your child's health record before we begin to give any medicine at school:

- Signed consent by the parent or guardian to give medicine. Please complete these consent forms and return them to the school nurse.
- Signed physician medication authorization form. This written medication order form should be taken to your child's licensed health care provider (MD, RNP) for completion and returned to the school nurse. This order must be renewed as needed and at the beginning of each school year.

Medication cannot be administered without physicians' orders. This includes over the counter medications such as Tylenol /Advil/cough or cold medicine. Short-term prescription medication (antibiotics) are administered at school if received in original pharmacy labeled container with physician instruction label and parental consent form completed. All medication must be delivered to the school in a pharmacy labeled or manufacturer-labeled container by you or a responsible adult whom you designate. Please ask your pharmacy to provide separate bottles for school and home. No more than a thirty-day supply of the medicine should be delivered to the school. In addition, we ask you to provide us with a photograph of your child. If your child requires medication on field trips, please sign and return the appropriate form. Field trip medications are limited to

emergency medications and daily, routine medications. Note: While the school nurses will do their best to make sure students follow medication instructions, it is primarily the student's responsibility to remember when he or she is to take the medication.

Illness and Exclusion Procedures

If a student shows symptoms of serious illness while at school, the student will be excluded from school programs including sports, extra-curricular activities and after school, programs and the following procedures are followed:

1. The student will remain in the nurse's office
2. Parents will be notified by the nurse to arrange to have the student picked up from school immediately.
3. If parents cannot be reached, the person designated on the student's emergency form will be called.

Orthopedic injuries

If your child requires crutches a wheelchair, or other ambulatory aids please coordinate with the school nurse. A physician's note is required to excuse students from physical education. A note from a doctor and a ten-dollar deposit are required to receive a student elevator key card. Deposits will be returned when key card is turned in.

State Mandated Health Screenings

Screening tests may identify certain health needs. These screenings are required by Massachusetts General Laws (MGL c71, s57) and are carried out under the general supervision of the school nurse, or specialist in a particular health field. Screening procedures can only identify problems; the achievement of health goals for children is dependent upon appropriate follow-up. These screenings are provided by the school Health Office and supplement information received through required physical examinations conducted by the student's physician. Screenings are conducted throughout the school year. Families may choose to opt out of these screenings by sending in a note to the school nurse at the beginning of the school year.

- Vision and Hearing Screenings – Vision and hearing screenings are approved by the Department of Public Health, are conducted annually for all students from grades K-5, 7th and 10th. Any student whose vision or hearing is questioned by a teacher and who is referred to the school nurse shall also be screened. The school re-tests students as required. Parents of students who fail re-tests in vision or hearing are notified in writing.
- Postural Screening - Postural screening is conducted annually on all pupils in Grades 5 thru 9. Physical education teachers or the school nurse conducts the initial screening. Those students having spinal aberrations or difficulties are referred to the school nurse for evaluation. The school nurse may assist in follow-up screenings. Parents of pupils showing even slight signs of postural problems are notified in writing and directed to consult family physicians, or orthopedists. Although parental consent is not required for this mandatory screening, parents are notified.
- BMI Screening - The state's BMI screening mandate requires that all schools collect height and weight measurements of students in grades 1, 4, 7 and 10. This measurement will be used to calculate BMI's and the results will be reported to the Massachusetts Department of Public Health. All BMI screenings are done in private and are confidential. BMI (body Mass Index) is a weight for height for age index that can be a useful tool in early identification of possible health risk factors among children and youth. Resources to promote healthy eating and physical activity can be found at the Department of Public Health's website.
- Screening, Brief intervention and Referral to Treatment (SBIRT) – The [SBIRT](#) is a verbal screening and educational program for youth substance abuse. Screenings will be done once in middle school and once in high school in conjunction with the substance abuse unit in Health classes. A student or the student's parent or guardian may opt out of the screening, in writing to the school, at any time prior to or during the screening.
- Signs of Suicide (SOS) Screening - The [SOS](#) is a screening and education program designed to prevent youth suicide. This screening will be done once in Middle school and once in High school in conjunction with the mental health unit in Health classes. A student or the student's parent or guardian may opt out of the screening, in writing to the school, at any time prior to or during the screening.

Resources for Students and Families Experiencing Homelessness

Families experiencing homelessness, and in some cases involved in foster care, may qualify for certain rights and protections under the federal McKinney-Vento Act. The FRCS McKinney-Vento coordinator, listed at the beginning of this handbook, may be able to support families living in any of the following situations:

- In a shelter

- In a motel or campground due to lack of alternative adequate accommodation
- In a car, park, abandoned building, or bus/train station
- Doubled up with other people due to loss of housing or economic hardship

Eligible students have the right to receive a free, appropriate public education; enroll in school if lacking documents normally required for enrollment; attend class while school gathers needed documents ; continue attending their school of origin; receive transportation to and from school if requested; and receive educational services comparable to those provided to other students according to the student's needs. Reach out to the McKinney-Vento coordinator for more information.

STUDENT CODE OF CONDUCT

Philosophy of Discipline

The Foxborough Regional Charter School (FRCS) strives to create and sustain a positive school culture and climate by creating systems, structures and procedures that promote positive student behavior, while responding swiftly and appropriately to challenging student misbehavior. Creating and sustaining a positive school culture and climate is the responsibility of all stakeholders including the board of trustees, staff, students, families, community partners, etc. FRCS is committed to fostering a school culture and climate where community members feel safe and supported. This includes assessing the function of behavior, while utilizing a multi-tiered system of support framework to determine interventions and respond to student needs. The purpose of disciplinary action is to restore acceptable behavior. When disciplinary action is necessary, it shall be administered with fairness and shall relate to the individual needs and the individual circumstances. Students violating any of the rules concerning student conduct may be subject to disciplinary action. The severity, frequency, and circumstances surrounding each incident shall impact the school's response.

Code of Conduct

The FRCS Code of Conduct is designed to promote a safe and orderly environment for learning to take place. Any member of the faculty observing a Code of Conduct violation is expected to respond consistently with the progressive discipline system described below. The FRCS Code of Conduct is a three-tiered disciplinary infraction system in which challenging student behaviors are categorized by offense and responded to with a corrective consequence or intervention consistent with the severity and frequency of the behavior. Classroom teachers manage Level 1 disciplinary offenses but are to refer Level 2 and Level 3 disciplinary offenses to the building-based school administration. FRCS teachers and Principals use two digital platforms, Educators Handbook and School Brains to record student code of conduct offenses and corrective actions and interventions. This assists FRCS with analyzing behavioral data, which in turn helps to inform school programs, practices, and procedures.

- Level 1 disciplinary offenses are considered minor infractions with interventions that the classroom teacher administers. Examples of Level 1 offenses include dress code violation, tardiness to class, disruptive/non-compliant behavior. A Level 1 offense can escalate to a Level 2 offense if there is a pattern of behavior, as evidenced by at least three separate incidents of committing the same offense; in these instances, the classroom teacher should make a referral to the building-based administration.
- Level 2 disciplinary offenses are considered major behavioral infractions that may result in an administrative investigation and, in some circumstances, a referral to the School Resource Officer. Examples of Level 2 offenses include cutting class, cutting detention, internet usage violations, leaving class or school property without permission.
- Level 3 disciplinary offenses also are considered major behavioral infractions that may result in an administrative investigation and, in some circumstances, a referral to the School Resource Officer; these offenses are aligned with a Massachusetts Department of Elementary and Secondary Education (DESE) code number. Examples of Level 3 offenses include assault of a staff member, bullying/cyberbullying and false alarm.

Discipline Procedure

In determining the consequences for particular misconduct, Principals consider all relevant circumstances, including the nature of the offense, its potential impact on other students, and factors related to the individual student (e.g. past misconduct since repeated violations may warrant more serious discipline; willingness to take responsibility for conduct; possible mitigating factors). In some instances, the misconduct may warrant FRCS to make a referral to the police department.

The Code of Conduct is in effect on school buses and school grounds as well as at school-sponsored events, whether or not such events take place on FRCS school property (including, but not limited to, any and all athletic activities and contests). Even misconduct that does not take place in school or at a school sponsored event may result in discipline if it

is of a serious nature and has a direct relationship to the school or causes substantial disruption to the school environment.

Also, in an effort to maintain security of all of its students, FRCS has the right to conduct searches of its students and their property if there is reasonable suspicion that the student is engaging in conduct that violates the Code of Conduct. If a search is conducted, the school will ensure that the privacy of the student is respected to the extent possible and that the student and the student's family are informed of the circumstances surrounding the search and the results of the search. School cubbies, desks, lockers, and school issued technology devices, applications and accounts (e.g. computers, Google Docs, e-mail account), which are assigned to students for their use, remain the property of FRCS. Students, therefore, should have no expectation of privacy in these areas and these areas are subject to search by school personnel at any time, with or without reasonable suspicion.

Below is a chart listing disciplinary offenses with a description of the offense, with the offenses classified as being Level 1, 2 or 3 offenses as well as minor or major offenses. Please note, however, that not every type of prohibited conduct can be listed. Students are expected to recognize that any conduct that is inconsistent with maintaining an appropriate environment on school buses, at school, or at a school-sponsored event may lead to discipline, including suspension or expulsion depending on the misconduct.

Offense	Description	Level 1	Level 2	Level 3	Minor	Major
Abusive Language Profanity/Obscenities	Profanity	•	•		•	•
	Directed at an individual to bring ridicule		•			•
	A comment from a student that the teacher finds disruptive or inappropriate.	•	•		•	•
	Directed Cursing	•	•		•	•
	Threatening language or comments regarding religion, race, heritage, color, gender, sexual orientation, and/or disability.		•	•		•
Academic Dishonesty (Cheating/Plagiarism)	Any form of copying or cheating on assignments or assessments; Student copying another student's work or using cheat sheets or an electronic device to get answers.		•	•		•
Alcohol	Possession, use, distribution, sale, or being under the influence of alcohol.			•		•
Arson	Setting a fire including, but not limited to, burning paper, school grounds, school building		•	•		
Assault/Battery	Assault is verbal threat or gesture that places another person in apprehension of harmful or offensive contact; battery involves unwanted touching of another person.			•		•
Assault on Staff Member or Trustee	Assault is verbal threat or gesture that places another person in apprehension of harmful or offensive contact; the threat does not have to be carried out to constitute an assault.			•		•

Offense	Description	Level 1	Level 2	Level 3	Minor	Major
Bullying/Cyberbullying	Repeated use by one or more students or by a staff member of written, verbal, or electronic expression or physical act or gesture or any combination thereof, directed at a target that: causes physical or emotional harm to the target or damage to the target's property; places the target in reasonable fear of harm to self or of damage to target's property; creates a hostile environment at school for the target; infringes on the rights of the target at school; or materially and substantially disrupts education process or orderly operation of school. Bullying includes cyber-bullying which is defined in MGL ch. 71, s. 37O. Please also see FRCS Bullying Prevention & Intervention Plan and Bullying Policy			•		•
Bus Misconduct	While on district transportation, conduct that is inappropriate or unsafe. See District Bus Policy for more details.		•	•		•
Cutting Class	Students absent from any class without authorization from staff member.		•	•		•
Detention(Cutting Teacher/Administrative Detention)	Failing to attend detention as assigned.	•	•		•	•
Disruptive or Non-Compliant Behavior	Examples include failure to follow reasonable request by staff member; doing opposite of instructions; responding negatively to redirection; walking out of the learning environment without permission; arguing with staff.	•	•		•	•
Dress Code Violation	Student fails to wear clothing consistent with FRCS Dress Code Policy.	•	•		•	•
Drugs	Possession, use, distribution, sale, or being under the influence of a controlled substance (e.g. marijuana, cocaine, heroin or prescription drug not authorized by school nurse).			•		•

Offense	Description	Level 1	Level 2	Level 3	Minor	Major
Electronic Devices— Inappropriate Use	Use or possession of cell phone, headphones, or electronic device without specific medical or other authorized permission is prohibited during school day.		•	•		•
False Alarm	Student sets off any school alarm system without reasonable cause or collaborates with other student(s) in setting off false alarm.			•		•
Fighting/Physical Aggression (K-12)	Includes hitting, pushing, or kicking someone or throwing objects at someone		•	•		•
Forgery, Alteration, or Misuse of Official School Documents or Parent/guardian Communication Forgery	Changing written information from parent/guardians or school staff (e.g. building passes, parent/guardian notes for early dismissal, tardiness or absence, report cards).		•			•
Gambling	Playing games of chance/bet for money or desired reward		•			•
Harassment	Unwelcome conduct on the basis of race, color, sex, homeless status, gender identity, religion, national origin, sexual orientation, disability, or age that is sufficiently severe, persistent or pervasive to create a hostile environment for individual at school. Harassment may include insults, name-calling, off-color jokes, threats, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct which rises to the level of a hostile environment. Please also see FRCS Harassment policy.			•		•
Hazing	includes any conduct or method of initiation into any student organization that willfully or recklessly endangers the physical or mental health of any student or other person.			•		•

Offense	Description	Level 1	Level 2	Level 3	Minor	Major
Horseplay/Aggressive Behavior	Invasion of personal space without intent to harm	•	•		•	•
Inciting/Attempting to Incite Other Students to Create Disturbance; Disruption of School Assembly	Encouraging other students to participate in unacceptable behavior, through actions or verbal comments (e.g. verbally encouraging students participating in unacceptable behavior)		•	•		•
Internet Usage Violation	Student not complying with FRCS Internet Policy		•			•
Leaving Class or School Property Without Permission	Student leaving school grounds prior to their authorized dismissal time without permission from Principal, school nurse, or approved note from parent/guardian.		•			•
Possession of Staff Personal Information	Possessing or accessing staff personal information from district resources		•			•
Sexual Harassment	<p>Conduct on basis of sex that meets one or more of the following:</p> <ul style="list-style-type: none"> -An employee of the district conditioning provision of aid, benefit, or service on individual's participation in unwelcome sexual conduct; -Unwelcome conduct determined by reasonable person to be so severe, pervasive, & objectively offensive that it effectively denies person equal access to district's education programs or activities; or -Sexual Assault, domestic violence, dating violence, stalking as defined by federal laws <p>Please also see FRCS Sexual Harassment policy.</p>			•		•

Offense	Description	Level 1	Level 2	Level 3	Minor	Major
Tardy to Class	Not being in assigned classroom on time when bell rings to signify start of each period.	•	•		•	•
Tardy to School	Not being in homeroom/1st period class when school day begins.	•	•		•	•
Theft or Violation of Personal Property	Includes stealing from someone or the school or looking through someone's personal belongings without permission.		•	•		•
Threat to Staff, Student(s) or Trustee	Verbal, written or gestural communication of intent to harm or otherwise injury another or their property		•	•		•
Tobacco	Possession, use, distribution or sale of tobacco products, electronic cigarettes, vape and/or related paraphernalia (e.g. matches, lighters, vaporizing liquid)			•		•
Vandalism	Destruction or defacement of school property.		•	•		•
Weapon	Includes, but is not limited to a gun or a knife.			•		•

SUSPENSION & EXPULSION

Drugs, Weapons, & Assault on School Staff (M.G.L. c. 71, § 37H)

Under M.G.L. c. 71, § 37H, students may be subject to suspension or expulsion for the following offenses:

- 1.) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in M.G.L. c. 94C, including, but not limited to, marijuana, cocaine, and heroin.
- 2.) Any student who assaults any educational staff on school premises or at school-sponsored or school-related events, including athletic games.

Felonies (M.G.L. c. 71, § 37H1/2)

Under M.G.L. c. 71, § 37H1/2, students may be subject to suspension or expulsion for the following offenses:

- 1.) Suspension only: The issuance of a criminal complaint against a student charging that student with a felony or the issuance of a felony delinquency complaint against the student.
- 2.) Suspension or Expulsion: Student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency.

Handbook Violations (M.G.L. c. 71, § 37H3/4)

M.G.L. c. 71, § 37H 3/4 governs the discipline of students for offenses not covered by Section 37H or Section 37H1/2

(i.e. a “handbook violation” as opposed to a statutory offense). Students may face suspension for violating the Code of Conduct. Section 37H3/4 imposes a maximum suspension length of 90 school days for handbook violations, and suspensions under Section 37H3/4 cannot extend beyond a school year.

DUE PROCESS RIGHTS

In-School Suspension (M.G.L. c. 71, § 37H3/4)

The Principal may impose an in-school suspension for student Code of Conduct violations; an in-school suspension is the removal of a student from regular classroom activities, but not from school premises. Prior to imposing an in-school suspension, the Principal shall inform the student of the disciplinary offense charged and the basis for the charge and provide the student with an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the Principal determines that the student committed the disciplinary offense, the Principal shall inform the student of the length of the student’s in-school suspension, which shall not exceed ten days, cumulatively or consecutively, in a school year. However, if a student is placed in an in-school suspension for more than ten days, cumulatively or consecutively, during the school year, any day beyond ten days is deemed to be a long-term suspension for due process, appeal, and reporting purposes.

On the same day as the in-school suspension decision, the Principal shall make reasonable efforts to notify the parent/guardian orally as soon as possible of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The Principal shall also invite the parent/guardians /guardians to a meeting to discuss the student’s academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the Principal is unable to reach the parent/guardian/guardian after making and documenting at least two attempts to do so, such attempts shall constitute reasonable efforts for the purposes of orally informing the parent/guardian of the in-school suspension.

The Principal shall send written notice to the student and parent/guardian about the in-school suspension, including the reason and the length of the in-school suspension and inviting the parent/guardian to a meeting with the Principal for the purpose set forth in 603 CMR 53.10(4), if such meeting has not already occurred. The written notice also shall include the right of the student to have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other schoolwork as needed to make academic progress during the in-school suspension. The Principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent/guardian for school communications, or other method of delivery agreed to by the Principal and the parent/guardian. In-school suspension determinations are final and not subject to appeal.

Emergency Removal (M.G.L. c. 71, § 37H3/4)

Any student who has been charged with a disciplinary offense under M.G.L. c. 71, § 37H3/4 (i.e. a Handbook Violation) may be temporarily removed from the school premises if the Principal determines the student’s continued presence in school poses a danger to persons or property, or materially and substantially disrupts the order of the school, and in the view of the Principal, there is no alternative to alleviate the danger or disruption. Temporary emergency removal shall not exceed two school days following the day of the emergency removal, during which time the Administration shall: 1) Make immediate and reasonable efforts to orally notify the student and the student’s parent/guardian of the emergency removal, the reason for the need for emergency removal, and oral notice of either a short-term or long-term suspension hearing; 2) Provide written notice to the student and parent/guardian of either a short-term or long-term suspension hearing; 3) Provide the student with an opportunity for either a short-term or long-term suspension hearing, in compliance with 603 CMR 53.08(2) or (3), as applicable, prior to the expiration of the two school days (unless a longer time is mutually agreed upon) to determine whether the student committed the offense charged and if so, what disciplinary consequences are appropriate, with the understanding that the parent/guardian has an opportunity to attend such hearing; 4) include notice of the right of the student to have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the emergency removal; 4) render a decision orally on the same day as the hearing, and in writing no later than the following school day, which

meets the requirements for either a short-term or long-term suspension decisions, pursuant to 603 CMR 53.08(2)(c) and (d) or (3)(c) and (d), as applicable.

A Principal may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

Out-of-School Suspension (M.G.L. c. 71, § 37H3/4)

Out-of-school suspensions may be short-term (meaning ten (10) school days or less, either consecutively or cumulatively in a school year), or maybe long-term (meaning more than ten (10) school days consecutively or cumulatively in a school year). All out-of-school suspensions prohibit the student from being on school premises and participating in school-related events while suspended. In every case of student misconduct for which suspension may be imposed, a Principal shall not suspend or expel a student until alternative remedies have been employed and their use documented following and in response to the specific incident(s) in question unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive and in cases where the student's continued presence in the school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in the school. In any event, the Principal shall consider ways to reengage the student in learning

For all out-of-school suspensions (both short- and long-term) (M.G.L. c. 71 § 37H3/4):

- The Principal shall make reasonable efforts to notify the parent/guardians/guardians orally of the opportunity to attend the hearing. To conduct a hearing without the parent/guardian present, the Principal must be able to document reasonable efforts to include the parent/guardian. The Principal is presumed to have made reasonable efforts if the Principal has sent written notice and has documented at least two attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency notification.
- Written notices (both hearing notices and decision notices) to the parent/guardian may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the Principal and parent/guardian.
- If the student is in a preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Executive Director and explain the reasons for imposing an out-of-school suspension, before the out-of-school suspension takes effect.
- Students will not be suspended for a handbook violation for longer than ninety days in a school year, or beyond the end of the school year (whichever occurs first).

Short-Term Suspension (M.G.L. c. 71 § 37H3/4)

Prior to imposing a short-term out-of-school suspension (meaning ten (10) school days or less, either consecutively or cumulatively in a school year), the Principal must provide oral and written notice to the student and the parent/guardian in English and in the primary language of the home if other than English, or other means of communication where appropriate. The notice shall set forth in plain language: (a) the disciplinary offense; (b) the basis for the charge; (c) the potential consequences, including the potential length of the student's suspension (short-term suspension not to exceed 10 school days consecutively or cumulatively in a school year); (d) the opportunity for the student to have a hearing with the Principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent/guardian to attend the hearing; (e) the date, time, and location of the hearing; (f) the right of the student and the student's parent/guardian to interpreter services at the hearing if needed to participate.

The purpose of the short-term suspension hearing with the Principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other, remedies and consequences may be appropriate as set forth in 603 CMR 53.05, including ways to re-engage the student in learning.

The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student. Based on the available information, including mitigating circumstances, the Principal shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed. The Principal shall not suspend a student until alternative remedies have been employed and their use documented following and in response to the specific incident(s) in question unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive and in cases where the student's continued presence in the school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in the school. In any event, the Principal shall consider ways to reengage the student in learning.

The Principal shall notify the student and parent/guardian of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other schoolwork as needed to make academic progress during the period of removal, as provided in 603 CMR 53.13(1). The determination shall be in writing and may be in the form of an update to the original written notice.

The Principal's short-term suspension decision is final, with no right of appeal.

Long-term Suspension (M.G.L. c. 71, § 37H3/4)

Prior to imposing a long-term out-of-school suspension (meaning more than 10 consecutive or cumulative school days of suspension in a school year), the Principal must provide oral and written notice to the student and the parent/guardian in English and in the primary language of the home if other than English, or other means of communication where appropriate. The notice shall set forth in plain language all the rights afforded to students for short-term suspension hearings (see above) as well as the following additional rights: (a) in advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not; (b) the right to be represented by counsel or a lay person of the student's choice, at the student's/parent/guardian's expense; (c) the right to produce witnesses on the student's behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; (d) the right to cross-examine witnesses presented by the school; and (e) the right to request that the hearing be recorded by the Principal and to receive a copy of the audio recording provided to the student or parent/guardian upon request.

If the student or parent/guardian requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made, and a copy will be provided to the student and parent/guardian upon request.

The purpose of the long-term suspension hearing is the same as the purpose of a short-term suspension hearing (see above). At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have additional long-term suspension hearing rights outlined in the notice (see above). The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

Based on the evidence, the Principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as set forth in 603 CMR 53.05, including ways to re-engage the student in learning, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. If the Principal decides to suspend the student, the written determination shall: a) Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; b) Set out the key facts and conclusions reached by the Principal; c) Identify the length and effective date of the suspension, as well as a date of return to school; d) Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as provided in 603 CMR 53.13(4)(a); e) Inform the student of the right to appeal the Principal's decision to the superintendent or designee, but only if the Principal has imposed a long-term suspension since short-term suspension decisions are final and not appealable.

The Principal shall not suspend a student until alternative remedies have been employed and their use documented following and in response to the specific incident(s) in question unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive and in cases where the student's continued presence in the

school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in the school. In any event, the Principal shall consider ways to reengage the student in learning.

The notice of long-term suspension must include notice of the right of appeal a long-term suspension. This notice shall be in English and the primary language of the home if other than English, or other means of communication, where appropriate, and shall include the following stated in plain language: the process for appealing the decision, including that the student or parent/guardian must file a written notice of appeal with the Executive Director within five calendar days of the effective date of the long-term suspension; provided that within the five calendar days, the student or parent/guardian may request and receive from the Executive Director an extension of time for filing the written notice for up to seven additional calendar days; and that, the long-term suspension will remain in effect unless and until the Executive Director decides to reverse the Principal's determination on appeal.

Rights to Appeal Long-Term Suspensions under MGL c. 71, § 37H ³/₄

The student may appeal a long-term suspension decision by filing a written notice of appeal with the Executive Director within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent/guardian may request and receive from the Executive Director an extension of time for filing the appeal for up to seven (7) additional calendar days. The long-term suspension will remain in effect unless and until the Executive Director decides to reverse the Principal's determination on appeal. If the appeal is not timely filed, the Executive Director may deny the appeal or may allow the appeal in the Executive Director's discretion, for good cause.

The Executive Director shall hold the appeal hearing within three (3) school days of the student's request, unless the student or parent/guardian requests an extension of up to seven additional calendar days, in which case the Executive Director shall grant the extension.

The Executive Director shall make a good faith effort to include the parent/guardian/guardian in the hearing. The Executive Director shall be presumed to have made a good faith effort if the Executive Director has made efforts to find a day and time for the hearing that would allow the parent/guardian/guardian and Executive Director to participate. The Executive Director shall send written notice to the parent/guardian of the date, time, and location of the hearing.

The Executive Director shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Executive Director shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent/guardian upon request. The Executive Director shall inform all participants before the hearing that an audio recording will be made of the hearing.

During the appeal hearing, the student shall have all the rights afforded the student at the Principal's hearing for long-term suspension under 603 CMR 53.08(3)(b).

The Executive Director shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of an Principal's long-term suspension decision, pursuant to 603 CMR 53.08(3)(d)1. through 4. (see above). If the Executive Director determines that the student committed the disciplinary offense, the Executive Director may impose the same or a lesser consequence than the Principal but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Executive Director shall be the final decision of FRCS.

Drugs, Weapons and Assaults on School Staff (M.G.L. c. 71, § 37H)

Under M.G.L. c. 71, § 37H, students may be subject to suspension or expulsion for the following offenses:

- 1.) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in M.G.L. c. 94C, including, but not limited to, marijuana, cocaine, and heroin.
- 2.) Any student who assaults any educational staff on school premises or at school-sponsored or school-related events, including athletic games.

Any student who is charged with a violation of either paragraph 1.) or 2.) shall be notified in writing of an opportunity for a hearing before the Principal prior to imposing of any suspension or expulsion in order for the Principal to determine if the student committed the offense charged and, if so, determine the appropriate disciplinary action. At the hearing, the student may have representation, along with the opportunity to present evidence and witnesses. The hearing notice must include these rights. After the hearing, the Principal may, in the Principal's discretion, decide to suspend rather than expel a student who has been determined by the Principal to have violated either paragraph 1.) or 2.). A decision to suspend or expel the student shall be provided to the student's parent/guardian in writing and, if the student is suspended or expelled, include notice of the opportunity to access educational services during the period of suspension or expulsion, under section 21 of chapter 76. Students may appeal expulsion decisions, but suspension decisions are final and not appealable.

If the Principal determines the student who is charged with a violation of either paragraph 1.) or 2.) poses a continuing danger to persons or property or is an ongoing threat to disrupt the academic process prior to the hearing, the Principal may remove the student on an emergency basis pending the disciplinary hearing, if the notice of hearing (described above) includes the notice of removal on an emergency basis and notice of the opportunity for a hearing scheduled within ten

(10) school days of the offense. The notice also must include notice of the right of the student to have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other schoolwork as needed to make academic progress during the removal on an emergency basis pending the hearing.

Right to Appeal Expulsion under M.G.L. c. 71 § 37H

Any student who has been expelled from the school pursuant to a violation of either paragraph 1.) or 2.) shall have the right to appeal to the Executive Director. The expelled student shall have ten days from the date of the expulsion in which to notify the Executive Director of the student's appeal. This notification should be in writing. A student who has elected to appeal an expulsion shall be entitled to a hearing before the Executive Director and has the right to counsel at the appeal hearing. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated paragraphs 1.) or 2.) The decision of the Executive Director shall be provided to the student's parent/guardian in writing and is the final decision of the FRCS.

Felony Offenses (M.G.L. c. 71 § 37H1/2)

Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the Principal of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said Principal if said Principal determines that the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such potential suspension, as well as an opportunity for a hearing with the Principal, prior to such suspension taking effect. After a hearing, a written decision shall be issued and, if suspended, the student also shall receive written notification of the student's right to appeal, the process for appealing such suspension, and the opportunity to access educational services during the period of suspension or expulsion under section 21 of chapter 76. The student may appeal the suspension by writing to the Executive Director requesting an appeal, with the appeal request being due no later than five calendar days of the effective date of the suspension. The suspension shall remain in effect prior to any appeal hearing conducted by the Executive Director.

Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the Principal of a school in which the student is enrolled may expel said student if such Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such potential expulsion as well as the opportunity for a hearing with the Principal prior to such expulsion taking effect. After a hearing, if the Principal expels the student, the student shall receive written notification of the student's right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the Executive Director. If the student is expelled, the notice also must include notice of the opportunity to access educational services despite expulsion consistent with section 21 of chapter 76.

If the Principal determines the student who is charged with a felony/felony delinquency, has been convicted of a

felony/felony delinquency, or has been adjudicated or admitted in court of guilt with regard to a felony/felony delinquency poses a continuing danger to persons or property or is an ongoing threat to disrupt the academic process prior to the hearing, the Principal may remove the student on an emergency basis pending the disciplinary hearing, if the notice of hearing (described above, as applicable) includes the notice of removal on an emergency basis and notice of the opportunity for a hearing scheduled within ten (10) school days. The notice also must include notice of the right of the student to have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other schoolwork as needed to make academic progress during the removal on an emergency basis pending the hearing.

Right to Appeal Suspension or Expulsion under M.G.L. c. 71 § 37H1/2:

The student who is charged with a felony and suspended under Section 37H1/2 as well as the student who is convicted of a felony or is adjudicated or admits in court of guilt regarding the felony charge and is expelled under Section 37H1/2 shall have the right to appeal the disciplinary decision to the Executive Director. The student shall notify the Executive Director, in writing, of the request for an appeal no later than five calendar days following the effective date of the discipline. The Executive Director shall hold a hearing with the student and the student's parent/guardian or guardian within three (3) calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on the student's behalf and shall have the right to counsel. The Executive Director shall have the authority to overturn or alter the decision of the Principal. The Executive Director shall render a decision on the appeal within five (5) calendar days of the hearing. Such a decision shall be the final decision of the School with regard to discipline.

Educational Services During Disciplinary Removal

For all offenses (M.G.L. c. 71 §§ 37H, 37H1/2 and 37H3/4), any student who is serving an emergency removal, in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of removal from the classroom or school. The school Principal shall inform the student and parent/guardian of this opportunity in writing when such removal is imposed. Additionally, any student who is expelled or is suspended from school for more than ten consecutive days, whether in school or out of school, shall have an opportunity to receive education services and to make academic progress toward meeting state and local requirements, through the school-wide education service plan. The school must provide the student and the parent/guardian with a list of alternative educational services. Upon selection of an alternative educational service by the student and the parent/guardian, the school shall facilitate and verify enrollment in the service.

If the student moves to another school or school district during the period of suspension or expulsion, the new school district or school shall either admit the student to the school or provide educational services to the student in an education service plan, under section 21 of chapter 76.

Disciplining Students on IEPs

The Individuals with Disabilities Education Act (IDEA) and its implementing regulations provide students on Individualized Education Programs (IEPs) with certain procedural rights and protections in the context of student discipline which are summarized below. These rights are in addition to the due process rights applicable to all students which are set forth in 603 CMR 53.00.

Short term removals: Students on IEPs who violate school rules may be disciplined in the same way as Students without disabilities for up to 10 days in a school year.

Subsequent removals: When a Student on an IEP faces the possibility of being removed from school for more than 10 days in the school year, extra protections take effect if the removal constitutes a "change in placement." A "change in placement" occurs when:

- The student is removed for more than 10 consecutive days in a school year: or
- The student is removed for a series of shorter removals that constitute a pattern of behavior and amount to more than 10 cumulative days.

When determining if there is a pattern of behavior, the school considers similarity of behavior, proximity to previous incidents, and length of removal.

If the school determines there is no “change in placement,” then the student may be disciplined just as other Students may be for the violation of school rules. However, the school must provide services to the extent necessary for the student to make progress in the general curriculum as well as progress towards the Student’s IEP goals. Also, if appropriate, the school must conduct a Functional Behavioral Assessment (FBA) and develop a positive Behavior Intervention Plan (BIP).

If the school determines there is a “change in placement,” then within 10 school days of the discipline decision which creates a change in placement, the IEP Team must conduct a “manifestation determination” review (MDR) meeting.”

Manifestation Determination Review Meeting

- The IEP Team, which includes the parent/guardians/guardians, must review all relevant information in the student’s file, including the Student’s IEP, any teacher observations, and any relevant information provided by the parent/guardians/guardians, to determine if the conduct that is subject to disciplinary action was a manifestation of the student’s disability.
- The IEP Team must answer 2 questions to determine if the conduct that is subject to disciplinary action was a manifestation of the student’s disability:
 - (1) as the Student’s conduct caused by, or did it have a direct and substantial relationship to, the student’s disability?
 - (2) Was the Student’s conduct a direct result of the school’s failure to implement the Student’s IEP?

If the answer to both questions is “no,” then the conduct was not a manifestation of the student’s disability and the student may be disciplined in the same way as students without disabilities except that the IEP Team must ensure that FRCS continues to provide an educational program that is appropriate to meet the student’s needs, albeit in a different setting. The IEP Team must determine which educational services are necessary to enable the student to continue to participate in the general education curriculum (although in another setting) and to progress towards meeting the IEP goals as well as the interim alternative educational setting (IAES) where the student will receive such services while disciplined.

If the answer to either question is “yes,” then the conduct was a manifestation of the student’s disability, and the student must return to the pre-discipline placement. , except if the conduct in question was one of three “special circumstances.” The “special circumstances” are if the student, while at school, on school premises, or at a school function (1) possesses a weapon (if a knife, blade must be at least 2 ½ inches long to meet definition), (2) possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, or (3) inflicts serious bodily injury on another person. If any of these “special circumstances” apply, regardless of the Team’s determination about manifestation, school personnel may remove a Student to an IAES for not more than 45 school days. The IEP Team is responsible for determining which educational services are necessary to enable the student to continue to participate in the general education curriculum (although in another setting) and to progress towards meeting the IEP goals as well as the interim alternative educational setting (IAES) where the student will receive such services while disciplined.

If the Team determines that the conduct was a manifestation of the student’s disability, the IEP Team must propose conducting a Functional Behavioral Assessment (FBA) and implement a positive Behavior Intervention Plan (BIP) or, if a BIP already exists, then the IEP Team reviews and modifies the BIP, as necessary, to address the conduct that was in question.

If parent/guardian do not agree with the manifestation determination or the alternative placement, they can file for an expedited hearing at the BSEA. The student’s placement while the BSEA hearing is pending is the student’s alternate placement as determined by the IEP Team.

Protections for Students Not Yet Eligible for an IEP

The IDEA protections summarized above also apply to a child who has not yet been found eligible for an IEP if the school district is “deemed to have knowledge” that the child was eligible for such services before the misconduct in

question occurred. A school district is “deemed to have knowledge” if: (1) the child’s parent/guardian had expressed concern in writing to school district administrative personnel/child’s teacher that the child needs special education and related services, (2) the child’s parent/guardian had requested an evaluation of the child to determine eligibility for special education services, or (3) the child’s teacher or other school district personnel had expressed specific concerns about a pattern of behavior of the child to the director of special education or supervisory personnel. A school district is not “deemed to have knowledge” if the parent/guardian refused to consent to an evaluation by the school district or refused special education services or if the child had been evaluated and determined to be ineligible for an IEP.

Request for Evaluation While Student Subject to Discipline

If there is a request for an evaluation while the student is subject to discipline, then the school must expedite the evaluation, and the student remains in the placement determined by school officials during the evaluation.

Manifestation Determination Review

Contacts for students facing disciplinary action are the Assistant Director of Student Services, Elementary School Principal, Middle School Principal, and the High School Principal.

Disciplining Students on Section 504 Plans

Section 504 also provides individuals with disabilities who are on Section 504 Plans with certain procedural rights and protections in the context of student discipline. These rights are in addition to the due process rights applicable to all students which are set forth in 603 CMR 53.00. Prior to imposing a “significant change in placement” for disciplinary reasons, the school must determine whether the conduct is a manifestation of the student’s disability. A significant change of placement results not only from an exclusion for more than 10 consecutive school days, but also from a pattern of shorter suspensions accumulating to 10 school days during a school year. Whether a pattern exists must be decided on a case-by-case basis, considering such factors as the length of each suspension, the nature of the alleged conduct, the proximity of the suspensions to one another, and the total amount of time the student is excluded from school.

Prior to any significant change in placement for disciplinary reasons, a group of individuals knowledgeable about the student, the evaluation data, and the school program must determine whether the conduct at issue is related to the student’s disability. If the conduct is directly related to the disability, the school will not impose the discipline and will consider the need for any additional assessments such as a Functional Behavioral Assessment as well as a positive Behavior Intervention Plan (BIP) (or, if a BIP already exists, then will review and revise as may be appropriate). If the conduct is not directly related to the student’s disability, the school may discipline the student as it does Students without disabilities.

The school may impose disciplinary removal action against that student to the same extent as the school would for students without disabilities under the circumstances, consistent with district policies and procedures applicable to all students. If the student is long-term suspended or expelled for the alcohol or illegal drug use or possession offenses, the 504 Team is still required to determine what, if any, reasonable accommodations, the student requires due to their qualifying disability to have an equal opportunity to access and participate in the district’s general educational service plan options during the long-term disciplinary removal.

Coversheet

Policy Review

Section: III. Board Business

Item: E. Policy Review

Purpose: Discuss

Submitted by:

Related Material:

Directors and Officers Liability Policy (2).pdf

Board of Trustee Member Resignation Policy (1).pdf

Foundations and Supporting Organizations Policy (R0928804x7ADD1).docx (1).pdf

Charter Amendments and Renewal Policy.docx (2).pdf

District Curriculum Accommodation Plan.docx (1).pdf

Directors and Officers Liability Policy

Board of Trustees members are public employers and, therefore, any action brought against Foxborough Regional Charter School and/or a Board of Trustee member, acting within the scope of his/her role as a Trustee, and/or any employee of the school is subject to the Massachusetts Tort Claims Act.

The Board of Trustees acknowledges that its members may be exposed to claims for liability in their capacity as Trustees arising by decisions made by the school, or by the trustees in their official capacity. Consequently, it is the policy of the Board of Trustees to obtain appropriate and sufficient Directors and Officers Liability insurance that, at a minimum, shall provide coverage to 1) individual Trustees in order to protect their personal assets; 2) reimburse Foxborough Regional Charter School for costs incurred in when the school indemnifies any Trustee; and 3) protect the school when it is named as a defendant in claim.

The Board of Trustees shall submit evidence of all insurance secured on behalf of the Trustees and/or the school to the Department of Elementary and Secondary Education.

**Foxborough Regional Charter School
Directors and Officers Liability Policy
First Reading May 13, 2025
Second Reading**

Board of Trustee Member Resignation

An existing member of the Foxborough Regional Charter School's Board of Trustees who submits his/her resignation to the Board of Trustees terminates his/her duties at the time of his/her resignation unless he/she states in that resignation a specific time at which the resignation will take effect. Any Board of Trustees member who resigns prior to the expiration of his/her term, shall comply with all resignation procedures set forth in the Bylaws.

In the event that a Board of Trustees member resigns, Foxborough Regional Charter School shall notify the Department of Elementary and Secondary Education via the Board Member Management System as soon as possible. Foxborough Regional Charter School shall also provide the Department of Elementary and Secondary Education with all required information concerning the proposed replacement member as soon as possible.

Although the Board of Trustees may vote for and approve a replacement Board of Trustees member, that new member may not begin to serve on the Board of Trustees until he/she is approved by the Department of Elementary and Secondary Education.

Foxborough Regional Charter School
Board of Trustee Member Resignation Policy
First Reading May 13, 2025
Second Reading

Foundations and Supporting Organizations Policy

The Board of Trustees, in consultation with the Executive Director, may decide to establish a non-profit foundation associated with Foxborough Regional Charter School and in compliance with § 501(c)(3) of the IRS Code for the purpose of fund-raising or to obtain private grants for Foxborough Regional Charter School.

The Board of Trustees and the Foundation shall remain separate and distinct entities, shall not commingle funds, and shall be governed by separate Boards and members thereof. The Foundation shall have its own Bylaws, meetings, and operating procedures. To the extent that the Foundation exists solely to support Foxborough Regional Charter School, the Foundation's Board may share a small number of Trustees with Foxborough Regional Charter School's Board of Trustees.

At all times, the Board of Trustees for Foxborough Regional Charter School shall comply with all applicable conflict of interest laws and shall continue to work in the best interest of Foxborough Regional Charter School.

At no time shall the Board of Trustees direct any funding received from any federal agency or the Commonwealth and intended for use by Foxborough Regional Charter School to the Foundation.

Foxborough Regional Charter School
Foundations and Supporting Organizations Policy
First Reading May 13, 2025
Second Reading

Charter Amendments and Renewal Policy

A. Charter Amendments

Foxborough Regional Charter School shall comply with 603 CMR 1.10 and all other laws, regulations, and guidance from the Department of Elementary and Secondary Education concerning charter amendments. Foxborough Regional Charter School acknowledges that there are two categories of charter amendments: those requiring only Board of Trustees approval and those requiring approval of the Commissioner.

*Charter Amendments Requiring Board of Trustee **and** Commissioner Approval*

The following charter amendments first require Board of Trustees' approval, through the Open Meetings process, and then approval from the Commissioner. After the Board of Trustees approves the charter amendment, Foxborough Regional Charter School shall submit a written request to the Commissioner seeking approval of the amendment.

- School name;
- Mission;
- Districts specified in Foxborough Regional Charter School's charter;
- Maximum enrollment;
- Grades served;
- Contractual relationships with an education management organization providing or planning to provide substantially all of Foxborough Regional Charter School's educational services.
- Governance or leadership structure;
- Educational programs, curriculum models, or whole school designs that are inconsistent with those specified in Foxborough Regional Charter School's existing charter;
- Bylaws;
- Membership of Board of Trustees;
- Schedule (length of school year, school week, and/or school day);
- Accountability Plan;
- Enrollment policy and application for admission;
- Expulsion policy; and

- Location of facilities, if such change involves relocating to or adding a facility in another municipality or school district, in a school district already specified in the school's charter.

If and when Foxborough Regional Charter School seeks to amend the charter concerning maximum enrollment, grades served, the municipality or school district of location, or the districts specified in its region, Foxborough Regional Charter School shall also send its amendment materials to the Superintendents of Attleboro, Avon, Brockton, Canton, Easton, Foxborough, Mansfield, Medfield, Medway, Millis, Norfolk, North Attleboro, Norton, Norwood, Plainville, Sharon, Stoughton, Walpole, West Bridgewater, and Wrentham. The Board of Trustees shall submit a written certification to the Commissioner acknowledging that they have complied with this notification requirement.

B. Charter Renewal

Foxborough Regional Charter School shall comply with G.L. c. 71, § 89 and 603 CMR 1.11 and all other laws, regulations, and guidance from the Department of Elementary and Secondary Education concerning charter renewals.

Foxborough Regional Charter School shall submit its application for charter renewal to the Board of Elementary and Secondary Education between March 1 of the third school year of the applicable charter in force and August 1 after the end of the fourth school year of the applicable charter in force

Upon renewal of its charter, Foxborough Regional Charter School shall update and enhance its recruitment and retention plan as necessary to account for changes in enrollment.

Foxborough Regional Charter School
Charter Amendment and Renewal Policy
First Reading May 13, 2025
Second Reading

District Curriculum Accommodation Plan (“DCAP”) Policy

Foxborough Regional Charter School has developed and will implement a DCAP in compliance with applicable Massachusetts laws and regulations, including but not limited to G.L. c. 71, § 38Q1/2 and G.L. c. 71, § 50C. Foxborough Regional Charter School has implemented, and shall revise as necessary, its DCAP. The DCAP assists the Executive Director and administration with their goals to meet all students’ needs in general education. The DCAP further assists Foxborough Regional Charter School’s classroom teachers and support service providers in analyzing and accommodating the diverse and unique learning styles of all students in the general classroom, and allowing for Foxborough Regional Charter School to provide appropriate support and services to students requiring such supports and services in an effective and meaningful way.

Foxborough Regional Charter School
District Curriculum Accommodation Plan
First Reading May 13, 2025
Second Reading

Coversheet

Executive Director Report on Annual Goals

Section:	III. Board Business
Item:	F. Executive Director Report on Annual Goals
Purpose:	Discuss
Submitted by:	
Related Material:	ED Goals Report for 24-25 - May 2025.pdf

Toby N. Romer
Executive Director Goals Report to Board of Directors
School Year 2024-25
May 13th, 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.
- Strategic Actions

Action	Status
Complete individual meetings with each member of the Board of Trustees and senior district leaders	Completed Summer/Fall 2024
Complete individual meetings, school walkthroughs and classroom observations with each school principal and assistant principal	Completed Summer/Fall 2024
Hold focus group meet and greets with parents and families of FRCS students, including summer meetings and the school year director's breakfasts.	Completed Summer/Fall 2024
Shadow one student in each FRCS school for a day to learn about our schools from the student "day-in-the-life" perspective.	Completed Fall 2024
Conduct focus groups with secondary school students during the school year	Completed Fall/Winter 2024
Hold focus groups with faculty and staff members at the elementary, middle, high and district level during the summer and fall	Completed Summer/Fall 2024
Review data and narratives from most recent school assessments, self-evaluations, external reports, and financial audits	Completed Summer 2024
Review existing school and district communications structures	Completed Summer/Fall 2024
Review and synthesize all notes and narratives from these entry meetings	Completed Winter 2024

- Anticipated Outcomes -
 - 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
 - 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
 - A list of suggested actions steps in the short and middle term to address the findings of the entry process
 - **Completed January 14th, 2025**

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

Action	Status
Develop and support FRCS school and district leaders, ensuring high functioning and mutually supportive teams and structures	Ongoing School Year 2024-25
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	Completed School Year 2024-25
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	Completed Summer/Fall 2024
Support human resources and school leadership teams to recruit, hire and retain highly qualified educators in all key school roles	Ongoing School Year 2024-25
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	Ongoing School Year 2024-25
Support finance team to adapt budgeting process to account for changes to the collective bargaining environment	Completed Spring 2025
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	Ongoing School Year 2024-25
Explore new areas and groups to recruit for enrollment based on demographic trends in our feeder communities and current patterns of enrollment	Ongoing School Year 2024-25
Review current FRCS policies, as well as formal procedures and protocols, in key areas and identify policy areas needing updates, additions and revisions	Ongoing School Year 2024-25 and beyond

- Anticipated Outcomes -
 - Full implementation of the FRCS-FRCSTA contract by February 1st, 2024.
 - **Completed Fall/Winter 2024**
 - Clear plans for a multi-year budget forecast that integrates the full cost of the new contract
 - **Developing Spring 2025**
 - Increase in educator retention rates by at least 10% from the 2024-25 school year to the 2025-26 school year.
 - **To be determined**
 - 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.
 - **Ongoing School Year 2024-25**
 - FY26 budget that incorporates accurate enrollment/revenue projections and budgets reflective of new collective bargaining agreement
 - **Completed Winter/Spring 2025**
 - Complete documentation of existing policies, procedures and protocols and identification of priority areas for additional development
 - **Developing Spring/Summer 2025**

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.
- Strategic Actions

Action	Status
Review best practices in strategic planning in the educational and charter school sector	Completed Fall 2024
Attend professional development related to strategic planning and goal setting for school leaders, in collaboration with district leaders and board of trustees members	Completed Fall 2024
Meet and review support and facilitation options from strategic planning consultants in the region with experience in the education sector	Completed Fall/Winter 2024

- Anticipated Outcomes -
 - An action plan and timeline for strategic plan development, which would be completed by August 2026.
 - **Completed Spring 2025**
 - Specific, measurable and attainable district goals to guide leadership actions for the 2025-26 school year
 - **Developing Spring 2025**
 - 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
 - **Developing Spring/Summer 2025**
 - Strategic planning outcomes clearly identified to include data driven goals that ensure plan implementation
 - **Ongoing School Year 2025-26**

Coversheet

Finance Committee Report

Section:	IV. Updates and Reports
Item:	A. Finance Committee Report
Purpose:	Discuss
Submitted by:	
Related Material:	April 30 2025 - Budget to Actual (Comparative Summary).pdf April 30 2025 - Financial Report - Balance Sheet (Summary).pdf April 30 2025 - Financial Report - Budget to Actual (Summary).pdf

Financial Report - Budget to Actual (Comparative Summary)

Run: 5/08/2025 at 8:02 AM

Page: 1

**Foxborough Regional Charter School
For 4/30/2025**

	Budget FY2025	YTD Actual 4/30/25	Current Year Budget - Actual	Current Year % of Budget	Budget FY2024	YTD Actual 4/30/24	Prior Year Budget - Actual	Prior Year % of Budget
REVENUES								
Per Pupil Tuition	29,069,550.00	23,404,557.00	(5,664,993.00)	(80.51)	27,900,000.00	23,880,705.00	(4,019,295.00)	(85.59)
Federal Grants/Reimbursements	1,456,282.00	569,604.57	(886,677.43)	(39.11)	1,202,133.00	239,280.30	(962,852.70)	(19.90)
State Grants/Reimbursements	0.00	0.00	0.00	0.00	0.00	10.00	10.00	0.00
Other Grant Revenues	0.00	0.00	0.00	0.00	5,650.00	5,650.00	0.00	(100.00)
Food Service Program	1,153,000.00	731,164.55	(421,835.45)	(63.41)	650,000.00	767,497.54	117,497.54	(118.08)
Extended Day Program	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation Program	690,000.00	717,079.37	27,079.37	(103.92)	690,000.00	701,063.62	11,063.62	(101.60)
Building Rental Revenue	126,000.00	53,692.50	(72,307.50)	(42.61)	60,000.00	48,000.00	(12,000.00)	(80.00)
Other Revenues	347,000.00	444,169.36	97,169.36	(128.00)	186,000.00	576,083.92	390,083.92	(309.72)
Total Revenues	32,841,832.00	25,920,267.35	(6,921,564.65)	(78.92)	30,693,783.00	26,218,290.38	(4,475,492.62)	(85.42)
EXPENSES								
Personnel								
Administration & Finance	2,010,776.00	1,593,830.54	416,945.46	79.26	1,566,202.39	1,232,531.63	333,670.76	78.70
Teaching & Learning	14,266,708.44	8,987,259.04	5,279,449.40	62.99	12,842,261.90	8,591,915.73	4,250,346.17	66.90
Student Activities	808,697.00	573,157.39	235,539.61	70.87	1,231,229.00	853,231.95	377,997.05	69.30
Operations	820,184.00	658,320.77	161,863.23	80.27	750,948.54	600,183.47	150,765.07	79.92
Grants	559,764.44	284,451.12	275,313.32	50.82	430,891.00	247,024.94	183,866.06	57.33
Subtotal Personnel	18,466,129.88	12,097,018.86	6,369,111.02	65.51	16,821,532.83	11,524,887.72	5,296,645.11	68.51
Operating Costs								
Administration & Finance	1,027,800.00	834,434.47	193,365.53	81.19	970,640.00	646,984.97	323,655.03	66.66
Teaching & Learning	716,274.56	903,156.99	(186,882.43)	126.09	723,961.59	299,178.11	424,783.48	41.33
Student Activities	3,654,284.00	2,968,527.94	685,756.06	81.23	3,574,385.00	2,896,247.92	678,137.08	81.03
Operations	2,567,150.00	2,010,827.60	556,322.40	78.33	2,361,151.00	1,873,359.12	487,791.88	79.34
Employee Benefits	2,533,319.00	1,980,822.81	552,496.19	78.19	2,460,076.00	1,791,585.32	668,490.68	72.83
Grants	806,517.56	358,808.44	447,709.12	44.49	681,186.00	185,228.65	495,957.35	27.19
Subtotal Operating Costs	11,305,345.12	9,056,578.25	2,248,766.87	80.11	10,771,399.59	7,692,584.09	3,078,815.50	71.42
Total Expenses	29,771,475.00	21,153,597.11	8,617,877.89	71.05	27,592,932.42	19,217,471.81	8,375,460.61	69.65
NET BUDGET FROM OPERATIONS	3,070,357.00	4,766,670.24	1,696,313.24	(155.25)	3,100,850.58	7,000,818.57	3,899,967.99	(225.77)
Capital Outlay	1,158,500.00	861,085.41	297,414.59	74.33	305,000.00	259,347.99	45,652.01	85.03
Debt Service	2,446,022.00	619,499.94	1,826,522.06	25.33	2,446,147.00	649,513.95	1,796,633.05	26.55
Depreciation	0.00	1,840,773.65	(1,840,773.65)	0.00	0.00	2,015,484.42	(2,015,484.42)	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
NET BUDGET RESERVED	624,335.00	1,445,311.24	820,976.24	(231.50)	349,703.58	4,076,472.21	3,726,768.63	(1,165.69)

Financial Report - Balance Sheet (Summary)**Foxborough Regional Charter School****For 4/30/2025**

Run: 5/08/2025 at 8:01 AM

Page: 1

	4/30/2025	6/30/2024	Change
ASSETS			
Current Assets			
Cash - operations	11,430,380.10	14,041,484.16	(2,611,104.06)
Cash - debt service reserve	2,845,173.85	3,148,710.28	(303,536.43)
Accounts Receivable:			
Intergovernmental	0.00	542,655.92	(542,655.92)
Other	42,163.54	10,622.90	31,540.64
Prepaid Expenses	1,050.66	18,922.06	(17,871.40)
Total Current Assets	14,318,768.15	17,762,395.32	(3,443,627.17)
Capital Assets			
Right-Of-Use-Asset	324,662.00	324,662.00	0.00
Land/Building Improvements	55,916,468.63	52,753,672.81	3,162,795.82
Furniture, equipment and software	6,692,328.30	6,692,328.30	0.00
Construction in progress	208,543.62	1,377,511.24	(1,168,967.62)
Less: accumulated depreciation and amortization	(23,127,542.72)	(21,286,769.07)	(1,840,773.65)
Total investment in capital assets	40,014,459.83	39,861,405.28	153,054.55
Loss on defeasance (2017 bonds)	3,392,114.47	3,392,114.47	0.00
TOTAL ASSETS	57,725,342.45	61,015,915.07	(3,290,572.62)
LIABILITIES AND NET ASSETS			
Accounts Payable	644,037.38	2,103,386.34	(1,459,348.96)
Accrued expenses	112,825.60	700,007.57	(587,181.97)
Accrued compensation	263,208.05	1,652,462.36	(1,389,254.31)
Bonds payable - US Bank	0.00	0.00	0.00
Deferred income	0.00	107,242.87	(107,242.87)
Lease Liability	48,985.54	77,156.33	(28,170.79)
Total current liabilities	1,069,056.57	4,640,255.47	(3,571,198.90)
BONDS PAYABLE 2017B	21,540,000.00	22,260,000.00	(720,000.00)
BOND PREMIUM 2017B	2,175,370.80	2,175,370.80	0.00
Total bonds payable	23,715,370.80	24,435,370.80	(720,000.00)
LOAN PAYABLE EASTERN BANK	2,491,804.73	2,936,489.69	(444,684.96)
Total loans payable (Eastern)	2,491,804.73	2,936,489.69	(444,684.96)
Total liabilities	27,276,232.10	32,012,115.96	(4,735,883.86)
Net Assets			
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	1,445,311.24	2,199,387.05	(754,075.81)
Total net assets	30,449,110.35	29,003,799.11	1,445,311.24
TOTAL LIABILITIES AND NET ASSETS	57,725,342.45	61,015,915.07	(3,290,572.62)

Financial Report - Budget to Actual (Summary)**Foxborough Regional Charter School****For 4/30/2025**

Run: 5/08/2025 at 8:01 AM

Page: 1

	Budget	Actual	Budget - Actual	% of Budget
REVENUES				
Per Pupil Tuition	29,069,550.00	23,404,557.00	(5,664,993.00)	(80.51)
Federal Grants/Reimbursements	1,456,282.00	569,604.57	(886,677.43)	(39.11)
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	731,164.55	(421,835.45)	(63.41)
Extended Day Program	0.00	0.00	0.00	0.00
Transportation Program	690,000.00	717,079.37	27,079.37	(103.92)
Building Rental Revenue	126,000.00	53,692.50	(72,307.50)	(42.61)
Other Revenues	347,000.00	444,169.36	97,169.36	(128.00)
Total Revenues	32,841,832.00	25,920,267.35	(6,921,564.65)	(78.92)
EXPENSES				
Personnel				
Administration & Finance	2,010,776.00	1,593,830.54	416,945.46	79.26
Teaching & Learning	14,266,708.44	8,987,259.04	5,279,449.40	62.99
Student Activities	808,697.00	573,157.39	235,539.61	70.87
Operations	820,184.00	658,320.77	161,863.23	80.27
Grants	559,764.44	284,451.12	275,313.32	50.82
Subtotal Personnel	18,466,129.88	12,097,018.86	6,369,111.02	65.51
Operating Costs				
Administration & Finance	1,027,800.00	834,434.47	193,365.53	81.19
Teaching & Learning	716,274.56	903,156.99	(186,882.43)	126.09
Student Activities	3,654,284.00	2,968,527.94	685,756.06	81.23
Operations	2,567,150.00	2,010,827.60	556,322.40	78.33
Employee Benefits	2,533,319.00	1,980,822.81	552,496.19	78.19
Grants	806,517.56	358,808.44	447,709.12	44.49
Subtotal Operating Costs	11,305,345.12	9,056,578.25	2,248,766.87	80.11
Total Expenses	29,771,475.00	21,153,597.11	8,617,877.89	71.05
NET BUDGET FROM OPERATIONS	3,070,357.00	4,766,670.24	1,696,313.24	(155.25)
Capital Outlay	1,158,500.00	861,085.41	297,414.59	74.33
Debt Service	2,446,022.00	619,499.94	1,826,522.06	25.33
Depreciation	0.00	1,840,773.65	(1,840,773.65)	0.00
Board Capital Reserve	(1,158,500.00)	0.00	(1,158,500.00)	0.00
NET BUDGET RESERVED	624,335.00	1,445,311.24	820,976.24	(231.50)

Coversheet

International Trip Approval

Section: VII. Consent Agenda
Item: A. International Trip Approval
Purpose:
Submitted by:
Related Material: International Field Trip Approval Memo.pdf



131 Central Street
Foxborough, MA 02035
508.543.2508
www.foxboroughrcs.org

Board of Trustees

Sergio Martin
Chair

Anissia Vixamar
Vice Chair

Todd Tetreault
Secretary

Matthew Yezukevich
Treasurer

Katie Breault
Trustee

Badawi Dweik
Trustee

Ryan Higgins
Trustee

Mia Ortiz
Trustee

Leadership Team

Toby N. Romer
Executive Director

Martine Albama
Director of Human Resources

Heidi Berkowitz
Deputy Executive Director

Karen Calvert
Director of Finance

Kathleen Foley
Director of Teaching & Learning

Tanisha Kimber
Director of Student Studies

Lesly Michelot
Director of Operations

To: FRCS Board of Trustees

From: Toby N. Romer, Executive Director

Re: International Field Trip Approval Recommendation

Date: May 13th, 2025

Consistent with the new FRCS international field trip approval process, it is my pleasure to recommend the approval of two international trips during the 2025-26 school year. In each case, these trips have received preliminary approval from the relevant school leader, as well as from the Executive Director.

Preliminary approval is required for trip leaders to begin to advertise and recruit student participants. Final approval of each trip by the school leader and Executive Director is required one month prior to the trip, with finalized dates, itinerary, student lists, and travel documentation.

The two recommended trips that have already been approved by the school leader and executive director are as follows:

- “Taste of Spain” cultural trip, Grades 9-12, April 18th-25th 2026, up to 45 students.
- STEM and Ecological Exploration in Belize, Grades 5-8, April 17th-24th 2026, up to 24 students.

Thank you for your consideration and support of our international travel program.