



Foxborough Regional Charter School

Governance Committee Meeting

Published on September 16, 2026 at 3:05 PM EDT

Date and Time

Monday September 21, 2026 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.

Online meeting link: <https://foxboroughrcs-org.zoom.us/j/85919926235?pwd=jVd4wRfPBnZFdCFxta33v7DcfT2cna.1>

Agenda

	Purpose	Presenter	Time
I. Opening Items			8:00 AM
A. Record Roll Call Attendance		Katie Breault	1 m

	Purpose	Presenter	Time
B. Call the Meeting to Order		Katie Breault	1 m
C. Privilege of the Floor		Katie Breault	1 m
II. Governance Committee Business			
III. Policy Review			8:03 AM
A. Review of Draft Procedure	Discuss	Toby Romer	10 m
B. Overview of Policies and Next Steps in 26-27	Discuss	Toby Romer	20 m
IV. Closing Items			8:33 AM
A. Approval of Minutes May 26, 2026 June 23, 2026	Vote	Katie Breault	10 m
B. Vote to Adjourn	Vote	Katie Breault	1 m
C. Adjourn Meeting	FYI	Katie Breault	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

Review of Draft Procedure

Section: III. Policy Review
Item: A. Review of Draft Procedure
Purpose: Discuss
Submitted by:
Related Material:
Interacting with Law Enforcement Officers Engaged in Civil Law Enforcement Policy - Draft 9-26 (2)
.pdf
Physical Restraint Policy - Draft Fall 2026.docx - Google Docs.pdf

Foxborough Regional Charter School
Interacting with Law Enforcement Officers Engaged in Civil Law Enforcement Policy
Draft 9-2026

At the Foxborough Regional Charter School, we recognize the importance of all students being known and valued, and promote a safe, inclusive, and welcoming learning environment for all students. All of our students have a right to a free public education regardless of race, color, sex, gender identity, religion, national origin, immigration or citizenship status, disability, or sexual orientation.

On August 5, 2026, Governor Maura Healey signed into law the PROTECT Act. It is now the law in Massachusetts that, except as required by state or federal law or as required for the Commonwealth or its subdivisions to administer a state or federally supported or funded program, civil arrests for civil law enforcement, including federal immigration enforcement, are not allowed on school grounds during school hours, student drop off and pick up windows, before- and after-school programming and school-sponsored events without a Judicial Warrant or Judicial Order.

The Executive Director shall immediately implement PROTECT Act procedures consistent with the Model Procedures and the Guidance for K-12 Schools Related to Interacting with Civil Law Enforcement issued by the Governor's Office, the Executive Office of Education and the Department of Elementary and Secondary Education on August 21, 2026.

The procedures will promote schools that are safe and accessible for students, staff and residents. The procedures shall be implemented, wherever applicable, in alignment with district emergency operations plans, medical and behavioral health response plans, and the school resource officer Memorandum of Understanding.

The procedures shall include:

- (i) Procedures for identifying and designating a senior administrator at the central office to serve as the individual responsible for having primary contact with law enforcement agents engaged in civil law enforcement for the school system and the central point of contact for schools on interactions with civil law enforcement;
- (ii) Procedures for identifying and designating a senior administrator at each school to serve as the individuals responsible for having primary contact with law enforcement agents engaged in civil law enforcement who arrive on site at the school or request information about students, employees, or other persons affiliated with the school;
- (iii) Procedures for contacting the school district's attorney;
- (iv) Procedures for contacting the senior administrator at the school and the District central office in the event law enforcement agents engaged in civil law enforcement arrive on school grounds or request information about students, employees, or other persons affiliated with the school;

- (v) Procedures for documenting all interactions with law enforcement agents engaged in civil law enforcement while on school grounds;
- (vi) Procedures for notifying a student's parent(s) or guardian(s) or the student directly if the student is 18 years or older or emancipated, if a law enforcement agent engaged in civil law enforcement requests access to a student or student's information for any civil law enforcement purpose;
- (vii) Procedures following the confirmation of law enforcement agents engaged in civil law enforcement on school grounds, including notifying parents and guardians, teachers, administrators, and school personnel;
- (viii) Procedures to confirm and update students' emergency contacts, with allowance for more than one person to be listed, and alternative caregiver plans; and
- (ix) A plan to share these procedures with students and families on the school district's website. This policy and the accompanying procedures shall constitute the written emergency response plan required by the PROTECT Act.

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Physical Restraint Policy

Draft September 2026

A. Introduction

It is the policy of Foxborough Regional Charter School to promote a safe and productive workplace and educational environment for its employees and students and to ensure that every student in Foxborough Regional Charter School is free from the use of physical restraint in compliance with the applicable Department of Elementary and Secondary Education regulations.

Accordingly, school personnel shall administer a physical restraint only as a last resort when it is needed to protect a student and/or a member of the school community from imminent, serious, physical harm. When a physical restraint needs to be administered, school personnel shall seek to prevent or minimize any harm to the student as a result of the use of the physical restraint.

This policy shall not be construed to limit the protection afforded to students under other federal and state laws, including those laws that provide for the rights of students who have been found eligible to receive special education services. Additionally, this policy shall not be construed to preclude any teacher, employee or agent of Foxborough Regional Charter School from using reasonable and necessary force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

The Executive Director or designee, will develop written procedures and guidelines related to this policy identifying: (1) appropriate responses to student behavior that may require immediate intervention; and (2) alternative methods that should be used first when seeking to prevent student violence, self injurious behavior and/or deescalating potentially dangerous behavior occurring among groups of students or with an individual student, including alternative methods in emergency situations that avoid resorting to physical restraint.

A. Physical Restraint Procedures

1. Definitions

Consent shall mean agreement by a parent/guardian who has been fully informed of all information relevant to the activity for which agreement is sought, in his or her native language or other mode of communication, that the parent/guardian understands and agrees in writing to the carrying out of the activity, and understands that the agreement is voluntary and may be revoked at any time. The agreement should describe the activity and lists the records (if any) which will be released and to whom.

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Mechanical restraint shall mean the use of a physical device to restrict the movement of a student or the movement or normal function of a portion of his or her body. A protective or stabilizing device ordered by a physician shall not be considered a mechanical restraint. The use of a mechanical restraint is prohibited unless explicitly authorized by a physician and consented to in writing by the parent/guardian of the student.

Medication restraint shall mean the administration of medication for the purpose of temporarily controlling behavior. The use of medication restraint is prohibited unless explicitly authorized by a physician and consented to by the parent/guardian of the student.

Physical escort shall mean a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

Physical Restraint Physical shall mean direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

Prone restraint shall mean a restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the prone position. The use of prone restraint is expressly prohibited.

Restraint shall mean limitation on a student's physical movement using force against the student's resistance.

Seclusion shall mean the involuntary confinement of a student alone in a room or area from which the student is physically prevented, or reasonably believes he or she will be prevented, from leaving, with or without adult supervision. Seclusion does not include a timeout. The use of seclusion is expressly prohibited.

The term does not include: a classroom or school environment where, as a general rule, all students need permission to leave the room or area, such as to use the restroom; a behavior support technique that is part of the district's, school's, or program's designated procedures for behavior support, which involves the monitored separation of a student in an unlocked setting, from which the student is allowed to leave and it is implemented for the purpose of calming; or placing a student in a separate location within a classroom with others or with an instructor, so long as the student has the same opportunity to receive and engage in instruction. There may be additional emergency circumstances that permit a specific type of

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seclusion on an individual student basis, provided that certain conditions are met.

Timeout shall mean a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During timeout, a student shall not be involuntarily confined and must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. Timeout shall cease as soon as the student has calmed or when thirty (30) minutes have passed, whichever event is earlier. The preference is for timeout to be implemented within a classroom. Any space utilized for timeout outside of a classroom must be approved by the Office of Student Services based on MA DESE standards before it is utilized.

B. Use of Restraint

If all other lawful and less intrusive alternatives have failed or been deemed inappropriate to prevent student violence, self injurious behavior and/or de-escalating potentially dangerous behavior occurring among groups of students or with an individual student, a physical restraint may be used as a last resort.

In other words, a physical restraint can only be used as a last resort in an emergency when a student's behavior poses a threat of imminent, serious physical harm to himself or herself or others, and the student does not respond to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed inappropriate under the circumstances.

Any physical restraint shall be limited to the use of such reasonable force as is necessary, for the least time necessary, to protect a student or another member of the school community from assault or imminent, serious, physical harm. A physical restraint may only be administered by school personnel who have been properly trained in the use of physical restraint.

C. Other Limitations on Use of Restraint

The following practices are expressly prohibited: (i) use of restraint inconsistent with the provisions set forth above; (ii) use of physical restraint as a means of discipline or punishment, as a response to the destruction of property or disruption of school order, as a response to a student's refusal to comply with a school rule or staff directive, or as a response to verbal threats when those actions do not constitute a threat of imminent, serious, physical harm; (iii) use of prone restraint; (iv) use of mechanical restraint; (v) use of medication restraint that has not been approved by a physician or consented to by the

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student's parent/guardian; (vi) use of restraint when a student cannot be safely restrained; and (vii) continued use of restraint when a student indicates that he or she cannot breathe, or appears to be in severe distress (including but not limited to: difficulty breathing, sustained or prolonged crying and coughing).

Restraint may not be included as a planned response in an IEP. However, for students who present with repetitive selfinjurious behaviors, the [insert appropriate title] may propose to the parent/guardian a separate written agreement for the use of restraint on an emergency basis over a limited and specified period of time. In such cases the plan must include detailed reporting to the parent/guardian on the frequency of the use and duration of restraints, and the specific time period over which the use of physical restraint will be reduced and eliminated. The [insert appropriate title] shall obtain the parent/guardian's written consent to the plan prior to implementation.

D. Proper Administration of a Physical Restraint

Only trained school personnel shall administer physical restraints. Trained school personnel are those individuals who have received either the in-depth or basic training as detailed herein. Whenever possible, the administration of the physical restraint shall be witnessed by at least one adult who does not participate in the physical restraint. When administering a physical restraint, school personnel shall use only the amount of force necessary to protect the student or others from physical injury. Additionally, school personnel administering a physical restraint shall use the safest method available and appropriate to the situation in accordance with the safety requirements detailed herein, and shall discontinue the restraint as soon as possible.

All physical restraint must be terminated as soon as the student is no longer an immediate danger to himself/herself or others, or the student indicates that he or she cannot breathe, or if the student is observed to be in severe distress, such as having difficulty breathing, or sustained or prolonged crying or coughing.

It should be noted, however, that these training requirements shall not preclude a teacher, employee or agent of the school from using reasonable and necessary force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

E. Safety Requirements

No restraints shall be administered in such a way that a student is prevented from breathing or speaking. During the administration of a restraint, school personnel shall continuously monitor the physical status of the student, including skin color, temperature and respiration.

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Any and all restraint shall be immediately released upon a determination by the school personnel administering the restraint that the student is no longer at risk of causing imminent physical harm to himself, herself or others.

Additionally, restraints shall be administered in such a way as to prevent or minimize physical harm. If, at any time during a physical restraint the student demonstrates difficulty breathing or significant physical distress, including but not limited to, trouble breathing or prolonged coughing or crying, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance. School personnel shall review and consider any known medical or psychological limitations and/or behavioral intervention plans regarding the use of physical restraint on an individual student, as well as known or suspected trauma history.

At any time during the administration of a physical restraint, school personnel may take steps to seek medical assistance if it appears that the student is demonstrating significant physical distress.

F. Follow-up Procedures

At an appropriate time after a student has been released from a restraint, the Director of Student Services or their designee shall implement the follow-up procedures: (1) review the restraint with the student to address the behavior that precipitated the restraint; (2) review the incident with school personnel who administered the restraint to discuss whether proper restraint procedures were followed; (3) follow-up should occur with students who witnessed the incident, including teacher debrief, counselor debrief or the use of restorative practices; and (4) written notification of the restraint should be sent to the Office of Student Services and the immediate supervisor of the principal.

G. Reporting Requirements

Every use of physical restraint shall be documented in writing and reported to the principal and Director of Student Services, including the name of the student restrained. The principal of the school shall maintain ongoing records of all reported instances of physical restraint.

The school staff member who administers a physical restraint that results in an injury to a student shall verbally inform the principal or their designee of the restraint as soon as possible and no later than the close of the school day in which the restraint was administered. A written report shall be completed and provided to the principal and Director of Student Services for review of the use of restraint no later than the next working day after the restraint was administered. If the principal has administered the restraint, they shall

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prepare the report and submit it to the Director of Student Services to review.

The principal or their designee shall verbally inform the student's parents/guardians of any physical restraint as soon as possible but no later than twenty-four (24) hours after the use of restraint, and by a written report postmarked no later than three (3) school working days following the use of the physical restraint. The principal shall provide the student and the parent/guardian an opportunity to comment in writing on the use of the restraint and on information in the written report.

The principal shall convene a student support team to make an assessment of an individual student's needs if a student has been restrained on two (2) separate occasions within a seven (7) day period or three (3) times within a thirty (30) day period. Members of the student support team shall participate in the assessment. Each member of the student support team shall read written reports of restraint and any comments provided by the student and parent/guardian about such reports and the use of the restraints. In addition to review and discussion of such reports by the student support team, the assessment shall include an analysis of the circumstances leading up to each restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved. The assessment shall conclude with a plan for addressing any factors that may have contributed to escalation of behaviors, consideration of alternatives to restraint, including de-escalation techniques and possible interventions, and such other strategies and decisions, as appropriate, with the goal of reducing or eliminating the use of restraint in the future. The principal shall ensure that a record of each individual student reviewed by the student support team is maintained and made available for review by the Department of Elementary and Secondary Education, upon request.

The Director of Student Services shall conduct a monthly review of schoolwide restraint data. This review shall consider patterns of use of restraints by similarities in the time of day, day of the week, or individuals involved; the number and duration of physical restraints schoolwide and for individual students; the duration of restraints; and the number and type of injuries, if any, resulting from the use of restraint. The Director of Student Services shall determine whether it is necessary or appropriate to modify the school's restraint prevention and management practices and procedures, conduct additional staff training on restraint reduction/prevention strategies, such as training on positive behavioral interventions and supports, or take such other action as necessary or appropriate to reduce or eliminate restraints.

Any restraint lasting longer than 20 minutes must be approved by the school principal and reported to the Department of Elementary and Secondary Education following state protocols.

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H. Training Requirements

1. All Program Staff

Within the first month of each school year, the Director of Student Services shall provide all program staff with training on restraint prevention and behavior support, the requirements of when restraint is used and this policy.

Additionally, for all new school employees that are hired after the start of the school year, the Assistant Director of Special Education shall within the first month of their employment provide the new employees with training on this policy. The training shall consist of the following: (a) this policy and related procedures and guidelines developed by the Director of Student Services; (b) interventions that may preclude the need for restraint, including de-escalation of problematic behaviors and other alternatives to restraint in emergency circumstances, including use of timeout as a behavior support strategy distinct from seclusion; (c) when behavior presents an emergency that requires physical restraint, the types of permitted physical restraints and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular a restraint of extended duration; (d) administering physical restraint in accordance with known medical or psychological limitations and/or behavioral intervention plans applicable to an individual student, including known or suspected trauma history; (e) the role of the student, staff and family in preventing use of restraint; and (f) identification of program staff who have received in-depth training in the use of physical restraint.

2. Staff Authorized to Serve As a School Wide Resource on the Proper Administration of Physical Restraints

At the beginning of each school year, the Assistant Director of Special Education shall identify program staff that is authorized to serve as a schoolwide resource to assist in ensuring proper administration of physical restraint.

The content of the in-depth training shall be competency-based and at least sixteen (16) hours in length. Such individuals shall participate in at least one refresher course during subsequent school years of no less than six (6) hours in length. Training shall include, but not be limited to: (a) appropriate procedures for preventing the use of physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint; (b) description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is

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warranted; (c) the simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance; (d) instruction regarding documentation and reporting requirements and investigation of injuries and complaints; (e) instruction regarding the impact of physical restraint on the student and family, recognizing the act of restraint has impact, including but not limited to psychological, physiological, and socialemotional effects; and (f) demonstration by participants of proficiency in administering physical restraint.

I. Complaint Procedures*1. Informal Resolution of Concern About Use of Physical Restraint*

Before initiating a formal complaint procedure, a student or his/her parent/guardian who has concerns regarding a specific use of a physical restraint, may seek to resolve his/her concerns regarding a specific use of a physical restraint by raising the issue with [insert appropriate title]. The student and/or his/her parent/guardian should direct their concerns regarding a specific use of a physical restraint to [insert appropriate title] within ten (10) days of the parent/guardian's receipt of the written report from the school as detailed herein. The [insert appropriate title] shall attempt, within his/her authority to work with the individual to resolve the complaint fairly and expeditiously. If the student and/or his/her parent/guardian are not satisfied with the resolution, or if the student and/or his/her parent/guardian does not choose informal resolution, then the student and/or his/her parent/guardian may proceed with the formal complaint process detailed herein.

2. Formal Resolution of Concern About Use of Physical Restraint

A student or his/her parent/guardian, who has concerns regarding a specific use of a physical restraint, may seek to resolve his/her concerns regarding a specific use of a physical restraint by submitting a written complaint to the Board of Trustees. The student and/or his/her parent/guardian should submit this letter to the Board of Trustees within twenty (20) days of the parent/guardian's receipt of the written report from the school as detailed herein. The written complaint shall include (a) the name of the student; (b) the name of the school where the physical restraint allegedly occurred; (c) the name of the individuals involved in the alleged physical restraint; (d) the basis of the complaint or concern; and (e) the corrective action being sought.

The Board of Trustees, through its designees, shall conduct an investigation into the complaint promptly after receiving the complaint. In the course of its investigation, the Board of Trustees and/or its designees shall contact those individuals that have been

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referred to as having pertinent information related to the complaint. Strict timelines cannot be set for conducting the investigation because each set of circumstances is different. The Board of Trustees and/or its designees will make sure that the complaint is handled as quickly as is feasible. After completing the formal investigation, the Board of Trustees shall contact the individual who filed the complaint regarding the outcome of its investigation and its determination as to whether any corrective action is warranted.

Coversheet

Overview of Policies and Next Steps in 26-27

Section:	III. Policy Review
Item:	B. Overview of Policies and Next Steps in 26-27
Purpose:	Discuss
Submitted by:	
Related Material:	FRCS Board Policy Directory.docx - Google Docs.pdf FRCS Policy Update and Review - Table of Contents - Google Sheets.pdf PROTECT Act Procedures - Draft 9-26.pdf



Policy Directory

Policy Topic	Status
504 Policy	Board Approved
Accident Reporting Policy	Board Approved
Animals In School Policy	Board Approved
Annual Reporting Policy	Board Approved
Appropriate Internet Use Policy for Students	Board Approved
Background Check -Criminal Offender Record Information Policy	Board Approved
Bequests, Donations and Gift Policy	Board Approved
Board of Trustees and Officers Liability Policy	Board Approved
Board of Trustees Conflict of Interest Policy	Board Approved
Board of Trustees Ethics and Disclosures Policy	Board Approved
Board of Trustees Member Resignation	Board Approved
Board of Trustees New Member Orientation Policy	Board Approved
Board of Trustees Officers and Job Descriptions	Board Approved
Board of Trustees Policy Definitions	Board Approved
Board of Trustees Privilege of the Floor	Board Approved
Board of Trustees Subcommittees Policy	Board Approved
Bullying Prevention and Intervention	Board Approved
Charter Amendments and Renewal Policy	Board Approved
Cheating Policy	Board Approved
Communications with News Media and News Releases Policy	Board Approved
Community Standards for Behavior Policy	Board Approved
Competency Determination & Graduation Requirement Policy	Board Approved
Complaint Policy	Board Approved
Concussion Policy	Board Approved

Curriculum Development Implementation and Assessment Policy	Board Approved
District Curriculum Accommodation Plan Policy	Board Approved
Emergency School Closing	Board Approved
Enrollment Policy	Board Approved
Enrollment Withdrawal Appeals Process	Board Approved
Faculty and Staff Evaluation	Board Approved
FERPA	Board Approved
Field Trip Policy	Board Approved
First Aid Policy	Board Approved
Fiscal Policies and Procedures	Board Approved
Foundations and Supporting Organizations Policy	Board Approved
Fundraising Policy	Board Approved
Harassment Policy	Board Approved
Mandatory CORI Record	Board Approved
Married or Pregnant Students	Board Approved
Mission Statement	Board Approved
Non-Discrimination Policy	Board Approved
Open Meetings Policy	Board Approved
Parent and Family Engagement Policy	Board Approved
Physical Restraint Policy	Board Approved
Reporting Abuse and Neglect	Board Approved
School Building Administration	Board Approved
School Bylaws	Board Approved
School Hazing Policy	Board Approved
Smoking and Tobacco Use Policy	Board Approved
Social Media Policy	Board Approved
Student Attendance Policy	Board Approved
Student Records - Consent to Share Information Form	Board Approved
Student Withdrawal from School Policy	Board Approved
Technology Use Policy	Board Approved
Transportation Policy	Board Approved
Wellness Policy	Board Approved

Website	Section	Policy Topic	Status	Reason for Review/Update	Governance Committee Approval	Board First Reading	Board Second Reading	Board Approval	Year of Approval	MCPSA Model Policy/Notes
Section I Foundations, Governance and Basic Commitments										
1	a.	Mission Statement	Board Approved					Previously Approved		
	b.	Non-Discrimination, Harassment, and Retaliation Policy	Board Approved	Legal Updates	5-26-26	6-10-26	8/19/26	8/19/26		Need to Update and Approve Non-Discrimination Procedures in Fall 2026 too
1	c.	Charter Amendments and Renewal Policy	Board Approved	Legal Requirement	4/15/25	5/13/25	6/10/25	6/10/25	24-25	
1	d.	School Bylaws	Board Approved					Previously Approved		
1	e.	District Curriculum Accommodation Plan	Board Approved	Legal Requirement	4/15/25	5/13/25	6/10/25	6/10/25	24-25	
1	f.	Trustee Ethics and Disclosures Policy	Board Approved	Legal Requirement	2/25/25	3/11/25	4/8/25			
1	g.	Open Meetings Policy	Board Approved	Legal Requirement	2/25/25	4/8/25	5/13/25	5/13/25	24-25	
1	h.	New Board of Trustees Member Orientation Policy	Board Approved	Governance Practice	2/25/25	3/11/25	4/8/25	4/8/25	24-25	
	i.	Public Comments Policy	NOT NECESSARY (Priv. of Floor)							https://docs.google.com/document/d/1o2wAqIN521luCZXE3BoPOBNHGHOM9Vm1zLuH6FA00Q/edit?usp=drive_link
1	j.	Board of Trustees Conflict of Interest Policy	Board Approved	Legal Requirement	2/25/25	4/8/25	5/13/25	5/13/25	24-25	
	k.	Policy Concerning Board of Trustees Powers, Duties, and Authorities								
1	l.	Foundations and Supporting Organizations Policy	Board Approved	Legal Requirement	4/15/25	5/13/25	6/10/25	6/10/25	24-25	
1	m.	Directors and Officers Liability Policy	Board Approved	Legal Requirement	4/15/25	5/13/25	6/10/25	6/10/25	24-25	
	n.	Board of Trustee Communications (Internal and External) Policy	NOT NECESSARY? (vs Public Meetings and Comms Policies)							https://docs.google.com/document/d/1Ew0AbLG-R3tRWD5shbMZk9HOMwUiyMIDn5XnowTc1.8A/edit?usp=drive_link
1	o.	Board of Trustees Officers and Job Descriptions	Board Approved	Governance Practice	5/20/25	6/10/25	7/8/25	7/8/25	25-26	
1	p.	Board of Trustee Member Resignation	Board Approved	Governance Practice	4/15/25	5/13/25	6/10/25	6/10/25	24-25	
	q.	School Policy and Procedure Development, Adoption, Revision, and Suspension Policy								https://docs.google.com/document/d/1eOeorwh6bmj1aVzCd48_1vOH4a4cJrmLF4kSyoDJGMM/edit?usp=drive_link
1	r.	Privilege of the Floor	Board Approved					Previously Approved		
1	s.	Complaint Policy	Board Approved					Previously Approved		
1	t.	Policy Concerning Subcommittees of the Board of Trustees	Board Approved	Governance Practice	5/20/25	6/10/25	7/8/25	7/8/25	25-26	
Section II School Administration										
	a.	Review and Evaluation of the Head of School/Exec. Dir. Policy								https://docs.google.com/document/d/1tyySrbTzaIG1XvtigNyMXqhuXhj2Kw2FBagp1juW9lo/edit?usp=drive_link
1	b.	School Building Administration	Board Approved	Governance Practice		4/8/25	5/13/25	5/13/25	24-25	
	c.	Drafting and Approval of Handbooks								https://docs.google.com/document/d/1j5BrSCKIJ4-3JXmmWMC726196q7rJuc8_8JWRVVMawhk/edit?usp=sharing
1	d.	Annual Reporting Policy	Board Approved	Legal Requirement		4/8/25	5/13/25	5/13/25	24-25	
1	e.	School Wellness Policy	Board Approved		2/24/26	3/11/26	4-8-26	4-8-26	25-26	
	f.	Non-Discrimination on the Basis of Gender Identity Policy (Title IX)	See Section VII							https://docs.google.com/document/d/1c-LADlnVKVqUFFTQaqrtj4zC0NU-gDLB2Wn1eF42Chw/edit?usp=sharing
1	g.	Smoking and Tobacco Policy	NEED TO UPDATE	Vapes						https://docs.google.com/document/d/1n8mTapZsdEk12YzutN-_xSDOwy7p1Q4X8gODZPKFBJM/edit?usp=drive_link
1	h.	Background Check -Criminal Offender Record Information Policy	Board Approved	Legal Requirement		4/8/25	6/10/25	6/10/25	24-25	
	i.	Drug-Free Workplace Policy								https://docs.google.com/document/d/15p-BzSuAbgp3rXSS3lXsU0TBKl2MU1sHGxJWaBWeatw/edit?usp=drive_link
1	j.	Reporting Abuse and Neglect	Board Approved	Legal Requirement		4/8/25	5/13/25	5/13/25	24-25	
	k.	E-Mail Retention Policy								https://docs.google.com/document/d/1LV44z8jFXzvD5cl.sIL_LDlgoGuif6RPqb0dglgHiYcc/edit?usp=sharing
	l.	Public Records Requests Policy								https://docs.google.com/document/d/1QZqU8gZP9agqX1HEmyiglwRZ7PNKdlw77Tc24iHoA30/edit?usp=sharing
1	m.	Community Standards of Behavior	Board Approved					Previously Approved		
	n.	Communications with the Public Policy -	Don't Adopt, See "Communications with I	Governance Practice						
Section III Fiscal Management										
	a.	Fiscal Policy and Procedure Handbook <i>Internal Control Polices</i> <i>Financial Management Policies</i> <i>Polcies Related to Assets Liabilities and Net Assets</i> <i>Property Management Policies</i> <i>Procurement Policies</i> <i>Payroll and Travel Polcies</i> <i>Consultants and Contractor Polcies</i>	Board Approved - Possible Budget Transfer Cut off Update	Legal Requirement		12/25	2/11/26	2/11/26	25-26	
	b.	Investment Policy	Finance Committee		2/24/26					
	c.	Fraud Policy	Necessary?							
Section IV Support Services										
	a.	Safety Program Policy								All in the this Category: https://drive.google.com/drive/folders/1xaH2hgCdrE7BRUvGP_8M5uXB5k4XTvTX
	aa.	Policy for Reviewing Research Proposals								
1	b.	First Aid Policy	Board Approved	Governance Practice	5/20/25	6/10/25	7/8/25	7/8/25	25-26	
	bb.	Mental Health Policy	DRAFT							
1	c.	Accident Reporting Policy	Board Approved	Governance Practice	5/20/25	6/10/25	7/8/25	7/8/25	25-26	
	d.	Emergency Plans								
	e.	Emergency Closings								
	f.	Building and Grounds Maintenance Policy								
	g.	Building and Grounds Management Policy								
	h.	Surveillance Camera Policy								
	i.	Maintenance and Control of Instructional Materials Policy								

Website	Section	Policy Topic	Status	Reason for Review/Update	Governance Committee Approval	Board First Reading	Board Second Reading	Board Approval	Year of Approval	MCPSA Model Policy/Notes
1		j. Authorized Use of School-Owned Materials Policy								
		k. Authorized Use of School-Owned Facilities By Student Groups Policy								
		l. Student Transportation Services Policy								
		m. Bus Scheduling And Routing Policy								
		n. Bus Safety Program And Discipline Policy								
		o. Food Service Policy								
		p. Policy Concerning Free And Reduced Price Food Services								
		q. Insurance Management and Liability Insurance Policy								
		r. Buildings and Grounds Security Policy								
		s. Vandalism Policy								
		t. Toxic Storage Policy								
		u. Parking Policy								
		v. Material Resources Management Policy								
		w. Food Services Records and Reports Policy								
		x. Bus Driver Examination, Training, Evaluation and Responsibilities Policy								
		y. Policy Concerning Availability of Food Other Than Through Food Services Programs								
		z. Policy Concerning Student Transportation in Private Vehicles								
	aa.	504 Policy	Board Approved					Previously Approved		
Section V		Personnel								
	a.	Staff Involvement in Decision Making Policy	Cross Reference Employee Handbook & FRCSTA Contract							All in this Section: https://drive.google.com/drive/folders/1KBCWwBFaKRAck3K9ri_TikX61JsPk1oe
	b.	Staff Ethics/Conflict of Interest								
	c.	Gifts to and Solicitations by Staff								
	d.	Staff Participation in Political Activities								
	e.	Policy Concerning Health Plan Options								
	f.	Policy Against Domestic Violence								
	g.	Personnel Records								
	h.	Staff Complaints and Grievance Policy								
	i.	Professional Staff Positions Policy								
	j.	Policy Concerning Teacher Contracts and Compensation Plans	Covered by FRCSTA-FRCS Contract							
	k.	Compensatory Time								
	l.	Course Credit and Continuing Education Policy								
	m.	Professional Staff Supplemental Pay Policy	Covered by FRCSTA-FRCS Contract							
	n.	Exempt v. Non-Exempt Employees Policy								
	o.	Domestic Violence Leave Policy								
	p.	Family And Medical Leave And Small Necessities Leave	Covered by FRCSTA-FRCS Contract & Handbook							
	q.	Leaves of Absence Policy	Covered by FRCSTA-FRCS Contract & Handbook							
	r.	Professional Teacher Status Policy	Covered by FRCSTA-FRCS Contract							
	s.	Disability Policy								
	t.	Vacations and Holidays	Covered by FRCSTA-FRCS Contract & Handbook							
	u.	Professional Staff Training and Development Policy								
	v.	Employee Discipline and Due Process Rights	Covered by FRCSTA-FRCS Contract & Handbook							
	w.	Teacher Evaluation Policy	Covered by FRCSTA-FRCS Contract							
	x.	Overtime Policy	Covered by Employee Handbook							
	y.	Evaluation of Non-Teacher Employees Policy	Covered by Employee Handbook?							
	z.	Fringe Benefits, Pension and Retirement Policy								
	aa.	Staff Committees Appointedment by Board of Trustees								
	bb.	Tutoring for Pay Policy								
	cc.	Part Time Employees Benefits Policy								
	dd.	Policy Concerning Employee Travel and Vaccination Under MA Executive Order								
	ee.	Extended and Emergency FMLA Policy	Covered by FRCSTA-FRCS Contract & Handbook							
Section VI		School-Community Relations								
	a.	Public Complaints about School Personnel Policy								All in this Category: https://drive.google.com/drive/folders/1pFOQtHFDiKWn4zrpRr4KFIkoC26Jf3Q
	b.	Public Complaints about the Curriculum and Instructional Materials Policy								
	c.	Public Conduct on School Property and Alocoholic Beverages Policy								
	d.	Relations with Family Organizations								
	e.	Relations with Planning Authorities Policy								
	f.	Policy Concerning School and Family Relation Goals	DRAFT - Returned for Revision	Governance Practice	8/19/25	10/14/25				
	g.	Relations with Local Government Policy								

Website	Section	Policy Topic	Status	Reason for Review/Update	Governance Committee Approval	Board First Reading	Board Second Reading	Board Approval	Year of Approval	MCPSA Model Policy/Notes
I	h	Relations with Law Enforcement Policy	Board Approved	Governance Practice	8/19/25	10/14/25	11/18/25	12/9/25	25-26	
	i	Policy Concerning Visitors to School								
	j	Policy Concerning Advertising in the School								
	k	Community Use of School Facilities Policy								
	l	Policy Concerning Communications with News Media and News Relations								
I	m	Policy Concerning Public Gifts to the School and Employees	Board Approved		Feb 26	Feb 11 26	Mar 11 26	Mar 11 26	25-26	
	n	Policy Concerning Non-Custodial Parents' Rights								
	o.	Parent and Family Engagement Policy								
Section VII Teaching and Learning										
I	a.	School Calendar, School Day, and School Cancellation Policy	Board Approved			11/18/25	12/9/25	12/9/25	25-26	All in this section: https://drive.google.com/drive/folders/1pFQQjHFDiKWn4szpRt4KElkoC26Jr3Q
	aa.	Participation in Statewide Testing Policy								
	b.	Organization of Instruction and Curriculum Policy								
	bb.	Honor Rolls Policy								
	c.	Alternative Programs Policy								
	cc.	Competency Determination and Graduation Policy								
	d.	Basic Academic Program								
	dd.	Graduation Exercise Policy								
	e.	Grading Systems Policy								
	ee.	Eighth Grade Graduation Policy								
	f.	Physical Education Policy								
	ff.	School Ceremonies and Observances Policy								
	g.	Health Education and Exemptions Policy								
	gg.	Patriotic Exercises and Flag Displays Policy								
	h.	Policy for Parent/Guardian Notification Concerning Sex Education								
	hh.	Service Animal Policy								
	i.	Policy for Teaching about Drugs, Alcohol, and Tobacco								
	ii.	Animals in School Policy								
	j.	Verbal Substance Abuse Screening Policy								
	jj.	Celebration and Observation of Religious Holidays on Campus Policy								
I	k.	Title I Policy	Covered by Parent and Family Engagement Policy							
	kk.	Drug and Alcohol Policy (Substance Abuse Policy)								
	l.	Title IX Policy								
DRAFT										
I	m.	Policy for Educating Students Who Are Married or Pregnant, or a Parent Policy	Board Approved	Governance Practice	2/25/25	3/11/25	4/8/25	4/8/25	24-25	
	n.	Policy for Educating Students Who Are Incarcerated or Placed in Institutional Settings								
	o.	Policy for Education of English Language Learners								
	p.	Homebound and Hospital Instruction Policy								
	q.	Summer School Policy								
	r.	Library Resources Policy								
	s.	Independent Study Policy								
	t.	Textbook Selection and Adoption Policy								
	u.	Supplementary Materials Selection and Adoption Policy								
	v.	Field Trip Policy								
	w.	School Volunteers Policy								
	y.	Progress Reports to and Conferences with Parents and Guardians Policy								
	z.	Homework Policy								
Section VIII Students										
I	a.	Student Attendance Policy	Board Approved					1/13/2004 03-04		All in this Section: https://drive.google.com/drive/folders/1Wt8SzDSpOx3JPzVJFYoaovEwIJmm-CAm
	b.	Student Residency Policy								
	c.	Education of Homeless Children								
	d.	Truancy Policy								
	e.	Student Rights and Responsibilities								
	f.	Student Discipline Philosophy								
	g.	Student Government and Student Advisory Councils								
	h.	Student Conduct								
	i.	Student Dress Code Policy								
	j.	Damange to School Property								
	k.	Gang Activity Policy								
	l.	Freedom of Expression Policy								

Website	Section	Policy Topic	Status	Reason for Review/Update	Governance Committee Approval	Board First Reading	Board Second Reading	Board Approval	Year of Approval	MCPSA Model Policy/Notes								
1	m.	Non-Tolerance of Hate Crimes	Board Approved	Covered by Student and Family Handbook				5/2/2024	23-24									
	n.	Anti-Bullying																
	o.	Policy Against Teen Dating Violence																
	p.	Weapons and Assaults on School Staff																
	q.	Interrogations and Searches of Students Policy																
	r.	Co-Curricular and Extracurricular Activities Policy																
	s.	Student Organizations Policy																
	t.	Student Performances Policy																
	u.	Student Fundraising and Public Solicitation																
	v.	Interscholastic Athletics Policy																
w.	Corporal Punishment Policy																	
1	x.	Physical Restraint Policy	REVISING - NEW DRAFT	Legal Requirement	Spring 2026	8/19/26	9/9/26											
	y.	Student Health Services and Requirements	DRAFT - vs Covered by Student and Fam	Legal Requirement		4/8/25												
	z.	Physical Examinations of Students Policy																
	aa.	Educational Services to Students When Excluded For Infectious Disease																
	bb.	Administration of Prescription Medication and for Management of Life Threatening Food Allergies in the School Setting																
	cc.	Supervision of Students																
	dd.	Student Fees, Fines, and Charges Policy																
	ee.	Student Records and Directory Information Policy																
	ff.	Student Photograph Policy																
	gg.	Recruiter Policy																
	hh.	Access to Education, Student Privacy, and Immigration Enforcement Policy																
1	ii.	Education of Students in Foster Care	DRAFT															
	jj.	Student Concussion Policy																
	kk.	Chronic Student Absenteeism Policy	Covered by Student Attendance Policy? Revise and Include? In Stu handbook?					Previously Approved		https://docs.google.com/document/d/1EZYBxs0woeFu4RiKL-L1_6TnPjMk1SofNXPCxAcAhEY/edit?tab=t.0								
1	ll.	Enrollment Policy and Procedures	Board Approved		Feb 26	Feb 11 26	Mar 11 26	Mar 11 26	25-26	Requires Commissioner Approval								
	mm.	Transgender, Non-Binary, Gender Non-Conforming Students Policy	Board Approved					Previously Approved										
1	nn.	Cheating Policy																
1	oo.	Student Withdrawal from School Policy	Board Approved	Additions from Enrollment	-28-26	5-13-26	6-10-26	6-10-26	25-26									
Section IX Special Education																		
	a.	Child Find and Referrals	Covered by Special Education Handbook?							All in this Category: https://drive.google.com/drive/folders/1KrSpXUCEcAx52SukqwOfHtnFOBylUTA								
	b.	Initial Evaluation and Re-Evaluation Policy	Covered by Special Education Handbook?															
	c.	Individualized Education Program Development Policy	Covered by Special Education Handbook?															
	d.	Procedural Safeguards Policy	Covered by Special Education Handbook?															
	e.	Policy Concerning Discipline of Students Receiving Special Education Sevices	Covered by Special Education Handbook?															
	f.	Secondary Transition Policy	Covered by Special Education Handbook?															
	g.	Placement Policy	Covered by Special Education Handbook?															
	h.	Parent Advisory Council	Covered by Special Education Handbook?															
	i.	Special Education Records, Content and Security Policy	Covered by Special Education Handbook?															
	j.	Transportation of Students with Disabilities Policy	Covered by Special Education Handbook?															
	k.	IEP Team Meetings Policy	Covered by Special Education Handbook?															
	l.	Least Restrictive Environment	Covered by Special Education Handbook?															
Section X Facilities																		
	a.	Facilities Development Policy								All in this category: https://drive.google.com/drive/folders/1OZxQdDQ6ZFRuTngXBafu8zJdqLU5dyA								
	b.	Building Accomodations Policy																
	c.	Facilities Funding Policy																
	d.	Art Display and Artistic Expression in School Facilities																
	e.	Enrollment Projections Policy																
	f.	Naming of Facilities Policy																
	g.	Facilities Planning Policy																
h. Use of School Facilities?																		
Section XI Technology																		
	a.	Instructional Materials Centers and School Libraries Policy								All in this Category: https://drive.google.com/drive/folders/1_MDDmQ7XiiUVrE1RmW42MJPe_fqZ8gc7								
	b.	Acceptable Use Policy																
1	c.	Social Media Policy	Board Approved					Previously Approved		Staff language in Employee Handbook								
	d.	Web Accessibility Policy								Staff language in Employee Handbook								
	e.	Intellectual Property and Copyright Policy																

Website	Section	Policy Topic	Status	Reason for Review/Update	Governance Committee Approval	Board First Reading	Board Second Reading	Board Approval	Year of Approval	MCPSA Model Policy/Notes
	f.	Computer Management and Control Policy							Total Updates by Year	
								23-24	1	
								24-25	13	
		NELLIE MAE MODEL POLICIES:						25-26	12	

Foxborough Regional Charter School Procedures for Interacting with Civil Law Enforcement

On August 5, 2026, Governor Maura Healey signed into law the [PROTECT Act. Stat. 2026, c. 163](#), §§ 1–24 (Act). It is now the law in Massachusetts that, except as required by state or federal law or as required for the Commonwealth or its subdivisions to administer a state or federally supported or funded program, civil arrests, including for federal immigration enforcement, are not allowed in the following nonpublic areas: school grounds during operating hours (defined below) without a Judicial Warrant or Judicial Order.

As required by the Act, these procedures outline a process for FRCS employees to follow when interacting with law enforcement officers engaged in civil law enforcement. The procedures promote schools that are safe and accessible for students, staff, and residents. The procedures shall apply equally to all forms of law enforcement and should be focused on maintaining student safety.

Definitions

These Procedures use the following words and phrases consistent with the PROTECT Act:

Civil Arrest: means an arrest that is not for the purpose of preparing the person subject to such arrest for criminal prosecution for an alleged violation of a state or federal criminal law. Civil arrests may be authorized by, among other things: (1) a parole warrant issued under G.L. c. 127, § 149A, or a probation warrant issued under G.L. c. 279, § 3; (2) state law permitting protective custody for incapacitated and intoxicated persons, G.L. c. 111B § 8, or (3) an administrative warrant issued by a federal agency like the United States Immigration and Customs Enforcement (ICE) agency for violations of the federal Immigration and Nationality Act, or related civil immigration enforcement efforts.

- **Civil law enforcement:** means efforts to investigate, enforce or assist in the investigation or enforcement of state or federal civil law, including, but not limited to, any federal civil immigration law. For added context, civil law enforcement often relates to preventative detention for an individual's safety or security, enforcement of civil actions in court, or immigration law enforcement. In contrast, criminal law enforcement involves the investigation and enforcement of state or federal criminal laws (like those outlawing theft and assault). Note that law enforcement officers (defined below) typically engage in civil law enforcement and/or criminal law enforcement.

- **Judicial Warrant or Judicial Order:** refers to an arrest warrant or other judicial order, signed by a judge or magistrate sitting in the judicial branch of a local or state government or of the federal government, authorizing an arrest.
- **Law enforcement officer or officer:** means any agent or officer of a federal, state, county, municipal, or district law enforcement agency, including but not limited to local police departments, sheriffs, constables, the Massachusetts State Police, the United States Immigration and Customs Enforcement (ICE) agency, the United States Custom and Border Protection (CBP) agency, and the United States Department of Homeland Security (DHS).
- **Operating hours:** means regular school hours, student drop off and pick up windows, before-school and after-school programming, and school-sponsored events.
- **School:** means a school administered by the school department of a city, town or regional school district; a county agricultural school; an independent vocational school or a vocational school operated by a county; a Commonwealth charter school or a Horace Mann charter school established under G.L. c. 71, § 89 (“charter school”); a special day school or other day facility or a short or long term residential school providing educational programs for children with disabilities established pursuant to chapter 71B and in accordance with chapter 766 of the acts of 1972; or a school operated by an education collaborative established under G.L. c. 40, § 4E (“collaborative school”).
- **School district:** means the school department of a city or town, a regional school district, an independent vocational school or a vocational school or agricultural school operated by a county.
- **School grounds:** means the main school building(s) and any other building or property owned or controlled by a school or school district and used by the school in direct support of or in a manner related to the school’s educational or athletic purpose. This includes playgrounds, fields, parking lots, recreation areas, athletic fields, courts, competition areas and other locations owned or controlled and used for school-related purposes, whether or not physically connected to the main school building(s). During operating hours, as defined above, school grounds are nonpublic.¹

¹ Although bus stops are generally not considered “school grounds,” please see the Section on School Transportation for recommendations on how to handle law enforcement activity at bus stops.

I. Interactions with Law Enforcement Officers Engaged in Civil Law Enforcement

Civil arrests are not permitted on school grounds during operating hours unless Law Enforcement Officers (Officers) have a valid Judicial Warrant or Judicial Order.² For purposes of these procedures, school grounds are defined above.

A. General Procedures for District/School Staff Interacting with Law Enforcement Officers Engaged in Civil Law Enforcement

- i. Staff should remain calm and professional when encountering Officers conducting civil law enforcement and should use the language outlined in these procedures.
- ii. Staff should never attempt to physically interfere with Officers conducting civil law enforcement activities, nor should they feel compelled to approach an Officer or engage with them first.
- iii. If employees and staff feel unsafe engaging with Officers, they can decline to interact with them and instead rely on administrators, as described below.

B. Designated Senior Administrators to Serve as Contact Persons

The Superintendent or Executive Director has identified the following senior administrator from the **Superintendent/Executive Director's office** as the designated district-level contact person for any situation in which Officers are engaged in civil law enforcement on school grounds.

District-level contact:

[Name],

[title],

[cell phone]

The **Superintendent or Executive Director**, in coordination with each school, has identified the following senior administrator(s) from the **Principal's Office** as the designated school-level contact person at each school for any situation in which Officers are engaged in civil law enforcement on school grounds

² As noted in the Section on Existing Obligations, below, nothing in these Procedures prohibits appropriate cooperation with authorities, including police, fire departments, emergency medical services, child protection authorities or other public safety officials, responding to an emergency, protecting a child from abuse or neglect, or otherwise exercising lawful authority unrelated to civil law enforcement.

[for each school, include the name, title, and cell phone number of the identified senior administrator from the Principal's Office]

The **Superintendent or Executive Director** will determine the district's process for calling the district's attorney when Officers are on-site (see step iv of the escalation protocol, below), including whether the district-level contact person or the school-level contact person will call the district's attorney. That decision will be communicated to all districtlevel and school-level contacts.

C. Escalation Protocol

- i. If Officers arrive on site and there are no apparent exigent (emergency) circumstances, staff should inform the Officers that the staff will contact an administrator to assist them and that the Officers should wait where they are (ideally outside, away from students and families).
- ii. When staff encounter or become aware of Officers engaged in civil law enforcement on school grounds, they should immediately notify the schoollevel contact person.
- iii. Once notified, the school-level contact person should immediately notify the district-level contact person and go to the location where the Officers are waiting.
- iv. Consistent with the district's process, the school-level contact person or the district-level contact person will call the district's attorney for advice. If possible, the school-level contact person will connect the attorney with the district-level contact person on a three-way call.
- v. The school-level contact person will ask the Officers for their identification, and record their names, agencies, and badge numbers.
- vi. The school-level contact person will ask to view any warrant or other documentation. The school-level contact person—with assistance from an attorney, if available, and/or the district-level contact person—should review the documents to determine whether the Officers have a valid Judicial Warrant or Judicial Order. See Review of Warrant, below.

- vii. If the Officers have a valid Judicial Warrant or Judicial Order authorizing an arrest or entry to search or both, the school-level contact person will inform the Officers that they may enter the school grounds; however, they will request that where feasible, the Officers avoid any areas where students are present.³
- viii. If the Officers do not have a valid Judicial Warrant or Judicial Order, or they only have an administrative warrant, the school-level contact person will inform the Officers that they are not authorized to conduct an arrest on school grounds and ask them to leave.
- ix. If the Officers proceed to conduct a civil arrest in these areas in violation of the PROTECT Act, no one should attempt to physically interfere with them. Rather, staff should follow the guidance for bystanders in Guidance for K-12 Schools Related to Interacting with Civil Law Enforcement at Part IV. If there is an imminent threat to the safety of a child, staff member, family member, or other person, program staff should not hesitate to call 9-1-1 for assistance.
- x. After the Officers have left the school grounds, the school should report the event to the Attorney General's Office Civil Rights Division.

D. Review of Warrant

The school-level contact person, with assistance from the district-level contact person and the district/school attorney, if available, will review any warrants or orders. The district-level contact person and school-level contact persons will be generally familiar with the concept of a judicial warrant and judicial order based on the information in the Guidance for K-12 Schools Related to Interactions with Civil Law Enforcement. A sample judicial warrant is included in the appendix for these procedures.

Judicial Warrants and Judicial Orders are documents issued by a judge or magistrate sitting in the judicial branch of state or federal government. These documents authorize a search of a specific place or an arrest of a specific person based on sufficient information to support that a crime has been committed ("probable cause"). Note that other judicial orders can include subpoenas or summons, but they do not allow physical access into nonpublic places.

³ In rare circumstances, Officers may identify a clear and immediate health or safety threat that qualifies as an exception to the warrant requirement.

A Judicial Warrant is: (1) signed by a judge, magistrate, or assistant clerk magistrate and dated; (2) issued by a court; and (3) includes the location to be searched or the persons or items to be seized/arrested.

A Judicial Order may take many forms but should include: (1) the caption of a court case; (2) the name of the court; and (3) a judge, clerk magistrate, or assistant clerk magistrate's signature, with a date.

E. Guidance on Language

District/school staff should use the language below when interacting with Officers when they request to conduct civil law enforcement on the school grounds:

- "I am not authorized to allow you to enter the school. Please wait here while I contact an administrator."
- "I am not authorized to discuss specific individuals or to speak with you about this student/child/employee. I am going to contact an administrator who will discuss this further with you."
- "I am not permitted to discuss/disclose private information to you."

F. Documentation of Interactions

Employees, staff, administrators, and the designated contact person(s) are to document interactions with law enforcement officers engaged in civil law enforcement, and are encouraged to wait until they feel safe to write down what happened. This may be after the officers leave the school grounds. Schools should use an existing form or create a new one to record interactions with law enforcement officers and keep those records as they would any other school records, in the normal course. A sample form is included as Appendix B.

Under the escalation protocol described above, employees, staff, administrators, and the designated contact person(s) may interact with law enforcement officers in different ways and at different times. The following procedures reflect those roles, but are not intended to limit what any particular person should write down from the interaction. For example, if an employee happened to see an officer's name and badge number, they should write that down too. Likewise, if the designated contact person counted the number of vehicles used by law enforcement, they should write that down too. Everyone is encouraged to document the impact on any students/children/employees/staff (after any immediate issues have been addressed) and any follow up actions needed to support them. Everyone should be advised to write down what they remember of the incident, including but not limited to the following information:

- i. Date and time when law enforcement officers arrived on school grounds or made the information request;
- ii. The names and badge numbers of the officers, and the agency they represented;
- iii. The number of vehicles and license plate numbers, if visible;
- iv. The names of witnesses, students, or other staff involved;
- v. Steps taken to notify the school-level contact person, the district-level contact person, or the school's attorney, as the case may be;
- vi. The actions of the law enforcement officers, including whether the officers complied with school instructions;
- vii. Whether the law enforcement officers had a valid Judicial Warrant or Judicial Order, or some other documentation;
- viii. Whether a civil arrest was made on school grounds; and
- ix. Impact on any students/children/employees/staff (after any immediate issues have been addressed) and any follow up actions needed to support them.

Bystanders, including employees and staff, can openly (not secretly) videorecord the interaction, but they must not interfere.

G. Law Enforcement Activities Near School Grounds

If law enforcement or civil immigration enforcement activities occur near school grounds, the District/school will refer to the Emergency Operations Plan to determine whether student and staff safety may be impacted. If safety concerns are identified, appropriate safety measures will be implemented, which may include delaying dismissal times. Communication with families will follow accordingly.

H. School Transportation

The District will review its Emergency Operations Plans with school bus companies to promote student safety in the event of any type of law enforcement activity at bus stops or on school grounds. This includes special education transportation. Additionally, schools should review school transportation contracts and communicate with school transportation companies regarding policies and protocols for bus drivers in the event of active law enforcement activity near a school bus stop. This includes considerations for special education transportation. Transportation-related procedures should focus on maintaining child and resident safety and avoiding dangers associated with dropping a child or resident near an active crime scene or any law enforcement arrest or operation.

I. School Resource Officer(s)

The District will ensure that the School Resource Officer Memorandum of Understanding (MOU) complies with the mandatory [statewide model](#), and includes information about the roles and responsibilities of a School Resource Officer in the district/schools, including in circumstances where law enforcement officers are conducting civil law enforcement on school grounds.

J. Parental Notice

When a school confirms the presence of Officers engaged in civil law enforcement on school grounds, the school will notify students' parents and guardians, teachers, administrators, and school personnel. The notice to parents and guardians will be translated into the languages other than English most commonly spoken in the school district's community. The school will provide this notice in a manner that protects the confidentiality and privacy of any potentially identifying information. A template email notice is included in Appendix C to these Procedures.

Each school will designate a staff member who will notify families if Officers conducting civil law enforcement are trying to reach a student or seeking information about a student. Staff members will notify the student directly if the student is 18 years old or older. A template email notice is included in Appendix D to these Procedures.

II. Protection of Personally Identifiable Information

The district/school cannot disclose personally identifiable information about a student to third parties, including Officers and the media, either orally or in writing unless: the district/school has the parent or guardian's specific, informed consent (or, in the case of a student who is at least 18 years old or emancipated, the specific, informed consent of the student); it is pursuant to a Judicial Warrant, Judicial Order, or subpoena; or there is a health or safety emergency. Generally, schools should also respect the privacy preferences and concerns of a student's parent or guardian (or the student themselves if over 18 years old or emancipated) in response to media inquiries and, to the extent consistent with the law, interactions of law enforcement officers that may implicate students.

As an exception to releasing information only with specific informed consent, districts are permitted to designate certain information as "directory information."

Parents/guardians (and students who are at least 18 years old or emancipated) have the right to opt out of being included in directory information. District/school limits what information is included in the directory (e.g., by excluding the student's address and place of birth), and limits disclosure to the school community. Under federal law, schools

are required to notify students and their families at least once per year of what information is included in the directory, and to permit parents to opt out of including information in the directory at any time. The District will communicate this information using translation or interpretation services to parents/guardians with limited English proficiency.

III. Caregiver Plans and Contact Information

The district/school will keep emergency contact information, alternative caregiver contacts, and authorized pick-up contacts up to date for all students. The district/school will allow parents/guardians to list more than one person as an emergency contact. The district/school will keep associated documentation on file, such as an authorization of another caregiver, temporary agent, or guardian.

A. Support for Students

The district/school will offer culturally responsive counseling and other supports to students experiencing increased anxiety as a result of civil law enforcement activity.

B. Support for Families

The district/school will offer support and connections to community resources to families affected by civil law enforcement activity, as appropriate. The district/school will engage with families to address barriers to student attendance, behavioral challenges in school, or other concerns. Communications with families will be made in their primary language, including by using interpreters if needed. The district/school will also host information sessions for families, utilizing interpreters as appropriate, to share the district's protocol and communication plans for when civil law enforcement activity occurs.

IV. Trainings Regarding Interactions with Civil Law Enforcement

The district/school will conduct trainings on implementation of these procedures and best practices to support the safety of all students, staff, families and authorized visitors within all the school facilities. DESE, in consultation with EOE, the Massachusetts Office for Refugees and Immigrants, and the Massachusetts Attorney General, will develop a model training on these Model Procedures, as well as the Model Policy and Guidance for K-12 Schools Related to Interacting with Civil Law Enforcement. The district/school may use that model training or develop its own training, so long as the content is consistent with the model training.

V. Existing Obligations

Nothing in these Procedures alters the school's obligations to comply with state and federal laws or existing policies or procedures.

Nothing in these Procedures prohibits appropriate cooperation with authorities, including police, fire departments, emergency medical services, child protective authorities, or other public safety officials responding to an emergency, protecting a child from abuse or neglect, or otherwise exercising lawful authority unrelated to civil immigration enforcement. If there is an imminent physical threat to the safety of a child, staff member, family member, or other person, program staff should not hesitate to call 9-1-1 for assistance.

VI. Posting on District's website

The District's procedures and policy will be posted on the District's website translated into the primary languages of families in the District.

VII. Additional Resources for District/School Students and Families

The Massachusetts Attorney General's Office and the Massachusetts Office for Refugees and Immigrants have created the following resources for the public to learn more about their rights.

[Massachusetts Attorney General: Resources for Immigrants in Massachusetts](#)

[Massachusetts Office for Refugees and Immigrants: Community Resource Toolkit](#)

[Massachusetts Attorney General Guidance: KNOW YOUR RIGHTS: ICE Enforcement An Updated Guide for Immigrants, Families, and Communities](#) *(available in [Spanish](#), [Portuguese](#), [Haitian Creole](#), [Chinese](#), [Vietnamese](#))*

[Massachusetts Attorney General Guidance: General Information for Massachusetts Service Providers Regarding Immigration Enforcement](#) *(available in [Spanish](#), [Portuguese](#), [Haitian Creole](#), [Chinese](#), [Vietnamese](#))*

[Massachusetts Attorney General Guidance: K-12 Schools' Obligations to Protect Students and Their Information](#)

[Massachusetts Attorney General Flyer: Immigrant Students' Right to Attend School: A Guide for Families](#) *(available in [Spanish](#), [Portuguese](#), [Haitian Creole](#), [Vietnamese](#), [Chinese](#))*

[Massachusetts Attorney General Flyer: K-12 Schools on Protections for Students and their Information](#)

[Emergency Planning Guide for Parents with Uncertain Immigration Status](#) (*available in Spanish, Portuguese, Haitian Creole, Simplified Chinese*)

[Emergency Planning Fact Sheet for Parents with Uncertain Immigration Status](#) (*available in Spanish, Portuguese, Haitian Creole, Simplified Chinese*)

[Attorney General's Advisory Regarding Equal Access to Public Education for All Students Irrespective of Immigration Status](#)

[Upholding the Rights of Immigrant Students to Enroll in School: Guidance for School Committees and Districts](#)

APPENDIX A: Sample Judicial Warrants and Administrative Warrants

Figure 1: State Court Judicial Warrant

APPLICATION FOR SEARCH WARRANT G.L. c. 276, §§ 1-7		TRIAL COURT OF MASSACHUSETTS	
NAME OF APPLICANT [REDACTED]		SUPERIOR ESSEX	COURT DEPT. DIVISION
POSITION OF APPLICANT Trooper, Massachusetts State Police		SEARCH WARRANT DOCKET NUMBER	

I, the undersigned APPLICANT, being duly sworn, depose and say that:

- I have the following information based upon the attached affidavit(s), consisting of a total of 77 pages, which is (are) incorporated herein by reference.
- Based upon this information, there is PROBABLE CAUSE to believe that the property described below:

☐	has been stolen, embezzled, or obtained by false pretenses.
☒	is intended for use or has been used as the means of committing a crime.
☐	has been concealed to prevent a crime from being discovered.
☒	is unlawfully possessed or concealed for an unlawful purpose.
☒	is evidence of a crime or is evidence of criminal activity.
☐	other (specify):
- I am seeking the issuance of a warrant to search for the following property (describe the property to be searched for as particularly as possible):
See Addendum A, which is incorporated herein by reference.
- Based upon this information, there is also probable cause to believe that the property may be found (check as many as apply):

☒	at (identify the exact location or description of the place(s) to be searched):
-------------------------------------	---

Figure 2: Federal Court Judicial “search warrant” (left) & Administrative “ICE Warrant” (right)

UNITED STATES DISTRICT COURT
for the
Southern District of California

In the Matter of the Search of _____
(Affiant) _____
2943 Raymond Avenue
San Diego, California

Case No. ***14MJ0396**

SEARCH AND SEIZURE WARRANT

To: Any authorized law enforcement officer

An application by a federal law enforcement officer or an attorney for the government requests the search of the following person or property located in the _____ (County) _____ District of _____ California.
(Indicate the person or describe the property to be searched and give its location.)
(See Attachment A-2.)

The person or property to be searched, described above, is believed to contain directly the person or describe the property to be seized.
(See Attachment B-2.)

I find that the affidavit(s), or any recorded testimony, establish probable cause to search and seize the person or property.

YOU ARE COMMANDED to execute this warrant on or before _____
☒ in the daytime 6:00 a.m. to 10 p.m. ☐ at any time to the day or night or if find reasonable cause has been established.

Unless delayed notice is authorized below, you must give a copy of the warrant and a receipt for the property taken to the person from whom, or from whose premises, the property was taken, or leave the copy and receipt at the place where the property was taken.

The officer executing this warrant, or an officer present during the execution of the warrant, must prepare an inventory as required by law and promptly return this warrant and inventory to United States Magistrate Judge _____.

(If I find that immediate notification may have an adverse result listed in 18 U.S.C. § 2705 (except for the delay of trial), and authorize the officer executing the warrant to delay notice to the person who, or whose property, will be searched or seized, check the appropriate box. Check _____ days more to return to _____)

Check the facts justifying the later specific date of _____.

Date and time issued: _____
City and state: San Diego, California. Hon. David H. Berlick, U.S. Magistrate Judge
(Printed name and title)

U.S. DEPARTMENT OF HOMELAND SECURITY Warrant for Arrest of Alien

File No. _____
Date: _____

To: Any immigration officer authorized pursuant to sections 236 and 237 of the Immigration and Nationality Act and part 237 of title 8, Code of Federal Regulations, to serve warrants of arrest for immigration violations

I have determined that there is probable cause to believe that _____ is removable from the United States. This determination is based upon:

- ☐ the execution of a charging document to initiate removal proceedings against the subject;
- ☐ the pendency of ongoing removal proceedings against the subject;
- ☐ the failure to establish admissibility subsequent to deferred inspection;
- ☐ biometric confirmation of the subject's identity and a records check of federal databases that affirmatively indicate, by themselves or in addition to other reliable information, that the subject either lacks immigration status or notwithstanding such status is removable under U.S. immigration law; and
- ☐ statements made voluntarily by the subject to an immigration officer and/or other reliable evidence that affirmatively indicate the subject either lacks immigration status or notwithstanding such status is removable under U.S. immigration law.

YOU ARE COMMANDED to arrest and take into custody for removal proceedings under the Immigration and Nationality Act, the above-named alien.

(Signature of Authorized Immigration Officer)

(Printed Name and Title of Authorized Immigration Officer)

Certificate of Service

I hereby certify that the Warrant for Arrest of Alien was served by me at _____ (Location) _____ on _____ (Date of Alien) _____ (Date of Service) _____ and the contents of this notice were read to him or her in the _____ (Language) _____ language.

(Name and Signature of Officer)

(Name or Number of Interpreter (if applicable))

(Form I-589 (Rev. 07/16))

Appendix B: Sample Civil Law Enforcement Interaction Documentation

Date: _____

Time: _____

Location: _____

Agent Name(s): _____

Badge/Identification Number: _____

Agency: _____

Supervisor/Contact Information: _____

Purpose stated by agent:

Person, records, or area requested:

Document presented:

- ☐ Judicial warrant
- ☐ Judicial order
- ☐ Subpoena
- ☐ Administrative immigration warrant
- ☐ Immigration detainer
- ☐ Other: _____
- ☐ No document presented

School-level contact notified: ☐ Yes ☐ No

District-level contact notified: ☐ Yes ☐ No

School attorney contacted: ☐ Yes ☐ No

School-level response:

Information or records disclosed, if any:

Any arrest/detention or other enforcement action:

Impact on children/school operations:

Any other observations:

Person completing report: _____

Date completed: _____

APPENDIX C

Template for notifying families and school community about confirmed presence of law enforcement officers engaged in civil law enforcement on school grounds

Dear Families:

We are writing to inform you that civil law enforcement agencies, specifically [INCLUDE THE NAME OF THE AGENCY IF AVAILABLE], were present at [SCHOOL/LOCATION] on [DATE].

Per the [PROTECT Act](#) signed on August 5th, 2026, it is now the law in Massachusetts that civil arrests for civil law enforcement, including federal immigration enforcement, are not allowed on school grounds during school hours, during before- and after-school programming, and during school-sponsored events without a judicial warrant or judicial order.

Our district has clear procedures and policies in place to follow the PROTECT Act, which you can see [\[INSERT LINKS\]](#)

If you are looking for additional legal assistance or information, please use the resources below.

For general legal help please access legal assistance here:

[Massachusetts Legal Resource Finder](#)

For legal assistance with regard to immigration issues, please access legal assistance here: The Legal Representation Fund (LRF) -- For those recently detained by ICE.

Detained Hotline: (617) 637-8195

Family & Friends Hotline: (617)

396-7143

The Massachusetts Access to Counsel Initiative (MACI) -- For those facing deportation currently in Immigration court proceedings.

Intake: 508-505-4588

MIRA Immigration Helpline

miracoalition.org/news/immigration-helpline/

Nationwide Immigration Lawyer Search

ailalawyer.com

APPENDIX D

Template for notifying family members or students age 18 or emancipated about specific requests from law enforcement officers engaged in civil law enforcement

Dear _____:

As the parent or legal guardian of _____, this email is to notify you that civil law enforcement agencies, specifically [INCLUDE THE NAME OF THE AGENCY IF AVAILABLE] was [either trying to reach your child OR sought specific information about your child].

You may reach out to [CONTACT PERSON] at [PROGRAM] with any questions about this incident, but please be aware that our program may not have any more information than what has already been provided above.

Per the [PROTECT Act](#) signed on August 5th, 2026, it is now the law in Massachusetts that civil arrests for civil law enforcement, including federal immigration enforcement, are not allowed on school grounds during school hours, during before- and after-school programming, and during school-sponsored events without a judicial warrant or judicial order.

Our district has clear procedures and policies in place to follow the PROTECT Act, which you can see [INSERT LINKS]

For general legal help, please access legal assistance here:

- [Home | Massachusetts Legal Resource Finder](#)

For legal assistance with regard to immigration issues, please access legal assistance here:

- The Legal Representation Fund (LRF) -- For those recently detained by ICE.
- Detained Hotline: (617) 637-8195
- Family & Friends Hotline: (617) 396-7143
- The Massachusetts Access to Counsel Initiative (MACI) -- For those facing deportation currently in Immigration court proceedings.
- Intake: 508-505-4588
- MIRA Immigration Helpline
- miracoalition.org/news/immigration-helpline/
- Nationwide Immigration Lawyer Search

- ailalawyer.com