



Foxborough Regional Charter School

Board Meeting

Published on August 12, 2026 at 9:08 AM EDT

Date and Time

Wednesday August 19, 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](#). To request to speak at a meeting, please complete the following [google form](#) before the start of the meeting.

Online meeting link: <https://foxboroughrcs-org.zoom.us/j/81031801860?pwd=Sa1FaADSrQL13vYX2lnHdvqjdrtrBI.1>

Agenda

	Purpose	Presenter	Time
I. Opening Items			8:00 AM
A.	Call the Meeting to Order	Anissia Vixamar	1 m
B.	Record Attendance	Anissia Vixamar	1 m
C.	Privilege of the Floor	Anissia Vixamar	3 m

	Purpose	Presenter	Time
II. Leadership Report			8:05 AM
A. Leadership Report	FYI	Toby Romer	15 m
III. Board Business			8:20 AM
A. Board Annual Task Reminder	Discuss	Anissia Vixamar	10 m
• Review Responsibilities of Board Members https://www.doe.mass.edu/charter/governance/default.html?section=trustee • Review Requirements for Board Governance and Charter Amendments https://www.doe.mass.edu/charter/governance/default.html?section=amendments Complete Self-Evaluation for 2025-26 in Board On Track • Complete Executive Director Evaluation Document in Board On Track • Complete Financial Disclosure Statement • Complete State Ethics Training https://massethicstraining.skillburst.com/ • Update Your Individual Member profiles in BoardOnTrack https://app2.boardontrack.com/public/PVGLNK/board			
B. Discussion of Annual Calendar of Board Agenda Items	Discuss	Anissia Vixamar	10 m
• Key items for board agenda each month • Referral to Governance Committee • Current Version on new Board of Trustees Shared Google Drive ◦ Directions - https://docs.google.com/presentation/d/1Y7QWmJeU3Ku2acIY7oTgvEaqc8Z9BqqILepfzJJ1udA/edit?usp=drive_link ◦ Also includes folders for Committees, Member Recruiting, ED Evaluation, Policies, OML, and more!			
C. Develop Board Member recruiting and development goals	Discuss	Anissia Vixamar	10 m
• Add additional board members • Recruit and prepare student board member(s)			
D. Executive Director Evaluation	Discuss	Anissia Vixamar and Toby Romer	15 m
• Plan to complete SY25-26 Evaluation			

	Purpose	Presenter	Time
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- Review of Executive Director draft goals for SY26-27

IV. Updates and Reports

9:05 AM

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|-----------|----------------------------|------|------------|------|
| A. | Policy Review and Approval | Vote | Toby Romer | 10 m |
|-----------|----------------------------|------|------------|------|

First Reading

- Restraint Policy

Second Reading

- Non-Discrimination, Harassment, and Retaliation Policy

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|-----------|---|-----|---------|------|
| B. | Committee Reports (Finance/Facilities, Governance, DEI/Culture and Community, Academic Excellence) | FYI | Various | 10 m |
|-----------|---|-----|---------|------|

Board Annual Calendar

- Reminder to Complete Board Self Assessment

Board Committee Calendars

- Reminder for committees to update annual calendar on <https://docs.google.com/spreadsheets/d/1FfudEypDdUGqheFQPyGd-dzuLS1xh0BvWbinh3F7Tvk/edit?gid=0#gid=0>

Board Committee Reports

- Finance and Facilities
- Academic Excellence
- Governance
- DEI/Culture and Community

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|-----------|--|-----|------------|-----|
| C. | Community Groups (FEA, Foundation, ELPAC, SEPAC) | FYI | Toby Romer | 2 m |
|-----------|--|-----|------------|-----|

V. Meeting Summary and Items for Next Meeting

9:27 AM

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|-----------|--------------------------------------|-----|---------------|-----|
| A. | Review Agenda Items for Next Meeting | FYI | Sergio Martin | 5 m |
|-----------|--------------------------------------|-----|---------------|-----|

<https://docs.google.com/spreadsheets/d/1FfudEypDdUGqheFQPyGd-dzuLS1xh0BvWbinh3F7Tvk/edit?gid=1835884422#gid=1835884422>

	Purpose	Presenter	Time
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VI. Consent Agenda			9:32 AM
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A. Meeting Minutes	Vote	Anissia Vixamar	5 m
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For Approval:

Regular meeting:

- June 10, 2026

Executive Session minutes: **TO BE APPROVED BY CHAIR AS CONSENT AGENDA.**

- August 8, 2023
- August 15, 2023
- September 18, 2023
- September 21, 2024
- February 21, 2024
- January 13, 2025
- March 11, 2026

VII. Executive Session			9:37 AM
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A. Adjourn to Executive Session	Vote	Anissia Vixamar	15 m
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Adjourn to Executive session, not to return to open session in accordance with the Open Meeting Law, M.G.L. c. 30A, Section 21(a), as the Chair has determined that an open session would have a detrimental effect.

- To discuss strategy with respect to collective bargaining and litigation.

VIII. Closing Items			9:52 AM
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A. Adjourn Meeting	Vote	Anissia Vixamar	1 m
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The listed matters are those reasonably anticipated by the Chair to be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may be brought up for discussion to the extent permitted by law.

Coversheet

Leadership Report

Section:	II. Leadership Report
Item:	A. Leadership Report
Purpose:	FYI
Submitted by:	
Related Material:	Executive Director Report 8-12-26 (2).pdf



Executive Director Board Update

August 12th, 2026

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Powered by BoardCloud

[illegible]

FRCS Foundation Highlight

- Addressing Food Insecurity by Partnering with Stop & Shop
- Welcoming the Boston Legacy
- Supporting Fundraising Events
 - Golf Tournament
 - Rodman Ride
 - Fall Event planning
- Scholarship Ceremony
- International Travel Support
- New Board members



Enrollment Update

Grade	FY27 Budget	FY27 Goal	Current Enrollment
K	110	125	136
1	120	125	140*
2	115	125	128
3	140	145	152
4	131	140	145
5	130	130	136
6	120	130	138
7	115	120	125
8	112	120	120
9	88	100	93
10	84	100	84
11	65	69	68
12	69	69	66
Total	1399	1498	1531

*Increasing one classroom and teacher FTE.

Enrollment lotteries complete

- March, May, June, and July
- ~130 to 230 seats in Grades 1-10 open for SY26-27
 - 205 total completed new enrollments
 - 39 pending completion of registration
- ~110-125 seats in Kindergarten targeted for SY26-27
 - 136 completed K enrollments
 - 4 pending completion of registration
- 10th Grade admissions update**
 - 8 completed 10th grade enrollments
 - 3 pending completion of registrations
- Currently estimating 1,455-1471 final enrollment**
 - Accounts for additional withdrawals, pending registrations
- Improvements in specific grades**
 - 20 more students projected to enroll in Kindergarten than we did last year
 - 30 more in 1st grade
 - 14 more in 10th grade
- Increases in target town applications and completed registrations**
 - Taunton: +9% applications, +9% registrations
 - Attleboro: +42% applications, +62% registrations
 - Stoughton: +11% applications, +14% registrations
 - Norwood: +66% applications, +88% registrations

Staffing Update



- **Welcoming New Leaders**
 - Judith Estime, Middle School Principal
 - Kirsten Shrout Fernandes, Elementary Assistant Principal
 - Andrew Haskell, Middle School Assistant Principal
 - DeAndre Riggins, Middle School Assistant Principal
 - Kerri Quinn, Coordinator of Special Education
- **New Roles Starting**
 - Rachel Goldman, Community and Operations Coordinator
 - Scott Johnson, Educational Data Assessment and Analytics Coordinator
- **Educator Hiring**
 - Final Vacancies filled
 - Additional 1st Grade Teacher
 - Full Time Occupational Therapist
 - Remaining Vacancies

Strategic Plan Implementation

Foxborough Regional Charter School Strategic Plan 2026-2029



A Message from
Executive Director,
Mr. Toby N. Romer

Enter to Learn, Exit to Lead 2.0



Our Strategic Priorities



Academic Performance and Growth

Knowing what our students are capable of, our first strategic priority is to put FRCS on a path to become one of the top performing school districts in our region.



Culture and Community

Our second strategic priority is to use our values to foster a truly inclusive, affirming and diverse environment for each member of our community, including our students, their families, and our staff.



Highly Effective and Aligned Leadership

FRCS leaders at all levels will prioritize transparent communication and will develop and support our teams in alignment with our values and our high expectations.



Integrated Systems and Operational Excellence

Our fourth priority area is the creation of district-wide systems and operational processes that are student-centered & values aligned, ensuring high performance.

Next Steps and Communication

- 2026-27 **annual goals** drafted from 3-year targets
 - District level
 - School level
- **Analyzing staff, student, and family survey results**
 - Assessments of community and culture
 - Baseline data for several key goals
- **FRCS Operational Vision** draft complete
 - Committee of 17 staff members in June
 - Sharing with all district staff in the fall

Coversheet

Executive Director Evaluation

Section:	III. Board Business
Item:	D. Executive Director Evaluation
Purpose:	Discuss
Submitted by:	
Related Material:	Toby Romer - ED Draft Goals 26-27.pdf

Toby N. Romer
Executive Director Goals
School Year 2026-27
August 2026

DRAFT

Goal 1 – Ensure alignment of district strategies with our [Strategic Plan](#)

- Rationale - To ensure strategic actions by district and school leaders are designed to meet our strategic plan goals over the next 3 years
- Goal – In collaboration with members of the district Executive Leadership Team, create aligned annual goals at the district and school levels designed to support the strategic plan.
- Strategic Actions and Outcomes – To be added once goals are finalized.

Goal 2 – Support instructional improvements to promote academic growth and achievement

- Rationale- To ensure that FRCS is faithful to our mission of providing a challenging academic program to prepare our students for college.
- Goal – Together with instructional leaders from across our district and our three schools, create alignment with the FRCS Instructional Vision in our classrooms, resulting in improved student learning outcomes as measured by standardized assessment and other measures.
- Strategic Actions and Outcomes – To be added once goals are finalized.
 - To include discussion of specific and measurable academic outcomes.

Goal 3 – Complete the successful negotiation of successor contract between FRCS and the FRCSTA

- Rationale - To create the conditions for continued collaboration, staff recruitment, retention & morale, and financial viability for the school district.
- Goal – Complete successful negotiation of a mutually agreeable contract with the FRCSTA by May 31st, 2026.
- Strategic Actions and Outcomes – To be added once goals are finalized.
 - To include specific steps and timelines for successfully completing negotiations.

Align or duplicate district goals

Priority #1: Student Academic Performance and Growth

- FRCS District-wide MCAS English Language Arts (ELA) and Math Proficiency Scores increase from school year 2025-26 scores by 5% or more on Spring 2027 MCAS.
 - 85% or more of students in grades K-3 are reading at or above grade level as measured by DIBELS Reading Assessment.
 - Average growth percentile of 65% or higher in ELA and math for each grade assessed, as measured by the MAP Assessment.
 - Percentage of students at or above 50th percentile nationally in ELA and math for each grade assessed increases, as measured by the MAP Assessment annually.
- Make progress towards closing the academic achievement gap for the lowest performing subgroups, including students with IEPs and multilingual learners on the Spring 2027 MCAS.
 - Increase the number of students with disabilities and multilingual learners scoring proficient on the MCAS in each grade in ELA and in math
 - The average MCAS SGP growth scores for each subgroup is 50 or higher in ELA and in math.
 - 50% or higher of students with disabilities are reading at or above grade level in grades K-3 as measured by DIBELS Reading Assessment.
 - The percentage of multilingual learners Making Progress toward proficiency levels on the Access assessment increases from the previous school year.
- Educators at FRCS will deliver high quality, culturally relevant instruction for their students and maintain high expectations for all students.
 - The percentage of educators meeting or exceeding instructional expectations as measured by the FRCS Educator Evaluation system, including consistently using high quality instructional materials, maintains or increases from the previous school year.
 - The percentage of educators with practices aligned with the FRCS Instructional Vision focus areas for 26-27 increases as measured by instructional walkthroughs increases from the previous school year.
- Educators will collaborate to use student data to strengthen instruction and improve student outcomes.
 - Walkthrough data demonstrates increased alignment with FRCS Instructional Vision focus areas from the previous school year.
 - Each school sets goals and facilitates a process for each team in the school to set measurable student performance goals.
 - Each school's ILT establishes a regular data review process for teams to review student work and progress monitor progress towards goals.
 - Educators provide feedback that the collaboration efforts are effective in supporting their ability to prioritize student outcomes in their teaching.

- FRCS will recruit and retain high-quality, racially and linguistically diverse educators whose teaching practice is aligned with FRCS values and expectations.
 - Strengthen and re-design the new educator mentoring program based on educator data and feedback to ensure it meets the needs of all new hires, including teachers at all levels and in all departments.
 - Continue the redesign of our hiring process to ensure new educators are aligned with the FRCS mission and instructional vision.

Priority #2: FRCS Culture and Community

- Recruit and retain racially and linguistically diverse, mission-driven, highly qualified staff members committed to positive student outcomes and achievement.
 - The number of racially and linguistically diverse members recommending FRCS to others as a place to work increases from Spring 2026 to Spring 2027.
 - The number of racially and linguistically diverse, mission-driven, highly qualified staff members hired and retained by FRCS increases from SY2025-26 to SY2026-27.
 - The number of educators who are fluent in languages spoken by students and families at FRCS increases from SY2025-26 to SY2026-27.
 - The number of educators new to FRCS demonstrating they are mission-driven, and committed to positive student outcomes and achievement, as assessed by the FRCS Educator Evaluation System and alignment with Instructional Vision focus areas, increases from SY2025-26 to SY2026-27.
- FRCS will maintain an 85% retention rate of students per year.
 - The percentage of students reporting that FRCS offers opportunities for them to engage in activities that interest them will increase from the previous year.
 - The percentage of students and families reporting that FRCS has school and grade-level traditions that they look forward to will increase from the previous year.
 - Continue to invest in current traditions and develop new engaging student experiences inside and outside the classroom at each school level
 - The percentage of students and families reporting FRCS is a good place for students to learn increases from the previous year.

Priority #3: Highly Effective and Aligned Leadership

- Define and implement communication principles and practices to consistently and transparently communicate across the district.
 - Define and implement communication principles and practices as a part of the FRCS Operation Vision.

- The percentage of educators and staff who report that leadership consistently and transparently communicates with them increases from the previous year.
 - Continue to refine school and district communications, including newsletter cycles and alignment of school and district messaging.
- Fully implement the FRCS Educator Evaluation System and the FRCS Instructional Vision
 - 100% of educators will receive active supervision and an annual evaluation, in alignment with the timeline and calendar for evaluation.
 - Engage in norming and alignment practices with instructional leaders to ensure high level of alignment with the educator rubric and Instructional Vision.
 - Continue to ensure that all evaluators are trained in evaluation and supervision best practices aligned with the district. Instructional leaders engage in active supervision, evaluation, and mentoring as evidenced by performance evaluation data.
 - The percentage of educators who report feeling supported in their professional growth through supervision and evaluation, mentorship, and common planning/department meetings increases from the previous year.
- The relationship between the FRCS Board, Executive Leadership Team, and School Leadership improves year over year.
 - The percentage of Board, ELT, and School Leadership members who report regular positive and supportive interactions with one another increases from the previous year.

Priority #4: Integrated Systems and Operational Excellence

- FRCS develops a clearly articulated vision for its district operation and support structure and function that is student-centered and values aligned.
 - Co-create an Operational Vision with leadership and staff and share with stakeholders by October of 2026.
 - Adjust and align FRCS non-aligned evaluation rubric and forms for all staff with the Operational Vision in the Spring of 2027.
- FRCS leaders, educators, and staff have the data (informational/qualitative and quantitative) they need to perform their job, make decisions effectively and meet district expectations.
 - The percentage of FRCS leaders, educators, and staff, who report that they have the data pertaining to FRCS systems and operations that they need to perform their job, make decisions effectively and meet district expectations increases from the previous year.
 - Are systems working and are we functioning at high level ?
- Goal #3: FRCS systems and processes support student-centered, seamless, and consistent communications across functions and departments.
 - Create and share clear internal communication principles and expectations for FRCS leaders and staff as a part of the Operational Vision development by October 2026.

- Share the internal communication principles with all staff and ensure alignment with the FRCS non-aligned evaluation rubric and forms.
- FRCS provides student-centered, high-quality, accessible, and well-maintained facilities across the district.
 - Successfully onboard, train and develop the new facilities manager in alignment with our district values, operational vision, and strategic plan.
 - Create a facility programmatic assessment, with input from school leaders, educators and students/families, on what additional facilities resources and improvements we need, including use of underutilized spaces such as the high school computer Lab, elementary school parking lot & woods, middle school greenhouse and garden space, and the grey house/yellow house area by November 2026, to inform a long term facilities development plan.

Coversheet

Policy Review and Approval

Section: IV. Updates and Reports
Item: A. Policy Review and Approval
Purpose: Vote
Submitted by:
Related Material:
Physical Restraint Policy.pdf
Non-Discrimination_Policy_Including_Harassment_And_Retaliation_-_DRAFT_2026.docx.pdf

[School Name]**8.x. Physical Restraint Policy****[Effective Date]**

Physical Restraint Policy (DRAFT)**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

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and may be revoked at any time.

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 shall mean direct physical contact that prevents or significantly restricts a student's freedom of movement. The term physical restraint does not include prone restraint, mechanical restraint, or medication restraint. Additionally, physical restraint does not include: providing brief physical contact, without force, to promote student safety or limit self injurious behavior, 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. Seclusion does not include a timeout. The use of seclusion is expressly prohibited.

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

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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 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 deescalating 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 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

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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. 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

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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 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

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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 their protocols.

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

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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 eight (8) 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 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

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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 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.

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**Foxborough Regional Charter School
Non-Discrimination, Harassment, and Retaliation Policy**

DRAFT Spring 2026

The Foxborough Regional Charter School strives to provide a safe, respectful, and supportive learning environment in which all students can thrive and succeed. The School is committed to fostering and maintaining an educational and work environment that is free from discrimination, harassment, and retaliation. This policy extends to all employment practices, educational programs, school-sponsored activities, and academic and extracurricular programs.

This policy applies broadly to students, employees, applicants for admission or employment, volunteers, contractors, and visitors. It further applies to all School-sponsored programs and activities, whether they occur on School property, off-site, or through electronic or virtual platforms. In addition, conduct occurring outside of the School setting may be addressed under this policy where it materially and substantially disrupts the School environment or interferes with a person's ability to participate in or benefit from School programs or activities.

The Foxborough Regional Charter School does not discriminate on the basis of any characteristic protected by applicable law, including but not limited to race, color, national origin, ethnicity, sex, sexual orientation, gender identity, religion, disability, age, genetic information, homelessness, status as a victim of domestic violence, familial status, marital status, pregnancy or pregnancy-related conditions, military or veteran status, or any other category protected by state or federal law. This commitment applies to all aspects of the School's operations, including admissions, employment, academic programs, disciplinary decisions, and access to extracurricular activities.

The School prohibits all forms of unlawful discrimination, harassment, and retaliation. Retaliation against any individual who makes a complaint, participates in an investigation, or opposes conduct reasonably believed to violate this policy is strictly prohibited.

This policy is intended to comply with, and shall be interpreted consistent with, all applicable legal requirements and collective bargaining agreements, including but not limited to Title VI, Title VII, and Title IX; Section 504 of the Rehabilitation Act; the Americans with Disabilities Act; Massachusetts General Laws chapters 151B and 151C, and the agreement between FRCS and the FRCSTA. To the extent any provision of this policy is inconsistent with governing law, the applicable law shall control.

Reporting and Enforcement

Foxborough Regional Charter School takes allegations of discrimination and harassment seriously and will respond promptly to complaints. Any individual who believes they have been subjected to discrimination, harassment, or retaliation, or who has witnessed such conduct, is encouraged to report the concern.

The School will promptly review and, where appropriate, investigate all reports in a fair and impartial manner. Where it is determined that inappropriate conduct has occurred, the School will act promptly to eliminate the conduct, prevent its recurrence, and remedy its effects. Corrective action may include restorative measures, supportive measures, and disciplinary action, up to and including termination of employment or removal, as appropriate.

Scope of Policy

This Policy applies equally to all students, employees, authorized volunteers, parents/guardians, and other members of the school community. This Policy applies to conduct on School grounds, at School-sponsored events, during extracurricular activities, and in other circumstances where the School exercises substantial control over the context or the individuals involved.

Resources and Contacts

Individuals may report concerns or seek additional information by contacting the follow contacts:

For matters involving employees, authorized volunteers, parent/guardians, or other adult members of the school community:

Director of Human Resources
131 Central Street
Foxborough, MA 02030
508 543-2508

For matters involving students:

Director of Teaching and Learning
131 Central Street
Foxborough, MA 02030
508 543-2508

Additional resources may be made available upon request.
