



Foxborough Regional Charter School

Governance Committee Meeting

October 28 2025

Published on October 22, 2025 at 2:13 PM EDT

Date and Time

Tuesday October 28, 2025 at 8:00 AM 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](#). Meetings start promptly on time as noted on the agenda.

Agenda

	Purpose	Presenter	Time
I. Opening Items			8:00 AM
A. Record Roll Call Attendance		Todd Tetreault	1 m
B. Call the Meeting to Order		Sergio Martin	2 m

	Purpose	Presenter	Time
C. Privilege of the Floor		Todd Tetreault	2 m
II. Governance Committee Business			8:05 AM
A. Board Development			5 m
• Devin Flaherty • Andrea Alberto • Sally Guadagno			
III. Policy Review			8:10 AM
A. Initial Policy Review	Discuss	Sergio Martin	45 m
• Policy Concerning School and Family Relations • Competency Determination • Animals in School Policy • Service Animal Policy			
IV. Closing Items			8:55 AM
A. Approval of Minutes	Vote	Todd Tetreault	10 m
B. Vote to Adjourn	Vote	Todd Tetreault	1 m
C. 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

Initial Policy Review

Section:	III. Policy Review
Item:	A. Initial Policy Review
Purpose:	Discuss
Submitted by:	
Related Material:	Policy Concerning School and Family Relation Goals.docx.pdf Competency Determination.pdf Animals in School Policy 102225.docx Service Animal Policy 102225.docx

Policy Concerning School and Family Relations Goals

Policy Concerning School and Family Relations Goals

The Board of Trustees of Foxborough Regional Charter School (FRCS) affirms the importance of strong, collaborative relationships between the school and families. The overarching goal is to foster cooperation between and among students' homes and FRCS in order to establish and achieve shared educational goals that support student success.

While parents and guardians are individually responsible for their children's upbringing, FRCS provides direct educational services to students in its care. Recognizing these shared responsibilities, school staff will, as appropriate, consult with parents and guardians regarding:

- Student progress and achievement;
- Student social, emotional, and developmental needs; and
- Proposed plans for enhancing growth and learning outcomes.

Family involvement in the educational life of the school is encouraged through regular communication with school administration, teachers, and staff; active participation in the Parent/Teacher Organization; engagement in the school volunteer program; and attendance at events and activities. This partnership between home and school is essential to creating a supportive environment that enables each student to reach their full potential.

Commitments of the Board of Trustees

The Board is committed to:

- Building a bridge between home and school cultures to promote understanding and mutual respect;
- Ensuring a smooth and supportive home-to-school transition for students and families; and
- Creating a welcoming and inclusive environment where all families feel valued and engaged.

Expectations for Family Engagement

The Board of Trustees recognizes that the active involvement of parents and guardians is critical to student achievement and encourages all families to:

- Stay informed about what their child is learning;
- Communicate openly and regularly with school staff;
- Advocate for their child's individual learning and developmental needs; and
- Support their child's learning at home and through participation in school activities.

Through these shared commitments, FRCS strives to cultivate a strong, trusting partnership with families that enriches the educational experience and supports the academic, social, and emotional success of every student.

External Communications

The Board of Trustees invites and welcomes communications and inquiries from the public. Members of the public are invited to participate in and observe every Board of Trustees meeting that is open to the

public. Members of the community are also encouraged to participate in school groups and organizations working on behalf of Foxborough Regional Charter School.

The Board of Trustees shall support Foxborough Regional Charter School's procedures for communications with parents, guardians, students, and members of the community.

FOXBOROUGH REGIONAL CHARTER SCHOOL

BOARD OF TRUSTEES POLICY CONCERNING SCHOOL AND FAMILY RELATIONS GOALS

FIRST READING October 14,2025

SECOND READING

**Foxborough Regional Charter High School
Competency Determination and Graduation Requirement Policy
Proposed, Fall 2025**

- 1. Purpose** - To earn a diploma in Massachusetts, MA Education Reform Law of 1993 requires that a student must (1) meet a Competency Determination (CD) standard that shows mastery of skills and completion of standards aligned coursework, and (2) meet their school district's graduation requirements. This policy establishes both standards: the Foxborough Regional Charter School (FRCS) requirements for demonstrating competency in English Language Arts, Mathematics, Science, and U.S. History in accordance with Massachusetts state guidance, and also outlines the FRCS graduation requirements. This policy further ensures that all students, including students with disabilities, English learners have equitable access to pathways for meeting CD requirements and earning an FRCS diploma, and establishes an appeals process.
- 2. FRCS Competency Determination Requirements** - As described in Massachusetts regulations, the Competency Determination (CD) represents two accomplishments: (a) showing a mastery of skills in English language arts, mathematics, and science; and (b) the satisfactory completion of relevant coursework aligned to the standards measured by the high school English language arts, mathematics, and science MCAS assessments administered in 2023. This is separate and distinct from the FRCS Graduation and Credit requirements listed in Section 3. Both the FRCS CD requirements and the FRCS graduation requirements must be met to earn a FRCS diploma.
 - a. Mastery of Skills** - Showing mastery shall mean that a student has passed a standards aligned course in the required areas by achieving a final course grade of 70% or higher in accordance with the FRCS grading policy in English Language Arts, Mathematics, Science and US History as stated below:
 - i. English Language Arts (ELA)** - The student will receive an average final grade of 70% or higher in 10th grade English or higher, which can include any of the following courses: ELA 10, ELA 11, ELA 12, Foundations of Literacy, AP Language, AP Literature .
 - ii. Mathematics** - The student will receive an average final grade of 70% or higher in 10th grade math or higher, which can include any of the following courses: Geometry, Algebra II, Precalculus and Trigonometry, AP Precalculus, AP Statistics, AP Calculus.
 - iii. Science** - The student will receive an average final grade of 70% or higher in a 9th or 10th grade lab science or higher, which can include any of the following courses: Physics (AP Option), Biology (AP Option), Chemistry (AP Option).
 - iv. U.S. History** - Beginning with the graduating class of 2027, the student will receive an average final grade of 70% or higher in a

U.S. History class, which can include any of the following courses:
US History I, US History II, AP US History.

- b. Completion of Relevant Coursework** - This expectation requires students to complete relevant coursework aligned to the standards measured by the high school English language arts, mathematics, and science MCAS assessments administered in 2023. At FRCS, this is completed in the following way:
- i. English Language Arts** - The student must take and pass 9th grade English and 10th grade English, or courses assessing similar or more rigorous standards. This includes the courses list above in the Mastery of Skills section.
 - ii. Mathematics** - The student must take and pass 9th grade math and 10th grade math, or courses assessing similar or more rigorous standards. This includes the courses list above in the Mastery of Skills section, as well as Algebra 1, Probability and Statistics, Financial Management, Business Management, and History of Mathematics.
 - iii. Science** - The student must take and pass one 9th grade or 10th grade lab science, or courses assessing similar or more rigorous standards. This includes the courses list above in the Mastery of Skills section, as well as Earth Science, Botany, Oceanography, Marine Biology, Astronomy, Forensics, Epidemiology, and AP Psychology
 - iv. History** - Beginning with the Class of 2027, the student must take and pass one US History course, or courses assessing similar or more rigorous standards. This includes the courses list above in the Mastery of Skills section.
- 3. FRCS Graduation and Credit Requirements** - Students must successfully complete the course requirements outlined below as well as obtain a minimum number of credits **(67.2)**. Graduation requirements can only be fulfilled through the completion of courses taken in-person at FRCS, unless administrative approval is given.

Subject	Grade 9	Grade 10	Grade 11	Grade 12	Graduation Requirement
Math	3.0	3.0	3.0	3.0	12.0
English	3.0	3.0	3.0	3.0	12.0
Spanish	3.0	3.0	3.0	3.0	12.0
History	3.0	3.0	3.0	–	9.0

Science	3.0	3.0	3.0	–	9.0
Electives	4.5	4.5	4.5	–	8.4 (minimum)
Physical Education	0.6	0.6	0.6	0.6	2.4
Computer/ Health/ Advising	0.6	0.6	0.6	0.6	2.4
Credits Needed for Promotion/Graduation	16.0	32.0	48.0		Total Credits Required: 67.2
Total Possible Credits	20.7	20.7	20.7	20.7	82.8

4. Additional Considerations

- a. **Students with Disabilities** - FRCS provides students with disabilities equal opportunity to meet the CD requirements, through the following measures, when appropriate and indicated by the students individualized education plan:
 - i. Coursework Accommodations such as extended time, assistive technology, alternative formats (audio, large print).
 - ii. Curriculum Modifications such as differentiated instruction, adjusted assignments, scaffolding, co-teaching, and the use of Universal Design for Learning.
 - iii. Alternate Demonstrations of Mastery such as portfolio review, capstone projects, and performance assessments that document mastery of standards.
- b. **English Learners** - FRCS provides English learners equal opportunity to meet the CD requirements, including the following specialized supports where appropriate based on language acquisition level and needs:
 - i. Coursework Accommodations such as extended time, assistive technology, and alternative formats (audio, large print).
 - ii. Modified Instruction such as sheltered courses (including the Foundations of Literacy course approved to meet ELA CD requirements in alignment with grade-level standards), differentiated assignments, additional scaffolding, and co-teaching.
 - iii. Alternate Demonstrations of Mastery where appropriate, such as portfolio review, capstone projects, and performance assessments that document mastery of standards.

5. **Appeals Process** - Students are eligible to file an appeal if it is determined that have not yet met the CD requirements by the principal. Students and their families may submit an appeal of this determination to the Executive Director or their designee.

The student and/or family should submit relevant transcripts, report cards, measures of mastery and/or additional documentation necessary to document the grounds for their appeal. The appeal should be submitted electronically to the Executive Director via email, and they or their designee will review the appeal provide a determination in writing within 10 business days.

- 6. Diploma Requests for Former Students** - Former students from the Classes of 2024 and earlier who met all local FRCS graduation requirements but did not receive a diploma solely due to prior MCAS CD requirements may request a review.

Former student submits a written request to the High School Principal via email. The School Guidance office will confirm their achievement of the current CD determination standard based on their academic record, as well as meeting FRCS graduation requirements. The Principal will then review eligibility and issue a decision. If eligible, FRCS will issue a diploma and updated transcript reflecting the original year of completion.

Foxborough Regional Charter School Animals in School Policy

Animals in School Policy

Foxborough Regional Charter School is committed to providing its educational program to all students in a safe and healthy environment. Therefore, no animal shall be brought onto the school's premises and/or to a school-sponsored or related event without prior permission of the Executive Director or designee. The only exception to this Policy concerns "service animals" as that phrase is defined by federal and state law and as outlined in the School's Service Animal Policy.

The Executive Director, in consultation with the School Nurse, shall review and use the Massachusetts Department of Public Health publication, "Animals in the Classroom," which may be found at <http://www.mass.gov/cohhs/docs/dph/com-health/school/rabies-prtl-school.pdf>, and the CDC's "Guidance for Animals in School Settings," which may be found at <https://www.cdc.gov/mmwr/preview/mmwrhtml/rr5605a5.htm>, when considering allowing animals in the classroom and/or using animals to assist with the educational program. Prior to making any such determination concerning animals in the classroom or for any other purpose within the school building, the Executive Director or designee and School Nurse shall review relevant student health records to determine which animals may be allowed in the school building. The decision of the Executive Director or designee shall be final.

A. Use of Animals in the Educational Program

Use of animals to achieve specific curriculum objectives may be allowed by the school principal, provided student health and safety is not jeopardized and the individual requesting that the animal be brought to school is responsible for adhering to the "Animals in the Classroom" and "Guidance for Animals in School Settings" publications and/or any other federal, state, or local guidelines and conditions established by the Executive Director or designee to protect the health and well-being of students.

B. Student Health

The health and well-being of students is Foxborough Regional Charter School's highest priority. The School understands that animals may cause an allergic reaction or otherwise impair the health of students. Therefore, no animals may be brought to school or kept in the school, classroom, office or common area that may negatively impact the health of any student who must utilize that area. The same is true of animals brought to school-sponsored events. Animals that cause an allergic reaction or impair the health of students shall be removed from the school immediately so that no student shall have his/her health impaired and each student shall have full access to available educational opportunities.

C. Animals Prohibited from School

Based on the federal, state, and local agency recommendations the following animals are prohibited from school and/or school-sponsored activities at all times:

- **Wild Animals and Domestic Stray Animals** - Because of the high incidence of rabies in bats, raccoons, skunks, foxes and other wild carnivores, these animals are not permitted in the school building and/or at any school-sponsored activity under any circumstances (including dead animals).
- **Fur-Bearing Animals** - (pet dogs, cats, wolf-hybrids, ferrets, etc.,). The only exception to this rule is for service animals and/or law enforcement animals.
- **Poisonous Animals** - Spiders, venomous insects and poisonous snakes, reptiles and lizards are prohibited for safety reasons.

Foxborough Regional Charter School Service Animal Policy

Service Animal Policy

Foxborough Regional Charter School recognizes that as a public school, it must comply with applicable federal and state laws concerning providing reasonable accommodations to employees, students, volunteers, and visitors to the school. In light of this obligation, Foxborough Regional Charter School shall permit properly accredited “service animals” onto the school’s premises and at school-sponsored events.

For the purpose of this policy, the phrase “service animal” is defined as a dog that is individually trained to do work or perform tasks for a person with a disability, including a physical, sensory, psychiatric, intellectual, and/or other mental disability. The School shall also consider allowing miniature horses on the school’s premises as service animals. However, the Executive Director or designee shall make a determination as to the miniature horse after considering the horse’s size and how well it is controlled. Service animals are not pets. Rather, they perform functions and tasks that individuals with disabilities cannot perform themselves.

Foxborough Regional Charter School requests, but cannot require, that service animals wear special collars and harnesses and that their medical/vaccination histories are reported to the school so that the school may ensure the safety of all other employees, students, and visitors to the premises.

All service animals must be housebroken and must be within the “control” of its handler, either by harness, leash, or tether, or some other means such as voice control. Foxborough Regional Charter School shall not assume or take custody or control of, or responsibility for, any service animal or the care or feeding thereof. The owner or person having custody and control of the service animal shall be liable for any damage to persons, premises, property, or facilities caused by the service animal, including, but not limited to, clean up, stain removal, etc.

If, in the opinion of the Executive Director or designee, any service animal is not in the control of its handler, or if it is not housebroken, the service animal may be excluded from the school or school-sponsored activity. The Executive Director or designee shall also exclude the service animal if it presents a direct and immediate threat to others in the school. The parent or guardian of the student having custody and control of the service animal will be notified by the Nurse Leader or designee and will be required to remove the service animal from school premises immediately.

If any student or staff member assigned to the classroom in which a service animal is permitted suffers an allergic reaction to the service animal, the person having custody and

control of the service animal may be required to remove the service animal to a different location designated by [insert appropriate title] or designee and an alternative plan will be developed with appropriate staff. Such plan could include the reassignment of the person having custody and control of the service animal to a different classroom. This will also apply if an individual on school transportation suffers an allergic reaction. In this case, an alternate plan will be developed in coordination with appropriate school and transportation staff as well as parents/guardians of the student.

The Executive Director or designee shall be responsible for developing procedures to accommodate a particular student's use of an service animal on the school premises, at school-sponsored events, and on school transportation vehicles