Foxborough Regional Charter School

Board Meeting

Published on November 15, 2026 at 6:20 PM EST
Amended on November 16, 2026 at 12:44 PM EST

Date and Time

Wednesday November 18, 2026 at 6:15 PM EST

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**			**6:15 PM**

		Purpose	Presenter	Time
A.	Call the Meeting to Order		Sergio Martin	1 m
B.	Record Attendance		Sergio Martin	1 m
C.	Privilege of the Floor		Sergio Martin	3 m
II.	**Leadership Report**			**6:20 PM**
A.	Leadership Report	FYI	Toby Romer	10 m
III.	**Updates and Reports**			**6:30 PM**
A.	2026 Academic Assessments and Accountability Data	Discuss	Toby Romer	30 m

- Review of MCAS and other key assessment data aligned with Strategic Plan from the 2025-26 school year

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

Board Committee Reports

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

C.	Community Groups (FEA, Foundation, ELPAC, SEPAC)	FYI	Toby Romer	2 m
IV.	**Consent Agenda**			**7:12 PM**
A.	Policy Review and Approval	Vote	Toby Romer	10 m

Second Reading

- Interacting with Law Enforcement Engaged with Civil Enforcement Policy
  - Review Interacting with Law Enforcement Engaged with Civil Enforcement Procedures

		Purpose	Presenter	Time
V.	**Board Business**			**7:22 PM**
A.	Executive Director Evaluation	Vote	Sergio Martin and Toby Romer	15 m

- Update on completion of SY25-26 Evaluation
- Review of Executive Director goals for SY26-27

B.	Review Board Self-Assessment Process	Discuss	Sergio Martin	5 m
C.	Board Member membership development	Vote	Sergio Martin	10 m

- Update on addition of new adult board members
- Review and vote on student board member

D.	Annual Board meeting	Vote	Sergio Martin	5 m

- Committee roles
- Officer Elections

E.	Board Annual Task Reminder	Discuss	Sergio Martin	2 m

- Complete Self-Evaluation for 2025-26 in Board On Track
- Complete Executive Director Evaluation Document in Board On Track
- Complete Financial Disclosure Statement
  - Additional Direction: https://www.mass.gov/how-to/file-a-charter-school-board-member-financial-statement-with-the-state-ethics-commission
  - Required Form in Our Shared Drive: https://docs.google.com/document/d/1J--laeB6sjx23_QJB4VL4z5rP5sSEtZ5/copy

F.	Meeting Minutes	Vote	Sergio Martin	5 m

For Approval:

Regular meeting:

		Purpose	Presenter	Time

- October 14, 2026
- November 4, 2026

Executive Session minutes: BOARD MEMBERS NEED TO VOTE TO GRANT AUTHORITY TO CHAIR TO APPROVE

- February 21, 2024
- March 20, 2024
- September 9, 2026

G.	Review Agenda Items for Next Meeting	FYI	Sergio Martin	5 m

VI. Executive Session — 8:09 PM

A.	Adjourn to Executive Session	Discuss	Sergio Martin	20 m

Adjourn to Executive session, not to return to open session in accordance with the Open Meeting Law, M.G.L. c. 30A, Section 21(a), as the Chair has determined that an open session would have a detrimental effect.

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

VII. Closing Items — 8:29 PM

A.	Adjourn Meeting	Vote	Anissia Vixamar	1 m

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

Coversheet

Leadership Report

Section: II. Leadership Report
Item: A. Leadership Report
Purpose: FYI
Submitted by:
Related Material:
Executive Director Report 11-18-26.pdf
FY27 Goals from FRCS Strategic Plan 2026-29 - Board of Trustees 11-18-26.pdf

Foxborough Regional Charter School

Executive Director Board Update

November 18th, 2026

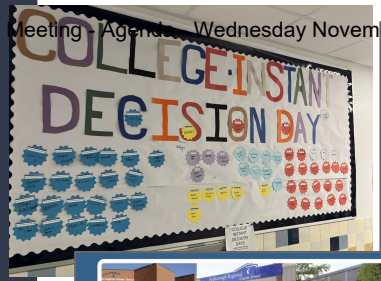
Recent & Upcoming Events

- **Elementary Unity Day** - October 22nd
- **First Middle School Fun Friday**
  - October 30th
- **College Instant Decision Days**
  - 11 Colleges - 10/30-11/20
  - On the spot admissions and scholarship offers
- **First Fall Enrollment Open House**
  - Thursday, November 12th 5-7 PM
- **Secondary Extracurriculars Underway**
- **Media Coverage of FRCS Attendance Rates**
  - Brockton Enterprise Article

Save The Date

- **Annual Board Holiday Luncheon**
  - Wed, January 13th 11:45-12:45
- **Winter Enrollment Open House**
  - Thursday, January 28th 6-8 PM

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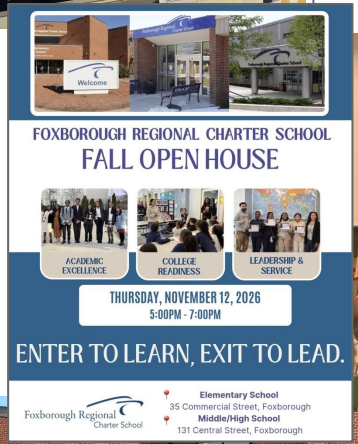

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The Enterprise

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Foxborough charter school cites family partnerships

"At Foxborough Regional Charter School, we work hard to create a school community where students and families feel proud to be part of our school, making students more likely to want to be in school and engaged in academics," said Toby N. Romer, executive director of Foxborough Regional Charter School.









Executive Director Activity Update







- Regular School and Classroom Visits with School Leaders
  - 1 to 2 mornings per week
- Professional development and coaching through MCPSA
  - Attended Annual Delegate Assembly
  - Member of Executive Director professional learning groups
  - Participation in Enrollment Planning Cohort
- Attended Mass Educational Equity Alliance conference
  - FRCS is a founding member
- Recorded a FRCS Enrollment PSA with Norton Public Access media
- Continuing to develop external funding opportunities

Foxborough Regional Charter School

Federal Education Updates



Supreme Court/Legal Issues

- Several legal cases testing the “publicness” of charters. One key case in California is progressing in the court system.
  - Parents sued to use public funding to pay for religious curriculum in their charter school. Possible Supreme Court test case impacting funding and independence of charter schools.
  - Similar to a case last year that attempted to broaden charters to include religious education. Could undermine support and funding for charter schools locally.

Congressional Election Impacts

- New congress more likely to prioritize preserving K-12 education funding in the federal budget process
- New congress less likely to allow the phase out of the US Department of Education as had been discussed.
- Possible additional congressional limits on immigration enforcement near schools.

Foxborough Regional Charter School

Annual Goals for Strategic Plan



- Developed in Spring and Summer 2026
- Collaboration with District and School Leaders
- Aligned with each specific Strategic Plan Goal
- Foundation for Reports on Progress

Foxborough Regional Charter School

FRCS FY27 Goals

Based on Strategic Plan 2026-29

Enter to Learn, Exit to Lead 2.0

Priority #1: Student Academic Performance and Growth

3 Year goals	26-27 District Goals
Goal #1: FRCS District-wide MCAS English Language Arts (ELA) and Math Proficiency Scores increase from school year 2024-25 scores by 15% or more by school year 2028-29. **Indicators:** ● 80% or more of students in grades K-3 or more are reading at or above grade level as measured by DIBELS Reading Assessment. ● Percentage of students meeting or exceeding growth targets increases, as measured by the MAP Assessment. ● Percentage of students at or above 50th percentile nationally increases, as measured by the MAP Assessment annually.	**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.
Goal #2: Make progress towards closing the academic achievement gap for the lowest performing subgroups, including students with IEPs and multilingual learners. **Indicators:** ● The average MCAS SGP growth scores for each subgroup is 50 or higher each year by subject.	**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 the lowest performing subgroups are reading at or above grade level as measured by DIBELS Reading Assessment.	● 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.
Goal #3: Educators at FRCS will deliver high quality, culturally relevant instruction for their students and maintain high expectations for all students. **Indicators:** ● Once implemented, the percentage of educators meeting or exceeding instructional expectations as measured by the FRCS Educator Evaluation system increases year over year. ● Year over year, there is a percentage increase in observed educator behaviors aligned with the FRCS Instructional Vision as measured by instructional walkthroughs.	**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.
Goal #4: Educators will collaborate to use student data to strengthen instruction and improve student outcomes. **Indicators:** ● Walkthrough data demonstrates increased alignment with FRCS Instructional Vision year over year. ● Educators provide feedback that the collaboration efforts are effective in supporting their ability to prioritize student outcomes in their teaching year over year. ● Each school sets and makes progress towards student performance goals, aligned with district goals and as	**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.

guided by their Instructional Leadership Teams (ILTs) supporting the work of collaborative educator teams.	● Educators provide feedback that the collaboration efforts are effective in supporting their ability to prioritize student outcomes in their teaching.
Goal #5: FRCS will recruit and retain high-quality, racially and linguistically diverse educators whose teaching practice is aligned with FRCS values and expectations. **Indicators:** ● The percentage of educators with licenses in their areas of expertise, especially Special Education, increases year over year. ● The number of educators of color hired and retained by FRCS increases year over year.	**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

3 Year goals	26-27 District Goals
Goal #1: Recruit and retain racially and linguistically diverse, mission-driven, highly qualified staff members committed to positive student outcomes and achievement. **Indicators:** ● The number of educators and staff recommending FRCS to others as a place to work increases year over year. ● The number of educators of color hired and retained by FRCS increases year over year. ● The number of educators who are fluent in languages spoken by students and families at FRCS increases year over year. ● The number of new educators demonstrating they are mission-driven, and committed to positive student outcomes and achievement, as assessed by the FRCS Educator Evaluation System and the Instructional Vision, increases year over year.	**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. **Indicators:** ● The percentage of student withdrawals decreases by 20% in three years. ● The percentage of students and families reporting a sense of belonging at FRCS increases year over year. ● The percentage of students reporting that FRCS offers opportunities for them to engage in activities that interest them will increase year over year (e.g., Spanish language	**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. ● Continued investment in current traditions and the development of new engaging student experiences inside and outside the classroom at each school level

program, extracurricular activities, field trips, community service activities, etc.). ● The percentage of students and families reporting that FRCS has school and grade-level traditions that they look forward to increases year over year.	● 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

3 Year goals	26-27 District Goals
Goal #1: FRCS' Executive Leadership Team and School Leaders define and implement communication principles and practices to consistently and transparently communicate across the district. **Indicators:** ● The percentage of educators and staff who report that leadership consistently and transparently communicates with them increases year over year.	**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.
Goal #2: FRCS Executive Leadership and School Leadership ensure the FRCS Educator Evaluation System and the FRCS Instructional Vision are fully implemented in order to support, develop, and hold staff accountable for collaborating across the district, demonstrating FRCS values in their work, and maintaining high expectations for students. **Indicators:** ● Instructional leaders engage in active supervision, evaluation, and mentoring as evidenced by performance evaluation data. ● Instructional leaders provide consistent, frequent feedback to promote educator reflection and adjustment to practice as evidenced by performance evaluation data.	**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,

● Each year, 80% or more of educators are able to name how the FRCS Instructional Vision components are demonstrated in their instructional practice.	mentorship, and common planning/department meetings increases from the previous year.
Goal #3: The relationship between the FRCS Board, Executive Leadership Team, and School Leadership improves year over year. **Indicators:** ● The Board, ELT, and School Leadership report greater trust, clear and transparent communications, and consistent engagement between and among all of them.	**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

3 Year goals	26-27 District Goals
Goal #1: FRCS develops a clearly articulated vision for its district operation and support structure and function that is student-centered and values aligned. **Indicators:** ● The Operational Vision is co-created by leadership and staff and shared with stakeholders by November/December of 2026. ● Annual planning and ongoing accountability for operations and facilities is explicitly linked to the framework once the framework is developed.	**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.
Goal #2: 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. **Indicators:** ● The percentage of FRCS leaders, educators, and staff, who report that they have the data they need to perform their job, make decisions effectively and meet district expectations increases year over year.	**Goal #2: 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.
Goal #3: FRCS systems and processes support student-centered, seamless, and consistent communications across functions and departments. **Indicators:**	**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.

● The percentage of FRCS leaders, educators, and staff who can state what the communications principles and practices are across FRCS increases year over year. ● The percentage of FRCS leaders, educators, and staff who report experiencing seamless and consistent communications across FRCS increases year over year.	● Share the internal communication principles with all staff and ensure alignment with the FRCS non-aligned evaluation rubric and forms.
Goal #4: FRCS provides student-centered, high-quality, accessible, and well-maintained facilities across the district. **Indicators:** ● The percentage of FRCS internal and external stakeholders who report that FRCS provides student-centered, high quality, accessible and well-maintained facilities across the district increases year over year.	**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 December 2026, to inform a long-term facilities development plan.

Coversheet

2026 Academic Assessments and Accountability Data

Section: III. Updates and Reports
Item: A. 2026 Academic Assessments and Accountability Data
Purpose: Discuss
Submitted by:
Related Material:
Board of Trustees Report on MCAS and Other Assessments - Fall 2026.pdf

Foxborough Regional Charter School

2026 Academic Assessments and Accountability Data

Board of Trustees
November 2026

FRCS 2026 Assessment Results as a Baseline for our Strategic Plan

FRCS Strategic Plan 2026-2029

"This plan creates the roadmap for FRCS to improve & grow in our next chapter of development."

Our Mission

To provide students with a challenging academic program to prepare them for college and to serve as leaders in their communities.

Our Shared Values

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

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.

"The plan is a path for FRCS to become a top performing school district in our region that truly lives up to our motto, "Enter to Learn, Excel, Lead", for our current students and family community."

Agenda
Assessment Data Aligned with Our Strategic Plan

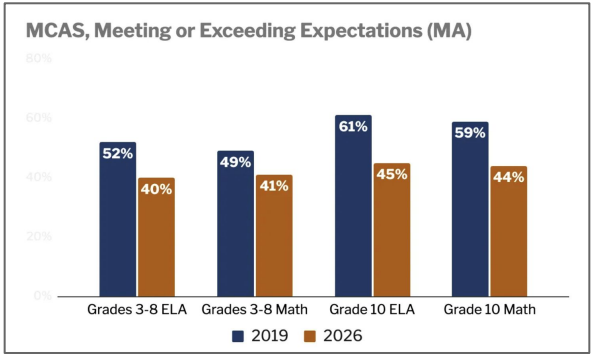
1. **Priority 1 Goal 1 - Overall MCAS Increase, DIBELS and MAP Indicators**
   a. Reading Proficiency
   b. MAP Growth
   c. MAP Performance
   d. MCAS Performance

2. **Priority 1 Goal 2 - Closing Achievement Gaps**
   a. MCAS Subgroup Growth
   b. Reading Proficiency by Subgroup

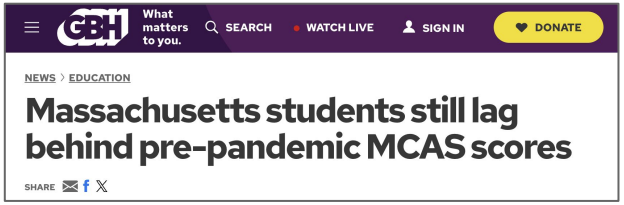
3. **Additional Academic and Accountability Results**
   a. AP
   b. Attendance Results
   c. ACCESS Results
   d. Accountability Rating

Statewide Achievement Context

Only 14 districts statewide have returned to or exceeded pre-pandemic performance in both English language arts and math in grades 3-8









Priority #1: Student Academic Performance and Growth



Goal #1: FRCS District-wide MCAS English Language Arts (ELA) and Math Proficiency Scores increase from school year 2024-25 scores by 15% or more by school year 2028-29.

Goal #2: Make progress towards closing the academic achievement gap for the lowest performing subgroups, including students with IEPs and multilingual learners.

Goal #3: Educators at FRCS will deliver high quality, culturally relevant instruction for their students and maintain high expectations for all students.

Goal #4: Educators will collaborate to use student data to strengthen instruction and improve student outcomes.

Goal #5: FRCS will recruit and retain high-quality, racially and linguistically diverse educators whose teaching practice is aligned with FRCS values and expectations.

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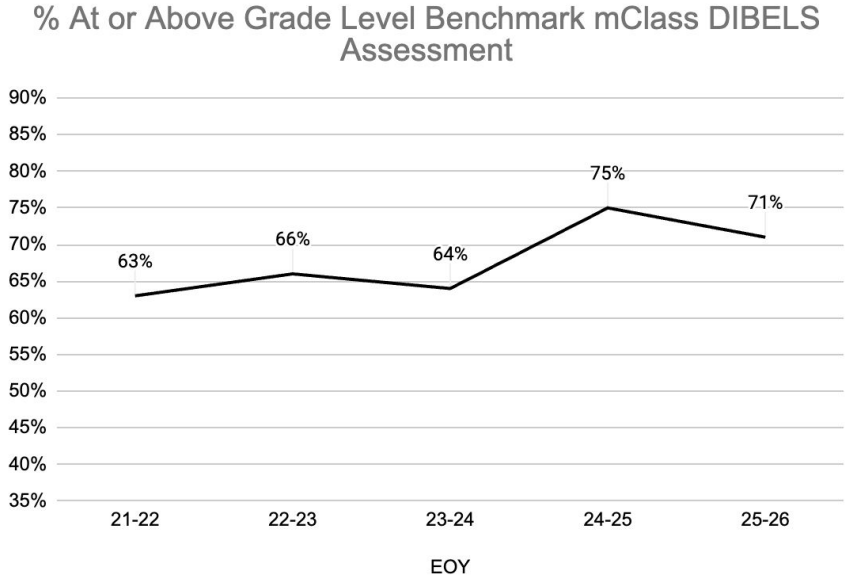
Indicators:

- 80% or more of students in grades K-3 or more are **reading** at or above grade level as measured by DIBELS Reading Assessment.
- Percentage of students meeting or exceeding **growth** targets increases, as measured by the MAP Assessment.
- Percentage of students at or **above 50th percentile** nationally increases, as measured by the MAP Assessment annually

Indicator - 80% or more of students in grades K-3 or more are reading at or above grade level as measured by DIBELS Reading Assessment.

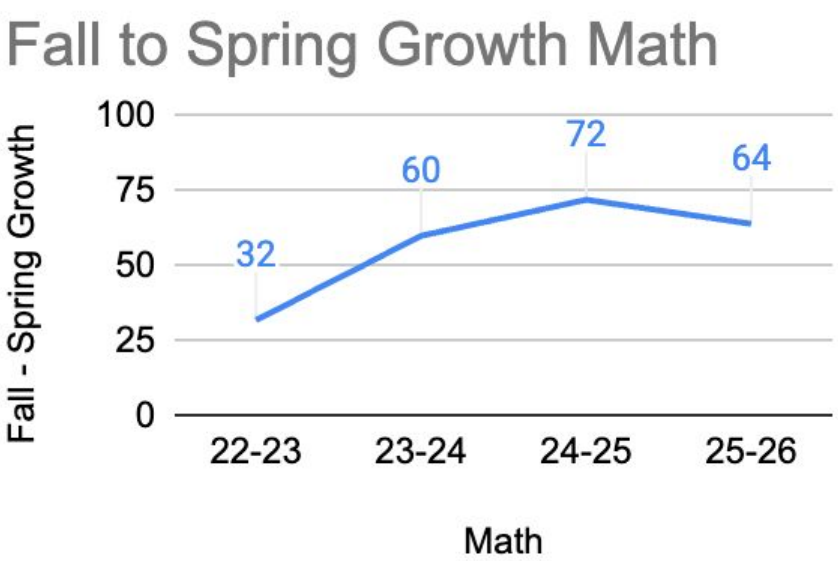


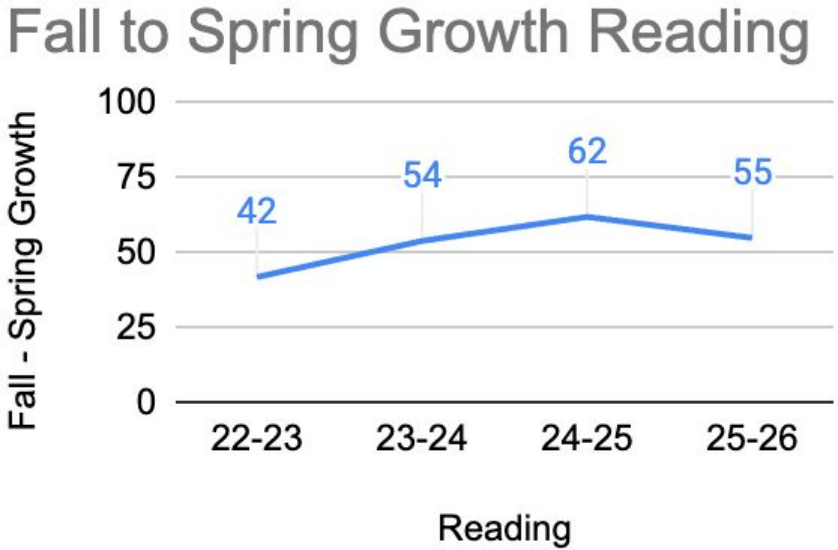
- Assessments are completed through the **Amplify Online platform**
- **DIBELS assessment is informative for teachers** and provides information to guide instruction, and students are given a composite rating of
  - Above Grade Level Benchmarks
  - At Grade Level Benchmarks
  - Below Grade Level Benchmarks
  - Well Below Grade Level Benchmark
- **Results Summary**
  - Scores decreased from 2025, but remain improved from pre-2024 levels.
  - Strongest results in grades K & 1 (78% and 84% At Benchmark or Above Benchmark)
  - Percentage reading Above Grade Level Benchmark is 42%, 9% increase in 2 years



Indicator - Percentage of students meeting or exceeding growth targets increases, as measured by the MAP Assessment.



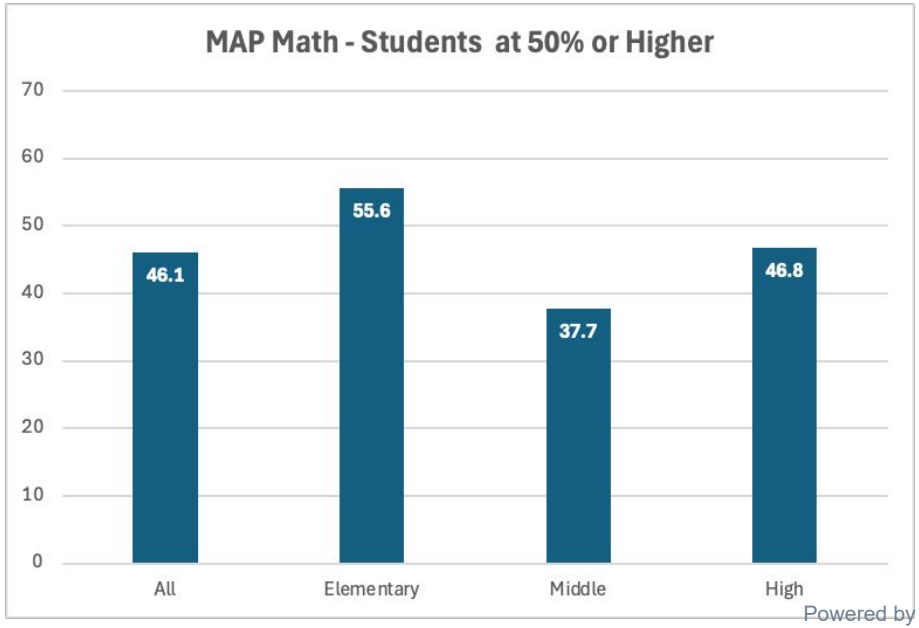


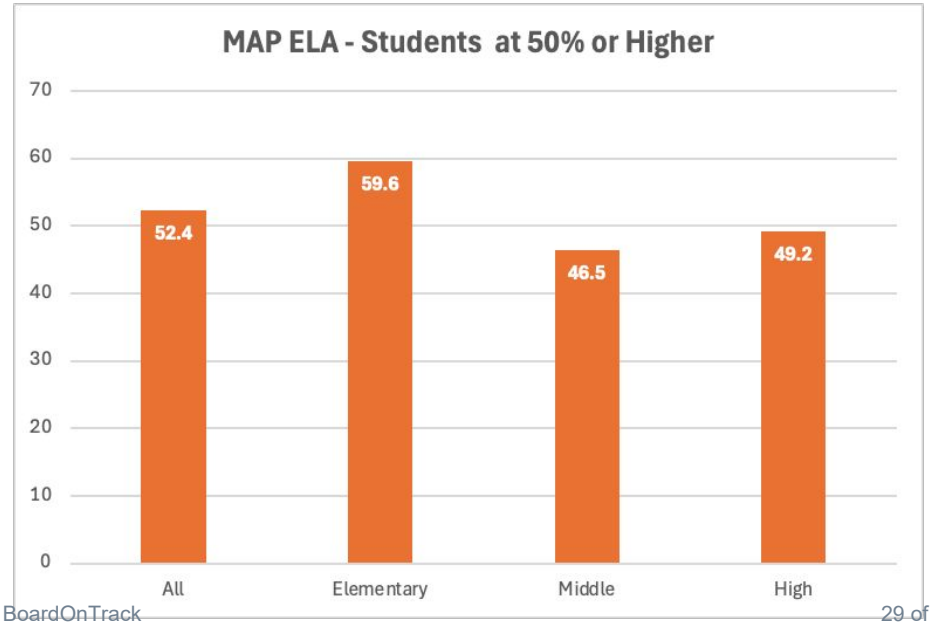


Indicator - Percentage of students at or above 50th percentile nationally increases, as measured by the MAP Assessment annually



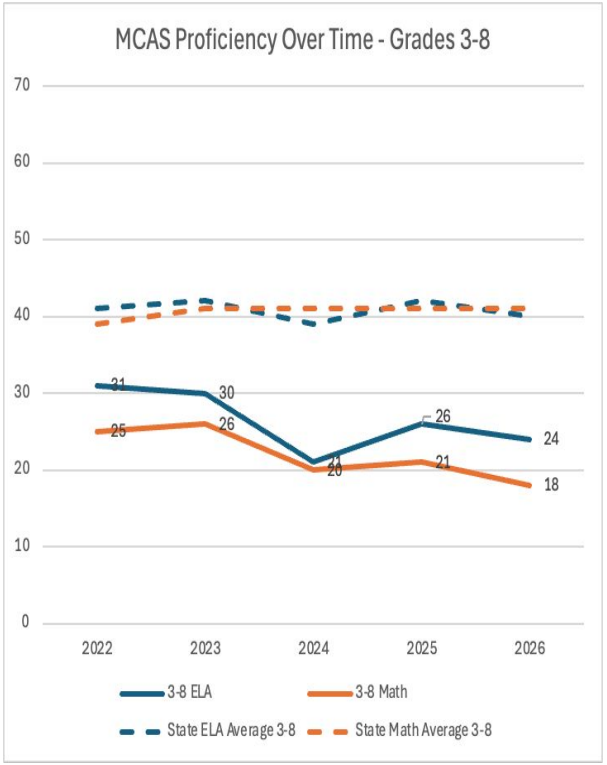
Baseline data for 2026, based on national percentile at the End of Year assessment.

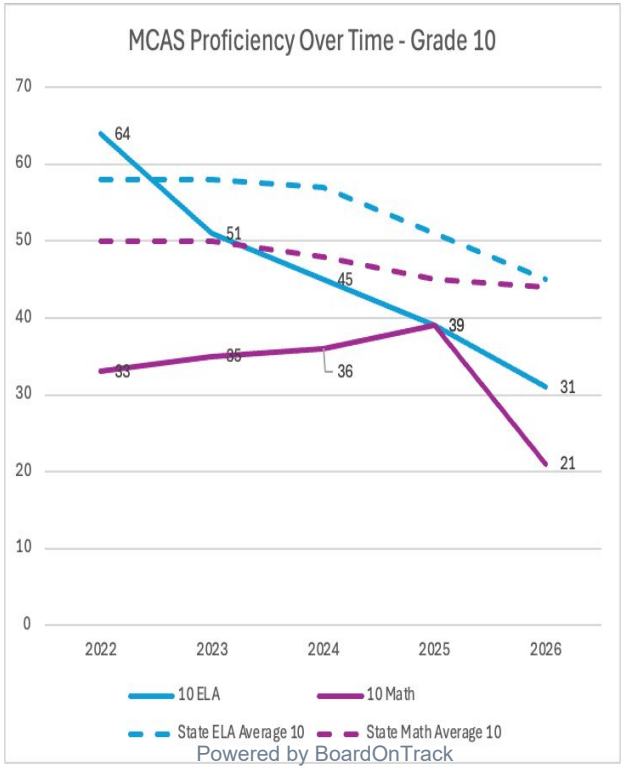


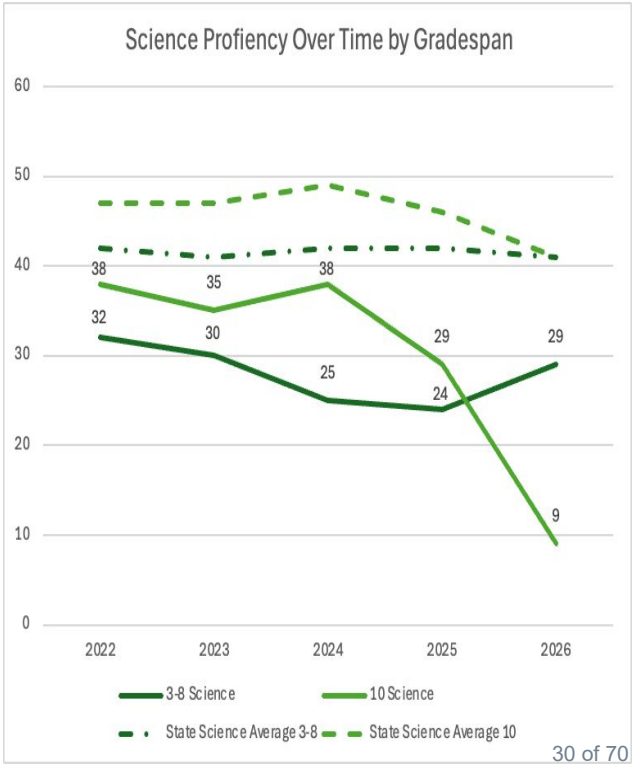


Goal #1: FRCS District-wide MCAS English Language Arts (ELA) and Math Proficiency Scores increase from school year 2024-25 scores by 15% or more by school year 2028-29.



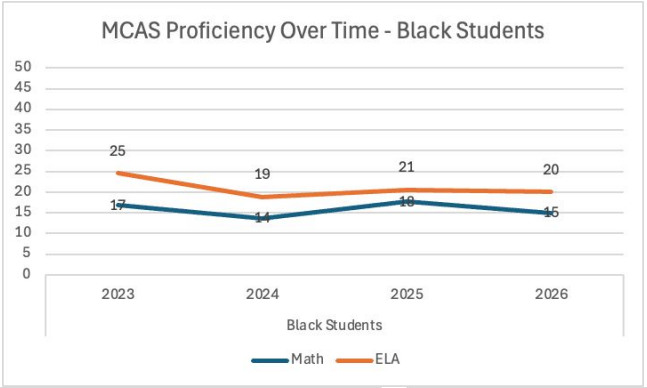


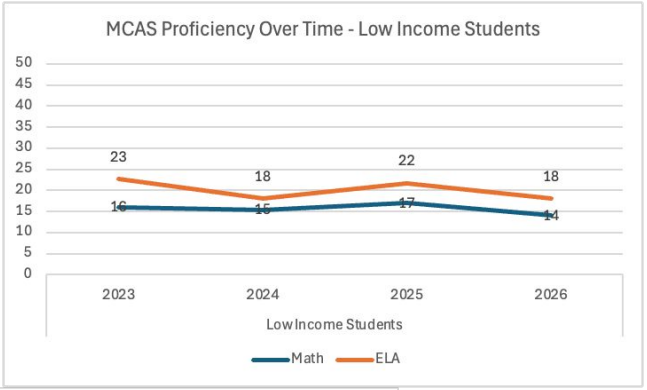


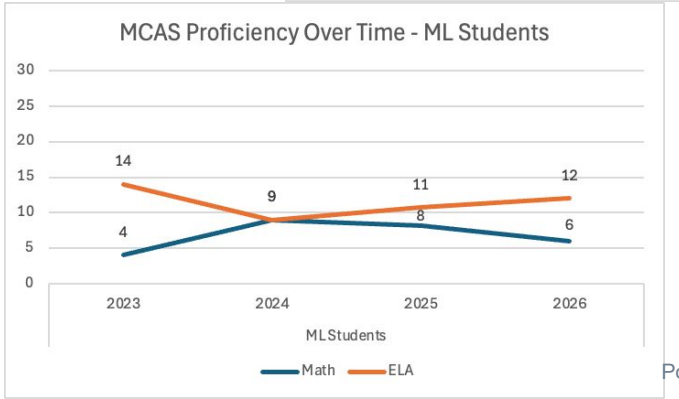


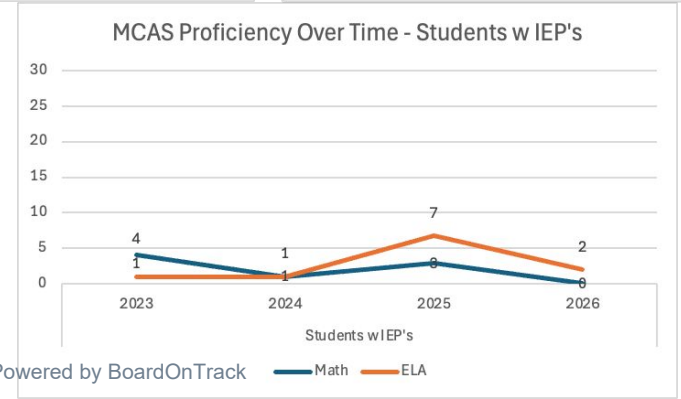
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Priority #1: Student Academic Performance and Growth



Goal #1: FRCS District-wide MCAS English Language Arts (ELA) and Math Proficiency Scores increase from school year 2024-25 scores by 15% or more by school year 2028-29.

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Indicators

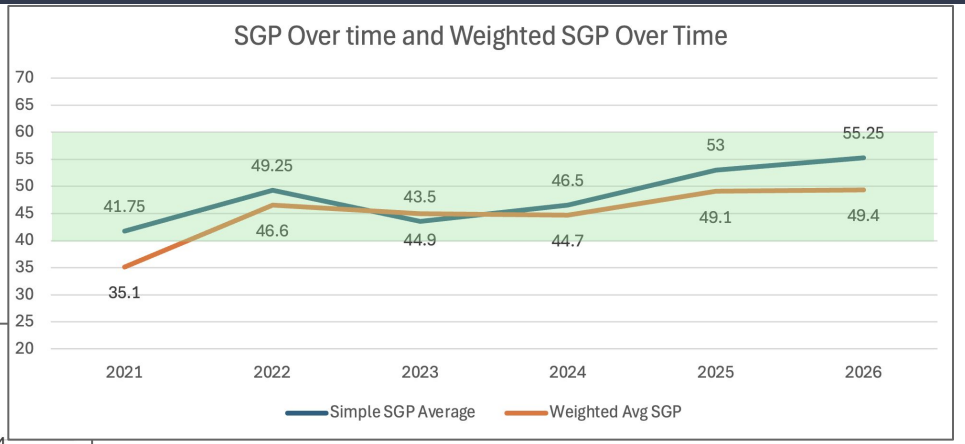
- The average **MCAS SGP growth** scores for each subgroup is 50 or higher each year by subject.
- 50% or higher of the **lowest performing subgroups** are reading at or above grade level as measured by DIBELS Reading Assessment.

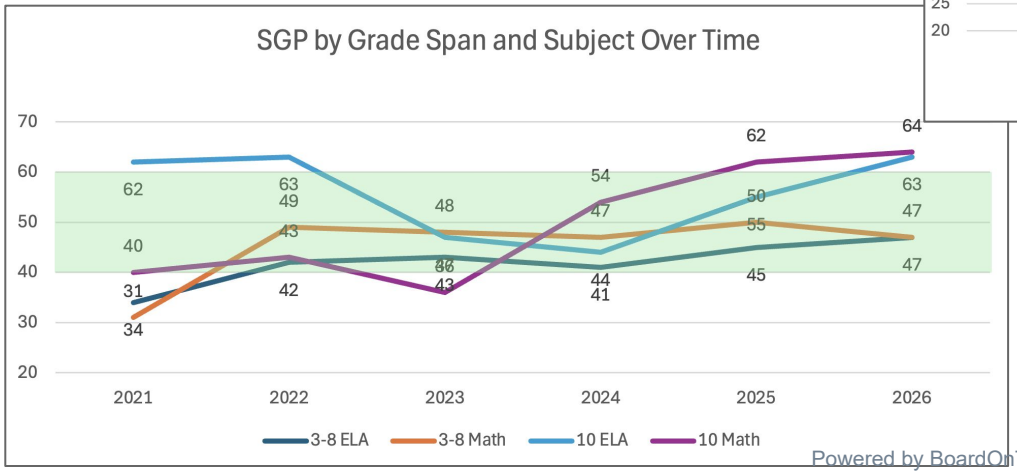
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Highlights

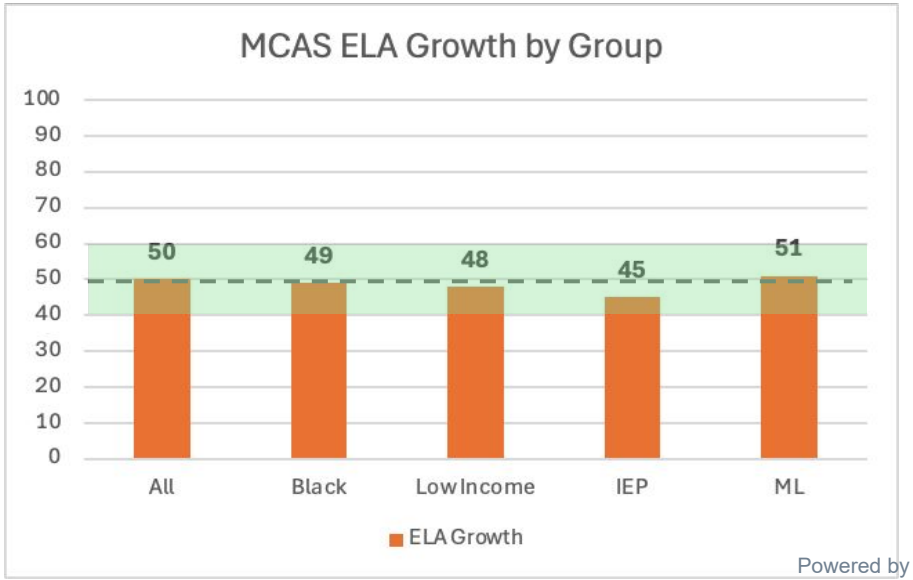
- Average Math SGP Grades 7-10 is **4th highest in the state** for K-12 districts.
- Average ELA SGP Grades 7-10 is **11th highest in the state** for K-12 districts.
- Combined ELA & Math SGP Grades 7-10 is **9th highest in the state** for K-12 districts.

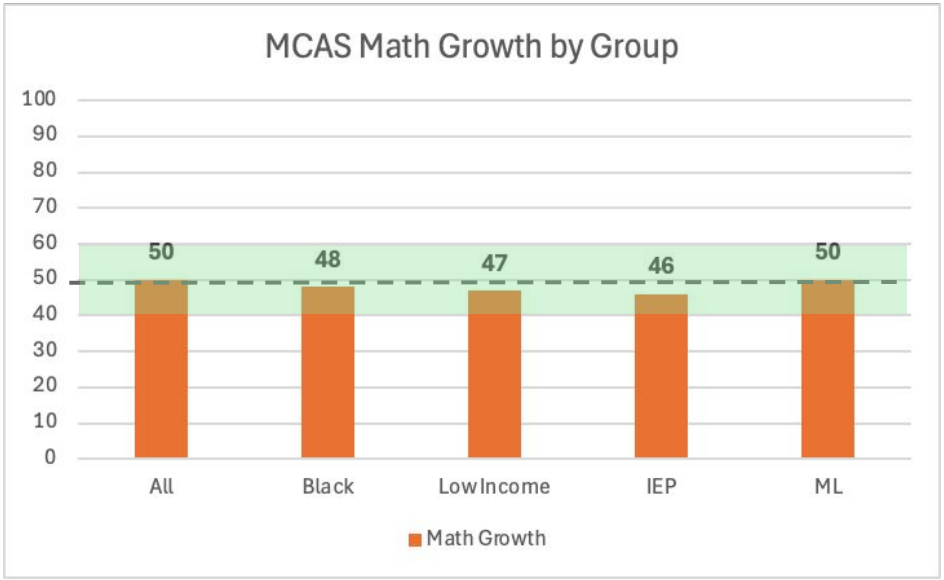




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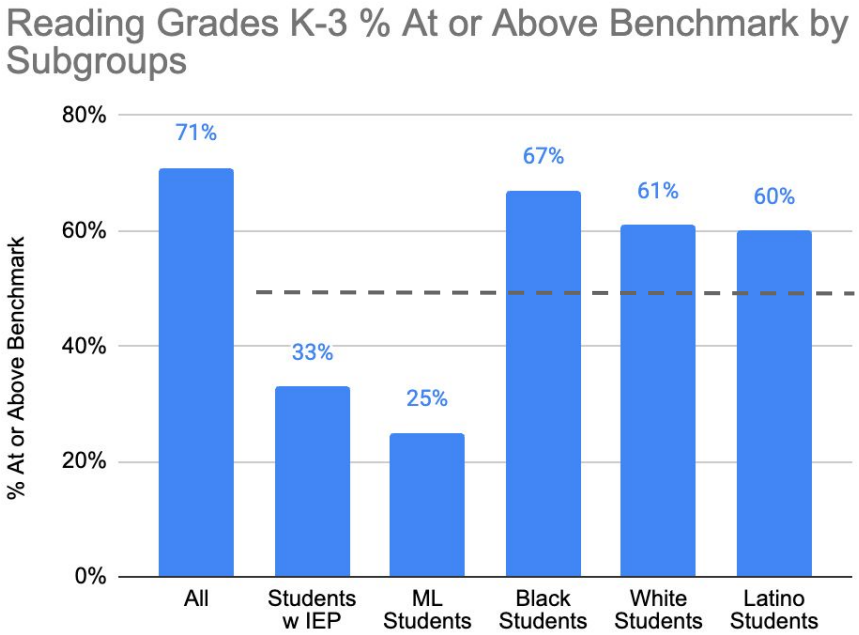






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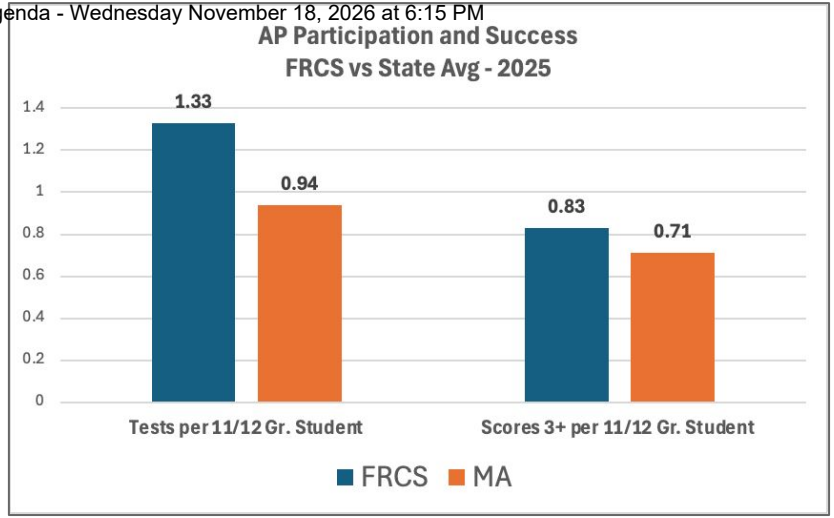


Additional Assessments to Consider

- **Advanced Placement** Scores
- **Attendance** and Chronic Absenteeism
- ACCESS test of **English language acquisition**
- State **Accountability Rating**
  - Includes factors for Attendance, Advanced Coursework, Graduation Rates, etc

College Course Data - AP Program

- FRCS students took **178 AP tests** in 19 subjects.
- AP Tests are **scored from 1 to 5.** Scores of 3 or higher are eligible for college credit or placement out of entry-level college courses.
- Research shows **participation in AP courses improves college course success** rates for all students.
- FRCS has **high AP participation and success rates compared to state averages.**

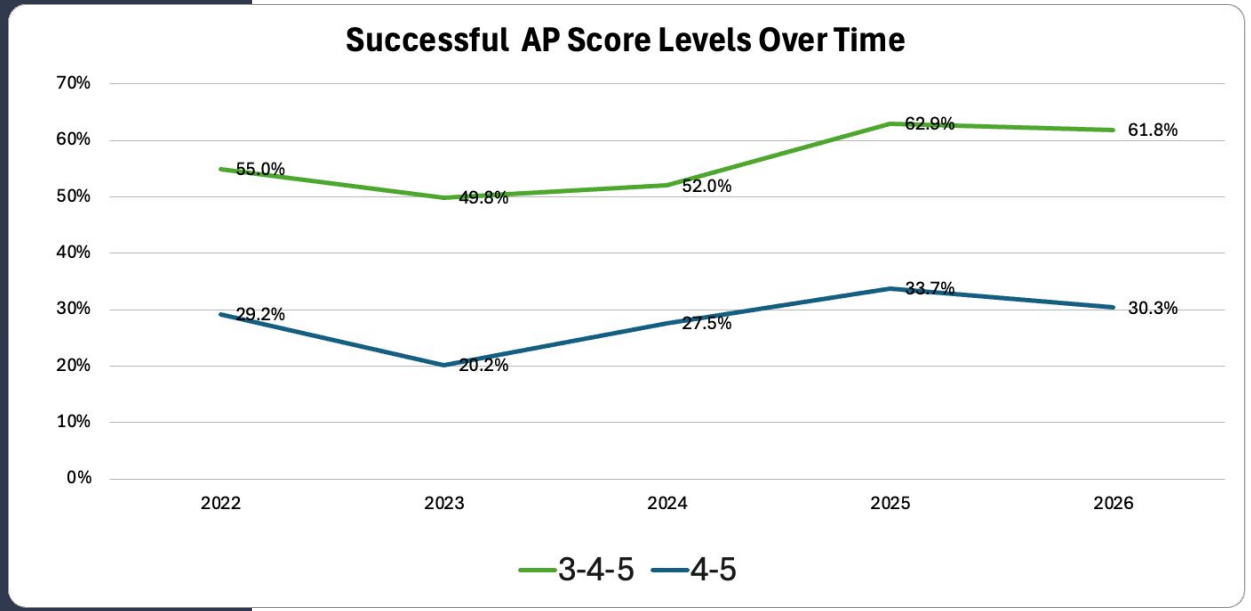


1. 2-D Art and Design
2. African American Studies
3. Art History
4. Biology
5. Calculus AB
6. Chemistry
7. Computer Science A
8. Computer Science Principles
9. English Language and Composition
10. English Literature and Composition
11. Environmental Science
12. European History
13. Macroeconomics
14. Microeconomics
15. Physics C: Electricity and Magnetism
16. Physics C: Mechanics
17. Precalculus
18. Psychology
19. Statistics

Foxborough Regional Charter School

College Course Data - AP Program

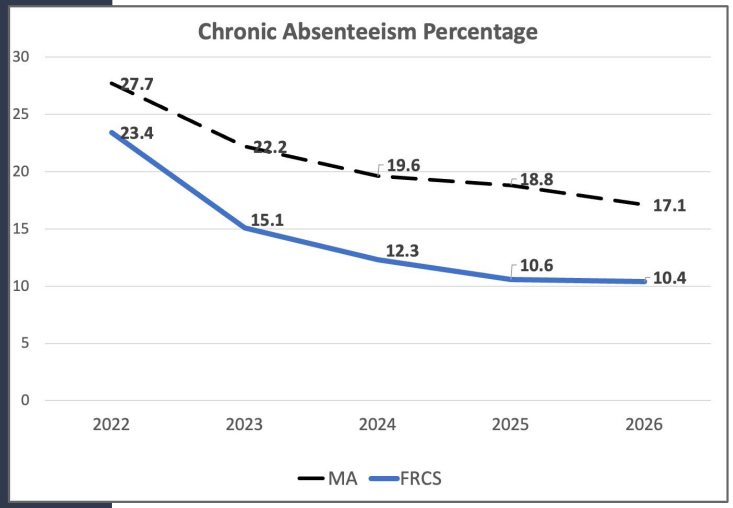
- AP success rate higher in 2025 & 2026 than previous years.
- The total percentage of students receiving successful scores remained stable from 2025.

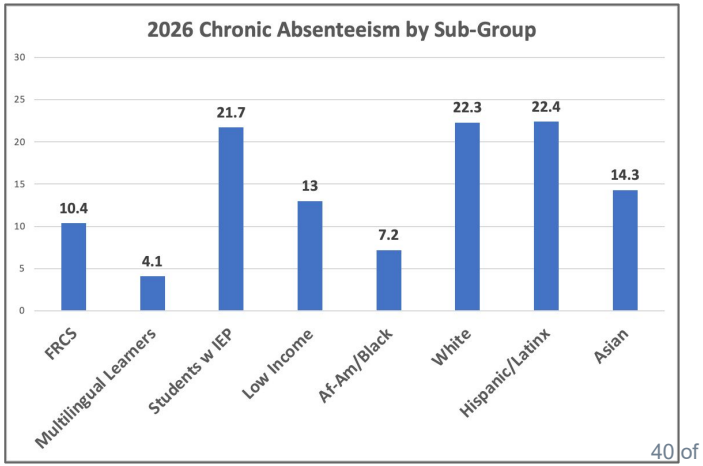


Foxborough Regional Charter School

Chronic Absenteeism

- FRCS Chronic Absenteeism 6.7% below state average
- FRCS rate remains 2.7% above pre-pandemic 2020 level (MA is 4.1% above)
- Highest absenteeism rates for Latinx students, white students, and students with disabilities.



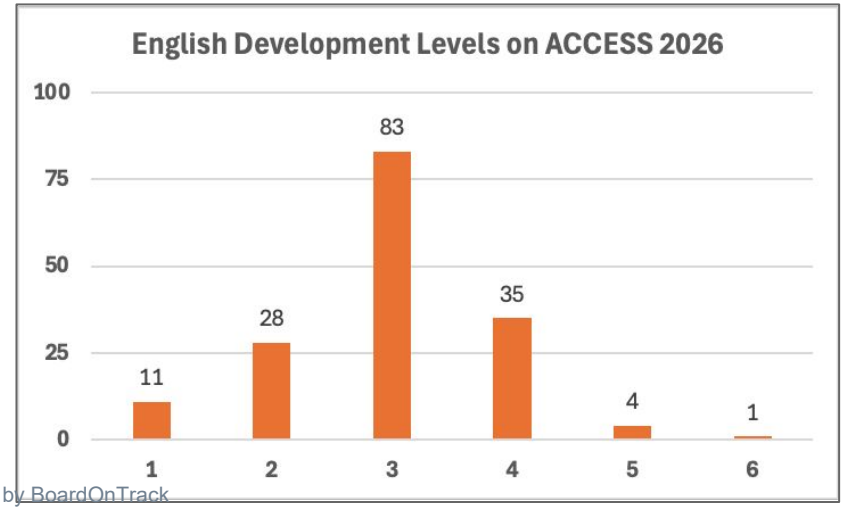


Foxborough Regional Charter School

English Language Acquisition Data - ACCESS

- **English Language proficiency** levels assess students language development for **multilingual learners (ML's).**
- 162 FRCS students (~11%) assessed based on home language survey and teacher assessment.
- ML's assessed by the **Massachusetts ACCESS assessment**, given January-February.

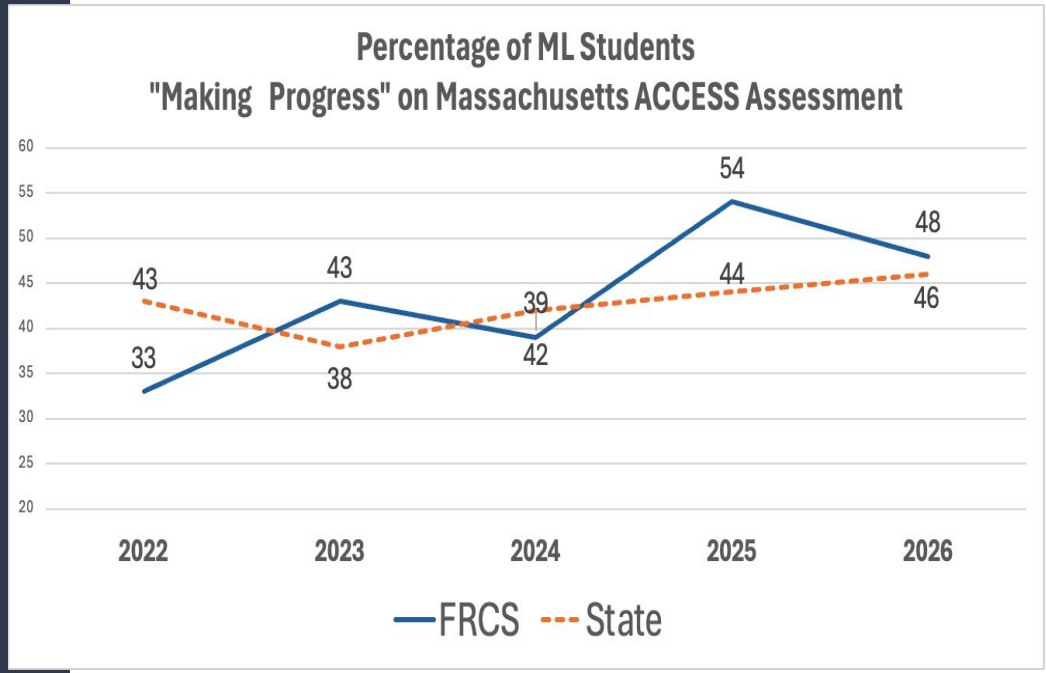




Foxborough Regional Charter School

English Language Acquisition Data - ACCESS

- "Making progress" means that a student is **on track to attain English proficiency within six years** of entering.
- Exceeding state average for ML's "making progress" on ACCESS for 2nd year in a row.
- FRCS ML's exceeding state average by 2%.



Foxborough Regional Charter School

MA Accountability System Designations

Includes Goals and points for:

- Academic Achievement
- Academic Growth
- High School Completion
- Progress towards English proficiency for ML students
- Attendance
- Advanced Coursework Completion

All measures assessed to **all students**, **high school students**, and **struggling students**.

Not requiring assistance or intervention					Requiring assistance or intervention	
Schools of recognition	**Meeting or exceeding targets**	**Substantial progress toward targets**	**Moderate progress toward targets**	**Limited or no progress toward targets**	**Focused/ targeted support**	**Broad/ comprehensive support**
Recognized for high achievement, high growth, or exceeding targets	Cumulative criterion-referenced target percentage 75-100	Cumulative criterion-referenced target percentage 50-74	Cumulative criterion-referenced target percentage 25-49	Cumulative criterion-referenced target percentage 0-24	•Percentiles 1-10 •Low graduation rate •Low performing group(s) •Low participation	•Underperforming schools •Chronically underperforming schools

Summary of Detailed Scores

- Overall **Performance in English, Math and Science** still far from targets
- More positive results with our **Academic Growth** and **Lowest Performing Students** scores
- FRCS Overall Ranking of **54th Percentile Statewide** among All K-12 Schools (Decrease from 61 percentile)

FRCS Overall Accountability Information

Organization Information	
DISTRICT NAME Foxborough Regional Charter (District) (04460000)	**TITLE I STATUS** Title I District
REGION Coastal	**GRADES SERVED** K,01,02,03,04,05,06,07,08,09,10,11,12

Accountability Information

Overall classification	Not requiring assistance or intervention

Reason for classification
Moderate progress toward targets

Progress toward improvement targets	Accountability percentile
48% - Moderate progress toward targets	-

OVERALL RESULTS | STUDENT GROUP RESULTS | DETAILED DATA FOR EACH INDICATOR | SCHOOLS IN THIS DISTRICT

Overall progress toward improvement targets

	2024	2025	2026
Annual criterion-referenced target percentage	43%	47%	48%
Weight		40%	60%
Cumulative Criterion-referenced target percentage (2025 x 40%) + (2026 x 60%)		48% Moderate progress toward targets	

School Accountability Information

School	Accountability information	School accountability percentile
Foxborough Regional Charter School	Not requiring assistance or intervention	54

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Next Steps



FRCS Strategic Plan 2026-2029

"This plan creates the roadmap for FRCS to improve & grow in our next chapter of development."

Our Mission

To provide students with a challenging academic program to prepare them for college and to serve as leaders in their communities.

Our Shared Values

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

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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.

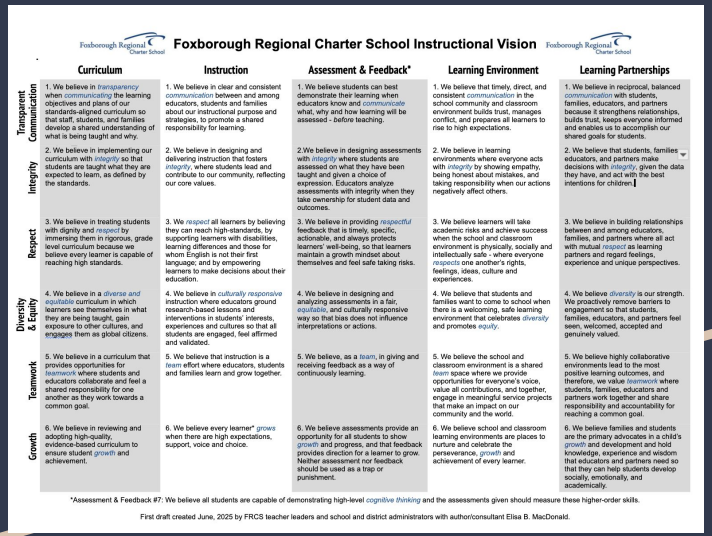
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Foxborough Regional Charter School Instructional Vision

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

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

First draft created June, 2025 by FRCS teacher leaders and school and district administrators with author/consultant Elisa B. MacDonald.

Instructional Leadership & Improvement

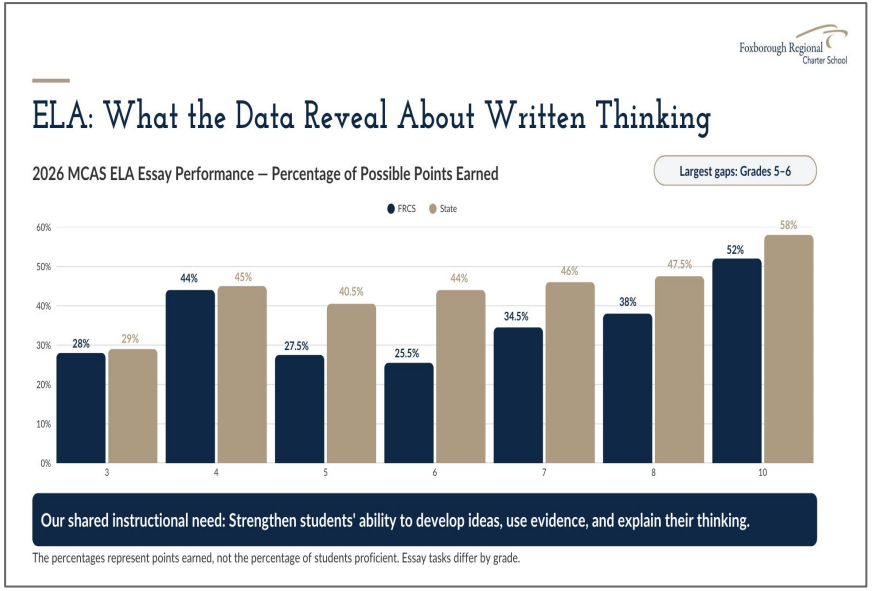
Aligned with Strategic Plan & Instructional Vision

- Implementing high quality **curricula** with integrity
- Instructionally focused **professional development** for educators
- Administrator **supervision, evaluation, and walkthroughs**
- Regular analysis and planning from student formative **assessment data**
- **School** goal setting and instructional planning
- **Teacher team** goal setting and collaboration
- Creating opportunities for intentional **peer observation**
- Strategic **hiring** as needed

Foxborough Regional Charter School

Next Steps – Responding to Assessment Data

Example - Responding to Data Patterns at the School Level



Analysis of Patterns by School Leaders and School Instructional Leadership Teams (ILT's)

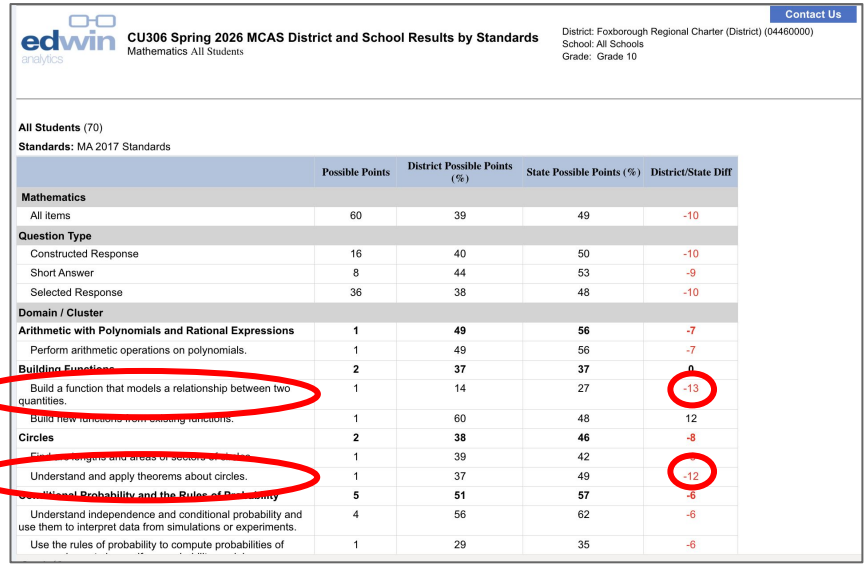
Specific School **Goal Setting** in Areas for Improvement in Response to Data

Curriculum & Instructional Analysis and Adjustments to Meet Specific Goals Created

Ongoing Teamwork, Professional Development, and Administrator Oversight to **Support Implementation**

Next Steps - Responding to Assessment Data

Example - Responding to Data Patterns at the Teacher Team Level



edwin analytics

CU306 Spring 2026 MCAS District and School Results by Standards
Mathematics All Students

Contact Us

District: Foxborough Regional Charter (District) (04460000)
School: All Schools
Grade: Grade 10

All Students (70)
Standards: MA 2017 Standards

	Possible Points	District Possible Points (%)	State Possible Points (%)	District/State Diff
Mathematics				
All items	60	39	49	-10
Question Type				
Constructed Response	16	40	50	-10
Short Answer	8	44	53	-9
Selected Response	36	38	48	-10
Domain / Cluster				
Arithmetic with Polynomials and Rational Expressions	**1**	**49**	**56**	**-7**
Perform arithmetic operations on polynomials.	1	49	56	-7
Building Functions	**2**	**37**	**37**	**0**
Build a function that models a relationship between two quantities.	1	14	27	-13
Build new functions from existing functions.	1	60	48	12
Circles	**2**	**38**	**46**	**-8**
[illegible]	1	39	42	[illegible]
Understand and apply theorems about circles.	1	37	49	-12
[illegible] Probability and the Rules of Probability	**5**	**51**	**57**	**-6**
Understand independence and conditional probability and use them to interpret data from simulations or experiments.	4	56	62	-6
Use the rules of probability to compute probabilities of	1	29	35	-6

Analysis of Patterns and Gaps by Teacher Teams (Grade Level or Content Departments)

Identification of Specific Standards or Skills with Lower Assessment Results

Development of **Team Specific Goals** Based on Assessment Results Analysis

Review of Curriculum and Instructional Strategies to Ensure Goal Success and Higher Levels of Student Achievement

Next Steps - Responding to Assessment Data

Example - Supporting Student Cohorts Based on Achievement Results

- Responding to 5th Grade Math MCAS Results
  - Significantly Lower Proficiency Rates vs. 2025 MCAS (-10%)
  - Targeting Supports to Meet the the Needs of the 6th Grade Cohort this year
    - Adding daily math fluency practice
    - Creating Math-focused WINN (What I Need Now period) blocks
    - Additional targeted small-group intervention with Middle School Math Interventionist teacher
    - Co-taught classes with Special Educator where appropriate
    - Supplemental weekly home-learning math practice materials
    - Connection P..R.I.D.E. PBIS system

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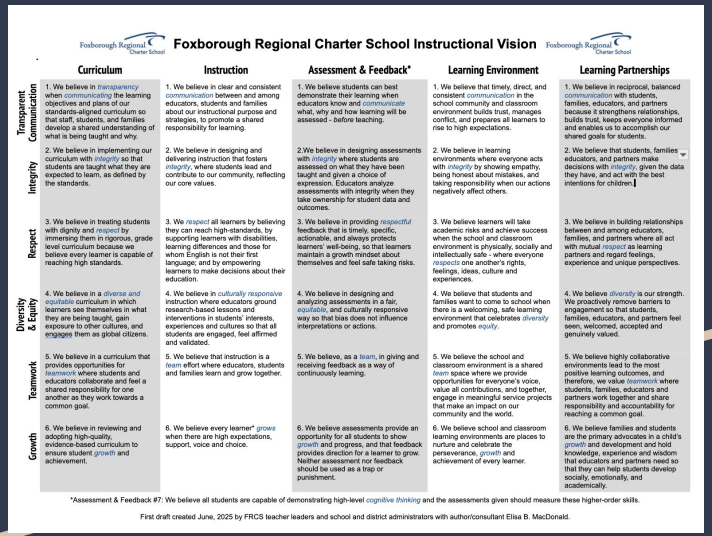
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Respect	3. We believe in treating students with dignity and *respect* by immersing them in rigorous, grade level curriculum because we believe every learner is capable of reaching high standards.	3. We *respect* all learners by believing they can reach high-standards, by supporting learners with disabilities, learning differences and those for whom English is not their first language; and by empowering learners to make decisions about their education.	3. We believe in providing *respectful* feedback that is timely, specific, actionable, and always protects learners' well-being, so that learners maintain a growth mindset about themselves and feel safe taking risks.	3. We believe learners will take academic risks and achieve success when the school and classroom environment is physically, socially and intellectually safe - where everyone *respects* one another's rights, feelings, ideas, culture and experiences.	3. We believe in building relationships between and among educators, families, and partners where all act with mutual *respect* as learning partners and regard feelings, experience and unique perspectives.
Diversity & Equity	4. We believe in a *diverse and equitable* curriculum in which learners see themselves in what they are being taught, gain exposure to other cultures, and engages them as global citizens.	4. We believe in *culturally responsive* instruction where educators ground research-based lessons and interventions in students' interests, experiences and cultures so that all students are engaged, feel affirmed and validated.	4. We believe in designing and analyzing assessments in a fair, *equitable*, and culturally responsive way so that bias does not influence interpretations or actions.	4. We believe that students and families want to come to school when there is a welcoming, safe learning environment that celebrates *diversity* and promotes *equity*.	4. We believe *diversity* is our strength. We proactively remove barriers to engagement so that students, families, educators, and partners feel seen, welcomed, accepted and genuinely valued.
Teamwork	5. We believe in a curriculum that provides opportunities for *teamwork* where students and educators collaborate and feel a shared responsibility for one another as they work towards a common goal.	5. We believe that instruction is a *team* effort where educators, students and families learn and grow together.	5. We believe, as a *team*, in giving and receiving feedback as a way of continuously learning.	5. We believe the school and classroom environment is a shared *team* space where we provide opportunities for everyone's voice, value all contributions, and together, engage in meaningful service projects that make an impact on our community and the world.	5. We believe highly collaborative environments lead to the most positive learning outcomes, and therefore, we value *teamwork* where students, families, educators and partners work together and share responsibility and accountability for reaching a common goal.
Growth	6. We believe in reviewing and adopting high-quality, evidence-based curriculum to ensure student *growth* and achievement.	6. We believe every learner* *grows* when there are high expectations, support, voice and choice.	6. We believe assessments provide an opportunity for all students to show *growth* and progress, and that feedback provides direction for a learner to grow. Neither assessment nor feedback should be used as a trap or punishment.	6. We believe school and classroom learning environments are places to nurture and celebrate the perseverance, *growth* and achievement of every learner.	6. We believe families and students are the primary advocates in a child's *growth* and development and hold knowledge, experience and wisdom that educators and partners need so that they can help students develop socially, emotionally, and academically.

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

First draft created June, 2025 by FRCS teacher leaders and school and district administrators with author/consultant Elisa B. MacDonald.

Instructional Leadership & Improvement

Aligned with Strategic Plan & Instructional Vision

- Implementing high quality **curricula** with integrity
- Instructionally focused **professional development** for educators
- Administrator **supervision, evaluation, and walkthroughs**
- Regular analysis and planning from student formative **assessment data**
- **School** goal setting and instructional planning
- **Teacher team** goal setting and collaboration
- Creating opportunities for intentional **peer observation**
- Strategic **hiring** as needed

Foxborough Regional Charter School

Coversheet

Policy Review and Approval

Section:	IV. Consent Agenda
Item:	A. Policy Review and Approval
Purpose:	Vote
Submitted by:	
Related Material:	Policy for Interact racting with Civil Law Enforcement Draft 10-2026.pdf Procedures for Interacting with Civil Law Enforcement .pdf

Foxborough Regional Charter School
Interacting with Law Enforcement Officers Engaged in Civil Law Enforcement Policy
Draft 10-2026

(For First Reading at Board Meeting 10/14/26)

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.

Foxborough Regional Charter School
Procedures for Interacting with Civil Law Enforcement

DRAFT FALL 2026

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 in Appendix E) without a Judicial Warrant or Judicial Order.

As required by the Act, these procedures outline a process for Foxborough Regional Charter School (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. All terms used in this document are defined in the Definitions section in Appendix E at the end of this document.

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.[1] For purposes of these procedures, school grounds are defined in Appendix E.

A. General Procedures for FRCS 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 Executive Director has identified the following senior administrators from the FRCS Executive leadership team as the designated district-level contact person for any situation in which Officers are engaged in civil law enforcement on school grounds. In the event the district-level contacts are not available, additional members of the district leadership team should be contacted immediately.

[1] 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.

- Toby N. Romer, Executive Director
- Lesly Michelot, Director of Operations

The Executive Director has identified the following leaders from each school as the designated school-level contact person for any situation in which Officers are engaged in civil law enforcement on school grounds. In the event the school leader is not available, the school assistant principals or main office staff should be contacted immediately.

- Nicole Ouiment, Elementary School Principal
- Judith Estime, Middle School Principal
- Bridget Lemieux, High School Principal

The Executive Director or their designee will be the district's contact person for calling the district's attorney when Officers are on-site (see Step iv. of the response protocol, below).

C. Response Protocol

i. If a request from civil law enforcement is made by phone or email, staff should not respond substantively and should immediately refer the request to the designated contact person.

ii. 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 or in the school vestibule, away from students and families).

iii. When staff encounter or become aware of Officers engaged in civil law enforcement on school grounds, they should immediately notify the school principal or a district leadership team member.

iv. Once notified, the school principal or district leadership team member should immediately notify a district-level contact person and go to the location where the Officers are waiting.

v. The Executive Director or their designee will call the district's attorney for advice. If possible, the administrator on site will connect with the attorney on a three-way call with the district-level contact person.

vi. The principal or district leadership team member will ask the Officers for their identification, and record their names, agencies, and badge numbers.

vii. The principal or district leadership team member will ask to view any warrant or other documentation. The principal or district leadership team member—with assistance from an attorney, if available—should review the documents to determine whether the Officers have a valid Judicial Warrant or Judicial Order. *See* Review of Warrant, below.

viii. If the Officers have a valid Judicial Warrant or Judicial Order authorizing an arrest or entry to search or both, the principal or district leadership team member 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.[2]

ix. If the Officers do not have a valid Judicial Warrant or Judicial Order, or they only have an administrative warrant, the principal or district leadership team member will inform the Officers that based on state law, they are not authorized to conduct an arrest on school grounds and ask them to leave.

x. 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.

xi. 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 principal, with assistance from the district-level contact person and the district's attorney, if available, will review any warrants or orders. The district-level contact person and principal 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.

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

FRCS 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."

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

- "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 the form in Appendix B and keep this record as they would any other school records, in the normal course. A sample form is included as Appendix B.

Under the response 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, FRCS will evaluate, consistent with our safety plans, 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 if action is necessary.

H. School Transportation

FRCS 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, FRCS will 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 will 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)

FRCS will ensure that the School Resource Officer Memorandum of Understanding (MOU) with the Foxborough Police Department complies with the mandatory statewide model, and includes information about the roles and responsibilities of the School Resource Officer in our schools, including in circumstances where law enforcement officers are conducting civil law enforcement on school grounds.

J. Parental Notice

When FRCS confirms the presence of Officers engaged in civil law enforcement on school grounds, we 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 our communities. FRCS 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 of these Procedures.

The school principal will notify the family of a student if Officers conducting civil law enforcement are trying to reach a specific student or seeking information about a specific student. The principal 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

FRCS cannot disclose personally identifiable information about a student to third parties, including Officers and the media, either orally or in writing unless: FRCS 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. FRCS also respects the privacy preferences and concerns of a student's parent or guardian (or the student themself 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, FRCS designates 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. FRCS 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, FRCS notifies students and their families annually of what information is included in the directory in our Student and Family Handbook, and permits parents to opt out of releasing their child’s directory information. FRCS offers translations of this handbook for parents/guardians with limited English proficiency.

III. Caregiver Plans and Contact Information

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

A. Support for Students

FRCS 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

FRCS will offer support and connections to community resources to families affected by civil law enforcement activity, as appropriate. We 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. FRCS may also host information sessions for families, utilizing interpreters as appropriate, to share our protocol and communication plans for when civil law enforcement activity occurs.

IV. Trainings Regarding Interactions with Civil Law Enforcement

FRCS will conduct training 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. FRCS 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 our website

FRCS's procedures and policy will be posted on the FRCS website translated into the primary languages of families in our community.

VII. Additional Resources for FRCS 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 (a*vailable 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

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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:

1. 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.

2. Based upon this information, there is PROBABLE CAUSE to believe that the property decribed below:
   - [ ] *has been stolen, embezzled, or obtained by false pretenses.*
   - [X] *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.*
   - [X] *is unlawfully possessed or concealed for an unlawful purpose.*
   - [X] *is evidence of a crime or is evidence of criminal activity.*
   - [ ] *other (specify):*

3. 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.

4. Based upon this information, there is also probable cause to believe that the property may be found (*check as many as apply*):
   - [X] *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

2943 Reynard 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 Southern District of California

See Attachment A-2.

The person or property to be searched, described above, is believed to conceal

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.

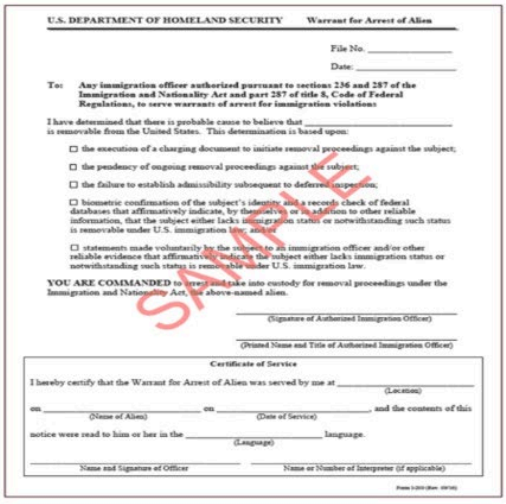
Unless delayed notice is authorized below, you must give a copy of the warrant and a receipt for the property taken to the person from whom, or from whose premises, the property was taken, or leave the copy and receipt at the place where the property was taken.

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 Hon. David H. Bartick.

Date and time issued:

City and state: San Diego, California

Hon. David H. Bartick, U.S. Magistrate Judge



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

File No.

Date:

To: Any immigration officer authorized pursuant to sections 236 and 287 of the Immigration and Nationality Act and part 287 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/or
- 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)

SAMPLE

Certificate of Service

I hereby certify that the Warrant for Arrest of Alien was served by me at (Location)

on (Name of Alien) on (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)

Appendix B
FRCS 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 [/LOCATION] at the Foxborough Regional Charter School campus 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.

FRCS has clear procedures and policies in place to follow the PROTECT Act, which you can see on our website, https://www.foxboroughrcs.org/.

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.

FRCS has clear procedures and policies in place to follow the PROTECT Act, which you can see on our website, https://www.foxboroughrcs.org/.

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

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  - 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 E
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, a charter 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.[3]

[3] 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.

Coversheet

Board Member membership development

Section: V. Board Business
Item: C. Board Member membership development
Purpose: Vote
Submitted by:
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