



Foxborough Regional Charter School

Board Meeting

Published on March 4, 2022 at 3:03 PM EST

Date and Time

Tuesday March 8, 2022 at 6:15 PM EST

Location

Foxborough Regional Charter School

Middle School Media Center

131 Central Street

Foxborough, MA 02035

Meeting Format

Whether in person or online, the public is welcome to attend Board Meetings and have access to meeting minutes. Meetings are held once a month and additionally, as determined by the Board Chair. All meeting Agendas are posted to the school website at least 48 hours in advance of each public meeting.

During the meeting, the Board follows the published agenda and works through business. Audience members are not part of the formal discussion or deliberations, but may raise their hand to add brief comment or ask clarifying questions. Meetings start promptly on time as noted on the agenda.

In person details:

- Please Review [COVID Guidelines](#) if you are attending in person
- Please Enter through the Middle School Main Office
- Please remember to sign in upon arrival

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:15 PM
A. Attendance		Susanna Girard	

	Purpose	Presenter	Time
B. Call the Meeting to Order		Kathleen Crawford	
II. Leadership Report			
A. Executive Director's Report	Vote	Luis Soria	
<ul style="list-style-type: none"> • 2022/2023 School Year Calendar 			
B. Equity & Inclusion	Discuss	Luis Soria	
C. Personnel Update	Discuss	Julia Garcia	
D. Special Topic	Discuss	Luis Soria	
<ul style="list-style-type: none"> • MAP Assessment Data 			
III. Community Group Updates			
A. English Language Parent Advisory Committee (ELPAC)	FYI		
B. Parent Advisory Group (PAG)	FYI		
C. Partners in Education (PIE)	FYI		
D. Special Education Parent Advisory Committee (SEPAC)	FYI		
IV. Policy Review			
A. First Reading of New/Changing Policies	Discuss	Luis Soria	
<ul style="list-style-type: none"> • Code of Conduct • Student Handbook 			
B. Second Reading of New/Changing Policies	Vote	Matthew Yezukevich	
<ul style="list-style-type: none"> • Investment Policy 			
V. Committees			
A. Enrollment	Vote	Susanna Girard	
<ul style="list-style-type: none"> • General Committee Update (Girard) • Current Enrollment (Berkowitz) • Applications by town & grade • VOTE: FY23 Enrollment plan 			
B. Facilities	Discuss	Badawi Dweik	

	Purpose	Presenter	Time
<ul style="list-style-type: none"> • General Committee Update (Dweik) • Project Updates (Harrington) <ul style="list-style-type: none"> ◦ ES Flooring ◦ MS Roof ◦ ES Gym Roof ◦ ES Lobby/Rot Corrosion ◦ ES 10gb & Firewall 			
C. Finance	Discuss	Matthew Yezukevich	
<ul style="list-style-type: none"> • General Committee Update (Yezukevich) • Current Budget Trends (Calvert) • FY2023 Budget Update 			
D. FRCS Foundation Inc	Discuss	Susanna Girard	
<ul style="list-style-type: none"> • General Committee Update (Girard) • Financial Update (Crawford) 			
E. Governance	Discuss	Kathleen Crawford	
<ul style="list-style-type: none"> • General Committee Update (Crawford) • Expanding the Board of Trustee Membership (Martin) • Annual Board of Trustees Self Assessment (Girard) • Open Meeting Law: Board Committees (Girard) 			
VI. Closing Items			
A. Approval of Minutes: 15FEB2021	Vote	Susanna Girard	
B. Approval of Minutes: 28FEB2022	Vote	Susanna Girard	
C. Approval of Minutes: 01MAR2022	Vote	Susanna Girard	
D. Approval of Minutes: 07MAR2022	Vote	Susanna Girard	
E. Vote to Adjourn	Vote	Kathleen Crawford	
F. Adjourn Meeting	Discuss	Kathleen Crawford	

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.

Cover Sheet

Executive Director's Report

Section:	II. Leadership Report
Item:	A. Executive Director's Report
Purpose:	Vote
Submitted by:	
Related Material:	2022 - 2023 Key Dates Calendar.docx Board of Trustees March 2022 (1) LUIS.pdf



2022-2023 School Year Schedule of Key Dates and Holidays

July 4, 2022	Independence Day
August 24- 25, 2022	New Hire Orientation
August 29, 2022 – September 2, 2022	Faculty and Staff Orientation
September 5, 2022	Labor Day (No School)
September 6, 2022	First Day of School for Grades K, 1, 5, 9
September 7, 2022	Grades K-12 Report to School
October 10, 2022	Indigenous Peoples’ Day (No School)
October 14, 2022	½ Day, ½ PD Day
November 11, 2022	Veteran’s Day (No School)
November 23-25, 2022	Thanksgiving Break
December 23, 2022	½ Day Before December Vacation
December 24- January 2, 2023	December Vacation Week
January 3, 2023	Return from December Vacation
January 16, 2023	Martin Luther King Jr. Day (No School)
January 20, 2023	½ Day, ½ PD Day
February 20-24, 2023	February Vacation Week
April 7, 2023	Good Friday (No School)
April 14, 2023	½ Day, ½ PD Day
April 17-21, 2023	April Vacation Week
May 29, 2023	Memorial Day (No School)
June 19, 2023	Juneteenth (No School)
June 20, 2023	Last Day of School (½ Day)
June 27, 2023	Last Day of School (½ Day; 5 Snow Days)



Board Update March 8, 2022



@FoxboroughRCS and @LuisSoriaFRCS



Foxborough Regional Charter School

Agenda

- MCAS Data Comparison
- MAP Data MOY

Purpose for Learning

KNOW

FRCS Scholar performance on MCAS and MOY MAP Assessments

UNDERSTAND

How performance of FRCS Scholars compares to that of scholars attending charter schools with similar demographics

MOY MAP growth and percentile data points

DO

Gain confidence and understanding of assessment data in order to support school initiatives

FRCS Mission

The Foxborough Regional Charter School will provide students a challenging academic program to prepare them for college by stressing achievement, discipline, hard work and accountability. We will continually challenge all of our students, regardless of ability, so that we will lead the Commonwealth of Massachusetts in all statewide standards and assessments.

The Foxborough Regional Charter School will promote positive ethical, moral, and civic values and prepare students to serve their respective communities as leaders and good citizens. We will present students with projects and issues requiring critical thinking, problem-solving, decision-making, and real-life applications of their academic studies through our Student Life and Community Service Learning programs which are integral components of the overall educational experience at Foxborough Regional Charter School.

The Foxborough Regional Charter School will commit itself to providing a supportive, professional, and challenging environment for its Teachers and Staff which recognizes the value of professional development, creativity, and initiative. We will constantly seek new ways to allow our Teachers and Staff to perform to the best of their potential in a collegial atmosphere which recognizes unique talents and the commitment to excel.

Standards-based Practices for our Learning Today

Always reference the Standards!

Standard IV: Professional Culture. Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for all staff.

Indicator IV-D: Continuous Learning. Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results. Models these behaviors in the administrator's own practice.

Element IV-D-2: Continuous Learning of Administrator. Using relevant data, research, and best practices, regularly reflects on and improves leadership practice, sets meaningful goals, and develops new approaches to improve the efficiency and practice of the district.

Theory of Action: An “if, then” Statement

If we design a strategic, systemic, sustained, multi-year approach to school improvement and student achievement,
then we will fully implement action steps that lead to responsive leadership moves.

Measure: By June 2022

- Design and enact meaningful professional learning
- Provide strategic support to educators and staff
- Determine the impact of the professional learning
- Determine the outcome and relevance of various assessments

2021 MCAS Data

District(s) details

Foxborough Regional Charter (District) - 2021 District Assistance Level - Moderate progress toward targets



Comparable Districts Overview

*Districts most similar to your district in terms of grades span, total enrollment, and special populations.

Orange-Shaded row: Your district

District Name	2021 Enrollment				2021 Next Gen MCAS								
	Total Enrollment #	Eco. Dis. %	SWD %	ELL %	% Meeting or Exceeding Expectations					Growth average SGP			
					Grades 3-8		Grade 10		Grades 5 and 8	Grades 3-8		Grade 10	
					ELA	Math	ELA	Math	Science	ELA	Math	ELA	Math
Abby Kelley Foster Charter Public (District)*	1,425	48.0	12.1	13.7	37%	16%	74%	57%	27%	32.0	22.0	62.8	42.6
Atlantis Charter (District)*	1,296	50.5	13.4	14.1	39%	24%	34%	26%	29%	31.0	24.6	38.9	20.5
Brooke Charter School (District)*	2,053	54.4	11.2	7.0	53%	45%	68%	62%	41%	40.2	31.2	39.8	20.3
Foxborough Regional Charter (District)*	1,714	30.5	10.2	7.2	43%	25%	69%	49%	37%	34.0	31.2	61.5	39.5
KIPP Academy Lynn Charter (District)*	1,615	57.7	11.5	12.1	38%	24%	40%	39%	29%	24.8	18.8	27.9	21.0
Mystic Valley Regional Charter (District)*	1,629	21.5	11.4	1.7	65%	57%	89%	80%	48%	46.4	44.3	57.9	61.2
New Heights Charter School of Brockton (District)*	742	51.6	9.3	10.4	28%	13%	41%	21%	25%	37.0	27.3	51.4	38.0
Pioneer Charter School of Science (District)*	794	42.3	8.9	17.4	56%	47%	84%	80%	53%	38.9	36.8	63.0	47.2
Pioneer Charter School of Science II (PCSS-II) (District)*	370	30.8	13.0	20.3	60%	52%	86%	86%	33%	46.8	45.1	57.0	47.9
Sabis International Charter (District)*	1,557	46.8	15.3	4.0	30%	14%	52%	35%	23%	29.5	27.0	47.2	42.5
South Shore Charter Public (District)*	1,009	28.7	19.1	6.7	49%	21%	57%	36%	45%	39.1	31.9	50.9	44.3

MAP Middle of Year (MOY) Assessment Data

Cover Sheet

Personnel Update

Section:	II. Leadership Report
Item:	C. Personnel Update
Purpose:	Discuss
Submitted by:	
Related Material:	March Board Meeting.pptx



March Board Meeting - Personnel Presentation



@FoxboroughRCS and @LuisSoriaFRCS



Foxborough Regional Charter School

FRCS Staff at a Glance - SY2122

Current Staff Overview

- 72 Elementary School Staff
- 52 Middle School Staff
- 39 High School Staff
- 89 District Staff (many are doing direct service to schools but report to a district supervisor)
- 29 Substitutes, including 3 full time building substitutes

What do we do?

- 89 Classroom Teachers
- 17 Paraprofessionals
- 23 SPED & ESL Support Teachers
- 27 Specialists teachers (Phys Ed, Art, Music, Computers & Spanish)
- Teachers
- 10 teachers providing targeted academic interventions to students
- 13 clinicians supporting students as Social Workers/Counselors & School Psychologists
- 9 Employees who support School Culture
- 5 Full Time Facilities Employees
- 8 Full time Food Services Employees
- 5 Employees who support Outreach & Development
- 4 School Nurses

Teacher Retention Data

According to the Bureau of Labor Statistics, the “Quit Level” in the field of education in December 2022, was 3.8%.

FRCS is not immune to what is being called the Great Resignation. We have had a higher number mid-year turnover in SY21-22 than in previous school years, which is not a surprise. However, most positions have been able to be refilled within a month of posting.

We would love your support to spread the word to your networks about current vacancies (next slide).

Current Vacancies

*4 Teachers on a Leave of Absence - 1 LTS position remains vacant (MS Math)

- 2 Spanish Teacher Vacancies
- 2 Paraprofessional Vacancies
- 1 Technology Vacancy
- 1 ESL Teacher Vacancy (anticipated)
- 1 SPED Teacher Vacancy
- 1 English Language Arts Vacancy
- 1 Human Resources Vacancy
- 1 Marketing & Communications Vacancy

Human Resources Priorities: Spring 2022

- Spotlight on supporting teachers to move their licensure forward to the next level.
- Developing a comprehensive and supportive Hiring Process that prioritizes both information sharing with hiring managers, as well as making candidates feel supported and informed
- Developing a comprehensive and supportive Employee Onboarding process so that all new employees feel welcomed into the FRCS family.
- Revising the Employee Handbook to be more comprehensive and up to date

Cover Sheet

First Reading of New/Changing Policies

Section: IV. Policy Review
Item: A. First Reading of New/Changing Policies
Purpose: Discuss
Submitted by:
Related Material:
DECEMBER 2021 DRAFT - Student Handbook 111821.docx.pdf
Code of Conduct Jan.2022.pdf



Code of Conduct

Philosophy of Discipline

Foxborough Regional Charter School strives to create and sustain a positive school culture and climate by creating systems, structures and procedures that promote positive student behavior, while responding swiftly and appropriately to challenging student misbehavior. Creating and sustaining a positive school culture and climate is the responsibility of all stakeholders including the board of trustees, staff, students, families, community partners, etc. Foxborough Regional Charter School is committed to fostering a school culture and climate where community members feel safe and supported. This includes assessing the function of behavior, while utilizing a multi tiered system of support framework to determine interventions and respond to student needs. The purpose of disciplinary action is to restore acceptable behavior. When disciplinary action is necessary, it shall be administered with fairness and shall relate to the individual needs and the individual circumstances.

Students violating any of the rules concerning student conduct will be subject to disciplinary action. The degree, frequency, and circumstances surrounding each incident shall determine the method used in enforcing these policies.

Code of Conduct

The Foxborough Regional Charter School Discipline System is designed to promote a safe and orderly environment for learning to take place. Any member of the faculty observing a Code of Conduct violation is expected to take action through implementation of the Foxborough Regional Charter School progressive discipline system described below. The Foxborough Regional Charter School Code of Conduct is a three tiered disciplinary infraction system in which challenging student behaviors are categorized by offense and responded to with a corrective consequence or intervention aligned with the severity and frequency of the behavior. Foxborough Regional Charter School utilizes two digital platforms, Educators Handbook and School Brains, to record student Code of Conduct offenses, corrective actions and interventions; in addition to analyzing student behavioral data to inform programs, practices and procedures. The Educator Handbook platform contains discipline data for District level review, while School Brains contains data for state mandated reporting on student discipline.

When a faculty member deems a behavior serious enough to merit a Code of Conduct offense and corrective consequence, they should use the progressive discipline model below to document, respond, and report the incident to the Dean of Students through Educators Handbook (M.S./H.S.) the online discipline referral system, within one school day from the time a staff member has been made aware of the incident.

Level 1 disciplinary offenses are initially considered minor infractions documented in Educators Handbook (M.S. & H.S.) with interventions administered by the classroom teacher. Examples of Level 1 offenses include Dress Code Violation, Tardiness to Class, Disruptive/Non-Compliant Behavior et al. A Level 1 offense can escalate to a Level 2 offense if there is an established pattern of behavior, as evidenced by at least three separate incidents of the same offense. A Level 1 offense that rises to a Level 2 offense will be referred to the Dean of Students for further disciplinary action.

Level 2 disciplinary offenses are considered major behavioral infractions that are documented in Educators Handbook (M.S./H.S.) and may result in an administrative investigation and in some circumstances a referral to the School Resource Officer. Level 2 offenses are managed by the Dean of Students, who in consultation with the school based behavior intervention team will determine the appropriate intervention and next steps. Examples of Level 2 offenses include Cutting Class, Cutting Detention, Internet Usage Violations, Leaving Class or School Property Without Permission et al. Any Level 2 offense that results in a suspension must be reported to the Massachusetts Department of Elementary and Secondary Education (DESE). Therefore, Level 2 offenses resulting in suspension will be logged into School Brains, the Districts student data information system.

Level 3 disciplinary offenses are considered major behavioral infractions that are documented in Educators Handbook (M.S./H.S.) and may result in an administrative investigation and in some circumstances a referral to the School Resource Officer. Level 3 offenses are aligned with a Massachusetts Department of Elementary and Secondary Education (DESE) code number. Level 3 offenses must be reported to DESE as indicated by Massachusetts General Law. Therefore, Level 3 offenses and interventions/outcomes will also be logged into School Brains, the District's student data information system. Examples of Level 3 offenses include Assault of a Staff Member, Bullying/Cyber Bullying, False Alarm et al. Level 3 offenses are managed by the Dean of Students, who in consultation with the school based behavior intervention team will determine the appropriate interventions and next steps.

Discipline Procedure

Consistent with the age of the students, the responsibilities set forth in no way diminish the legal authority of school officials to deal with disruptive behavior. If a student does not accept their responsibilities to respect the rights of others in our school community and commits an infraction of the discipline code of conduct a corrective consequence and/or other intervention will be implemented. It should be noted that it is impossible to list all infractions, corrective consequences and interventions; therefore, the administration retains the right to impose corrective consequences and/or interventions for all acts contrary to proper behavior not expressly stated within.

The School Administration team has the right to add to this list, as needed, and use a mixture of consequences for an incident.

Corrective Consequences and Interventions		
Level 1	Level 2	Level 3
Minor Referral Teacher Managed Offense	Major/Office Referral Administrator Offense	Major/Office Referral Administrator Offense with DESE Code #
<ul style="list-style-type: none"> → Verbal Warning/Redirection → Temporary or Permanent Seat Change → Phone Call or Email Home → Buddy Room/Alternative Learning Space. → Student and Teacher Problem Solving Conference → Student, Teacher, Behavior Intervention Team Problem Solving Conference → Time-Out/Break In Classroom → Time-Out/Break Outside of Classroom w/Assignment → Mediation (Teacher-Student or Student -Student) → Loss of Classroom Privilege/Temporary Restrictions → Silent Lunch → Loss of Recess → Teacher Assigned Written Reflection i.e. Think Sheet or Restorative Accountability Questions → Classroom Based Community Service → Teacher Administered After School Detention → Teacher Lunch Detention → Additional Academic Assignment → Teacher Facilitated Student Call to Parent 	<ul style="list-style-type: none"> → Any combination of corrective consequences and interventions listed under Level 1. → Administrative Conference w/Student → Administrative Conference with Parent → Pass Restriction/Increased Supervision During Transitions → Modified Class Schedule → Loss of a Schoolwide Privilege i.e. Dress Down Day → Extracurricular Activity Ineligibility → Loss of Field Trip Privileges → Suspension from Athletic Participation → Social Probation → Stay Away Agreement → Psycho educational session/specialized lesson with School/Adjustment Counselor and/or other Behavior Intervention Team Member → Psycho educational session/specialized lesson w/School Resource officer and School/Adjustment Counselor → Restitution 	<ul style="list-style-type: none"> → Any combination of corrective consequences and interventions listed under Level 1 and Level 2. → In School Suspension (ISS) → Out of School Suspension → Safety Plan → Safety/Threat Assessment → Functional Behavioral Assessment/Behavior Intervention Plan → Permanent Removal from School Based Transportation → School Resource Office/Police Contact

<ul style="list-style-type: none"> → Teacher Facilitated Check In/Check Out W/ or Without Daily Behavior Report Card → Restorative Conversation → Daily Communication Plan w/Parent 	<ul style="list-style-type: none"> → School Administration Hearing Board Presentation → Bus Suspension → Administrative Lunch Detention → Administrative Afterschool Detention → Administrative Saturday Detention → Behavior Contract → Check-In/Check-Out with School Behavior Intervention Team Member w/Daily Behavior Report Card → School Counseling/Outpatient Mental Health Referral → School Based Community Service → Administrative Teacher Assigned Written Reflection i.e. Think Sheet or Restorative Accountability Questions Reflection → Referral to Social Skills Group → Period of Required Uniform Inspection → Student Intervention Plan 	
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Offense	Description	Level 1	Level 2	Level 3	Minor	Major
Abusive Language Profanity/Obscenities	Profanity	•			•	
	Directed to an individual to bring ridicule		•			•
	Any comment from a student that the teacher finds disruptive or inappropriate.	•				
	Directed Cursing		•			•
	Threatening language or comments regarding religion, race, heritage, color, gender, sexual orientation, and/or disability		•	•		•
Academic Dishonesty (Cheating/Plagiarism)	Any form of copying or cheating on assignments or assessments; Student copying another student's work or using cheat sheets or an electronic device to get answers.		•	•		•
Alcohol	<p>Sale of Alcohol; Distribution of alcohol; Drinking alcohol; Possession of alcohol; Suspicion of alcohol use and other alcohol offense</p> <p>*Where any such activity has the reasonable likelihood of threatening the health, safety or welfare of the school property, individuals, there on and/or the educational process.</p> <p>Up to ten (10) day Suspension from school. Potential For Expulsion. Referral to the police.</p>			•		•

<p>Arson (Police Contact Required)</p>	<p>A student sets fire to any part of the school building, grounds or off campus. Includes burning of paper</p> <p>Up to ten (10) days suspension from school. Potential for expulsion.</p>		<p>•</p>	<p>•</p>		<p>•</p>
<p>Assault/Battery</p>	<p>An unlawful threat to attempt bodily injury to another. The Act or an instance of unlawfully threatening or attempting to injure another (assault). And/or willful hitting a person by another with intent to do harm with any instrument, article or substance, or any portion of the body (battery). On or off campus</p> <p>Up to ten (10) days suspension with possible referral to police.</p>			<p>•</p>		<p>•</p>
<p>Assault on Staff Member</p>	<p>Physical contact with the intent to harm or cause bodily injury to a staff member on or off campus.</p> <p>Up to ten (10) days suspension from school. Potential for expulsion. Referral to police. Refer to M.G.L. c. 71, sec. 37H.</p>			<p>•</p>		<p>•</p>
<p>Bullying/Cyberbullying</p>	<p>Any overt acts by a student or a group of students directed against another student with the intent to ridicule, humiliate, or intimidate the other student while on school grounds, at a</p>			<p>•</p>		<p>•</p>

	school-sponsored activity, or over social media which is repeated against the same student overtime.					
Bus Misconduct	While on district transportation, conduct that is inappropriate or unsafe. See District Bus Policy for more details		•	•		•
Cutting Class	Student is absent from any class without authorization from a staff member.		•	•		•
Detention--Cutting Teacher/ Administrative Detention	Failing to attend detentions as assigned		•			•
Disruptive or Non-Compliant Behavior	Students engaged in unacceptable behavior during class time; failure to follow a reasonable request by a school staff member; Do in the opposite instructions, negative response redirection, walking out of the learning environment without permission, arguing with adults, etc. Not completing assignments, slow to follow directions, off task after several directions, etc.	•	•		•	•
Dress Code Violation	Student fails to wear clothing according to the FRCS Dress Code Policy	•	•		•	•
Drugs	Sale of Illegal Drug; Sale of a			•		•

	<p>Substance represented as an illegal drug; distribution of an illegal drug; or prescription/over the counter medication; Distribution of a substance represented as an illegal drug; Use of an illegal drug (i.e. edibles, vaping, smoking, inhaling etc.); Marijuana use; Possession of an illegal drug; Marijuana possession; Possession of illegal drugs with intent to sell; Possession of drug paraphernalia; Suspicion of use of illegal drug; Other drug offense</p> <p>*Where any such activity has the reasonable likelihood of threatening the health, safety or welfare of the school property, individuals, there on and/or the educational process.</p> <p>Up to ten (10) day Suspension from school. Potential For Expulsion. Referral to the police.</p>					
<p>Electronic Devices— Inappropriate Use</p>	<p>Use or possession of a cellular phone, headphones, or electronic device without specific medical or other authorized permission is prohibited during the school day</p>	<p>•</p>	<p>•</p>		<p>•</p>	<p>•</p>
<p>False Alarm</p>	<p>Student sets off any school alarm system without probable cause or collaborates with other student(s) in setting a false alarm</p>			<p>•</p>		<p>•</p>

<p>Forgery, Alteration, or Misuse of Official School Documents or Parental Communication Forgery</p>	<p>The falsification of written Information,the changing of Information or use of such documents beyond defined purposes of documents would include but not be limited to building passes,parental notes for early dismissal,parental notes for tardiness or absence, homeroom forms for tardiness or absence,and report cards.</p>		<p>•</p>			<p>•</p>
<p>Gambling</p>	<p>Playing games of chance/bet for money or desired reward</p>		<p>•</p>			<p>•</p>
<p>Harassment</p>	<p>The unwanted attention from anyone through annoying; threatening or demanding behavior causing fear and/or interfering with another’s behavior and actions.</p> <p>FRCS Harassment policy will be applied (see handbook). Up to ten (10) days suspension. Possible referral to police.</p>			<p>•</p>		<p>•</p>
<p>Horseplay/Aggressive Behavior</p>	<p>Invasion of personal space or Horse play without the intent to purposely harm</p>	<p>•</p>	<p>•</p>		<p>•</p>	<p>•</p>
<p>Fighting/Physical Aggression (K-12)</p>	<p>Intentionally hitting,pushing,or kicking another person with hands or feet. Throwing Objects; intent to harm</p>			<p>•</p>		<p>•</p>

<p>Inciting/Attempting To Incite Other Students to Create Disturbance; Disruption of School Assembly</p>	<p>Encouraging other students to participate in unacceptable behavior,through verbal comments or actions (e.g. group either fighting, throwing food,or yelling loudly to encourage others).</p>		<p>•</p>			<p>•</p>
<p>Internet Usage Violation</p>	<p>Student not complying with FRCS Internet Policy</p>		<p>•</p>			<p>•</p>
<p>Leaving Class or School Property Without Permission</p>	<p>Students may not exit school grounds prior to their authorized dismissal time without permission from an administrator, school nurse, or an approved note from a parent.</p>		<p>•</p>			<p>•</p>
<p>Possession of Staff Personal Information</p>	<p>Possessing or accessing staff personal information from district resources, regardless means</p>			<p>•</p>		
<p>Sexual Harassment</p>	<p>Any unwelcome sexual advances, request for sexual favors,or other verbal or physical conduct of a sexualnature.</p> <p>FRCS Sexual Harassment policy will be applied (see handbook).</p>			<p>•</p>		<p>•</p>

Tardiness to Class	Any student who is not in their respective classroom on time when the bell rings to signify the start of each period.	•	•		•	•
Tardiness to School	Any student not in homeroom/1st period class when 7:40a.m. bell rings is considered tardy to school.	•	•		•	•
Theft, PettyTheft, or Violation of Personal Property	Theft of any material owned by another student, staff member, or the school system or looking through someone's personal belongings.		•	•		•
Threat to Staff or Student(s)	<p>Expressed through gesture, body language, Written communication or verbal expression of intent to harm or otherwise cause injury to another person or his/her possessions.</p> <p>Minimum of three (3) days suspension. Referral To Police. Potential for expulsion.</p>		•	•		•
Tobacco	Sale of tobacco; Distribution of tobacco; Use (i.e. smoking,			•		•

	<p>chewing, vaping, electronic cigarette, etc.) of tobacco; Possession of tobacco; Suspicion of tobacco use and other tobacco offense in school building, on school grounds, on a school bus, or at a school sponsored activity anytime</p> <p>*Where any such activity has the reasonable likelihood of threatening the health, safety or welfare of the school property, individuals, there on and/or the educational process.</p> <p>Up to ten (10) day Suspension from school. Potential For Expulsion. Referral to the police.</p>				
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Possession or Use of Illegal Weapons or Substances or Use of Force

Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including but not limited to, a gun or knife, or a controlled substance* as defined in Chapter 94, including, but not limited to marijuana, cocaine, and heroin, will be subject to suspension from the school by the Building Based Dean.

Any student, who assaults a principal, assistant principal, teacher, teacher’s aide, or other educational staff on school premises or at school-sponsored events, including athletic games, will be subject to suspension from the school by the Building Based Dean.

Any student who is charged with the offense cited above will be notified in writing of an opportunity for a hearing before the Building Based Dean. At the hearing, a student may have representation along with the opportunity to present evidence and witnesses. After the hearing, the Building Based Dean will notify the student and parents in writing of the outcome. (See Massachusetts General Law, Chapter 71, Section 37 H and 37 H ½ for complete guidelines regarding this policy).

*At FRCS, possession or use of a controlled substance also includes alcohol.

Smoking, Vaping and Tobacco Use Policy

Foxborough Regional Charter School is committed to having a smoke, vape and tobacco free environment for all members of the school community. Therefore, the use of tobacco products and

the possession of smoking related products on school property are strictly prohibited. Tobacco and vaping products are defined as cigars, chewing tobacco, snuff or any other form of tobacco.

Regulatory Authority:

603 CMR 23.00: M.G.L. c. 71, 34D, 34E.

23.09: Appeals

(1) In the event that any decision of a principal or his/her designee (i.e. Building Based Dean) regarding any of the provisions contained in 603 CMR 23.00 is not satisfactory in whole or in part to the eligible student or parent/guardian, they shall have the right of appeal to the superintendent of schools. Requests for such appeal shall be in writing to the superintendent of schools.

(2) The superintendent of schools or his/her designee shall within two weeks after being notified of such appeal (longer should the appellant request a delay) review the issues presented and render a written decision to the appellant, stating the reason or reasons for the decision. If the decision is in favor of the appellant, the superintendent of schools or his/her designee shall promptly take such steps as may be necessary to put the decision into effect.

(3) In the event that the decision of the superintendent of schools or his/her designee is not satisfactory to the appellant in whole or in part, the appellant shall have the right of appeal to the Board of Trustees. Requests for such appeal shall be in writing to the chairperson of the Board of Trustees.

(4) The Board of Trustees shall within four weeks after being notified of such appeal (longer should the appellant request a delay) conduct a fair hearing to decide the issues presented by the appellant.

(a) School officials shall have the burden of proof on issues presented by the appellant.

(b) The appellant shall have the right to be represented by an advocate of his/her choosing, to cross-examine witnesses, to present evidence, to make a tape or other recording of the proceedings, and to receive a written decision within two weeks after the hearing.

(c) If the appeal concerns statements by an employee of the Board of Trustees, such person(s) shall have the right to be present and to have an advocate of his/her own choosing.

(5) Nothing in 603 CMR 23.00 shall abridge or limit any right of an eligible student or parent/guardian to seek enforcement of 603 CMR 23.00 or the statutes regarding student records, in any court or administrative agency of competent jurisdiction.

In-School Suspension

An in- school suspension is a suspension in which the student reports to the Alternative Room prior to homeroom and remains in there for the remainder of the school day. The student will not be permitted to attend any classes, lunch, or recess while serving an in school suspension. The student will be provided with classwork including assignments, tests, quizzes, etc. The student will be expected to work on assigned tasks, while in the Alternative Room. The student will be dismissed from the alternative room at the close of the school day. During the course of an in-school suspension a student is also ineligible to participate in any extra- curricular activities or school-related events.

Out of School Suspension

An out- of -schools suspension is a suspension in which the student is removed from the school premises. The student will not be permitted on the school premises and expected to engage in learning from home. The student will be provided with classwork including assignments, tests, quizzes, etc. The student will be expected to return completed assignments up return from out-of- school suspension. During the course of an out-of-school suspension from school, a student may not be on school premises, during or after school for extracurricular activities or school-related events. Students serving suspensions that last through a weekend or vacation period are not allowed to participate in any extra- curricular activities or school-related events that take place on those weekends or during those vacation periods. A violation of this school policy will be considered a trespass resulting in immediate notification of the Foxborough Police Department.

Students and their parents/guardians will be expected to participate in a re-entry meeting with a school administrator and if applicable additional student support team members, prior to returning to class following an in-school or out -of- school suspension.

Short Term and/or Long Term Suspension Pursuant to M.G.L. CH. 71, §37H ¾

Suspensions may be short term or long term. Short-term suspension means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. Long-term suspension means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year.

Short Term and/or Long Term Suspensions may occur in- school or out-of-school. In-school short term suspension is the removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. A principal/ designee (i.e. Building Level Dean) at their discretion, may allow a student to serve a long-term suspension in-school. Long-term in-school suspension means the removal of a student from regular classroom activities, but not from the school premises, for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year.

Short-term out-of- school suspension means the removal of a student from the school premises for ten (10) consecutive school days or less. Long-term out-of-school suspension means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year.

Student and Parent/Guardian Rights under Massachusetts' Law, M.G.L. C. 71 §37H½

This section governs all student offenses that may be subject to short- or long-term suspensions that do not involve dangerous weapons, controlled substances, assault on school staff, felony or felony delinquency charges, and/or felony delinquency findings or admissions, all of which are governed by M.G.L. c.71 §§37H and 37H½, as detailed above.

In every case of student misconduct for which suspension may be imposed, the principal/designee (i.e. Building Level Dean) is required to exercise discretion in deciding the consequence for the offense, consider ways to re-engage the student in learning, and avoid using long-term suspension from school as a consequence until alternatives have been tried. The following document outlines student and parent rights when the principal/ or designee (i.e. Building Level Dean) is considering and/or decides to implement a removal from school (suspension or expulsion) as a consequence for student misconduct.

Parents /guardians will be invited to attend a meeting with the administration after an out-of-school suspension prior to reinstatement. The meeting for students who are suspended for less than ten days will be attended by the parent(s) or guardian, the student, administration and student support team member (as needed).

Due Process

- I. **In-School Suspension:** An in-school suspension is a removal of a student from regular classroom activities, but not from the school premises. The procedure for an in-school suspension of no more than (10) school days (consecutive or cumulatively for multiple infractions during the school year) will be as follows:
 - a. The Dean will inform the student of the disciplinary offense charged, the basis for the charge, and provide the student an opportunity to respond. If the Dean determines that the student committed the disciplinary offense, the Dean will inform the student of the length of the student's in-school suspension, which may not exceed 10 days, cumulatively or consecutively, in a school year.
 - b. On the same day as the in-school suspension decision, the Dean will make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The Dean will also invite the parent/guardian to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such a meeting will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the Dean is unable to reach the parent/guardian after making and documenting at least two (2) attempts to do so, such attempts will constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.
 - c. The Dean will send written notice to the student and parent about the in- school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the Dean for the purpose set forth above, if such meeting has not already occurred. The Dean will deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery

agreed to by the administrator and the parent/guardian.

- d. An in-school suspension of more than 10 cumulative days in a school year will be subject to the procedures for long-term suspension found at page 36.

II. Short Term, Out-of-School Suspension: Except in the case of an Emergency Removal, prior to imposing a short term out-of-school suspension (10 days or less in a school year) for conduct not covered by M.G.L. c. 71, §37H and 37H ½, Dean will provide the student and parent/guardian with oral and written notice and an opportunity to participate in an informal hearing.

1. **Notice:** The written notice to the student and the parent/guardian will be provided in English (also in the primary language of the home if the family has marked that they need translation on our Home Language Survey) and will include the following:
 - a) The disciplinary offense;
 - b) The basis for the charge;
 - c) The potential consequences, including the potential length of the student’s suspension;
 - d) The opportunity for the student to have a hearing with the Dean concerning the proposed suspension, including the opportunity to dispute the charges and to present the student’s explanation of the alleged incident, and for the parent to attend the hearing;
 - e) The date, time, and location of the hearing; and
 - f) The right of the student and the student’s parent to interpreter services at the hearing if needed to participate.

Written notice to the parent/guardian may be made by hand delivery, first-class mail, certified mail, and email to an address provided by the parent for school communications, or any other method of delivery agreed to by the school and parent/guardian.

2. **Efforts to Involve Parents/Guardians:** The Dean will make reasonable efforts to notify the parent/guardian of the opportunity to attend the hearing. To conduct a hearing without the parent/guardian present, the Dean must be able to document reasonable efforts to include the parent/guardian. The Dean is considered to have made reasonable efforts if the Dean has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.
3. **Format of Hearing:** The Dean will discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also will have an opportunity to present information, including mitigating facts, that the Dean should consider in determining whether other remedies and consequences may be appropriate. The Dean will provide the parent/guardian, if present, an opportunity to discuss the student’s conduct and offer information, including mitigating circumstances, that the Dean should consider in determining consequences for the student.
4. **Decision:** The Dean will provide written notice to the student and parent/guardian of determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The notice of determination may be in the form of an update to the original written notice of hearing.

III. Long Term Suspension

Additional due process hearing rights arise under federal and Massachusetts law when a long-term suspension is sought. Except in the case of an Emergency Removal prior to imposing a long-term suspension (more than 10 days of suspension, whether in school or out-of-school, whether consecutive or cumulative for multiple offenses during a school year), an administrator will follow the procedures for short-term suspension plus additional procedures as follows:

1. *Notice:* The notice will include all of the components for a short-term suspension in Section above, plus the following:
 - a) In advance of the hearing, the opportunity to review the student's record and the documents upon which the Dean may rely in making a determination to suspend the student or not;
 - b) The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
 - c) The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
 - d) The right to cross-examine witnesses presented by the school district;
 - e) The right to request that the hearing be recorded by the Dean, and a copy of the audio recording provided to the student or parent upon request; and
 - f) The right to appeal Dean's decision to impose long-term suspension to the Building Based Principal.

2. *Format of Hearing:* The Hearing will afford the rights set forth in the notice above. The Dean will also provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Dean should consider in determining consequences for the student.

3. *Decision:* Based on the evidence, the Dean will determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to long-term suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Dean will send the written determination to the student and parent/guardian by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the school and the parent.

If the Dean decides to suspend the student on a long-term basis, the written determination will:

- a) Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
- b) Set out the key facts and conclusions reached;
- c) Identify the length and effective date of the suspension, as well as a date of return to school;
- d) Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school (if more than 10 cumulative days);
- e) Inform the student of the right to appeal the Dean's decision to the Building Based Principal.

Notice of the right of appeal will be in English and the primary language of the home if other than English, or other means of communication where appropriate, and will include the following

information stated in plain language. The process for appealing the decision, including that the student or parent/guardian must file a written notice of appeal with the Building Based Principal within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Building Based Principal an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Building Based Principal decides to reverse the Dean's determination on appeal. No long-term suspension will extend beyond the end of the school year in which such suspension is imposed.

Appeal to the Building Based Principal

If a decision made by the Dean, following the parent/guardian meeting, results in suspension of a student for more than 10 cumulative school days for the school year, the student may appeal the decision to the Building Based Principal. In order to do so the student or parent/guardian must file a notice of appeal with the Building Based Principal within five (5) calendar days with a seven (7) day postponement option. The Building Based Principal must hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days. If the appeal is not filed within this time frame, the Building Based Principal may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The following apply:

The Building Based Principal will make a good faith effort to include the parent/guardian in the hearing. The Building Based Principal will be presumed to have made a good faith effort to find a day and time for the hearing that would allow the parent/guardian and Building Based Principal to participate. The Building Based Principal will send written notice to the parent/guardian of the date, time, and location of the hearing.

The Building Based Principal will conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence will be. The Building Based Principal will arrange for an audio recording of the hearing, a copy of which will be provided to the student or parent/guardian upon request. The Building Based Principal will inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent/guardian upon request.

The student will have all the rights afforded the student at the administrator's hearing for long-term suspension as described in Section D above. The Building Based Principal will issue a written decision within five (5) calendar days of the hearing, which meets the requirements for a long-term suspension as described in Section D above. If the Building Based Principal determines that the student committed the disciplinary offense, the Building Based Principal may impose the same or a lesser consequence than the Dean, but will not impose a suspension greater than that imposed by the Dean's decision. The decision of the Building Based Principal constitutes the final decision of the school.

Exception for Emergency Removal

Notwithstanding the provisions for short or long-term suspension set forth above, a student who is charged with a disciplinary offense may be removed temporarily from school if the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Dean's judgment, there is no alternative available to alleviate the danger or disruption.

The Dean will immediately notify the Building Based Principal in writing of the removal and the reason for it, and describe the danger [or disruption] by the student.

The temporary removal will not exceed two (2) school days following the day of the emergency removal, during which time the Dean will provide the following, as applicable to the length of suspension:

- Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and other applicable matters;
- Provide written notice to the student and parent as provided in Section C or D above, as applicable;
- Provide the student an opportunity for a hearing with the administrator, as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Dean, student, and parent.
- Render a decision orally on the same day as the hearing, and in writing no later than the following school day.
- Dean may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

Services during Removals and School-Wide Education Service Plan

Students who are suspended from school for 10 or fewer consecutive days, whether in or out of school, have the opportunity to make academic progress during the period of suspension; make up assignments; and earn credits missed including, but not limited to, homework, quizzes, exams, papers and projects missed.

Foxborough Regional Charter School has developed a school-wide Education Service Plan for all students who are expelled or suspended from school for more than 10 consecutive school days, whether in or out of school. The Dean shall ensure these students have an opportunity to make academic progress during the period of suspension or expulsion, to make up assignments and earn credits missed, including, but not limited to, homework, quizzes, exams, papers and projects missed.

Foxborough Regional Charter School's Education Service Plan is subject to change, and may include, but is not limited to, tutoring, alternative placement, Saturday school, and online or distance learning.

If Foxborough Regional Charter School expels a student or suspends a student for more than 10 consecutive school days, Foxborough Regional Charter School is required to provide the student and the parent/guardian of the student with a list of alternative educational services. Upon selection of an alternative educational service by the student and the student's parent/guardian, the school shall facilitate and verify enrollment in the service.

Suspension and/or Expulsion Pursuant to M.G.L. CH. 71, §37H AND §37H½

Under certain circumstances, students may be subject to suspension and/or expulsion by the Building Based Principal and/or Superintendent as explained below. Students are subject to suspension and/or expulsion (i.e., permanent exclusion) by the Building Based Principal and/or Superintendent

for the conduct listed below. (See also, Ch. 71, §§37H)

- Possession of a dangerous weapon*
- Possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse)
- Assault on teachers, administrative staff or other educational personnel**

*This includes not only knives and guns, explosive devices and realistic replicas of such weapons/devices, but also other objects used to assault another person or to otherwise create a dangerous situation, such as a baseball bat, a pair of scissors, matches or a lighter. While such objects would not always constitute "dangerous weapons", administrators and educational professionals will review the circumstances of each case and make a reasonable determination about whether a particular object in a student's possession constitutes a dangerous weapon in the school setting. Any illegal weapon will be turned over to the Police Department. Any student who brings a firearm to school must be expelled for a minimum of one school year, with exceptions granted only by the Superintendent. (The definition of a firearm includes but is not limited to guns [including a starter gun], bombs, grenades, rockets, missiles, mines and similar devices.)

** An "assault" is defined as "an intentional, unlawful offer of corporal injury to another by force, or force unlawfully directed toward person of another, under such circumstances as create well-founded fear of imminent peril, coupled with apparent present ability to execute attempt, if not prevented." Because the potential penalty (expulsion from school) is so serious, we believe courts are likely to interpret the term in Section 37H(a) strictly, requiring either an actual physical assault, or at least a threat accompanied by the means to carry it out, in circumstances that create a reasonable fear of imminent danger.

Suspension Following Criminal or Felony Delinquency Complaint

Upon the issuance of a criminal or felony delinquency complaint against a Foxborough Regional Charter School student, the Building Based Principal or designee (Building Based Dean) may suspend such student for a period of time determined appropriate by the Building Based Principal if he or she determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Expulsion Following Felony Adjudication or Admission

Upon a Foxborough Regional Charter School student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the Building Based Principal may expel said student if the Building Based Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. For information on Due Process Procedures pursuant to M.G.L. Ch. 71, §37H and §37H 1/2, please see Appendix.

Continuation of Educational Services under M.G. L. Ch. 71, §37H and §37H½

Any student who is removed from school for a disciplinary offense under G.L. c. 71, §37H or §37H½ for more than ten consecutive days will have an opportunity to receive educational services and make academic progress during the period of removal under a school-wide education service plan, which is described below, and will be so informed at the time of the suspension/expulsion. If the student withdraws from the charter school and/or moves to another school district during the period of suspension or expulsion, the new school/district/district of residence shall either admit the student to its schools or provide educational services to the student under the new school or district's education service plan. Any student that is subject to possible expulsion has the right to due process under

Massachusetts General Law chapter 71 section 37H and 37H 1/2 as follows:

MGL CHAPTER 71: SECTION 37H:

- (a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter 94C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district, by the principal.
- (b) Any student, who assaults an administrator, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including educational athletic games, may be subject to expulsion from the school or school district by the Building Based Principal and/or Superintendent.
- (c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a Building Based Principal may, in his/her discretion, decide to suspend rather than expel a student who has been determined by the Building Based Principal to have violated either paragraph (a) or (b).
- (d) Any student who has been expelled from a school or school district pursuant to these provisions shall have the right to appeal to the Superintendent. The expelled student shall have ten days from the date of expulsion in which to notify the Superintendent of his appeal. The student has the right to counsel at a hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
- (e) Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to the school or provide educational services to the student in an education service plan, under section 21 of chapter 76.

MGL Chapter 71 Section 37H 1/2:

- 1.) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the Building Based Principal in which the student is enrolled may suspend such student for a period of time determined appropriate by said Building Based Principal if said Building Based Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of this right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the Superintendent. The student shall have the right to appeal the suspension to the Superintendent. The student shall notify the Superintendent in writing of his request for an appeal no later than five calendar days following the effective date of suspension. The Superintendent shall hold a hearing with the student and student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel.

The Superintendent shall have the authority to overturn or alter the decision of the Building Based Principal, including recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the school with regard to the suspension.

- 1.) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the Building Based Principal in which the student is enrolled may expel said student if such Building Based Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his/her right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent. The student shall have the right to appeal the expulsion to the Superintendent. The student shall notify the Superintendent, in writing, of his/her request for an appeal no later than five calendar days following the effective date of the expulsion. The Superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The Superintendent shall have the authority to overturn or alter the decision of the Building Based Principal, including recommending an alternative educational program for the student. The Superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the school with regard to the expulsion. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to the school or provide educational services to the student in an education service plan, under section 21 of chapter 76.

Due Process

When considering the exclusion of a student from school for possession of a dangerous weapon, possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse), or assault on teachers, Dean may place a student on short term suspension (ten days or less) based upon an informal hearing, to be followed by a formal hearing before the Building Based Principal within that period of suspension to determine whether to take additional disciplinary action, up to and including expulsion from school.

1. The informal hearing will be in the form of a conference between the student and the Dean. At this conference, the student (1) shall be informed of the reason for the conference, (2) shall be given the opportunity to present his or her side of the story, and (3) shall be given a decision on the suspension. If the Dean designee deems delay of the hearing necessary to avoid danger or substantial disruption, this process may occur immediately after, rather than before, the suspension.
2. Prior to putting a suspension into effect, the Dean shall make a reasonable effort to telephone and inform the student's parent or guardian of the impending suspension; this shall include

attempts to contact the parents or guardian at home and at work. Parents may contact the school for additional information regarding the suspension.

3. Formal Hearing. Any student who is charged with any of the misconduct detailed above has an opportunity for a formal hearing before the Building Based Principal. At the hearing, the student may have representation at his or her own expense, along with the opportunity to present evidence and witnesses at said hearing before the Building Based Principal. After said hearing, the Building Based Principal may, in his or her discretion, decide to suspend rather than expel a student who has been determined by the Building Based Principal to have committed the misconduct detailed above. The student is entitled to this hearing prior to an expulsion or prior to a suspension reaching more than ten (10) days in length, and the following procedures will apply:
 - The student shall receive written notice of the following:
 - Charges and a statement of the evidence;
 - Date, time, and place of a hearing;
 - Notice of the right at the hearing to:
 - Be represented by their parents, legal or other representative (at the student's/parent's own expense.)
 - Present evidence.
 - Confront and cross-examine witnesses.
 - The school will record (by tape or other appropriate means) the hearing and a copy of such will be made available to the student upon request.
 - Notices and proceedings will be translated into the student's/parent's primary language if necessary for their understanding of the proceedings.
 - A student and/or parent, upon request, will have the right to review the student's records in accordance with the Massachusetts Student Records Regulations or other applicable law.
 - The hearing will be conducted by the Building Based Principal.
 - Decisions shall be put in writing and sent to the student and parents.

When considering a suspension/expulsion of a student charged with/convicted of felony, the Building Based Principal will use the standards and procedures set forth in M.G.L. c.71, §37H1/2. In addition, prior to initiating such procedures, the Building Based Principal may meet informally with the student and/or his parents to review the charge and the applicable standards if the Principal deems appropriate.

Appeals to Expulsions or Long-Term Suspensions under §37H

Any student who has been expelled or suspended long-term from Foxborough Regional Charter School pursuant to MGL c. 71 §37H shall have the right to appeal to the Superintendent. The expelled or suspended student shall have ten days from the date of the expulsion or long-term suspension in which to notify the Superintendent, in writing, of his or her appeal. The student has the right to counsel, at his or her own expense, at a hearing before the Superintendent. At the appeal hearing, the student shall have the right to present oral and written testimony on his/ her behalf, and shall have the right to counsel. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section. The Superintendent shall render a decision on the appeal. Such decision shall be the final decision of the school.

Appeals to Expulsions or Suspensions under §37H1/2

The student shall have the right to appeal the expulsion or suspension to the Superintendent. The student shall notify the Superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion or suspension. The Superintendent shall

hold a hearing with the student and the student's parent/guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his or her behalf, and shall have the right to counsel. The Superintendent shall have the authority to overturn or alter the decision of the Building Based Principal, including recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within five calendar days of the hearing. The Superintendent's decision shall be the final decision of Foxborough Regional Charter School with regard to the expulsion or suspension.

Discipline for Scholars with Disabilities

All special education scholars are expected to follow the expectations for behavior at FRCS and may receive discipline for misconduct like any other scholar. However, special considerations and protections are required before imposing a scholar's removal exceeding 10 school days from his or her current education placement, including transportation. School authorities can suspend a scholar with a disability from his or her current placement for less than 10 consecutive or cumulative days for any violation of school rules if non-disabled scholars would be subject to removal for the same offense.

However, removal of a scholar with a disability for more than 10 consecutive or cumulative days requires consideration as to whether the behavior is a manifestation of the scholar's disability. The scholar's individualized education program (IEP) team must conduct a "manifestation determination" by reviewing all relevant information and determine if the scholar's conduct has a direct and substantial relationship to the disability or is a direct result of the school's failure to implement the IEP. If the Team determines the behavior was not a direct result of the scholar's disability or the school's failure to implement the IEP, the school may discipline the scholar according to the school's code of scholar conduct, except that the district must continue to provide the scholar with educational services during the period of suspension.

If the misconduct is determined to be a manifestation of the scholar's disability, the IEP team must review the current IEP, conduct a functional behavioral assessment and implement a behavioral intervention plan for the scholar and, except under special circumstances, return the scholar to the placement from which the scholar was removed, unless the parent and the charter school agree to a change of placement as part of a modification of the scholar's behavioral intervention plan.

In the event a scholar possesses, uses, sells or solicits a controlled substance or possesses a weapon, or seriously injures an individual at school or a school function, a school may place a scholar in an interim alternative education setting for up to 45 days. Building Based Principal or his/her designee may also order the placement of a scholar in an appropriate interim setting for up to 45 days upon determination that the current placement is substantially likely to result in injury to the scholar or others.

When a parent(s)/guardian(s) disagrees with the Team's decision on the "manifestation determination" or with a decision regarding placement, the parent(s)/guardian(s) has a right to request an expedited due process hearing from the Bureau of Special Education Appeals. Similar procedures apply to scholars with plans under Section 504 of the Rehabilitation Act of 1973.



Scholar / Family Handbook

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DISTRICT LEADERSHIP

The Board of Trustees

The school's Board of Trustees holds the charter to The Foxborough Regional Charter School and governs the terms by which the charter is issued. Board meetings are open to the public on the second Tuesday of each month at the school.

Kathleen Crawford - Chair

Matthew Yezukevich - Treasurer

Susanna Girard – Secretary

Dr. Badawi Dweik – Trustee

Sergio Martin - Trustee

School Contact Information

High School

131 Central St.

Foxborough, MA 02035

Phone: (508) 543-2508

Fax: (508) 543-7982

District Leadership

Dr. Luis R. Soria	Executive Director/ Superintendent
Annie Azarloza	Deputy Director
Heidi Berkowitz	Chief of Staff
Dana Benton Johnson	Director of School Culture and Climate
Matt Harrington	Director of Operations
Karen Calvert	Director of Finance
Julia Garcia	Director of Human Resources
Lori Obenchain	Director of Scholar Services
Kathleen Foley	Director of Curriculum and Professional Development

School Leadership

Christiana Benson	Elementary School Principal
Nancy Sepe	Elementary School Dean
Alisa Diakite	Middle School Principal
Sean Nugent	Middle School Dean
Michael Cournoyer	High School Principal
Cheryl Sclar	High School Dean

Reporting Contacts for Civil Rights, Harassment, and Student Bullying or Retaliation

Title IX Coordinator [Julia Garcia](#), Director of Human Resources

Building Based Contacts for Reporting Student Bullying and/ or Retaliation

Christiana Benson	Elementary School Principal
Nancy Sepe	Elementary School Dean
Alisa Diakite	Middle School Principal
Sean Nugent	Middle School Dean
Michael Cournoyer	High School Principal
Cheryl Sclar	High School Dean

DISTRICT INFORMATION

Educational Philosophy

At Foxborough Regional Charter School (FRCS) District, we strive to provide a comprehensive and cohesive curriculum that is aligned to National and Massachusetts learning standards. We believe that instruction, learning, and assessment are purposeful and meaningful. It is critical that our scholars connect their learning from year-to-year as they build toward rigorous in-depth understandings. Foxborough Regional Charter scholars acquire essential skills and fundamental knowledge that is progressively more complex. We believe our learners are scholars who endeavor to be extraordinary.

Our scholars Enter to Learn and Exit to Lead.

Curriculum and Instruction

Our commitment is to design and facilitate an intentional curriculum that prepares scholars for success in college, career, or a military pathway. At FRCS, scholar-centered growth and development is at the heart of learning. To this end, our curriculum and instruction:

- Enables our scholars to engage in self-discovery that builds toward community service
- Empowers our scholars to make a difference as empathetic, responsible, and global citizens
- Taps our scholars' natural curiosity, facilitates their critical thinking, and enables them to problem solve resourcefully
- Facilitates critical thinking through research, multimedia, and real-life experiences
- Facilitates a collaborative and experiential approach to learning
- Supports inquiry across all disciplines
- Embeds 21st century technology and resources
- Celebrates and motivates our scholars as they take academic risks and build confidence

Community Service Learning

Community Service Learning (CSL) is an integral component to the FRCS mission and academic program. CSL opportunities are embedded within K-12 instruction to enrich the learning experience, teach civic responsibility, and to strengthen the school community. The purpose of the service learning is for scholars to use what they

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learn in the classroom to solve real-life problems; to not only learn the practical applications of their studies, but become actively contributing citizens and community members through the service they perform.

Assessment

At FRCS, we value our scholars' individual journey of achievement and growth from kindergarten through their senior year in high school. Our comprehensive assessment plan includes data analysis that intentionally identifies our scholars' specific learning readiness and opportunities for growth. The District participates in the Massachusetts Comprehensive Assessment Skills (MCAS) testing program in grades 3-10 in English, Mathematics and Science. As a state requirement, all scholars must pass the high school English, Mathematics, and Science portions of the MCAS tests to be eligible for graduation. Additionally, our continuous measures of academic growth include rigorous nationally-normed assessments. To this end, our assessments are:

- Intentional
- Responsive
- Informative toward future instruction
- Formative (ongoing, intermittent, varied)
- Summative (a measure of current knowledge and understanding)

Multi-tiered System of Support (MTSS)

Upon thoughtful data collection and analysis, scholars may reveal growth opportunities in academic, emotional, or behavioral areas. In response, scholars may be referred to the Teacher Assistance Team through the completion of an Individual Scholar Success Plan (ISSP). This plan is designed to proactively support the scholar's success in meeting individual needs via explicit recommendations such as small group interventions. Families are an essential part of this process and we will reach out to partner with you.

School Attendance

Foxborough Regional Charter School believes that regular and punctual attendance is essential for success in academic experiences. Learning needs to be valued as an ongoing process that requires the daily interaction of scholars with their peers and educators. Scholar absences affect this learning process. While a scholar may make-up for the missing work, he/she can rarely duplicate the learning experiences lost by that day's absence.

Absence from a class for any reason is academically detrimental to scholars. Since education is a cooperative effort and scholars gain from their interactive discussion with one another, their absences also hinder the class.

Foxborough Regional Charter School firmly believes that the development of desired habits of punctuality and satisfactory attendance is a shared responsibility of the school, the parents, and most importantly, the scholars. In order to achieve our shared goals, the school has developed the following procedures:

- Scholars are expected to attend school regularly, on time, ready to learn, with appropriate instructional materials, and completed assignments.
- Parents or legal guardians shall be responsible for ensuring that each child within the compulsory ages as defined by policy and law shall attend school regularly.
- Parents or legal guardians of each scholar shall, annually, at the beginning of the school year, be notified of a telephone number (or website) where parents must notify the school of the absence and reason. Such notification shall be made prior to the official starting time of the homeroom period.
- Parents or legal guardians shall be required to furnish the school with a telephone number where they can be reached during the school day. If the scholar is absent and the school has not been notified by the established time, the school shall call the number(s).

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Each school shall keep accurate attendance records. Attendance lists shall be produced daily and shall include the names of scholars who are absent or tardy. This list shall also include the names of scholars who have an early dismissal for health or other legal or excused reasons.

Note on family travel: Parents are requested to schedule family trips when school is not in session. Vacations and family trips are not excused absences. If it becomes necessary for a scholar to be absent because of a family trip, it is the scholar's responsibility to obtain, prior to travel, a list of assignments. Upon the scholar's return, he/she is expected to submit the completed assignments. Failure to complete the work will result in a failing grade for those assignments.

Daily Attendance Records

The successful progress of scholars depends on prompt and regular attendance. We expect scholars to attend school every day to receive the maximum benefit of instruction.

The school opens at 7:15 a.m. in Elementary School and 7:25 in the Middle and High Schools, for scholars to enter the building.

Daily attendance is taken in first period class. Any scholar that fails to report to homeroom and/or class will be marked absent.

All scholars arriving after 7:40 a.m. will be listed as tardy. Tardy scholars must report to the appropriate building level Main Office to obtain a "late pass" before entering their classroom. Excessive tardiness will result in consequences.

Scholars in grades 5-12 receive a consequence for every three unexcused tardies.

Early Dismissal Procedure

- Scholars are not permitted to leave the school grounds at any time during the school day without a note from a parent or guardian and approval from the school office.
- Requests for dismissal must be in writing except in the case of emergency.
- Dismissal notes must indicate the reason for dismissal; time of dismissal, the parent's signature, and a telephone number a parent/guardian can be reached to confirm the request for dismissal.
- Dismissal notes must be turned into the homeroom teacher or appropriate building level Main Office prior to first period.
- All scholars being dismissed must report to the main office at the time of their dismissal and be signed out by a parent/guardian or a person authorized by the parent/guardian. A person on the scholar's emergency contact list cannot dismiss without prior consent from the parent/guardian.
- Emergency contacts picking up a scholar for early dismissal are required to show picture ID.

The school nurse dismisses scholars for illnesses.

Scholars who possess a valid driver's license, have written permission from his/her parents/guardians, and are eligible for scholar parking at the school may dismiss himself or herself without the presence of a parent or guardian by signing out per the appropriate dismissal procedures in the front office.

Tardiness to School

Per Term:

- 1st and 2nd Tardy: Verbal Warning
- 3rd Tardy: Mailed paper notice to parent address (parent/guardian will need to sign and return)
- 4th Tardy: Seat Time Make-Up (this can include Saturday Seat Time, After School Seat Time, or FLEX/LEGO seat time—determination determined by discretion of school leader)

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- 5th Tardy: Attendance Review Board- board will determine validity of tardiness to school and create an action plan/agreement

If tardiness to school continues to occur after the review of the Attendance Review Board, the scholar will need to make up cumulative seat time before the last day of the school year or will possibly be retained.

Make-up Work, Quizzes, Exams (in cases of absences due to illness)

Teachers work collaboratively with scholars and families (and with each other) to design the best course of action to enable a scholar to make-up missing assignments. Each situation is managed to those specific circumstances, paying attention to individual scholar progress and needs.

Make-up Work, Quizzes, Exams (in cases of unexcused absences such as extended vacations)

FRCS strongly encourages families to plan vacations aligned to the district calendar to avoid disruption to their scholar's academic success. To be clear, extended vacations cannot be "approved" by FRCS in adherence to DESE attendance requirements. Due to the responsive nature of instruction, and our alignment to National and Massachusetts learning standards, teachers are likely unable (and not expected) to create "work packets" for scholars to complete while on extended vacation.

School Communication

Communication is critical to the success of our school community. Foxborough Regional Charter School uses a number of different means of communication to keep everyone informed. The school produces annual publications such as the scholar handbook, key dates calendar, weekly newsletters, and monthly Director's videos. The school holds a number of open houses for such things as presentations and parent conferences throughout the year. Additionally, the school maintains a website, www.foxboroughrcs.org, with current activities, events and news. Teachers are easily accessible by email.

Flow of Communication

When a parent determines that there is a school-related concern that needs to be addressed with school officials, the sequential steps outlined below should be followed. The Foxborough Regional Charter School District seeks to work collaboratively with parents to find the fastest resolution to any problem.

1. The parent should address the concern with the staff member most directly involved, (i.e., a question regarding the content of instructional materials or homework assignments should be shared with the classroom teacher)
2. If the matter is not resolved at this level, the parent should bring the concern to the attention of the appropriate School Dean.
3. If the matter is not resolved at this level, the parent should bring the concern to the attention of the Building-based Principal.
4. If the matter continues to remain unresolved, the parent should email info@foxboroughrcs.org to reach the Superintendent.
5. Lastly, the parent may bring the concern to the attention of the Board of Trustees by completing a Privilege of the Floor form to be heard at a board meeting. These forms are located in the central office.

School Lunch Program

Scholars may bring a lunch from home or they may purchase a school lunch for which payment must be made online through MySchoolBucks. Reduced lunch and free lunch applications will be sent home at the beginning of the school year. For the 2021-2022 school year, lunch is provided at no cost to students.

Telephone Use

If a scholar needs to call home for any reason during school hours, they must use the phones located in the front office.

Partners in Education (PIE)

Partners in Education (PIE) is a parent-driven volunteer group dedicated to supporting the school and enhancing the quality of the educational experience at FRCS for all scholars and families. Key goals include:

- Supporting the school administration in its goals
- Raising funds for supplemental programs, enrichment, and supplies
- Hosting extra-curricular activities that encourage family involvement
- Coordinating volunteer participation to support school programs

Emergency Closings

During the school year, weather conditions or other incidents may require the school to adjust its operating schedule. Especially given weather situations, a decision is made after careful consideration and consultation with the National Weather Service, public safety and public works personnel, and school officials throughout our geographic region.

Since we service a large regional section of southeastern Massachusetts, we evaluate the most current conditions and use the best information available to project anticipated conditions. Given the nature of our large geographic region, conditions in one area can often differ significantly from other areas. Decisions to close or delay the opening of school takes into account this information and the safety of our entire school community.

Parents should also consider the conditions in their local area and to determine whether travel is safe and reasonable.

If the district is closed or opening is delayed due to inclement weather, a power outage, or other issues, the district will send a phone notification to primary phone numbers and email addresses listed in the school district database.

Further, the district will post this information on the school's website, Facebook, and Twitter pages. Local television stations will also announce this information. Families can find information through the following media outlets:

WBZ Channel 4	WFXT Channel 25
WCVB Channel 5	WHDH Channel 7

These media outlets also publish changes to our normal operating hours on their respective websites and many provide text-messaging notifications, especially important during power outages.

Only under extreme circumstances will the school close after scholars have arrived. If an early closing should occur, parents are expected to pick-up their children as soon as possible. In these cases, we will also cancel all after school activities. This is required so that our staff can also safely travel home. Closings during the day will be announced by a phone message and on local television stations.

It is the responsibility of the families to keep their contact information current in the school database. Contact the front office to make any changes.

Emergency Evacuations

In the event of an emergency evacuation, and the Police and/or Fire Department deems it appropriate, where the scholars need to be removed from the school building to a designated location. FRCS will contact families as soon as it is safe and reasonable to do so. Families should not come to the school in an emergency situation. They will be contacted with updates and reunification, as needed.

Fire and Evacuation Drills

Safety Drills are conducted three to four times per year according to regulations set by the Foxborough Fire and Police Departments. Evacuation exit directions and procedures are posted in all rooms and are reviewed with scholars on a regular basis.

District References

For information regarding district wide resources and references, click the links below to view policies and procedures.

District Policies

- [Anti Bullying Policy](#)
- [Attendance](#)
- [Dress Code - DRAFT January 2022](#)
- [Enrollment](#)
- [Married or Pregnant Students](#)
- [Meal Charges](#)
- [Remote Learning Technology Use](#)
- [Restraint](#)
- [Sexual Harrassment](#)
- [Technology Use](#)
- [Vandalism](#)

District Procedures

- [Bullying Prevention and Intervention](#)
- [Health Services](#)

District Notices and Laws

- [Anti Discrimination Law](#)
- [Non-Discrimination Notice, Civil Rights, and Safety Information for School Personnel, Parents, and Students](#)

SCHOLAR SERVICES

Multilingual Learners (ML)

Foxborough Regional Charter School boasts a diverse, multicultural and multilingual scholar body. Many of our scholars and their families represent first or second-generation immigrants from more than twenty-five countries, speaking a primary language other than English. To support the needs of our Multilingual Learners (MLs), FRCS employs ELE instructors who work with scholars in grades K-12. The ELE program at FRCS is designed to provide an accessible and meaningful curriculum, to promote high academic standards, and to value the native languages and cultural backgrounds of each scholar. Scholars are serviced through a combination of Sheltered English Immersion instruction in a classroom with a general education teacher who has been trained in best practices for instructing MLs as well as small-group intervention with a teacher certified in teaching English as a Second Language. The Department of Elementary and Secondary Education (DESE) requires all districts to screen scholars for ELE services whenever there is a language other than English indicated on the scholar's home language survey. FRCS utilizes a tool called the WIDA Screener to determine initial English proficiency and eligibility for ELE services. Scholars who initially qualify for ELE are formally reassessed in January of each year using the ACCESS for ELLs 2.0 assessment until they have met the exit criteria set by the DESE. Parents are notified of the results after each assessment is administered. Foxborough Regional Charter School embraces the opportunity to build partnerships with parents and to provide support that will help all scholars be successful in their academic career.

Special Education Department

Foxborough Regional Charter School (FRCS) follows all federal and state regulations to ensure that all scholars with disabilities receive a free and appropriate public education (FAPE) in the least restrictive environment. FRCS provides a full continuum of special education services for scholars with disabilities as outlined in their Individualized Education Program (IEP). FRCS employs a wide range of special education staff to meet the diverse needs of our scholars including Speech-Language Pathologists, an Occupational Therapist, a Physical Therapist (under contract), School Psychologists, Teachers, Paraprofessionals, and a BCBA. Special Education services may be provided in or out of the general education classroom depending on the individual needs of scholars. Parent/guardians are an important and valued member of the IEP Team at FRCS.

Manifestation Determination Review: Contact for scholars receiving discipline

Ms. Lori Obenchain, Director of Student Services

Ms. Christiana Benson, Elementary School Principal

Ms. Alisa Diakite, Middle School Principal

Mr. Michael Cournoyer, High School Principal

Scholars Who Have Not Yet Been Determined for Special Education

- If, prior to the disciplinary action, a district had knowledge that the scholar may be a scholar with a disability, then the district makes all protections available to the scholar until and unless the scholar is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:
 - The parent had expressed concern in writing; or
 - The parent had requested an evaluation; or
 - District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the scholar.

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- The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the scholar or has refused special education services, or if an evaluation of the scholar has resulted in a determination of ineligibility.
- If the district had no reason to consider the scholar disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility. The consequences imposed remain in effect during the evaluation process.
- If the scholar is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.

Section 504 Policy and Procedures

In accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act (ADA), Foxborough Regional Charter School (the School) does not discriminate against any person with a disability in the provision of or access to services, employment and activities. Section 504 is a federal statute that prohibits discrimination by recipients of federal funds based on disability. The ADA prohibits discrimination based on disability in all programs or activities sponsored by Foxborough Regional Charter School.

A person may be considered disabled under Section 504/ADA if he/she:

1. Has a mental or physical impairment, which substantially limits one or more major life activities; has a record of such impairment; or is regarded as having such an impairment.
2. Major life activities include, but are not limited to, caring for one's self, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.
3. When a condition does not substantially limit a major life activity, the individual does not qualify for services or accommodations under Section 504/ADA. Whether an impairment substantially limits a major life activity is to be determined without reference to ameliorative effects of mitigating measures.
4. Ameliorative measures may include: medication, medical supplies, equipment or appliances, low vision devices (excluding ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aids and cochlear implants or such other implantable hearing devices, mobility devices, or oxygen therapy equipment or supplies; use of assistive technology; reasonable accommodations or auxiliary aids or services; or learned behavior or adaptive neurological modifications.

ELEMENTARY SCHOOL

Before School

K-4 - doors open at 7:15. Kindergarteners who choose to have breakfast, can grab their breakfast in the cafeteria and then report to their classroom to eat it. If they are not having breakfast, they go directly to the kindergarten classroom. Grades 1-4 eat breakfast in the cafeteria. If grades one through four are not eating breakfast, they report to the gym. At 7:30 they are released to their classrooms. Students entering the classroom after 7:45 AM are considered tardy.

Reporting of Scholar Progress

Report cards are issued three times per year at the end of each term. In addition, mid-term progress reports are provided during trimester 1 and 2. The Elementary School uses standards-based grading aligned to the Massachusetts Learning Frameworks. Our goal is to identify how scholars are performing on a set of clearly defined learning targets (the standards). The purpose of standards-based grading is to measure scholars' current progress towards mastery of the learning targets. Scholars' progress will be communicated on their report card using the following indicators: Independent, Meeting, Progressing, Emerging (I, M, P, E). These indicators define a scholar's proficiency in the content skill.

I - Independent - Student is able to independently demonstrate mastery beyond what is explicitly taught for this grade level standard. Performance is characterized by the application of skills with consistent accuracy, independence, and a high level of quality.

M - Meeting- Student is meeting the grade level standard at this time. Performance is characterized by the application of skills with accuracy and quality. The student may require occasional support and direction.

P - Progressing – Student is progressing toward the grade level standard at this time. Performance is characterized by the application of skills and strategies with support and direction.

E - Emerging – Student is demonstrating an emerging understanding of the grade level standard at this time. Performance is characterized by limited application of skills and strategies and requires considerable support and direction.

Grades K-4 (Elementary School) promotion guidelines

- Overall Progressing or higher in reading comprehension
- Overall Progressing or higher in mathematics
- Additional considerations will be given to the social and emotional need of the individual scholar
- Promotion and retention are a team decision

Homework Procedures

- Homework expectations and criteria differ, depending on the grade level. Homework agendas are provided for scholars in grades 3 & 4. Scholars are expected to record their assignments daily. Parents are encouraged to review these agendas on a regular basis. Please refer to your child's grade level syllabus for grade/course expectations.

MIDDLE SCHOOL

Before School

In grades 5-8, doors open at 7:15AM. All students report to the cafeteria where they have the option to select breakfast.. At 7:25 scholars are released to their classrooms. Once scholars arrive at school, they are not allowed to leave the grounds. Scholars are considered tardy after 7:40am.

Reporting of Scholar Progress

Report cards are issued three times per year at the end of each term. In addition, grades will be posted on School Brains Parent Portal intermittently throughout each term for all classes.

The School's numerical grades correspond to letter grades as follows:

97-100%	A+	83-86%	B	70-72%	C
93-96%	A	80-82%	B-	67-69%	D+
90-92%	A-	77-79%	C+	63-66%	D
87-89%	B+	73-76%	C	60-62%	D
				Below 60%	F

Incompletes ("I")

"I" stays on the report card for a maximum of 3 weeks. At the end of the 3-week period, any assignments that are not made up are calculated as zeros. At the end of 3 weeks, all "I" are recalculated and report cards for affected scholars are distributed via mail. For extenuating circumstances, a meeting with guidance must be made by families to discuss options for extensions.

Honor Roll Awards Guidelines

Honor Roll: (Grades 5-8 only)

In order to achieve Honor Roll status, the scholar must maintain an average of 85% (B) or above with no grade below an 80% (B-) in all core subjects. These courses are defined as English, Mathematics, Science, Spanish, and Social Studies. A grade below a C- in any non-core course will preclude a scholar from the Honor Roll. Courses or subjects modified to "Pass/Fail" or "Satisfactory/Unsatisfactory" status as outlined by a scholar's educational plan are also considered for this distinction and a passing or satisfactory mark is required to earn this academic award.

High Honor Roll: (Grades 5-8 only)

In order to achieve High Honor Roll status, the scholar must maintain an average of 90% (A-) or above with no grade below an 85% (B) in all core subjects. These courses are defined as English, Mathematics, Science, Spanish, and Social Studies. A grade below a C+ in any non-core course will preclude a scholar from the Honor Roll. Courses or subjects modified to "Pass/Fail" or "Satisfactory/Unsatisfactory" status as outlined by a scholar's educational plan are also considered for this distinction and a passing or satisfactory mark is required to earn this academic award.

Distinguished Scholar: (Grades 5-8 only)

In order to achieve Distinguished Scholar status, the scholar must maintain an average of 95% (A) or above with no grade below a 90% (A) in all core subjects. These courses are defined as English, Mathematics, Science, Spanish, and Social Studies. A grade below a B- in any non-core course will preclude a scholar from the Honor Roll. Courses or subjects modified to "Pass/Fail" or "Satisfactory/Unsatisfactory" status as outlined by a scholar's educational plan are also considered for this distinction and a passing or satisfactory mark is required to earn this academic award.

Homework Procedures

Homework agendas are provided for scholars in grades 5-8. Scholars are expected to record their assignments daily. Parents are encouraged to review these agendas on a regular basis. Homework expectations and criteria differ, depending on the grade level. Please refer to your child's grade level syllabus for grade/course expectations.

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Middle School Promotion Guidelines:

A passing grade of 60% is required to successfully complete and receive credit for any class that is graded numerically. Scholars who fail required courses may recover credits through summer school outside our school district. Additional factors, such as language acquisition, Individual Education Plan, and 504 Plan may be taken into consideration for promotion. FRCS reserves the right to consider other criteria such as social and emotional development in the final determination for grade level promotion. In the event of a disagreement regarding grade level promotion, the Principal will serve as a mediator using the guidelines below:

Grades 5-8 (Middle School) promotion guidelines

- The FRCS expectation is that scholars earn passing grades in all courses
- For promotion purposes, scholars must earn passing final grades in the core content courses (English Language Arts, Mathematics, Science, Spanish, and Social Studies)
- Additional considerations will be given to the social and emotional need of the individual scholar
- Promotion and retention are a team decision

Athletic and Extracurricular Activities

See Athletic Handbook (this link may need to be updated once this is finalized)

Participation Requirements for Athletics and ExtraCurricular Activities

Scholars must be in school for at least (60%) of the school day to participate in any Athletic events and/or extracurricular activities, including school dances. A scholar who is absent from school may not participate in any Athletic events and/or extra-curricular activities. Scholars who are suspended, or on Social Probation, may not participate in any activities. A continual violator of the Code of Conduct will be subject to suspension and/or removal from the team or extracurricular activities. Detention takes priority before scholars are allowed to participate in athletic events and/or extra-curricular activities.

HIGH SCHOOL

Before School

In grades 9-12 doors open at 7:15AM. The cafeteria is open for students to select breakfast. High School Students may enter the school building before 7:30AM to go to their lockers and classrooms. Once scholars arrive at school, they are not allowed to leave the grounds, with the exception of Senior class members who have earned Senior privileges. Scholars are considered tardy after 7:40am.

Reporting of Scholar Progress

Report cards are issued three times per year at the end of each term. In addition, grades will be posted on School Brains Parent Portal intermittently throughout each term for all classes.

Grades

The School's numerical grades correspond to letter grades as follows:

97-100%	A+	83-86%	B	70-72%	C
93-96%	A	80-82%	B-	67-69%	D+
90-92%	A-	77-79%	C+	63-66%	D
87-89%	B+	73-76%	C	60-62%	D
				Below 60%	F

Incompletes ("I")

"I" remains on the report card for a maximum of 3 weeks. At the end of the 3-week period, any assignments that are not made up are calculated as zeros. At the end of 3 weeks, all "I" are recalculated and report cards for affected scholars are distributed via mail. For extenuating circumstances, a meeting with guidance must be made by families to discuss options for extensions.

Course Withdrawals/Changes (Middle and High schools)

- Withdrawals in the first week of the year: Previous grades do not count for the new course.
- Withdrawal during trimester, after 2nd week: Grades from previous course transfer into new course. Scholars receive a single grade on the report card for the new course.
- Withdrawal after one complete trimester: scholar should be withdrawn, but not removed from course. Scholar receives a grade on the report card for both courses.

Honor Roll Awards Guidelines

Honor Roll: (Grades 9-12 only)

In order to achieve Honor Roll status, the scholar must maintain an average of 85% (B) or above with no grade below an 80% (B-) in all core subjects. These courses are defined as English, Mathematics, Science, Spanish, History and Social Sciences, concentration courses and all online/virtual courses including dual enrollment courses (high school). A grade below a C- in any non-core course will preclude a scholar from the Honor Roll. Courses or subjects modified to "Pass/Fail" or "Satisfactory/Unsatisfactory" status as outlined by a scholar's educational plan are also considered for this distinction and a passing or satisfactory mark is required to earn this academic award.

High Honor Roll: (Grades 9-12 only)

In order to achieve High Honor Roll status, the scholar must maintain an average of 90% (A-) or above with no grade below an 85% (B) in all core subjects. These courses are defined as English, Mathematics, Science, Spanish, History and Social Sciences, concentration courses and all online/virtual courses including dual enrollment courses (high school). A grade below a C+ in any non-core course will preclude a scholar from the Honor Roll. Courses or subjects modified to "Pass/Fail" or "Satisfactory/Unsatisfactory" status as outlined by a scholar's educational plan are also considered for this distinction and a passing or satisfactory mark is required to earn this academic award.

Distinguished Scholar: (Grades 9-12 only)

In order to achieve Distinguished Scholar status, the scholar must maintain an average of 95% (A) or above with no grade below a 90% (A) in all core subjects. These courses are defined as English, Math, Science, Spanish, History and Social Sciences, concentration courses and all online/virtual courses including dual enrollment courses (high school). A grade below a B- in any non-core course will preclude a scholar from the Honor Roll.

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Courses or subjects modified to “Pass/Fail” or “Satisfactory/Unsatisfactory” status as outlined by a scholar’s educational plan are also considered for this distinction and a passing or satisfactory mark is required to earn this academic award.

Homework Procedures

Homework is assigned daily. Scholars are expected to record and/or review their assignments. Parents are encouraged to review these assignment expectations on a regular basis. Homework expectations and criteria differ, depending on the grade level. Please refer to your child’s grade level syllabus for grade/course expectations.

FRCS Promotion Guidelines:

A passing grade of 60% is required to successfully complete and receive credit for any class that is graded numerically. Scholars who fail required courses may recover credits through summer school outside our school district. Additional factors, such as language acquisition, Individual Education Plan, and 504 Plan may be taken into consideration for promotion. FRCS reserves the right to consider other criteria such as social and emotional development in the final determination for grade level promotion. In the event of a disagreement regarding grade level promotion, the Principal will serve as a mediator using the guidelines below:

Grades 9-12 (High School) promotion guidelines

- Passing final grade in English Language Arts
- Passing final grade in Mathematics
- Passing final grade in World Language course
- Scholars not passing three or more courses will not be promoted
- Accumulate sufficient credits to be able to meet graduation requirements.

Graduation Requirements (Grades 9-12)

Scholars are required to obtain a minimum of 66.5 credits in high school (grades 9-12) to graduate. In addition, College/Career Planning Portfolio requirements listed below must be completed for graduation. Graduation requirements are explained in detail in this handbook and should be reviewed when making course requests. Scholars must successfully complete the course requirements outlined below as well as obtain the minimum number of credits. It is especially important for scholars to check their status and discuss any questions with their guidance counselor. In general, FRCS curriculum expectations include:

English:	Required all four years for graduation
Mathematics:	Required all four years for graduation
Spanish Language:	Required all four years for graduation
Science:	Required all four years* (<i>three lab courses required for graduation</i>)
History:	Required all four years* (<i>3 years required for graduation</i>)
Physical Education:	Required all four years
Concentration:	Required all four years (<i>3 years required for graduation</i>)
Health:	Required for one year
Computer Tech:	Required for one year

Four years of either History or Science not required if approved for Senior Independent Enrichment, Virtual High School or Dual College/University Enrollment Program.

College/Career Planning Portfolio requirements for promotion and graduation

9 th Grade:	Completion of Personal Goals
10 th Grade:	Completion of Career Interest Survey
11 th Grade:	Completion of Common Application
12 th Grade:	Completion of Senior Post-Secondary Planning Portfolio, at least two post-secondary education applications, one scholarship application, Personal Vision project, resume, two or four-year college course plan, and post- secondary budget.

Valedictorian and Salutatorian

These awards are defined by FRCS as the scholar who has earned the highest and the second highest overall weighted GPA 66.5 credits. Final calculations of GPA to determine these awards are made at the conclusion of Term 2 of Senior Year.

Virtual and Online High School Courses

Virtual High School Coordinator - Victoria Shulman

FRCS offers nearly 100 unique concentration courses across every subject area through our virtual high school program! You can get a complete list of all of the courses currently available to FRCS scholars by clicking on the Catalog choice under the Programs & Courses tab at <http://thevhscollaborative.org/>. Scholars can select either two semester long courses or one year-long course. Virtual High School is currently open to grade 9-12 FRCS scholars. Seats are limited each year and preference will be given by seniority. Scholars must submit an application for consideration.

FRCS high school scholars can take any of the virtual courses offered so long as we do not have an 'on-ground' equivalent currently running on campus! A scholar may choose to take an 'on-ground' equivalent course through VHS, but it will be the scholar's family that will be responsible for registering and paying for that class. The course must be comparable to the class offered at FRCS and the High School Principal will determine that. Credit will be given for that class only if the scholar gets signed approval from the High School Principal and the scholar's guidance counselor.

VHS courses do not count for science lab or Arts studio credit. The only way a science lab course can be taken is when the scholar already has three science lab courses they will complete here at FRCS. Again, if the science lab course is offered here at FRCS and a scholar decides to take it through VHS, the scholar's family will be responsible for registering and paying for that course. Credit will be given for that class only if the scholar gets signed approval from the High School Principal and the scholar's guidance counselor.

Scholars taking online courses work directly with an off-site instructor and content expert who remotely teaches the course to our scholars and dozens of others around the world! scholars regularly interact with their instructor as well as classmates to complete assignments and navigate the course throughout the year. Each course is run like an online college course and scholars are expected to review the syllabus, complete outside readings and research projects and regularly debate and discuss with the instructor and classmates using online class forums. Scholars are responsible for continuing with their online course(s) at home and just as with any other course, homework, projects, research and other assignments will be done outside of school.

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To help our scholars navigate online learning, FRCS scholars work with our virtual high school coordinator during the school day who helps them develop their online learning skills as they take their course(s). Scholars' virtual high school courses and grades earned appear on the scholars' report card and transcripts for college. Virtual High School courses may also be taken for Honors and AP credit, depending on the course.

The fall semester grades will appear under Term 1 with a grade that is current at the time of the printing of Term 1 FRCS report card. When the grade is finalized in early January, an updated grade will replace the earlier grade. The spring semester grades will appear under Term 2 (first half of the spring semester) and Term 3, the finalized grade for the whole spring semester.

Dual Enrollment

FRCS also provides juniors or seniors the opportunity to enroll in an on-line or on-campus college level course through the Mass Colleges On-line program (www.mco.mass.edu) or other similar programs. The course will be listed on the scholar's transcript and allow the scholar to receive college credit. These credits may or may not be transferable depending on course and the policies of college to which the scholar attends after graduation.

This course requires significant independence, maturity, and self-discipline. In most cases, scholars will be required to take two semester long courses (i.e. Sept through Dec and Feb through May). Scholars will be solely responsible for all fees including tuition, books, materials, and mailing as well as all communication with the on-line provider including course registration and requesting exams. FRCS staff will proctor exams if necessary.

Scholar Leadership - Scholar Life Organization

Scholar Life, led by scholars, is responsible for providing clubs, events, and leadership opportunities. At FRCS, extra-curricular activities are incorporated into our school day as hands-on opportunities for scholars to develop leadership, communication, and organizational skills as they work on real-life projects. Scholar leaders initiate, drive and oversee projects for the school. Scholar leaders mobilize their peers to provide opportunities for leadership in grades K-12.

Community Service Learning and Leadership

In the high school grades (9-12), scholars become independent learners in service learning. Through the Scholar Life Organization, school clubs, Honor Societies, athletics, and Senior Independent Enrichment projects, scholars become involved in multiple opportunities through their high school years.

Peer Tutoring and Peer Mentoring

A scholar's needs in a specific subject area are matched with the skills of scholars who have volunteered and been identified as having a firm understanding of the subject. This program instills mentoring skills in those scholars who volunteer to tutor and provides academic support to those scholars who could benefit from scholar to scholar tutoring. Peer Mentors interact with younger scholars and behave as role models. Scholars may engage in enrichment activities, and tutoring if needed.

Athletic and Extracurricular Activities

[See Athletic Handbook](#) (this link may need to be updated once this is finalized)

Participation Requirements for Athletics and Extracurricular Activities

Scholars must be in school for at least (60%) of the school day to participate in any Athletic events and/or extracurricular activities, including school dances. A scholar who is absent from school may not participate in any Athletic events and/or extra-curricular activities. Scholars who are out-of-school suspended, or on Social Probation, may not participate in any activities. A scholar who is in-school-suspended may attend practices & games, but can not participate in any games/other events. A continual violator of the Code of Conduct will be subject to suspension and/or removal from the team or extracurricular activities. Detention and teacher detention take priority before scholars are allowed to participate in Athletic Events and/or extra-curricular activities.

Scholar Driving Regulations

- Driving to school is a privilege, not a right.
- All scholar drivers must be registered with the school by completing a scholar Driver Request Form.
- All scholars will be issued a parking sticker that must be placed on their vehicle in the designated area.
- All scholars will park in the area designated according to the sticker issued.
- Scholars must observe all traffic regulations while on school grounds.
- 10 M.P.H. speed limit on school grounds.
- The school does not assume responsibility for damage to motor vehicles or contents. Vehicles should be locked at all times.
- Upon arrival at school, the scholar must promptly leave the vehicle and enter the building.
- Once the vehicle is parked, no scholar is allowed to enter the vehicle until the driver is dismissed for the day. Seniors may earn exceptions to this rule.

Failure to observe these regulations may result in suspension of parking privileges.

Cover Sheet

Second Reading of New/Changing Policies

Section:	IV. Policy Review
Item:	B. Second Reading of New/Changing Policies
Purpose:	Vote
Submitted by:	
Related Material:	Investment Policy (01.11.2022 draft) (1).pdf

Foxborough Regional Charter School

Investment Policy

[tbd]

Purpose

From time-to-time Foxborough Regional Charter School (FRCS) will have more funds available than are needed to meet current obligations. Such excess funds may be invested in various financial instruments. The purpose of this policy is to set the parameters, responsibilities and controls for the investment of FRCS's funds into cash, cash equivalents and marketable securities. Such investments shall comply with all federal, state law and any applicable rules.

A. General Principles

The Treasurer on the Board of Trustees will routinely and actively monitor the FRCS investment portfolio, relative values of available competing investments, and will recommend adjusting the portfolio. FRCS may engage with an outside investment advisor to provide re-investment options for maturing securities and to purchase securities on behalf on the School, under the direction from the Board of Trustees. FRCS shall avoid any transactions which could give rise to a conflict of interest or impair public confidence.

B. Objective

The Treasurer on the Board of Trustees shall consider safety, liquidity and yield when evaluating investment opportunities. Thus FRCS's investment objectives (by order of priority) are:

- Ensure the safety and preservation of principal
- Maintain adequate liquidity to meet cash flow requirements
- Obtain the best available return consistent with safety and liquidity

C. Investment Instruments

The Treasurer on the Board of Trustees shall choose such investment instruments consistent with the general principles and objectives with the FRCS's investment policy. In all cases, the FRCS investment portfolio may invest in any type of security as allowed by federal and Massachusetts law and regulations. Such instruments may include:

- Term deposits and certificates of deposits of banks and trust companies
- Obligations issued or unconditionally guaranteed by the federal governments of an agency
- Repurchase agreements secured by federal or federal agency securities

Foxborough Regional Charter School

Investment Policy

[tbd]

- Participation units in the Massachusetts Municipal Depository Trust or in shares in SEC-registered money market funds with the highest possible rating from at least one nationally recognized rating organization
- Tax-exempt bonds as defined in IRC §150(a)(6), other than "specified private activity bonds" as defined in IRC §57(a)(5)(C), rated at least "AA" or "Aa2" by S&P and Moody's, respectively
- Obligations of any state or political subdivision thereof rated at least "AA-" and "Aa3" by S&P and Moody's, respectively
- Senior debt obligations and participation certificates issued by an agency or instrumentality established by an act of Congress, including but not limited to the Federal National Mortgage Association, Federal Home Loan Bank, Federal Home Loan Mortgage Corporation, Federal Farm Credit Bank System, Student Loan Marketing Association, World Bank or Federal Agricultural Mortgage Corporation, in each case rated not lower than the second highest category, at the time of acquisition thereof, by at least one nationally recognized rating agency
- Notes issued by corporate entities rated at least "AA-" and "Aa3" by S&P and Moody's, respectively

D. Diversification

FRCS shall maintain a diverse investment portfolio to minimize the risk of loss resulting from over investment in any given instrument, unless the Board prudently determines that, because of special circumstances, the purposes of the funds are better served without diversification.

E. Custody of Securities

FRCS may choose to purchase investments directly from or through selected financial institutions. In these situations, such institutions are authorized to hold FRCS's investments in custody on behalf of the FRCS, as long as the FRCS has reasonably determined that such holdings are distinct from the bank's operating accounts and are reasonably protected against any claims or bankruptcy proceedings involving such bank.

F. Roles and Responsibilities

The Treasurer of the Board will be responsible for the following:

- Ensuring that investments are made in accordance with this policy
- Review investment activities, allocations, and overall compliance with the Board at at least annually

Foxborough Regional Charter School

Investment Policy

[tbd]

G. Exception Management

The Treasurer is responsible for the implementation and adherence to this policy, criteria, and procedures herein. Any exceptions, revisions or amendments to this policy or its parameters must be approved by the Board.

H. Ethics and Conflict of Interest

FRCS shall engage in socially responsible investment choices. The Treasurer on the Board of Trustees shall present the holdings of the FRCS investment portfolio to the Board of Trustees from time to time but, at a minimum, annually.

All FRCS officers and employees involved in the investment process shall refrain from personal business activity that may conflict with the investment process or which could impair their ability to make impartial investment decisions. No officer or Board of Trustee member shall have any interest in, or receive compensation from, any investments which FRCS invests with.

Cover Sheet

Enrollment

Section: V. Committees
Item: A. Enrollment
Purpose: Vote
Submitted by:
Related Material: Applications by Town and grade - 2 Year Comparison.docx
FY23 Enrollment Recommendation.docx



Applications by Town 2 Year Comparison

Total Applications by Town	FY23	FY22
Abington	2	0
Ashland	1	1
Attleboro	97	83
Avon	8	2
Bedford	0	1
Bellingham	1	4
Berlin	0	1
Blackstone	2	0
Boston	8	4
Braintree	0	2
Bridgewater	12	7
Brockton	294	257
Burlington	0	1
Canton	5	7
Chelmsford	2	0
Dedham	0	1
Duxbury	0	1
East Walpole	0	4
Easton	16	6
Fall River	2	1
Foxborough	52	54
Framingham	0	3
Franklin	6	4
Hanson	1	1
Holbrook	11	5
Hopkinton	0	1
Hyde Park	3	2
Lakeville	3	1
Malden	1	0
Mansfield	21	25
Middleboro	1	0
Milford	7	0

Millis	0	1
Milton	3	1
New Bedford	1	0
Norfolk	13	4
North Attleboro	70	67
Norton	21	17
Norwood	31	35
Plainville	27	16
Quincy	4	3
Randolph	29	30
Raynham	8	3
Rehoboth	2	3
Sharon	8	9
Somerville	0	2
Stoughton	52	40
Taunton	39	47
Uxbridge	0	2
Walpole	18	13
Wareham	0	1
West Bridgewater	2	1
Westborough	2	2
Weymouth	2	5
Whitman	3	4
Wrentham	13	10
Total	904	795



Applications by Grade 2 Year Comparison

Total Applications by Grade	FY23	FY22
K	262	247
1	88	82
2	80	68
3	81	72
4	74	65
5	66	70
6	85	59
7	60	55
8	45	37
9	63	40
	904	795



FY23 Enrollment Recommendation

Grade	Current FY22 Enrollment	Recommended FY23 Enrollment
Kindergarten	142	145
Grade 1	144	145
Grade 2	143	145
Grade 3	149	145
Grade 4	144	145
Grade 5	138	130
Grade 6	141	130
Grade 7	131	130
Grade 8	140	130
Grade 9	114	115
Grade 10	98	109
Grade 11	88	94
Grade 12	81	77
Total	1653	1640

Assumptions

- Increase elementary to 145 per grade level
- Allow for natural attrition in middle school until grade level totals reach 130
- 5% attrition in high school grades

Cover Sheet

Finance

Section:	V. Committees
Item:	C. Finance
Purpose:	Discuss
Submitted by:	
Related Material:	Feb. 2022 Balance Sheet Summary.pdf Feb. 2022 Budget to Actual Comparative Summary.pdf

Financial Report - Balance Sheet (Summary)**Foxborough Regional Charter School**

For 2/28/2022

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	2/28/2022	6/30/2021	Change
ASSETS			
Current Assets			
Cash - operations	10,640,003.07	12,528,627.38	(1,888,624.31)
Cash - debt service reserve	2,561,400.46	3,191,671.04	(630,270.58)
Accounts Receivable:			
Intergovernmental	0.00	222,910.59	(222,910.59)
Other	23,724.53	(337.01)	24,061.54
Total Current Assets	13,225,128.06	15,942,872.00	(2,717,743.94)
Capital Assets			
Land/Building Improvements	47,057,058.84	47,057,058.84	0.00
Furniture, equipment and software	5,148,049.76	5,148,049.76	0.00
Less: accumulated depreciation	(15,373,281.55)	(13,803,270.21)	(1,570,011.34)
Total investment in capital assets	36,831,827.05	38,401,838.39	(1,570,011.34)
Loss on defeasance (2017 bonds)	3,615,614.47	3,615,614.47	0.00
TOTAL ASSETS	53,672,569.58	57,960,324.86	(4,287,755.28)
LIABILITIES AND NET ASSETS			
Accounts Payable	590,799.53	542,833.90	47,965.63
Accrued expenses	214,438.26	725,155.91	(510,717.65)
Accrued compensation	45,413.63	1,460,225.74	(1,414,812.11)
Bonds payable - US Bank	0.00	0.00	0.00
Deferred income	42,396.78	105,507.64	(63,110.86)
Total current liabilities	893,048.20	2,833,723.19	(1,940,674.99)
BONDS PAYABLE 2017B	24,225,000.00	24,225,000.00	0.00
BOND PREMIUM 2017B	2,175,370.80	2,175,370.80	0.00
Total bonds payable	26,400,370.80	26,400,370.80	0.00
LOAN PAYABLE EASTERN BANK	4,117,439.63	9,379,998.72	(5,262,559.09)
Total loans payable (Eastern)	4,117,439.63	9,379,998.72	(5,262,559.09)
Total liabilities	31,410,858.63	38,614,092.71	(7,203,234.08)
Net Assets			
Investment in capital assets	0.00	0.00	0.00
Restricted - Board Capital	5,165,006.00	5,165,006.00	0.00
Restricted - Self Insured Dental	0.00	120,597.63	(120,597.63)
Unrestricted	14,060,628.52	12,087,916.54	1,972,711.98
Net income	3,036,076.43	1,972,711.98	1,063,364.45
Total net assets	22,261,710.95	19,346,232.15	2,915,478.80
TOTAL LIABILITIES AND NET ASSETS	53,672,569.58	57,960,324.86	(4,287,755.28)

Financial Report - Budget to Actual (Comparative Summary)

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Foxborough Regional Charter School For 2/28/2022

	Budget FY2022	YTD Actual 2/28/22	Current Year Budget - Actual	Current Year % of Budget	Budget FY2021	YTD Actual 2/28/21	Prior Year Budget - Actual	Prior Year % of Budget
REVENUES								
Per Pupil Tuition	24,790,000.00	17,686,032.00	(7,103,968.00)	(71.34)	24,024,968.00	16,199,720.00	(7,825,248.00)	(67.43)
Federal Grants/Reimbursements	3,480,664.00	1,811,986.27	(1,668,677.73)	(52.06)	1,620,464.00	978,117.00	(642,347.00)	(60.36)
State Grants/Reimbursements	0.00	0.00	0.00	0.00	79,250.00	0.00	(79,250.00)	0.00
Other Grant Revenues	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Food Service Program	286,000.00	499,680.44	213,680.44	(174.71)	406,984.00	36,260.12	(370,723.88)	(8.91)
Extended Day Program	0.00	1,190.00	1,190.00	0.00	193,334.00	17,086.21	(176,247.79)	(8.84)
Transportation Program	861,750.00	578,831.79	(282,918.21)	(67.17)	745,000.00	109,235.44	(635,764.56)	(14.66)
Building Rental Revenue	69,615.00	26,000.00	(43,615.00)	(37.35)	67,000.00	0.00	(67,000.00)	0.00
Other Revenues	62,000.00	31,251.96	(30,748.04)	(50.41)	189,500.00	44,634.38	(144,865.62)	(23.55)
Total Revenues	29,550,029.00	20,634,972.46	(8,915,056.54)	(69.83)	27,326,500.00	17,385,053.15	(9,941,446.85)	(63.62)
EXPENSES								
Personnel								
Administration & Finance	1,024,223.00	630,220.54	394,002.46	61.53	891,297.00	518,603.96	372,693.04	58.19
Teaching & Learning	10,855,668.00	5,725,782.27	5,129,885.73	52.74	10,400,558.00	5,426,155.19	4,974,402.81	52.17
Student Activities	1,782,468.00	881,289.63	901,178.37	49.44	1,736,826.00	785,390.32	951,435.68	45.22
Operations	922,575.00	538,687.97	383,887.03	58.39	901,290.00	573,928.81	327,361.19	63.68
Grants	1,774,431.00	777,025.61	997,405.39	43.79	586,076.00	285,617.46	300,458.54	48.73
Subtotal Personnel	16,359,365.00	8,553,006.02	7,806,358.98	52.28	14,516,047.00	7,589,695.74	6,926,351.26	52.28
Operating Costs								
Administration & Finance	563,135.00	293,290.42	269,844.58	52.08	552,446.00	311,050.52	241,395.48	56.30
Teaching & Learning	472,160.00	160,314.98	311,845.02	33.95	502,197.00	142,553.64	359,643.36	28.39
Student Activities	2,393,565.00	1,414,428.90	979,136.10	59.09	1,927,570.00	932,328.26	995,241.74	48.37
Operations	2,015,320.00	1,411,294.18	604,025.82	70.03	2,075,775.00	1,176,113.45	899,661.55	56.66
Employee Benefits	2,360,500.00	1,264,385.51	1,096,114.49	53.56	2,594,169.00	1,308,972.40	1,285,196.60	50.46
Grants	1,676,233.00	1,085,897.93	590,335.07	64.78	1,119,596.00	834,504.60	285,091.40	74.54
Subtotal Operating Costs	9,480,913.00	5,629,611.92	3,851,301.08	59.38	8,771,753.00	4,705,522.87	4,066,230.13	53.64
Total Expenses	25,840,278.00	14,182,617.94	11,657,660.06	54.89	23,287,800.00	12,295,218.61	10,992,581.39	52.80
NET BUDGET FROM OPERATIONS	3,709,751.00	6,452,354.52	2,742,603.52	(173.93)	4,038,700.00	5,089,834.54	1,051,134.54	(126.03)
Capital Outlay	613,795.00	428,752.92	185,042.08	69.85	970,000.00	454,031.01	515,968.99	46.81
Debt Service	2,471,691.00	1,417,513.83	1,054,177.17	57.35	2,482,272.00	821,920.45	1,660,351.55	33.11
Depreciation	0.00	1,570,011.34	(1,570,011.34)	0.00	0.00	1,489,516.13	(1,489,516.13)	0.00
Board Capital Reserve	0.00	0.00	0.00	0.00	(425,000.00)	0.00	(425,000.00)	0.00
NET BUDGET RESERVED	624,265.00	3,036,076.43	2,411,811.43	(486.34)	1,011,428.00	2,324,366.95	1,312,938.95	(229.81)