



Foxborough Regional Charter School

Board Meeting

July

Published on June 27, 2025 at 11:36 AM EDT

Amended on July 7, 2025 at 1:37 PM EDT

Date and Time

Tuesday July 8, 2025 at 6:00 PM EDT

Location

Heidi Berkowitz is inviting you to a scheduled Zoom meeting.

Topic: Monthly Board Meeting FY26

Time: Jul 8, 2025 06:00 PM Eastern Time (US and Canada)

Every month on the Second Tue, 36 occurrence(s)

Please download and import the following iCalendar (.ics) files to your calendar system.

Monthly: https://foxboroughrcs-org.zoom.us/meeting/tZUtcOqurDirH90tPQEKB3nvwWFN66l8XN-E/ics?icsToken=DPdI2llpHWMcLkvAOQAALAAAAJtji0ULbqWp_Mxs4FV5wPgJGjm9QnhRYs_6Ktr87EMbZgt12POBwF2hZmuH6YJ_0w3JQ2rJ8qEV4pCTFjAwMDAwMQ&meetingMasterEventId=FJCV4sgHR7i4Np0D0CHuw

Join Zoom Meeting

<https://foxboroughrcs-org.zoom.us/j/81073629159?pwd=p4Rb1r3HUFK27pqEXRXXe1wd3RtjGB.1>

Meeting ID: 810 7362 9159

Passcode: 044471

One tap mobile

+13126266799,,81073629159#,,,,*044471# US (Chicago)

+16465588656,,81073629159#,,,,*044471# US (New York)

Dial by your location

• +1 312 626 6799 US (Chicago)

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- +1 301 715 8592 US (Washington DC)
- +1 305 224 1968 US
- +1 309 205 3325 US
- +1 507 473 4847 US
- +1 564 217 2000 US
- +1 669 444 9171 US
- +1 669 900 9128 US (San Jose)
- +1 689 278 1000 US
- +1 719 359 4580 US
- +1 253 205 0468 US
- +1 253 215 8782 US (Tacoma)
- +1 346 248 7799 US (Houston)
- +1 360 209 5623 US
- +1 386 347 5053 US

Meeting ID: 810 7362 9159

Passcode: 044471

Find your local number: <https://foxboroughrcs-org.zoom.us/j/khpaEHgZu>

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

	Purpose	Presenter	Time
B. Call the Meeting to Order		Sergio Martin	1 m
C. Privilege of the Floor		Sergio Martin	5 m
II. Leadership Report			6:07 PM
A. Leadership Report	Discuss	Toby Romer	20 m
<ul style="list-style-type: none"> • Highlights and Update 			
III. Board Business			6:27 PM
A. Strategic Planning Update	FYI	Toby Romer	20 m
<ul style="list-style-type: none"> • Insights Solutions Consulting / Lisa Jackson 			
B. Recruitment and Onboarding Procedure	Discuss	Sergio Martin	5 m
C. Board Retreat Goal Review	Discuss	Sergio Martin	15 m
<ul style="list-style-type: none"> • Academic Excellence • Finance/Facilities 			
D. Solar Project Update	Vote	Lesly Michelot	10 m
E. Executive Director Evaluation	Discuss	Sergio Martin	15 m
F. Policy Review	Vote	Todd Tetreault	15 m
Second Reading			
<ul style="list-style-type: none"> • First Aid Policy • Accident Reporting Policy • Board of Trustees Officers and Job Description Policy • Policy Concerning Subcommittees of the Board of Trustees 			
IV. Administrative/Housekeeping (Trainings, Member Reminders)			7:47 PM

	Purpose	Presenter	Time
A. Tasks	FYI	Sergio Martin	5 m
<ul style="list-style-type: none"> • Update Member profiles in BoardOnTrack • Financial Disclosure Forms wit the state • Ethics Training 			
V. Meeting Summary and Items for Next Meeting			7:52 PM
A. Items for Next Meeting	Discuss	Sergio Martin	5 m
Review Next Month			
VI. Consent Agenda			7:57 PM
A. International Trip Approval - FY27	Vote	Sergio Martin	5 m
B. Meeting Minutes	Approve Minutes	Sergio Martin	15 m
<p>For Approval:</p> <ul style="list-style-type: none"> • November 14, 2023 • February 21, 2023 • November 12, 2024 • January 8, 2025 • March 11, 2025 • April 8, 2025 • May 13, 2025 • June 10, 2025 			
VII. Executive Session			8:17 PM
A. Adjourn to Executive Session	Vote	Sergio Martin	1 m

	Purpose	Presenter	Time
	<ul style="list-style-type: none"> • 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		
	<ul style="list-style-type: none"> • March 12, 2024 (minutes approved - amendments need to be made to finalize and post) 		
	Missing Recordings		
	<ul style="list-style-type: none"> • 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 –		
	<ul style="list-style-type: none"> • 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) 		

VIII. Closing Items

8:23 PM

A.	Adjourn Meeting	Vote	Sergio Martin	1 m
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The listed matters are those reasonably anticipated by the Chair to be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may be brought up for discussion to the extent permitted by law.

Coversheet

Leadership Report

Section: II. Leadership Report
Item: A. Leadership Report
Purpose: Discuss
Submitted by:
Related Material: Executive Director Report 7-8-25.pdf

Executive Director Board Update

July 8th, 2025



Recent School Events

Recent Events

- Conclusion of school year and elementary and middle school ceremonies
- Shift to summer planning and maintenance activities
- Planning for leadership retreats and professional development
- Summer maintenance and construction work underway
- 4th of July Week closure



Academic Goals for 2025-26 School Year

Key Academic 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



FRCS Instructional Vision Development

“What does good instruction look like at FRCS?”

FRCS Shared Values

1. Transparent Communication
2. Integrity
3. Respect
4. Diversity and Equity
5. Teamwork
6. Growth



Focus Areas

1. Curriculum
2. Instruction
3. Assessment and Feedback
4. Learning Environment
5. Learning Partnerships

FRCS Instructional Vision Development

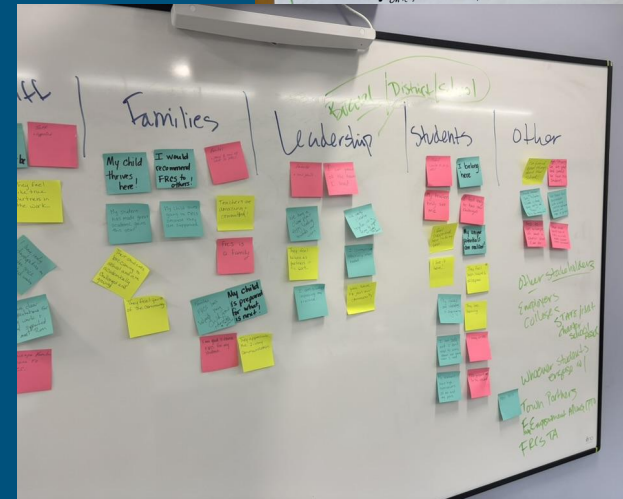
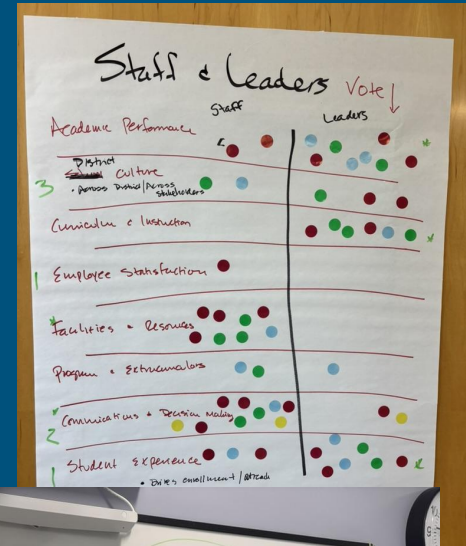
Foxborough Regional Charter School Guiding Principles for Teaching and Learning (First Draft 6.10.25)

	Curriculum	Instruction	Assessment & Feedback*	Learning Environment	Learning Partnerships
Transparent Communication	1. We believe in <i>transparency</i> when communicating the learning objectives and plans of our standards-aligned curriculum so that staff, students, and families develop a shared understanding of what is being taught and why.	1. We believe in clear and consistent <i>communication</i> between and among educators, students and families about our instructional purpose and strategies, to promote a shared responsibility for learning.	1. We believe students can best demonstrate their learning when educators know and <i>communicate</i> what, why and how learning will be assessed - <i>before</i> teaching.	1. We believe that timely, direct, and consistent <i>communication</i> in the school community and classroom environment builds trust, manages conflict, and prepares all learners to rise to high expectations.	1. We believe in reciprocal, balanced <i>communication</i> with students, families, educators, and partners because it strengthens relationships, builds trust, keeps everyone informed and enables us to accomplish our shared goals for students.
Integrity	2. We believe in implementing our curriculum with <i>integrity</i> so that students are taught what they are expected to learn, as defined by the standards.	2. We believe in designing and delivering instruction that fosters <i>integrity</i> , where students lead and contribute to our community, reflecting our core values.	2. We believe in designing assessments with <i>integrity</i> where students are assessed on what they have been taught and given a choice of expression. Educators analyze assessments with integrity when they take ownership for student data and outcomes.	2. We believe in learning environments where everyone acts with <i>integrity</i> by showing empathy, being honest about mistakes, and taking responsibility when our actions negatively affect others.	2. We believe that students, families, educators, and partners make decisions with <i>integrity</i> , given the data they have, and act with the best intentions for children.
Respect	3. We believe in treating students with dignity and <i>respect</i> by immersing them in rigorous, grade level curriculum because we believe every learner is capable of reaching high standards.	3. We <i>respect</i> all learners by believing they can reach high-standards, by supporting learners with disabilities, learning differences and those for whom English is not their first language; and by empowering learners to make decisions about their education.	3. We believe in providing <i>respectful</i> feedback that is timely, specific, actionable, and always protects learners' well-being, so that learners maintain a growth mindset about themselves and feel safe taking risks.	3. We believe learners will take academic risk and achieve success when the school and classroom environment is physically, socially and intellectually safe - where everyone <i>respects</i> one another's rights, feelings, ideas, culture and experiences.	3. We believe in building relationships between and among educators, families, and partners where all act with <i>mutual respect</i> as learning partners and regard feelings, experience and unique perspectives.
Diversity & Equity	4. We believe in a <i>diverse</i> and <i>equitable</i> curriculum in which learners see themselves in what they are being taught, gain exposure to other cultures, and engages them as global citizens.	4. We believe in <i>culturally responsive</i> instruction where educators ground research-based lessons and interventions in students' interests, experiences and cultures so that all students are engaged, feel affirmed and validated.	4. We believe in designing and analyzing assessments in a fair, <i>equitable</i> , and culturally responsive way so that bias does not influence interpretations or actions.	4. We believe that students and families want to come to school when there is a welcoming, safe learning environment that celebrates <i>diversity</i> and promotes <i>equity</i> .	4. We believe highly collaborative environments lead to the most positive learning outcomes, and therefore, we value <i>teamwork</i> where students, families, educators and partners work together and share responsibility and accountability for reaching a common goal.
Teamwork	5. We believe in a curriculum that provides opportunities for <i>teamwork</i> where students and educators collaborate and feel a shared responsibility for one another as they work towards a common goal.	5. We believe that instruction is a <i>team</i> effort where educators, students and families learn and grow together.	5. We believe, as a team, in giving and receiving feedback as a way of continuously learning.	5. We believe the school and classroom environment is a shared <i>team</i> space where we provide opportunities for everyone's voice, value all contributions, and together, engage in meaningful service projects that make an impact on our community and the world.	5. We believe <i>diversity</i> is our strength. We proactively remove barriers to engagement so that students, families, educators, and partners feel seen, welcomed, accepted and genuinely valued.
Growth	6. We believe in reviewing and adopting high-quality, evidence-based curriculum to ensure student <i>growth</i> and achievement.	6. We believe every learner* <i>grows</i> when there are high expectations, support, voice and choice.	6. We believe assessments provide an opportunity for all students to <i>show growth</i> and progress, and that feedback provides direction for a learner to grow. Neither assessment nor feedback should be used as a trap or punishment.	6. We believe school and classroom learning environments are places to nurture and celebrate the perseverance, <i>growth</i> and achievement of every learner.	6. We believe families and students are the primary advocates in a child's <i>growth</i> and development and hold knowledge, experience and wisdom that educators and partners need so that they can help students develop socially, emotionally, and academically.

*Assessment & Feedback #7: We believe all students are capable of demonstrating high-level *critical thinking* and the assessments given should measure these higher-order skills.

FRCS Strategic Planning Update

- **Spring Steering Committee Meetings**
 - Steering committee includes board, leader, teacher, student, parent and staff representation.
 - Meetings to resuming in the fall
- Strategic Plan development to continue into Fall 2025, and **completed by Winter 25-26.**
- **Detailed memo** from Lisa Jackson, Insight Solutions included in meeting materials
- **Board focus group** proposed for September 30th, 2025 - 6:00 PM.



Grant and Federal Funding Updates

- Charitable Grant awarded to FRCS to support Strategic Planning, Instructional Vision development, and Instructional Leadership training
 - 200K in one-time funding
 - Anonymous gift from a local charitable foundation
 - Recognizes “a strategic, sustainable initiative to improve student outcomes at a school with a strong record of providing low-income students with a high-quality school option.”
- Concern regarding Federal Funding for Entitlement grants
 - Educator professional development, English Learner support
 - DESE: “Plan for the possibility that their districts and schools may not receive these federal awards in FY26”
 - Impacts ~80K in FY25 funding, out of a total of 830K total Federal entitlement grants for FRCS



Coversheet

Strategic Planning Update

Section: III. Board Business
Item: A. Strategic Planning Update
Purpose: FYI
Submitted by:
Related Material: FRCS July Board Memo.pdf



MEMO

DATE: June 27, 2025

TO: FRCS Board of Trustees

FROM: Lisa R. Jackson, Ph.D., Founder and CEO
Insights Solutions Consulting

Re: FRCS 2025 Strategic Planning

It is my pleasure to provide the FRCS Board of Trustees an overview of the strategic planning process and an update on the activities to date. The goal of the process is to deliver a 3-year strategic plan for FRCS by the end of the engagement. Our target for completion is the end of December this year. However, we anticipate completing a draft plan in that window and a final plan no later than the end of February based on adjustments we made after the start of the process.

The strategic planning process is organized in four phases:

Phase 1: Discover and Contextual Understanding (May-June)

We begin by deeply learning FRCS's history, aspirations, stakeholders, challenges, and successes. This includes a review of key documents (prior strategic plans, academic performance data, community surveys, organizational assessments, etc.) and early conversations with leadership to understand the current context, decision-making rhythms, and the existing culture.

Phase 2: Stakeholder Engagement and Inclusive Sensemaking (June- September)

The stakeholder engagement process is rooted in trust-building and cultural responsiveness. We will use a combination of surveys, focus groups, and facilitated sessions to gather insights from students, families, educators, staff, board members, and others as identified. Our process will prioritize accessibility (e.g., translation, flexible meeting formats) and equity, ensuring a wide range of voices—including those often underrepresented—shape the plan.

Phase 3 Strategy Formation and Collaborative Design (June-October)

Using themes that emerge from stakeholder input and data analysis, we will work with the Strategic Planning Steering Committee (SPSO) and FRCS leadership to co-create the plan's framework: key priorities, goals, and measurable outcomes. This is a generative and collaborative process—part facilitation, part strategy coaching—designed to surface shared aspirations, confront tough tradeoffs, and move toward clarity and alignment.

Phase 4: Finalization and Rollout (November-February)

Once the content is agreed upon, we will work with you to finalize and polish the plan—creating visual summaries and accessible formats that can be used with families, board members, and other audiences. We will also support leadership in preparing a final presentation for the Board of Trustees and the larger community.

Activities to Date

Our work together began with a kick off meeting with the FRCS Strategic Planning Steering Committee on May 8th. The Committee met through the end of the school year on a weekly basis. The first step in our process was to identify the stakeholders we wanted to prioritize in the process. The Committee identified the following groups:

- District and School Leaders
- Teachers/Educators
- Staff (School and District)
- Parents/Families
- Students

We discussed the idea of engaging community members more broadly (e.g., community partners, other partners). Given the tight timeline and limited resources, we have chosen not to do additional outreach beyond the groups above.

To take advantage of a full staff meeting at the end of the year, we focused our attention through June on creating a survey for teachers, educators, leaders, and staff. We launched that survey on June 4th and closed it on June 20. We received 126 responses out of a possible 230 for a 55% response rate. The surveys are currently being analyzed and a summary of findings will be shared with the Executive Team and the Steering Committee over the summer. Based on these findings we may conduct focus groups in late August during the already scheduled professional development and preparation time.

The next stakeholder groups we will engage are parents, families, and students. Parents and families are a high priority for the overall process. In addition to a survey we plan to launch in late August, we will also develop short focus group/interview protocols to get additional input from them at a variety of already scheduled events (e.g., bus pass meetings in different communities, Back to School Night, Director's Meetings, etc.). A student survey will be launched within the first two weeks of school. We will also work with student government and

leaders in the different school buildings to hold a number of focus groups in September and October.

I am also meeting with the Executive Team regularly. I will be joining their July 14th retreat for part of their agenda. Our work is focused on clarifying and confirming the FRCS theory of change, mission, vision, and values identifying potential strategic priorities. I have interviewed all of the Executive Team Leaders as well as the School Principals. This data will be integrated into and analyzed with the other stakeholder engagement data. Our goal is for the Executive Team to develop the proposed strategic plan and priorities later this fall, informed by the stakeholder data. This plan will then be presented to the Board as a recommendation for discussion and iteration. Once finalized the Board will vote to accept the plan.

Board Engagement

I look forward to joining you at your meeting on July 8th. At that meeting I will walk through this memo and address any questions or suggestions from the Board related to the process. On September 30th at 6:00 pm I will facilitate a focus group with the Board to discuss strategic priorities and get additional Board input.

Thank you for the opportunity to partner with FRCS in this important work. Feel free to contact me at any time during the process. Your perspective and input is greatly valued and appreciated.

Coversheet

Recruitment and Onboarding Procedure

Section: III. Board Business
Item: B. Recruitment and Onboarding Procedure
Purpose: Discuss
Submitted by:
Related Material:
FRCS_Board_of_Trustees_Recruitment_and_Onboarding_Process_and_Procedure.docx.pdf

FRCS Board of Trustees Recruitment and Onboarding Process and Procedure

Purpose

At **Foxborough Regional Charter School (FRCS)**, our Board of Trustees is essential to ensuring strong governance, community representation, and the success of our school's mission. This document outlines the process for recruiting, selecting, and onboarding new trustees to equip them with the knowledge, support, and resources needed to serve effectively.

1. Recruitment Process

1.1 Needs Assessment

- Each year, the FRCS Board Governance Committee reviews board composition to identify skill gaps, diversity needs, and community representation aligned with our strategic goals.
- Priority is given to recruiting trustees committed to FRCS's mission, educational excellence, equity, and community engagement.

1.2 Candidate Sourcing

- Potential trustees are sought through:
 - Recommendations from current trustees, staff, families, and local community partners
 - Outreach to regional leaders and organizations aligned with FRCS values
 - Announcements in the FRCS family newsletter, website, and social media platforms
 - Networking and community events within Foxborough and surrounding areas

1.3 Commitment to Diversity, Equity, and Inclusion (DEI)

- FRCS is committed to building a diverse, equitable, and inclusive board that reflects the rich backgrounds of our student body and local community.
-

2. Interview and Selection Process

2.1 Initial Screening

- As part of the recruitment process, Governance Committee members may independently engage with prospective board candidates. This may include reaching out through personal or professional networks to schedule one-on-one meetings. These conversations serve to provide an overview of Foxborough Regional Charter School's mission, outline the roles and responsibilities of trustees, and answer initial questions to help assess mutual fit. This step ensures that potential candidates have a clear understanding of board expectations prior to entering the formal nomination process.
- The Governance Committee reviews applications and nominations to shortlist candidates best suited to advance FRCS's mission.

2.2 Interview

2.2 Interview Process

- Shortlisted candidates may be invited to interview with the Governance Committee to discuss:
 - Their passion for public charter education and FRCS's vision
 - Understanding of trustee duties and governance principles
 - Relevant experience and skills
 - Availability for board and committee participation
- All prospective Board of Trustees candidates will participate in a formal interview conducted by the full Board during a scheduled public open meeting, in accordance with Open Meeting Law. Following the interview, the Board will vote to approve or decline the candidate's appointment based on consensus and alignment with the school's mission, governance needs, and strategic priorities.

Suggested/ Recommended Interview Questions:

1. What motivates you to serve on the FRCS Board of Trustees, and how do you see yourself contributing to our mission?
2. How familiar are you with the role and fiduciary responsibilities of a board trustee, and what experience do you have in governance or leadership roles?
3. FRCS is deeply committed to diversity, equity, and inclusion. How have you demonstrated this commitment in your personal or professional life?
4. Can you share an example of a time you worked collaboratively on a team to overcome a challenge or achieve a goal?
5. How do you plan to balance the time commitment required for board meetings, committee work, and school events with your other responsibilities?

2.3 Reference Checks

- The committee may conduct reference checks to verify candidate suitability.

2.4 Board Approval

- The Governance Committee recommends candidates to the full Board of Trustees for approval by majority vote.
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3. DESE Approval

- Upon board approval, FRCS submits trustee information to the Massachusetts Department of Elementary and Secondary Education (DESE) for official approval and background screening.
 - Trustees complete required DESE compliance and are approved by the Commissioner before full participation.
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4. Onboarding Plan

4.1 Formal Welcome

- New trustees receive a personalized welcome letter from the Board Chair and Executive Director.
- Announcements introducing new trustees are shared in newsletters and at community events.

4.2 Orientation

- New trustees attend an orientation session within the first month, covering:
 - FRCS's history, mission, and educational approach
 - Board structure, bylaws, policies, and trustee responsibilities
 - Overview of strategic goals and current initiatives
 - Introductions to key staff and trustees

4.3 Trustee Resource Binder

- Each new trustee receives a binder containing:
 - FRCS bylaws, governance policies, and code of conduct
 - Strategic plan and annual reports
 - Financial summaries and budget information
 - Contact information for board and staff
 - Calendar of board meetings and school events

4.4 Board Committee Orientation

- New trustees receive an introduction to FRCS's standing committees, including:

Academic Excellence Committee

- Focuses on curriculum quality, student achievement, data review, and academic program development.
 - **Diversity, Equity, and Inclusion (DEI) Committee**
 - Leads efforts to embed equity and inclusion in all areas of FRCS operations and culture.
 - **Finance and Facilities Committee**
 - Oversees budgeting, financial health, audits, and facility management.
 - **Governance Committee**
 - Manages trustee recruitment, board training, policy review, and governance best practices.
 - Orientation to each committee includes:
 - Committee mission and goals
 - Current projects and initiatives
 - Meeting schedules and expectations
 - Opportunities for trustee involvement
-

5. Ongoing Professional Development

5.1 Continuing Education

- The MCPSA offers regular training sessions on governance, equity, fundraising, and related topics.
- Trustees are encouraged to participate in external conferences and workshops with school support.

5.2 Mentorship

- New trustees are paired with experienced board members for mentorship during their first year.

5.3 Annual Review

- The board conducts annual self-assessments to measure individual and collective effectiveness and identify growth areas.
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6. Trustee Roles and Responsibilities at FRCS

- Attend all board and committee meetings prepared and engaged.
 - Uphold fiduciary duties: care, loyalty, and obedience to FRCS's mission.
 - Advocate for FRCS's commitment to equitable and high-quality education.
 - Maintain confidentiality and integrity in governance matters.
 - Disclose conflicts of interest promptly.
 - Participate in school events and community engagement efforts.
 - Support fundraising and resource development as needed.
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Approval and Review

This Recruitment and Onboarding Procedure is reviewed annually by the FRCS Governance Committee to ensure alignment with the school's evolving needs and governance best practices.

Coversheet

Policy Review

Section: III. Board Business
Item: F. Policy Review
Purpose: Vote
Submitted by:
Related Material: First Aid Policy.docx (2).pdf
Accident Reporting Policy .docx (2).pdf
Board of Trustees Officers and Job Descriptions Policy (2).pdf
Policy Concerning Subcommittees of the Board of Trustees .docx (2).pdf

First Aid Policy

First aid is defined as the immediate and temporary care given in case of an accident or sudden illness, which enables the student to be taken safely home or to a physician. It does not include diagnosis or treatment. Foxborough Regional Charter School attempts to provide a safe environment for its students. If an accident or sudden illness occurs, a Foxborough Regional Charter School nurse shall administer first aid as defined by the handbook and, if warranted, call Emergency Medical Services.

Foxborough Regional Charter School administration, in consultation with the Foxborough Regional Charter School nurse leader, shall develop procedures for the proper handling of an injury to, or sudden illness of, a student. These shall be made known to the staff and shall incorporate the following:

- The Foxborough Regional Charter School nurse or another trained person shall be responsible for administering first aid.
- When the nature of an illness or an injury appears in any way serious, every effort shall be made to contact the parent/guardian and/or family physician immediately.
- No **student** who is ill or injured will be sent home alone, unless the illness or injury is minor, and the student provides their own transportation. A **student** who is ill or injured will not be transported home unless it is known that someone is there to receive her/him.
- In extreme emergencies, the Foxborough Regional Charter School nurse or administration may arrange for the immediate hospitalization of an injured or ill student; however, every effort will be made to contact the parent or guardian in advance, or as soon as possible thereafter, if prior contact is not feasible.
- The teacher or other staff member to whom a **student** is responsible at the time an accident occurs will make out a report on an official form providing details about the accident. This will be required for every accident for which first aid is given.
- All accidents of a serious nature requiring medical care beyond that of a Foxborough Regional Charter School nurse involving students or staff members will be reported as soon as possible to Foxborough Regional Charter School administration.

No staff member who, in good faith, renders emergency first aid to a student who has become injured or incapacitated at Foxborough Regional Charter School shall be subject to any disciplinary action by Foxborough Regional Charter School administration of the Board of Trustees for such action.

First Aid Course

Foxborough Regional Charter School shall offer an Emergency first aid course to staff. It will be offered after regular school hours and/or release days. The course shall meet the minimal requirements of the Massachusetts Department of Public Health. The cost of the Emergency First Aid course shall be paid by the School.

Foxborough Regional Charter School

First Aid Policy

First Reading

Second Reading

Accident Reporting Policy

A. General Information

Foxborough Regional Charter School is committed to maintaining a safe and responsive environment for all students, staff, and visitors. This policy supports the school's overarching commitment to health, safety, and well-being.

Accidents

All accidents involving students, employees, or visitors that occur on Foxborough Regional Charter School property or during school-sponsored activities must be reported immediately to the school administrator and the nurse leader. In the event of a medical emergency, including the use of an EpiPen or the need to call 911, such actions must also be reported without delay. The school administration is responsible for completing—or ensuring the completion of—the official Foxborough Regional Charter School Incident Report Form to document the incident accurately and in a timely manner.

School Bus Accident Reporting

Section 26 of Chapter 90 of the Massachusetts General Laws requires the operator of any motor vehicle that is in any way involved in an accident in which a person is injured or in which there is damage in excess of \$1,000 (one thousand dollars) to any vehicle or property, to report the accident to the Registrar of Motor Vehicles within five days on a form approved by him. If the operator is physically incapable of making such a report, it will be made out by the Transportation Office as required by law.

Any accident of any kind which causes injury to a Foxborough Regional Charter School bus passenger shall be reported immediately in writing to Foxborough Regional Charter School administration. Foxborough Regional Charter School administration shall notify the Board of Trustees or its designee.

In spite of rigorously observed precautions, accidents may happen. The school will ensure that its transportation contract explicitly requires all drivers to be trained to respond to emergencies calmly and competently, and that drivers are proficient in first-aid and accident reporting procedures.

Foxborough Regional Charter School
Accident Reporting Policy
First Reading
Second Reading

Board of Trustees Officers and Job Descriptions

This policy outlines the roles, responsibilities, and selection process for the Officers of the Board of Trustees. The Officers are essential to the effective governance and leadership of the Board. This policy ensures clarity in leadership roles and supports accountability and continuity in board operations.

A. Board Chair

The Board of Trustees shall be overseen and managed by a Board Chair. He or she shall have the same powers as any other member of the Board of Trustees to vote upon all measures coming before it. **The Chair shall preside at all meetings of the Board of Trustees, serve as the primary point of contact for the Executive Director, and provide leadership in setting meeting agendas and facilitating board discussions.** The Chair shall perform other duties as required by law, by the Foxborough Regional Charter School bylaws, and by other applicable policies.

B. Board Vice Chair

The Vice Chair of the Board of Trustees plays a key leadership support role by assisting the Chair in fulfilling board duties and ensuring effective governance. The Vice Chair presides over meetings in the absence of the Chair and may take on additional responsibilities as delegated, including supporting committee leadership, helping set meeting agendas, and facilitating communication among board members. The Vice Chair often helps guide strategic planning efforts and ensures the board remains focused on the school's mission and accountability to its charter. In the event the Chair is unable to fulfill their duties, the Vice Chair may assume the role of Acting Chair to maintain stability and leadership continuity.

C. Secretary

The Secretary shall maintain and keep all minutes of the proceedings of the Board of Trustees and ensure that all notices are timely provided to the appropriate government agencies and members of the public in accordance with Massachusetts Open Meetings Law. The Secretary shall also ensure that all minutes concerning the proceedings of the Board of Trustees are timely and appropriately filed with the Secretary of State in compliance with applicable law. The Secretary shall also serve as the custodian of all records of the Board of Trustees.

D. Treasurer

The Treasurer of the Board of Trustees at a charter public school is responsible for providing financial oversight and ensuring the school's fiscal integrity. This includes reviewing financial statements and budgets, monitoring the school's financial performance, and regularly reporting to the Board on financial matters. The Treasurer collaborates with school leadership to develop the annual budget, and ensures compliance with state and federal financial regulations. The Treasurer also chairs the Finance Committee and supports long-term financial planning and risk management efforts to promote the school's financial sustainability.

**Foxborough Regional Charter School
Board of Trustee Communications Policy
First Reading June 10,2025
Second Reading**

Policy Concerning Subcommittees of the Board of Trustees

The Board of Trustees, in accordance with the Bylaws, may create subcommittees to act in furtherance of Foxborough Regional Charter School's mission. The creation of any subcommittee that has not already been approved through the adoption of the Bylaws shall be made after discussion and vote during a meeting of the Board of Trustees held in accordance with the Open Meetings Law.

The size, membership, and function of all subcommittees shall be expressly discussed and voted upon during a meeting of the Board and/or included in the description of the subcommittee included in the Bylaws. Any amendments to the size, membership, and/or function of a subcommittee included in the adoption of the Bylaws shall be made after discussion and vote during a meeting of the Board of Trustees held in accordance with the Open Meetings Law.

A quorum of subcommittee members shall be required in order to conduct meetings of the subcommittee. Each subcommittee shall conduct itself in accordance with the Open Meetings Law. Procedures and policies pertaining to executive sessions of the full Board of Trustees shall apply to subcommittees. Notice of subcommittee meetings shall be posted in accordance with the Open Meetings Law. The taking and dissemination of minutes of subcommittee meetings shall be performed in accordance with the Open Meetings Law.

No subcommittee shall take any action that binds the Board of Trustees and/or Foxborough Regional Charter School. Rather, subcommittees are authorized only to provide recommendations to the Board of Trustees for further discussion and action.

Foxborough Regional Charter School
Policy Concerning Subcommittees of the Board of Trustees
First Reading June 10, 2025
Second Reading

Coversheet

International Trip Approval - FY27

Section: VI. Consent Agenda
Item: A. International Trip Approval - FY27
Purpose: Vote
Submitted by:
Related Material: International Field Trip Approval Memo - FY27 Rwanda.docx



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Mia Ortiz
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To: FRCS Board of Trustees

From: Toby N. Romer, Executive Director

Re: International Field Trip Approval Recommendation

Date: July 9th, 2025

Consistent with the new FRCS international field trip approval process, it is my pleasure to recommend the approval of an international trip during the 2026-27 school year. This trip has 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 recommended trip that has already been approved by the school leader and executive director are as follows:

- The Discover Rwanda cultural trip, Grades 9-11, April 16th-25th 2027, up to 24 students.

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

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

