



Foxborough Regional Charter School

Board Meeting

August 15, 2023

Published on August 11, 2023 at 9:54 AM EDT

Date and Time

Tuesday August 15, 2023 at 6:00 PM EDT

Meeting Format

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

During the meeting, the Board and its committees follow the published agenda. Gallery members are not part of the formal discussion or deliberations. Those wishing to speak at a meeting are asked to follow our [Privilege of the Floor Policy](#). To request to speak at a meeting, please complete the following [google form](#) before the start of the meeting.

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
A. Attendance		Kathleen Crawford	1 m
B. Call the Meeting to Order		Kathleen Crawford	1 m

	Purpose	Presenter	Time
C. Adjourn to Executive Session	Discuss	Kathleen Crawford	60 m

The Board will now consider entering executive session in accordance with the Open Meeting Law, M.G.L. c. 30A, Section 21(a), pursuant to Purpose 3, to discuss strategy with respect to collective bargaining, FRCS Teachers’ Association, because the Chair finds that an open meeting may have a detrimental effect on the bargaining position of the Board.

Following a motion and a second, a roll call vote will be taken to adjourn to Executive Session.

D. Reconvene to Open Session	Discuss	Kathleen Crawford	5 m
E. Privilege of the Floor		Kathleen Crawford	5 m

II. Board Business 7:12 PM

A. Administrative / Housekeeping Items	Vote	Kathleen Crawford	10 m
<ul style="list-style-type: none"> • 2023-2028 Accountability Plan 			

III. Policy Review 7:22 PM

A. First Reading	Discuss	Todd Tetreault	40 m
<ul style="list-style-type: none"> • Employee handbook • Student handbook 			

IV. Closing Items 8:02 PM

A. Adjourn Meeting	Vote	Kathleen Crawford	1 m
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The listed matters are those reasonably anticipated by the Chair to be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may be brought up for discussion to the extent permitted by law.

Coversheet

Administrative / Housekeeping Items

Section: II. Board Business
Item: A. Administrative / Housekeeping Items
Purpose: Vote
Submitted by:
Related Material: 2023-2028 Accountability Plan DRAFT..docx

FOXBOROUGH REGIONAL CHARTER SCHOOL ACCOUNTABILITY PLAN

Foxborough Regional Charter School (FRCS)			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	Foxborough
Regional or Non-Regional	Regional	Districts in Region	Attleboro, Avon, Brockton, Canton, Easton, Foxborough, Mansfield, Medfield, Medway, Millis, Norfolk, North Attleboro, Norton, Norwood, Plainville, Sharon, Stoughton, Walpole, West Bridgewater, Wrentham
Year Opened	1998	Year(s) Renewed	2003 2008 2013 2018 2023
Maximum Enrollment	1700	Chartered Grade Span	K-12
<p>Mission Statement:</p> <p>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.</p> <p>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.</p> <p>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 that recognizes unique talents and the commitment to excel</p>			

Key Design Elements

- 1.** Preparing all students to be successful in college and career *(Page 3)*
- 2.** Providing a rigorous academic program and global learning experience to all students *(Page 4)*
- 3.** Providing comprehensive professional development for teachers and staff to ensure ongoing highly engaged highly qualified and innovative instructional practices *(Page 6)*

The charter school commits to meeting Criteria 1 through 10 as outlined in the Charter School Performance Criteria.

Date of Preliminary Department Approval:	
Date of Board Approval:	
Date of Department Approval:	

Objectives and Measures related to Mission and Key Design Elements (*required*):

<p>Objective (KDE 1: Preparing all students to be successful in college and career)</p> <p><i>Foxborough Regional Charter School will prepare all students to be successful in college and career by equipping students with the appropriate social-emotional skills and self-awareness needed for postsecondary success.</i></p>	
<p>Measure:</p> <p><i>Annually, students in grades 4, 8 and 10 will show academic growth of 3% between the beginning and end of year MAP assessments, which indicates classroom learning environments are supportive, culturally responsive, and focused on building community and relationships.</i></p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> • <i>Beginning, Middle, End of Year MAP results</i> <p>Data collection plan:</p> <ul style="list-style-type: none"> • <i>The Director of School Climate and Culture will oversee SEL program implementation and monitoring.</i> • <i>The school will use academic assessment grades and daily attendance data to monitor individual student progress.</i> • <i>Attendance and academic data will be collected and stored in the Panorama database.</i>
<p>Measure:</p> <p><i>Annually, there will be a 5% reduction in discipline referrals.</i></p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> • <i>Number of referrals in previous year</i> • <i>Number of referrals in current year</i> • <i>Percentage decrease from data</i> <p>Data collection plan:</p> <ul style="list-style-type: none"> • <i>Director of School Climate and Culture will oversee SEL program implementation and monitoring.</i> • <i>The school will conduct student survey assessments to help measure and support each student’s soft skills (growth mindset, self efficacy, social awareness and self management)</i> • <i>Assessments will be conducted 2X/year to collect student data (BIMAS/ Panorama)</i> • <i>Data will be stored in the Panorama database and SchoolBrains SIS</i>
<p>Objective (KDE 2: Providing a rigorous academic program and global learning experience to all students):</p> <p><i>Foxborough Regional Charter School will enhance students’ sense of identity, community, and ethics, and foster the ability to define and advance equity and justice with respect to human systems throughout the world.</i></p>	

<p>Measure: <i>Annually 100% of FRCS students will participate in rigorous classroom instruction focusing on celebrations of cultural holidays and traditions, collaborating/connecting/communicating with international schools and classrooms, and/or traveling abroad on international service-learning trips.</i></p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> ● <i>Events recorded on the school calendar</i> ● <i>Local, state, regional, national, and international collaborations</i> ● <i>Trip itineraries</i> ● <i>Suspension data</i> <p>Data collection plan:</p> <ul style="list-style-type: none"> ● <i>Outreach team will document holidays and celebrations on the district-wide calendar</i> ● <i>Principals will document collaborations with partner schools</i> ● <i>Chaperones and advisors will document itineraries of field trips and local/international travel</i>
<p>Measure: <i>Annually, assessments in social competencies will be administered twice a year in grades 4, 8 and 12 to determine baseline data as part of the MTSS process to provide targeted and intentional support to meet individual needs of students.</i></p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> ● <i>Score in the beginning of the year on BIMAS for grades 4, 8, and 12 will inform skills to work on throughout the year</i> ● <i>Score at the end of the year on BIMAS for grades 4, 8, and 12 will inform SEL needs and planning for the following year</i> <p>Data collection plan:</p> <ul style="list-style-type: none"> ● <i>Teachers will conduct BIMAS assessments on students twice a year</i> ● <i>The data will be stored in Panorama</i>
<p><u>Objective</u> (KDE 3 Providing comprehensive professional development for teachers and staff to ensure ongoing highly engaged highly qualified and innovative instructional practices):</p> <p><i>Foxborough Regional Charter School is committed to providing ongoing, purposeful professional development opportunities to ensure we are prepared to meet the ever-changing learning needs and social-emotional development of students.</i></p>	
<p>Measure: <i>Each year, 80% of teachers in their third year and beyond will score at least proficient in Indicator 2D, Cultural Proficiency, based on the criteria outlined in the DESE classroom teacher evaluation rubric.</i></p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> ● <i>Orientation week agendas</i> ● <i>Evaluation summaries</i> <p>Data collection plan:</p> <ul style="list-style-type: none"> ● <i>The Professional Development Coordinator will oversee the collection of the agendas and workshop summaries aimed at developing teachers' cultural proficiency.</i> ● <i>The data will be housed in the Vector professional development database.</i> ● <i>Evaluation Data to be submitted by Principals.</i>

<p>Measure:</p> <p><i>Each year, 80% of teachers will agree that professional development offered at the school has improved their instructional practice. 70% of teachers will respond to the survey.</i></p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> ● <i>Number and percentage of teachers respond that they agree that PD offered at the school improved their instructional practice</i> ● <i>Number and percentage of teachers who responded to the survey</i> <p>Data collection plan:</p> <ul style="list-style-type: none"> ● <i>Conduct staff survey and analyze results</i> ● <i>The Professional Development coordinator will oversee the collection of the agendas and workshop summaries.</i> ● <i>The data will be housed in the Vector professional development database.</i>
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<p>Objective (DISSEMINATION Providing innovative models for replication and best practices to other public schools in the district where the charter school is located.):</p> <p><i>Foxborough Regional Charter School is committed to sharing best practices with the public school communities in our sending districts.</i></p>	
<p>Measure:</p> <p><i>Each year, Foxborough Regional Charter School will share its mentor and teacher induction programming with other local public schools in MA over the course of the charter term</i></p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> ● <i>List of schools that were contacted for collaboration</i> ● <i>Number of responsive and participating Districts</i> <p>Data collection plan:</p> <ul style="list-style-type: none"> ● <i>Each year, the District Mentor Coordinator will contact all 20 sending districts to offer programming resources, materials and supports.</i>

Coversheet

First Reading

Section: III. Policy Review

Item: A. First Reading

Purpose: Discuss

Submitted by:

Related Material:

Sexual Harassment Title IX Process- revised by JLS[16287].docx

Revised Discipline Code of Conduct - JLS revisions 8-1-23 Joan S. Edits.pdf

Handbook Draft I 23-24 NO code of conduct.pdf

Foxborough Regional Charter School Employee Handbook 2023-2024 (1).pdf

Sexual Harassment & Title IX

The Foxborough Board of Trustees and the administration and staff of the Foxborough Regional Charter School (FRCS) acknowledge and support the right of all students to attend school in an environment free from sexual harassment.

Sexual harassment is a violation of both federal and state law under Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Chapter 151 B, Section 4 (16a) of the Massachusetts General Laws. Further, under all statutes it is unlawful, and strictly prohibited to retaliate against a student or employee who has filed a sexual harassment complaint or has cooperated in an investigation of sexual harassment.

In Massachusetts, sexual harassment is defined as any sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

1. Submission to or rejection of such advances, requests or conduct is made explicitly or implicitly a term or condition of schooling, or is used as the basis for an educational decision; or
2. Such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating, hostile, humiliating, or sexually offensive schooling environment.

FRCS is also committed to ensuring that students are free from sexual harassment, and have equal access to education, pursuant to Title IX, the federal law.

According to Title IX, sexual harassment is conduct on the basis of sex that satisfies one or more of the following:

1. An employee of FRCS conditioning the provision of aid, benefit, or service on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct on the part of any member of the school community, including other students, determined by a reasonable person to be so severe, pervasive, and objectively offensive that it is effectively denies a person equal access to FRCS's education programs or activities; or
3. "Sexual Assault" or, an offense classified as a forcible or nonforcible sex crime; "dating violence" or, violence committed by a person who (a) is or has been in a social relationship of a romantic or intimate nature with the victim; and (b) where the existence of such a relationship shall be determined based on a consideration of the following factors: (i) the length of the relationship; (ii) the type of relationship; (iii) the frequency of interaction between the persons involved in the relationship; or "stalking" or engaging in a course of conduct directed at a specific person that would cause a reasonable person to (a) fear for his or her safety or the safety of others; or (b) suffer substantial emotional distress.

Examples:

While it is not possible to list all forms of sexual harassment, the following are examples of conduct constituting sexual harassment under either state or federal law:

- Unwelcome sexual advances -- whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences, and
- Discussion of one's sexual activities
- Taking or posting of photographs, videos or images of a sexual nature without consent

Grievance Process

Although conduct may qualify as sexual harassment under both of these definitions, sexual harassment, as it is defined in Title IX, mandates that schools follow a prescribed grievance process. Accordingly, FRCS complies with the following overarching grievance process for all complaints of sexual harassment:

Title IX Coordinator

The Title IX Coordinator is responsible for ensuring FRCS's compliance with Title IX and this Grievance Process.

FRCS's Title IX Coordinator is _____ and his/her information is listed below.

Name

Phone Number, Email, Address, other contact info.

FRCS will promptly respond to all reports alleging sexual harassment as defined above. FRCS will ensure a fair and equitable resolution and will provide supportive measures to both alleged victim and the respondent. If sexual harassment is found to have occurred, FRCS will take steps to prevent recurrence and to provide remedies designed to restore or preserve equal access to all FRCS programs.

Process Before the Filing of a Formal Complaint

Any FRCS employee who has knowledge of an allegation of sexual harassment must inform the Title IX Coordinator or the Building Principal (who shall take responsibility for notifying the Title IX Coordinator). The employee's knowledge may be based upon personal observation or upon a report from the alleged victim or from anyone else, including another student, staff member or parent.

Once the Title IX Coordinator learns of an allegation of sexual harassment, the Coordinator will contact the alleged victim or parent, depending upon the source of the complaint (“the Complainant”) to gather preliminary information, describe the Complainant’s right to file a “Formal Complaint” against the alleged perpetrator (“the Respondent”). The Coordinator will discuss and offer “Supportive Measures” and will explain that they are available whether or not the Complainant files a Formal Complaint.

A “Formal Complaint” is a document filed by the Complainant alleging sexual harassment against a respondent and requesting that FRCS initiate the Grievance Process. Formal Complaints may be filed with the Title IX Coordinator in person, by mail, or electronic mail. If a Formal Complaint is dismissed because the alleged events do not fall within the parameters of Title IX, FRCS will promptly notify the parties of its dismissal and the reasons therefore. When the Complainant chooses not to file a Formal Complaint, the Coordinator may elect to do so, particularly when the Co-ordinator deems that an investigation and potential sanctions are necessary to address safety or similar concerns within FRCS. If electing to override a Complainant’s decision, the Coordinator must document the reasons in writing.

“Supportive Measures” are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent. They may be provided before or after the filing of a Formal Complaint or where no Formal Complaint is filed. Such Measures are designed to restore or preserve equal access to FRCS’s education and activities, including measures designed to protect the safety of all or the educational environment or to deter sexual harassment. FRCS will maintain the confidentiality of any Supportive Measures to the extent possible. Examples of supportive measures include, but are not limited to the following: counseling, deadline extensions, course adjustments, work or schedule modifications, and increased security.

Process After the Filing of a Formal Complaint

Once the Formal Complaint is filed, the Grievance Process begins. FRCS will provide the Complainant and Respondent with written notice of the allegations and information about the Grievance Process. This written notice will include details of the specific allegations including (if known) the individuals involved, the alleged conduct, and its date and location. The notice must include a statement that the Respondent is presumed not responsible for the alleged conduct and that a determination of responsibility is to be made at the conclusion of the Grievance Process. The parties will be informed of the right to have an advisor of his/her choice (who may be, but is not required to be, an attorney) who may accompany them at any point during the process. Each party will also be informed of his/her right to inspect and review evidence that is gathered. The parties will also be reminded of the school’s prohibition against knowingly making false statements during this process and of FRCS’s policy prohibiting retaliation against anyone who participates in the Grievance Process.

After the Formal Complaint is filed and the parties have been advised of their rights, the Title IX Coordinator will offer the parties the option of participating in an informal resolution process if appropriate. Before beginning an informal resolution process, FRCS will obtain written consent

from the Complainant and Respondent. A Facilitator assigned by the Coordinator will conduct a mediation. If a resolution is reached, the Facilitator will maintain the result in writing, and no further action need be taken, As the process is entirely voluntary, either party may withdraw from the informal resolution process at any time.

If either party declines informal resolution, or in the event no agreement reached, the Grievance Process will resume. The Coordinate will assign an “Investigator” and a separate “Decision-Maker.” In the event of an appeal, a separate Appeal Office must also be appointed. All individuals involved in processing a Formal Complaint must be free of bias and conflict of interest and must receive training regarding this policy and their respective roles.

The Investigator will complete an investigation into the Formal Complaint. Both the Complainant and Respondent will have an equal opportunity to present witnesses and other evidence. Prior to any interviews with a witness, the Investigator will provide the witness with notice of the date, time, location, participants, and sufficient time to prepare for that interview. Both parties will have an equal opportunity to examine and inspect evidence. At the conclusion of the investigation, the Investigator will create an initial Investigative Report that summarizes the relevant evidence and will send it simultaneously to each party and the party’s advisor. The parties will have 10 days to review and respond to the report if they so choose. After considering any response, the Investigator will then finalize the Investigative Report and provide a copy to each party, his/her advisor, and to the Decision Maker.

The Decision-Maker will afford each party the opportunity (1) to submit written, relevant questions that a party wishes to ask of any party or witness, (2) to provide answers, and (3) to submit additional, limited follow-up questions. The Decision-Maker must provide an explanation in the event he/she excludes a question as not relevant.

In addition, or in the alternative, FRCS has the discretion (and is not required) to conduct a live hearing as part of the Grievance Process. At such hearing, the Decision-Maker will permit each party’s Advisor to ask the other party and any witnesses relevant questions. If a party does not have an advisor for the hearing, FRCS will provide one at no cost. Upon the request of the Complainant or Respondent, FRCS will utilize technology to separate the parties during the hearing process. If a party or witness does not submit to cross-examination at the live hearing, the Decision-Maker will not consider any statement of that party or witness in determining responsibility.

Follow the written or live hearing process, the Decision Maker will issue simultaneously to both parties a written decision as to whether Respondent engaged in Sexual Harassment, using a preponderance of the evidence standard. The report must include a description of the allegations, the procedural steps followed in the grievance process, a finding of facts, the conclusions reached, and the rationale therefore, and if applicable, any discipline imposed (subject to applicable procedures). If applicable, the Decision-Maker will also include remedies designed to restore or preserve equal access to education and activities within FRCS.

Appeal

Both the Complainant and Respondent shall have the right to appeal the decision by notifying the Title IX Coordinator in writing within 10 business days of receiving the decision. FRCS will provide written notice of the appeal to the other party. The grounds for appeal are limited to: Procedural irregularity, new evidence that was not reasonably available at the time of the determination or dismissal, or an alleged a conflict of interest. Both parties shall have an opportunity to provide a written statement supporting their position on Appeal. The Appeal shall be reviewed by a person who is not the original Facilitator, Investigator, Decision-Maker, or Title IX Coordinator. The Appeal Officer shall issue simultaneously to the parties a written decision and rationale therefore.

Records

FRCS will maintain for seven years a record of the alleged conduct and of any actions taken, including supportive measures provided and the basis for FRCS's conclusion with respect to the alleged conduct.

STUDENT 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 may be subject to disciplinary action. The severity, frequency, and circumstances surrounding each incident shall impact the school's response.

Code of Conduct

The Foxborough Regional Charter School Code of Conduct 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 respond consistent with the 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 consistent with the severity and frequency of the behavior. Classroom teachers manage Level 1 disciplinary offenses but are to refer Level 2 and Level 3 disciplinary offenses to the building-based school administration. Foxborough Regional Charter School teachers and administrators use two digital platforms, Educators Handbook and School Brains for, to record student Code of Conduct offenses and corrective actions and interventions. This assists FRCS with analyzing behavioral data, which in turn helps to inform school programs, practices and procedures.

Level 1 disciplinary offenses are considered minor infractions with interventions that the classroom teacher administers. Examples of Level 1 offenses include dress code violation, tardiness to class, disruptive/non-compliant behavior. A Level 1 offense can escalate to a Level 2 offense if there is a pattern of behavior, as evidenced by at least three separate incidents of committing the same offense; in these instances, the classroom teacher should make a referral to the building-based administration.

Level 2 disciplinary offenses are considered major behavioral infractions that may result in an administrative investigation and, in some circumstances, a referral to the School Resource Officer. Examples of Level 2 offenses include cutting class, cutting detention, internet usage violations, leaving class or school property without permission.

Level 3 disciplinary offenses also are considered major behavioral infractions that may result in an administrative investigation and, in some circumstances, a referral to the School Resource Officer; these offenses are aligned with a Massachusetts Department of Elementary and Secondary Education (DESE) code number. Examples of Level 3 offenses include assault of a staff member, bullying/cyberbullying, false alarm.

Discipline Procedure

In determining the consequences for particular misconduct, administrators consider all relevant circumstances, including the nature of the offense, its potential impact on other students, and factors related to the individual student (e.g. past misconduct since repeated violations may warrant more serious discipline; willingness to take responsibility for conduct; possible mitigating factors). In some instances, the misconduct may warrant FRCS to make a referral to the police department.

The Code of Conduct is in effect on school buses and school grounds as well as at school-sponsored events, whether or not such events take place on FRCS school property (including, but not limited to, any and all athletic activities and contests). Even misconduct that does not take place in school or a school sponsored event may result in discipline if it is of a serious nature and has a direct relationship to the school or causes substantial disruption to the school environment.

Also, in an effort to maintain security of all of its students, FRCS has the right to conduct searches of its students and their property if there is reasonable suspicion that the student is engaging in conduct that violates the Code of Conduct. If a search is conducted, the school will ensure that the privacy of the student is respected to the extent possible and that the student and the student’s family are informed of the circumstances surrounding the search and the results of the search. School cubbies, desks, lockers, and school issued technology devices, applications and accounts (e.g. computers, Google Docs, e-mail account), which are assigned to students for their use, remain the property of FRCS. Students, therefore, should have no expectation of privacy in these areas and these areas are subject to search by school personnel at any time, with or without reasonable suspicion.

Below is a chart listing disciplinary offenses with a description of the offense, with the offenses classified as being Level 1, 2 or 3 offenses as well as minor or major offenses. Please note, however, that not every type of prohibited conduct can be listed. Students are expected to recognize that any conduct that is inconsistent with maintaining an appropriate environment on school buses, at school, or at a school-sponsored event may lead to discipline, including suspension or expulsion depending on the misconduct.

Revised August 2022

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Offense	Description	Level 1	Level 2	Level 3	Minor	Major
Abusive Language Profanity/Obscenities	Profanity	•	•		•	•
	Directed at an individual to bring ridicule		•			•
	A 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	Possession, use, distribution, sale, or being under the influence of alcohol.			•		•
Arson	Setting a fire including, but not limited to, burning paper, school grounds, school building		•	•		•
Assault/Battery	Assault is verbal threat or gesture that places another person in apprehension of harmful or offensive contact; battery involves unwanted touching of another person.			•		•
Assault on Staff Member or Trustee	Assault is verbal threat or gesture that places another person in apprehension of harmful or offensive contact; the threat does not have to be carried out to constitute an assault.			•		•

Revised August 2022

2

Offense	Description	Level 1	Level 2	Level 3	Minor	Major
Bullying/Cyberbullying	<p>Repeated use by one or more students or by a staff member of written, verbal, or electronic expression or physical act or gesture or any combination thereof, directed at a target that: causes physical or emotional harm to the target or damage to the target's property; places the target in reasonable fear of harm to self or of damage to target's property; creates a hostile environment at school for the target; infringes on the rights of the target at school; or materially and substantially disrupts education process or orderly operation of school. Bullying includes cyber-bullying which is defined in MGL ch. 71, s. 370.</p> <p>Please also see FRCS Bullying Prevention & Intervention Plan and Bullying Policy</p>			•		•
Bus Misconduct	<p>While on district transportation, conduct that is inappropriate or unsafe. See District Bus Policy for more details</p>		•	•		

Revised August 2022

3

Offense	Description	Level 1	Level 2	Level 3	Minor	Major
Cutting Class	Students absent from any class without authorization from staff member.		•	•		•
Detention (Cutting Teacher/Administrative Detention)	Failing to attend detention as assigned.	•	•		•	•
Disruptive or Non-Compliant Behavior	Examples include failure to follow reasonable request by staff member; doing opposite of instructions; responding negatively to redirection; walking out of the learning environment without permission; arguing with staff.	•	•		•	•
Dress Code Violation	Student fails to wear clothing consistent with FRCS Dress Code Policy.	•	•		•	•
Drugs	Possession, use, distribution, sale, or being under the influence of a controlled substance (e.g. marijuana, cocaine, heroin or prescription drug not authorized by school nurse).			•		•
Electronic Devices—Inappropriate Use	Use or possession of cell phone, headphones, or electronic device without specific medical or other authorized permission is prohibited during school day.	•	•		•	•
False Alarm	Student sets off any school alarm system without reasonable cause or collaborates with other student(s) in setting off false alarm.			•		•

Revised August 2022

4

Offense	Description	Level 1	Level 2	Level 3	Minor	Major
Fighting/Physical Aggression (K-12)	Includes hitting, pushing, or kicking someone or throwing objects at someone		•	•		•
Forgery, Alteration, or Misuse of Official School Documents or Parental Communication Forgery	Changing written information from parents or school staff (e.g. building passes, parent notes for early dismissal, tardiness or absence, report cards).		•			•
Gambling	Playing games of chance/bet for money or desired reward		•			•
Harassment	Unwelcome conduct on the basis of race, color, sex, homeless status, gender identity, religion, national origin, sexual orientation, disability, or age that is sufficiently severe, persistent or pervasive to create a hostile environment for individual at school. Harassment may include insults, name-calling, off-color jokes, threats, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct which rises to the level of a hostile environment. Please also see FRCS Harassment policy.			•		•
Hazing	includes any conduct or method of initiation into any student organization that willfully or recklessly endangers the physical or mental health of any student or other person.			•		•

Commented [NN1]: Compare FRCS Harassment Policy to ensure handbook and policy are consistent.

Revised August 2022

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Offense	Description	Level 1	Level 2	Level 3	Minor	Major
Horseplay/Aggressive Behavior	Invasion of personal space without intent to harm	•	•		•	•
Inciting/Attempting to Incite Other Students to Create Disturbance; Disruption of School Assembly	Encouraging other students to participate in unacceptable behavior, through actions or verbal comments (e.g. verbally encouraging students participating in unacceptable behavior)		•	•		•
Internet Usage Violation	Student not complying with FRCS Internet Policy		•			•
Leaving Class or School Property Without Permission	Student leaving school grounds prior to their authorized dismissal time without permission from administrator, school nurse, or approved note from parent.		•			•
Possession of Staff Personal Information	Possessing or accessing staff personal information from district resources		•			•
Sexual Harassment	Conduct on basis of sex that meets one or more of the following: -An employee of the district conditioning provision of aid, benefit, or service on individual's participation in unwelcome sexual conduct; -Unwelcome conduct determined by reasonable person to be so severe, pervasive, & objectively offensive that it effectively denies person equal access to district's education programs or activities; or -Sexual Assault, domestic violence, dating violence, stalking as defined by federal laws Please also see FRCS Sexual Harassment policy.			•		•

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Offense	Description	Level 1	Level 2	Level 3	Minor	Major
Tardy to Class	Not being in assigned classroom on time when bell rings to signify start of each period.	•	•		•	•
Tardy to School	Not being in homeroom/1st period class when school day begins.	•	•		•	•
Theft For Violation of Personal Property	Includes stealing from someone or the school or looking through someone's personal belongings without permission.		•	•		•
Threat to Staff, Student(s) or Trustee	Verbal, written or gestural communication of intent to harm or otherwise injure another or their property		•	•		•
Tobacco	Possession, use, distribution or sale of tobacco products, electronic cigarettes, vape and/or related paraphernalia (e.g. matches, lighters, vaporizing liquid)			•		•
Vandalism	Destruction or defacement of school property.		•	•		•
Weapon	Includes, but is not limited to a gun or a knife.			•		•

Commented [NN2]: Need to add (1) "Weapon" as offense; "includes, but is not limited to a gun or a knife." (2) "Hazing" as offense; "includes any conduct or method of initiation into any student organization that willfully or recklessly endangers the physical or mental health of any student or other person." And (3) "Vandalism" as offense; "destruction or defacement of school property."

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SUSPENSION & EXPULSION

Drugs, Weapons, & Assault on School Staff (M.G.L. c. 71, § 37H)

Under M.G.L. c. 71, § 37H, students may be subject to suspension or expulsion for the following offenses:

- 1.) 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 M.G.L. c. 94C, including, but not limited to, marijuana, cocaine, and heroin.
- 2.) Any student who assaults any educational staff on school premises or at school-sponsored or school-related events, including athletic games.

Felonies (M.G.L. c. 71, § 37H1/2)

Under M.G.L. c. 71, § 37H1/2, students may be subject to suspension or expulsion for the following offenses:

- 1.) Suspension only: The issuance of a criminal complaint against a student charging that student with a felony or the issuance of a felony delinquency complaint against the student.
- 2.) Suspension or Expulsion: 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

Handbook Violations (M.G.L. c. 71, § 37H3/4)

M.G.L. c. 71, § 37H 3/4 governs the discipline of students for offenses not covered by Section 37H or Section 37H1/2 (i.e. a “handbook violation” as opposed to a statutory offense). Students may face suspension for violating the Code of Conduct. Section 37H3/4 imposes a maximum suspension length of 90 school days for handbook violations, and suspensions under Section 37H3/4 cannot extend beyond a school year.

Due Process Rights

In-School Suspension (M.G.L. c. 71, § 37H3/4)

The Assistant Principal, Dean of Culture, or another Principal designee (Administrator) may impose an in-school suspension for student Code of Conduct violations; an in-school suspension is the removal of a student from regular classroom activities, but not from school premises. Prior to imposing an in-school suspension, the Administrator shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student with an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the Administrator determines that the student committed the disciplinary offense, the Administrator shall inform the student of the length of the student’s in-school suspension, which shall not exceed ten days, cumulatively or consecutively, in a school year. However, if a student is placed in an in-school suspension for more than ten days, cumulatively or consecutively, during the school year, any day beyond ten days is deemed to be a long-term suspension for due process, appeal, and reporting purposes.

On the same day as the in-school suspension decision, the Administrator shall make reasonable efforts to notify the parent orally as soon as possible of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The Administrator shall also invite the parent to a meeting to discuss the student’s academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the Administrator is unable to reach the parent after making and documenting at least two attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

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The Administrator shall 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 principal for the purpose set forth in 603 CMR 53.10(4), if such meeting has not already occurred. The written notice also shall include the right of the student to have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the in-school suspension. The Administrator shall 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 other method of delivery agreed to by the principal and the parent. In-school suspension determinations are final and not subject to appeal.

Emergency Removal (M.G.L. c. 71, § 37H3/4)

Any student who has been charged with a disciplinary offense under M.G.L. c. 71, § 37H3/4 (i.e. a Handbook Violation) may be temporarily removed from the school premises if the Administrator determines the student's continued presence in school poses a danger to persons or property, or materially and substantially disrupts the order of the school, and in the view of the Administrator, there is no alternative to alleviate the danger or disruption. Temporary emergency removal shall not exceed two school days following the day of the emergency removal, during which time the Administration shall: 1) 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 oral notice of either a short-term or long-term suspension hearing; 2) Provide written notice to the student and parent of either a short-term or long-term suspension hearing; 3) Provide the student with an opportunity for either a short-term or long-term suspension hearing, in compliance with 603 CMR 53.08(2) or (3), as applicable, prior to the expiration of the two school days (unless a longer time is mutually agreed upon) to determine whether the student committed the offense charged and if so, what disciplinary consequences are appropriate, with the understanding that the parent has an opportunity to attend such hearing; 4) include notice of the right of the student to have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the emergency removal; 4) render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements for either a short-term or long-term suspension decisions, pursuant to 603 CMR 53.08(2)(c) and (d) or (3)(c) and (d), as applicable.

An Administrator 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.

Out-of-School Suspension (M.G.L. c. 71, § 37H3/4)

Out-of-school suspensions may be short-term (meaning ten (10) school days or less, either consecutively or cumulatively in a school year), or may be long-term (meaning more than ten school days consecutively or cumulatively in a school year). All out-of-school suspensions prohibit the student from being on school premises and participating in school-related events while suspended. In every case of student misconduct for which suspension may be imposed, a principal shall not suspend or expel a student until alternative remedies have been employed and their use documented following and in response to the specific incident(s) in question unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive and in cases where the student's continued presence in the school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in the school. exercise discretion in deciding the consequence for the offense; In any event, the principal shall consider ways to reengage the student in learning; and avoid using long term suspension from school as a consequence until alternatives have been tried. Administration will consider other consequences, including alternatives to suspension and ways to reengage the student in learning, prior to imposing an out of school suspension.

For all out-of-school suspensions (both short- and long-term) (M.G.L. c. 71 § 37H3/4):

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- The Administrator shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct a hearing without the parent present, the Administrator must be able to document reasonable efforts to include the parent. The Administrator is presumed to have made reasonable efforts if the principal has sent written notice and has documented at least two attempts to contact the parent in the manner specified by the parent for emergency notification.
- Written notices (both hearing notices and decision notices) to the parent may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the Administrator and parent.
- If the student is in a preschool program or in grades K through 3, the Administrator shall send a copy of the written determination to the Executive Director and explain the reasons for imposing an out-of-school suspension, before the out-of-school suspension takes effect.
- Students will not be suspended for a handbook violation for longer than ninety days in a school year, or beyond the end of the school year (whichever occurs first).

Short-Term Suspension (M.G.L. c. 71 § 37H3/4)

Prior to imposing a short-term out-of-school suspension (meaning ten (10) school days or less, either consecutively or cumulatively in a school year), the Administrator must provide oral and written notice to the student and the parent in English and in the primary language of the home if other than English, or other means of communication where appropriate. The notice shall set forth in plain language: (a) the disciplinary offense; (b) the basis for the charge; (c) the potential consequences, including the potential length of the student's suspension (short-term suspension not to exceed 10 school days consecutively or cumulatively in a school year); (d) the opportunity for the student to have a hearing with the Administrator 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; (f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate.

The purpose of the short-term suspension hearing with the Administrator is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the Administrator shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts, that the Administrator should consider in determining whether other, remedies and consequences may be appropriate as set forth in 603 CMR 53.05, including ways to re-engage the student in learning. The Administrator shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Administrator should consider in determining consequences for the student. Based on the available information, including mitigating circumstances, the Administrator shall determine whether the ~~student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.~~ student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Administrator shall not suspend a student until alternative remedies have been employed and their use documented following and in response to the specific incident(s) in question unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive and in cases where the student's continued presence in the school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in the school. In any event, the principal shall consider ways to reengage the student in learning

The Administrator shall notify the student and parent of the 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 schoolwork as needed to make academic progress during the period of removal, as provided in 603 CMR 53.13(1). The determination shall be in writing and may be in the form of an update to the original written notice.

The Administrator's short-term suspension decision is final, with no right of appeal.

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Long-term Suspension (M.G.L. c. 71, § 37H3/4)

Prior to imposing a long-term out-of-school suspension (meaning more than 10 consecutive or cumulative school days of suspension in a school year), the Administrator must provide oral and written notice to the student and the parent in English and in the primary language of the home if other than English, or other means of communication where appropriate. The notice shall set forth in plain language all the rights afforded to students for short-term suspension hearings (see above) as well as the following additional rights: (a) in advance of the hearing, the opportunity to review the student's record and the documents upon which the Administrator 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 the student's 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; and (e) the right to request that the hearing be recorded by the Administrator and to receive a copy of the audio recording provided to the student or parent upon request.

If the student or parent requests an audio recording, the Administrator shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request

The purpose of the long-term suspension hearing is the same as the purpose of a short-term suspension hearing (see above). At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have additional long-term suspension hearing rights outlined in the notice (see above). The Administrator shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Administrator should consider in determining consequences for the student.

Based on the evidence, the Administrator shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as set forth in 603 CMR 53.05, including ways to re-engage the student in learning, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. If the Administrator decides to suspend the student, the written determination shall: 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 by the Administrator; 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 as provided in 603 CMR 53.13(4)(a); e) Inform the student of the right to appeal the Administrator's decision to the superintendent or designee, but only if the Administrator has imposed a long-term suspension since short-term suspension decisions are final and not appealable.

The Administrator shall not suspend a student until alternative remedies have been employed and their use documented following and in response to the specific incident(s) in question unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive and in cases where the student's continued presence in the school would pos a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in the school. In any event, the principal shall consider ways to reengage the student in learning

The notice of long-term suspension must include notice of the right of appeal a long-term suspension. This notice shall be in English and the primary language of the home if other than English, or other means of communication, where appropriate, and shall include the following stated in plain language: the process for appealing the decision, including that the student or parent must file a written notice of appeal with the Executive Director within five calendar days of the effective date of the long-term suspension; provided that within the five calendar days, the student or parent may request and receive from the Executive Director an extension of time for filing the written notice for up to seven additional calendar days; and that, the long-term suspension will remain in effect unless and until the Executive Director decides to reverse the Administrator's determination on appeal.

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Rights to Appeal Long-Term Suspensions under MGL c. 71, § 37H ¾

The student may appeal a long-term suspension decision by filing a written notice of appeal with the Executive Director 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 Executive Director an extension of time for filing the appeal for up to seven (7) additional calendar days. The long-term suspension will remain in effect unless and until the Executive Director decides to reverse the Administrator's determination on appeal. If the appeal is not timely filed, the Executive Director may deny the appeal or may allow the appeal in the Executive Director's discretion, for good cause.

The Executive Director shall hold the appeal hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven additional calendar days, in which case the Executive Director shall grant the extension.

The Executive Director shall make a good faith effort to include the parent/guardian in the hearing. The Executive Director shall be presumed to have made a good faith effort if the Executive Director has made efforts to find a day and time for the hearing that would allow the parent/guardian and Executive Director to participate. The Executive Director shall send written notice to the parent of the date, time, and location of the hearing.

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

During the appeal hearing, the student shall have all the rights afforded the student at the Administrator's hearing for long-term suspension under 603 CMR 53.08(3)(b).

The Executive Director shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of an Administrator's long-term suspension decision, pursuant to 603 CMR 53.08(3)(d)1. through 4. (see above). If the Executive Director determines that the student committed the disciplinary offense, the Executive Director may impose the same or a lesser consequence than the Administrator but shall not impose a suspension greater than that imposed by the Administrator's decision. The decision of the Executive Director shall be the final decision of FRCS.

Drugs, Weapons and Assaults on School Staff (M.G.L. c. 71, § 37H)

Under M.G.L. c. 71, § 37H, students may be subject to suspension or expulsion for the following offenses:

- 1.) 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 M.G.L. c. 94C, including, but not limited to, marijuana, cocaine, and heroin.
- 2.) Any student who assaults any educational staff on school premises or at school-sponsored or school-related events, including athletic games.

Any student who is charged with a violation of either paragraph 1.) or 2.) shall be notified in writing of an opportunity for a hearing before the principal prior to the imposition of any suspension or expulsion in order for the principal to determine if the student committed the offense charged and, if so, determine the appropriate disciplinary action. At the hearing, the student may have representation, along with the opportunity to present evidence and witnesses. The hearing notice must include these rights. After the hearing, the principal may, in the principal's discretion, decide to suspend rather than expel a student who has been determined by the Principal to have violated either paragraph 1.) or 2.). A decision to suspend or expel the student shall be provided to the student's parent in writing and, if the student is suspended or expelled, include

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notice of the opportunity to access educational services during the period of suspension or expulsion, under section 21 of chapter 76. Students may appeal expulsion decisions, but suspension decisions are final and not appealable.

If the Principal determines the student who is charged with a violation of either paragraph 1.) or 2.) poses a continuing danger to persons or property or is an ongoing threat to disrupt the academic process prior to the hearing, the Principal may remove the student on an emergency basis pending the disciplinary hearing, if the notice of hearing (described above) includes the notice of removal on an emergency basis and notice of the opportunity for a hearing scheduled within ten (10) school days of the offense. The notice also must include notice of the right of the student to have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the removal on an emergency basis pending the hearing.

Right to Appeal Expulsion under M.G.L. c. 71 § 37H

Any student who has been expelled from the school pursuant to a violation of either paragraph 1.) or 2.) shall have the right to appeal to the Executive Director. The expelled student shall have ten days from the date of the expulsion in which to notify the Executive Director of the student's appeal. This notification should be in writing. A student who has elected to appeal an expulsion shall be entitled to a hearing before the Executive Director and has the right to counsel at the appeal hearing. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated paragraphs 1.) or 2.) The decision of the Executive Director shall be provided to the student's parent in writing and is the final decision of the FRCS.

Felony Offenses (M.G.L. c. 71 § 37H1/2)

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 Principal of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said Principal if said Principal determines that the student's continued presence in the 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 potential suspension, as well as opportunity for a hearing with the Principal, prior to such suspension taking effect. After a hearing, a written decision shall be issued and, if suspended, the student also shall receive written notification of the student's right to appeal, the process for appealing such suspension, and the opportunity to access educational services during the period of suspension or expulsion under section 21 of chapter 76. The student may appeal the suspension by writing to the Executive Director requesting an appeal, with the appeal request being due no later than five calendar days of the effective date of the suspension. The suspension shall remain in effect prior to any appeal hearing conducted by the Executive Director.

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 Principal of a school in which the student is enrolled may expel said student if such 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 potential expulsion as well as opportunity for a hearing with the Principal prior to such expulsion taking effect. After a hearing, if the Principal expels the student, the student shall receive written notification of the student's 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 Executive Director. If the student is expelled, the notice also must include notice of the opportunity to access educational services despite expulsion consistent with section 21 of chapter 76.

If the Principal determines the student who is charged with a felony/felony delinquency, has been convicted of a felony/felony delinquency, or has been adjudicated or admitted in court of guilt with regard to a felony/felony delinquency poses a continuing danger to persons or property or is an ongoing threat to disrupt the academic process prior to the hearing, the Principal may remove the student on an emergency basis pending the disciplinary hearing, if the notice of hearing (described above, as applicable) includes the notice of removal on an emergency basis and notice of the opportunity for a hearing scheduled within ten (10) school days. The notice also must include notice of the right of the student to have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the removal on an emergency basis pending the hearing.

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Right to Appeal Suspension or Expulsion under M.G.L. c. 71 § 37H1/2:

The student who is charged with a felony and suspended under Section 37H1/2 as well as the student who is convicted of a felony or is adjudicated or admits in court of guilt regarding the felony charge and is expelled under Section 37H1/2 shall have the right to appeal the disciplinary decision to the Executive Director. The student shall notify the Executive Director, in writing, of the request for an appeal no later than five calendar days following the effective date of the discipline. The Executive Director shall hold a hearing with the student and the student's parent or guardian within three (3) 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 the student's behalf and shall have the right to counsel. The Executive Director shall have the authority to overturn or alter the decision of the principal. The Executive Director shall render a decision on the appeal within five (5) calendar days of the hearing. Such a decision shall be the final decision of the School with regard to discipline.

Educational Services During Disciplinary Removal

For all offenses (M.G.L. c. 71 §§ 37H, 37H1/2 and 37H3/4), any student who is serving an emergency removal, in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of removal from the classroom or school. The school administrator shall inform the student and parent of this opportunity in writing when such removal is imposed. Additionally, any student who is expelled or is suspended from school for more than ten consecutive days, whether in school or out of school, shall have an opportunity to receive education services and to make academic progress toward meeting state and local requirements, through the school-wide education service plan. The school must provide the student and the parent with a list of alternative educational services. Upon selection of an alternative educational service by the student and the parent, the school shall facilitate and verify enrollment in the service.

If the student moves to another school or school district during the period of suspension or expulsion, the new school district or school 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.

Disciplining Students on IEPs

The Individuals with Disabilities Education Act (IDEA) and its implementing regulations provide students on Individualized Education Programs (IEPs) with certain procedural rights and protections in the context of student discipline which are summarized below. These rights are in addition to the due process rights applicable to all students which are set forth in 603 CMR 53.00.

Short term removals: Students on IEPs who violate school rules may be disciplined in the same way as Students without disabilities for up to 10 days in a school year.

Subsequent removals: When a Student on an IEP faces the possibility of being removed from school for **more than 10** days in the school year, extra protections take effect if the removal constitutes a "change in placement." **A "change in placement" occurs when:**

- The student is removed for **more than 10 consecutive days** in a school year: **or**
- The student is removed for a series of shorter removals that constitute a **pattern of behavior** and amount to **more than 10 cumulative days**.

When determining if there is a pattern of behavior, the school considers similarity of behavior, proximity to previous incidents, and length of removal.

If the school determines there is no "change in placement," then the student may be disciplined just as other Students may be for the violation of school rules. However, the school must provide services to the extent necessary for the student

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to make progress in the general curriculum as well as progress towards the Student's IEP goals. Also, if appropriate, the school must conduct a Functional Behavioral Assessment (FBA) and develop a positive Behavior Intervention Plan (BIP).

If the school determines there is a "change in placement," then within 10 school days of the discipline decision which creates a change in placement, the IEP Team must conduct a "**manifestation determination** review (MDR) meeting."

Manifestation Determination Review Meeting

- The IEP Team, which includes the parents/guardians, must review all relevant information in the student's file, including the Student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine if the conduct that is subject to disciplinary action was a manifestation of the student's disability.
- The IEP Team must answer 2 questions to determine if the conduct that is subject to disciplinary action was a manifestation of the student's disability:
 - (1) Was the Student's conduct caused by, or did it have a direct and substantial relationship to, the student's disability?
 - (2) Was the Student's conduct a direct result of the school's failure to implement the Student's IEP?

If the answer to both questions is "no," then the conduct was **not a manifestation** of the student's disability and the student may be disciplined in the same way as Students without disabilities except that the IEP Team must ensure that BPS continues to provide an educational program that is appropriate to meet the student's needs, albeit in a different setting. The IEP Team must determine which educational services are necessary to enable the student to continue to participate in the general education curriculum (although in another setting) and to progress towards meeting the IEP goals as well as the interim alternative educational setting (IAES) where the Student will receive such services while disciplined.

If the answer to either question is "yes," then the conduct **was a manifestation** of the student's disability, and the student must return to the pre-discipline placement, **except if** the conduct in question was one of three "**special circumstances**." The "special circumstances" are if the student, while at school, on school premises, or at a school function (1) possesses a weapon (if a knife, blade must be at least 2 ½ inches long to meet definition), (2) possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, or (3) inflicts serious bodily injury on another person. If any of these "special circumstances" apply, regardless of the Team's determination about manifestation, school personnel may remove a Student to an IAES for not more than 45 school days. The IEP Team is responsible for determining which educational services are necessary to enable the Student to continue to participate in the general education curriculum (although in another setting) and to progress towards meeting the IEP goals as well as the interim alternative educational setting (IAES) where the Student will receive such services while disciplined. **If the Team determines that the conduct was a manifestation of the Student's disability, the IEP Team must propose conducting a Functional Behavioral Assessment (FBA) and implement a positive Behavior Intervention Plan (BIP) or, if a BIP already exists, then the IEP Team reviews and modifies the BIP, as necessary, to address the conduct that was in question.**

If parents do not agree with the manifestation determination or the alternative placement, they can file for an expedited hearing at the BSEA. The student's placement while the BSEA hearing is pending is the student's alternate placement as determined by the IEP Team.

Protections for Students Not Yet Eligible for An IEP

The IDEA protections summarized above also apply to a child who has not yet been found eligible for an IEP if the school district is "deemed to have knowledge" that the child was eligible for such services **before the misconduct in question occurred**. A school district is "deemed to have knowledge" if: (1) the child's parent had expressed concern in writing to school district administrative personnel/child's teacher that the child needs special education and related services, (2) the

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child's parent had requested an evaluation of the child to determine eligibility for special education services, or (3) the child's teacher or other school district personnel had expressed specific concerns about a pattern of behavior of the child to the director of special education or supervisory personnel. A school district is not "deemed to have knowledge" if the parent refused to consent to an evaluation by the school district or refused special education services or if the child had been evaluated and determined to be ineligible for an IEP.

Request for Evaluation While Student Subject to Discipline

If there is a request for an evaluation while the student is subject to discipline, then the school must expedite the evaluation and the student remains in the placement determined by school officials during the evaluation.

Manifestation Determination Review: Contacts for students facing disciplinary action.

Pamela Casna, Director of Student Services

Nicole Ouimet, Elementary School Principal

Alisa Diakite, Middle School Principal

Michael Cournoyer, High School Principal

Disciplining Students on Section 504 Plans

Section 504 also provides individuals with disabilities who are on Section 504 Plans with certain procedural rights and protections in the context of student discipline. These rights are in addition to the due process rights applicable to all students which are set forth in 603 CMR 53.00. Prior to imposing a "significant change in placement" for disciplinary reasons, the school must determine whether the conduct is a manifestation of the student's disability. A significant change of placement results not only from an exclusion for more than 10 consecutive school days, but also from a pattern of shorter suspensions accumulating to 10 school days during a school year. Whether a pattern exists must be decided on a case-by-case basis, considering such factors as the length of each suspension, the nature of the alleged conduct, the proximity of the suspensions to one another, and the total amount of time the student is excluded from school.

Prior to any significant change in placement for disciplinary reasons, a group of individuals knowledgeable about the student, the evaluation data, and the school program must determine whether the conduct at issue is related to the student's disability. If the conduct is directly related to the disability, the school will not impose the discipline and will consider the need for any additional assessments such as a Functional Behavioral Assessment as well as a positive Behavior Intervention Plan (BIP) (or, if a BIP already exists, then will review and revise as may be appropriate). If the conduct is not directly related to the student's disability, the school may discipline the student as it does Students without disabilities.

Only for students on Section 504 Plans, if the student: 1) currently is engaging in the illegal use of alcohol or drugs (including marijuana), and 2) is subject to disciplinary action for use or possession of alcohol or drug offense(s); then, the student is not entitled to any special Section 504 protections for the use or possession of alcohol or drug offenses and the school is not required to conduct a manifestation determination prior to imposing long-term disciplinary action against the student for the use or possession of alcohol and drug offenses. The school may impose disciplinary removal action against that student to the same extent as the school would for students without disabilities under the circumstances, consistent with district policies and procedures applicable to all students. If the student is long-term suspended or expelled for the alcohol or illegal drug use or possession offenses, the 504 Team is still required to determine what, if any, reasonable accommodations, the student requires due to their qualifying disability to have an equal opportunity to access and participate in the district's general educational service plan options during the long-term disciplinary removal.

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DRAFT Student / Family Handbook 23-24SY

**Note: Not reviewed by legal or approved by the board of trustees,
which will occur before the 23-24SY**

District Contact Information

131 Central St.
Foxborough, MA 02035
Phone: (508) 543-2508

Fax: (508) 543-7982

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DISTRICT LEADERSHIP

Board of Trustees

Kathleen Crawford	Chair
Sergio Martin	Vice Chair
Matthew Yezukevich	Treasurer
Todd Tetreault	Secretary
Dr. Badawi Dweik	Trustee
Anissia Vixamar	Trustee
	Trustee
	Trustee
	Clerk

**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.*

District Leadership

Dr. Eddie Ingram	Interim Executive Director/ Executive Director
Dana Benton Johnson	Director of School Culture and Climate
Heidi Berkowitz	Deputy Executive Director
Karen Calvert	Director of Finance
Kathleen Foley	Director of Teaching and Learning
Lesly Michelot	Director of Operations
TBD	Director of Student Services
Mallory St. Brice	Director of Human Resources

School Leadership

Nicole Ouimet	Elementary School Principal
Rebecca Austin	Elementary School Assistant
PrincipAlisa Diakite	Middle School Principal
Michaela Vuolo-Nieves	Middle School Dean
Scott Johnson	Middle School Assistant Principal
Michael Cournoyer	High School Principal
Christopher Garth	High School Assistant Principal

Additional ContCatherine Alix District McKinney-Vento Homeless Coordinator

Commented [DBJ1]: Heidi where might this fit best ?

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DISTRICT INFORMATION

Educational Philosophy

At the 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 and support must be purposeful and meaningful. We believe that it is critical that our students connect their learning from year-to-year as they build toward rigorous in-depth understandings. Foxborough Regional Charter students acquire essential skills and fundamental knowledge that is progressively more complex. We believe our learners are students who endeavor to be extraordinary. We are committed to creating an educational opportunity that allows our students to enter to Learn and Exit to Lead. We do so through implementation of a Multi-Tiered Systems of Support (MTSS) strengthening and sustaining b the necessary systems to ensure that each and every student receives a high-quality educational experience. We strive to proactively identify and address the strengths and needs of all students by optimizing data-driven decision-making, progress monitoring, and the use of evidence-based supports and strategies with increasing intensity to sustain student growth. Upon thoughtful data collection and analysis, students may reveal growth opportunities in academic, social, emotional, or behavioral areas. In response, students may be referred to the school based Student Intervention Team (SIT)for development of action plan. for The proactive intervention allows for all stakeholders including, but not limited to student support staff, teacher/s, parent/guardian, community partners and student when developmentally appropriately, to identify interventions and supports for individual student success.

Curriculum and Instruction

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

- Enables our students to engage in self-discovery that builds toward community service.
- Empowers our students to make a difference as empathetic, responsible, and global citizens through character education and integration of social emotional learning.
- Taps our students' 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 students 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 students to use what they learn in the classroom to solve real-life problems; to not only learn the practical applications of their studies, but also become actively contributing citizens and community members through the service they perform.

Assessment

At FRCS, we value our students' individual journey of achievement and growth from kindergarten through twelfth grade. Our comprehensive assessment plan includes data analysis that intentionally identifies our students' specific learning readiness and opportunities for growth. The district participates in the Massachusetts Comprehensive

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Assessment Skills (MCAS) testing program in grades 3-10 in English, Mathematics and Science. As a state requirement, all students 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)

Social, Emotional and Behavioral Development and Support

At FRCS we believe that students' social, emotional, and behavioral developments are a crucial component in their academic achievement and lifelong success. To this end our social, emotional, and behavioral support includes:

- Student assessment through the lens of the CASEL (Collaborative for Academic, Social and Emotional Learning) framework, which identifies 5 core social emotional competencies for children and adolescents.
- Presence of a multi-disciplinary student support team in each school building consisting of administrators, school nurse/s, school adjustment counselors, school (formally guidance) counselors and behavioral support staff available to provide support to students and partner with families.
- Universal Screening for Social, Emotional and Behavioral strengths and needs
- Risk Assessment, Threat Assessment, Safety Planning and Service Referrals
- District, classroom, small group, and individual interventions to support growth of SEL competencies
- Campus wide visual support for promotion of diversity, inclusion, self-regulation and positive behavior

Dress Code Expectations

(FRCS) Board of Trustees believes that a dress code policy contributes to maintaining a positive, safe, and inclusive learning environment. The FRCS Board of Trustees is dedicated to maintaining a dress code policy that allows students to appropriately represent and affirm their varied identities (e.g. ethnicity, race, gender, religion, sexual orientation, ability etc.). The FRCS Board of Trustees aims for all students to be comfortable at school, by authentically being who they are, while complying with the dress code policy. All students are required to be in dress code daily, unless specified by the building administrator, with the understanding that students always are expected to wear attire that does not cause disruption or disorder in the school. Appropriate articles of clothing are listed below and must be worn in official school colors. The building administrator is responsible for determining if there is a violation of the dress code policy.

General Dress Code

- Solid navy blue or tan pants (including sweatpants) or shorts (no higher than 3 inches from knee)
- Solid navy blue or white polo shirt, sweater, or sweatshirt preferably with the Foxborough Regional Charter School logo embroidered, silk screened or sewn on patch.
- Solid navy blue, tan, or designated plaid skirt or skort (no higher than 3 inches from knee)
- Tights in solid navy, tan, black, or white, as well as skin tone nylons and pantyhose
- Long sleeved shirts worn under polos in black, navy blue, white or tan.
- Hats and wearing of hoods are prohibited.

Footwear

- Sneakers
- Enclosed shoes or boots covering toes and heels
- Crocs or similar footwear with heel straps worn

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***See Full Dress Code Policy Linked Here For Additional Information**

District School Attendance Expectations

Foxborough Regional Charter School upholds the belief that learning is an ongoing process enriched through student's daily interactions with classmates, student support staff and teachers. Regular and punctual attendance is essential to our students social, emotional, behavioral, and academic success. . While students *may* have the opportunity to make up missed work, students cannot account for missed learning experiences. Moreover, the Massachusetts Department of Elementary and Secondary Education (DESE) defines "chronic absenteeism as a student missing at least 10% of days enrolled (e.g., 18 days absent if enrolled 180 days) regardless of whether the absences are considered excused, unexcused and/or for disciplinary reasons. Being chronically absent can have a significant impact on a student's ability to read at grade level, perform academically, and graduate on time."

- Foxborough Regional Charter School firmly believes that the habits of being punctual and present can be developed by all students with the support of school staff, parents/legal guardians, community partners and most importantly, the commitment of our students. It is the expectation of Foxborough Regional Charter School that students and families commit to: Student attend school regularly, on time, ready to learn, with the appropriate instructional materials and completed assignments.
- Parents or legal guardians shall be responsible for ensuring that each child of compulsory age for school attendance as defined by policy and law shall attend school regularly.
- Parents or legal guardians of each student 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 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 student is absent and the school has not been notified by the established time, the school shall call the number(s).

District Student Absence Notification Program

Massachusetts compulsory school attendance law (G.L. c. 76, &1) requires children between the ages of 6 and 16 to "attend a public day school in the town the student resides in, or some other day school approved by the school committee..." The law recognizes the right of a parent/guardian to choose from among several educational options such as charter schools with the understanding that it is the parent/guardian's responsibility to:

- Ensure that a child in their care attends school.
- Call the school at a designated number Dial 508-543-2508 and press #2 for Attendance line to report a student absence and reason for absence.

Daily attendance is taken during students' first period class. Any student that fails to report to homeroom and/or class will be marked absent. All parent/guardian will be contacted daily on the telephone number filed through the automated student absence notification system, when their child has been marked absent. Attendance lists are produced daily and include the names of students who are absent or tardy. This list also includes the names of students who have an early dismissal for health, legal or other reason.

The state law and district attendance policy require that each Principal or designee notify a student's parent/guardian within 3 days of a student's absence in the event the parent/guardian has not informed the school of the absence. In addition, each Principal or designee will notify a student's parent/guardian if the student has at least 5 days in which the

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student has **missed 2 or more periods unexcused** in a school year or has missed 5 or more school days unexcused in a school year.

Each Principal or designee shall make a reasonable effort to meet with any student and the student's parent/guardian if the student has five (5) or more unexcused absences in a school year to develop action steps to improve student attendance. The actions steps shall be developed jointly by the principal or designee, the student, and the student's parent/guardian and may include input from other relevant school personnel or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

For any student who is absent without excuse for more than 8 days during a quarter during the school year, the school administration may consider filing a Child Requiring Assistance (CRA) Petition for scholars required by law to attend school (between 6 and 16 years old) who willfully fail to attend school, without excuse. The school administration also may consider filing a Failure to Send Complaint with the Juvenile Court for parent/guardian failure to send a student to school, without excuse, as required by law for 7 full school days or 14 half school days in a 6- month period, which may be punishable by a small fine. If school administration has reasonable cause to suspect educational neglect by a parent/guardian, then the school shall file a 51A report with the Department of Children and Families. See FRCS attendance policy for additional information.

Absences Due to Vacations/Travel:

Foxborough Regional Charter School Recommends that parents/guardians schedule vacations from school during the scheduled school breaks reflected on the annual school calendar. The guidelines and regulations set forth by the Massachusetts Department of Elementary and Secondary Education (DESE) mandate that schools document student vacations taken on days of instruction (school) be documented as an unexcused absence. Vacations taken during school days cannot and will not be "approved" by Foxborough Regional Charter School in adherence to DESE attendance requirements.

If parents/guardians choose to vacation on days of instruction (school), it is the student's responsibility, with parental/guardian support to attempt to obtain classwork, prior to the extended unexcused absence. Due to the responsive nature of instruction, and our commitment to alignment to the National and Massachusetts Learning Standards, teachers are unlikely to be able to create "work packets" for students to complete during their unexcused absence. Please note that Foxborough Regional Charter School teachers are not mandated to, nor should they be expected to provide classwork to students for unexcused absences. If a teacher chooses to provide a list of assignments prior to the student's planned unexcused absence, the student is expected to submit the completed assignments immediately upon return, for consideration towards their overall grade. **Please see district attendance policy linked for more information.**

Absences Due to Long Term Illness

Home or hospital instruction is available to provide a student receiving a publicly funded education with the opportunity to access the general education curriculum and make educational progress even when a physician determines that the student is physically unable to attend school. Upon receipt of a written order from a physician or nurse practitioner verifying that any student enrolled in a public school or placed by the public school in a private setting must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons and for a period of not less than fourteen school days in any school year, the school shall arrange for provision of educational services in the home or hospital. Once the student's personal physician (for example, a pediatrician, internist, medical specialist, psychiatrist or nurse practitioner) determines that a student's medical condition will require either hospitalization or home care *for not less than 14 school days*, the physician must notify the school district responsible for the student in order to begin the home/hospital instruction process. The student's physician must complete a Department of Elementary and Secondary Education form 28R/3 (or equivalent signed statement) and submit it to the student's building principal or other appropriate principal. At a minimum, the physician's signed notice must include information regarding:

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- Date the student was admitted to a hospital or was confined to home
- Medical reason(s) for the confinement
- Expected duration of the confinement
- Specify medical needs of the student that should be considered by the school in planning the home or hospital education services.

Students with chronic illnesses who have *recurring home/hospital stays of less than 14 consecutive school days*, when such recurrences have added up to or are expected to add up to more than 14 school days in a school year, are also eligible for home or hospital educational services if they are requested and the medical need is documented by the physician. If the student is eligible, home and hospital educational services under 603 CMR 28.03(3)(c) must begin without undue delay after the school district receives written notice from the student's physician that such services are necessary. The school shall arrange for the provision of educational services with sufficient frequency to allow the student to continue the student's educational program, as long as such services do not interfere with the medical needs of the student. While it is impossible to replicate the total school experience through the provision of home/hospital instruction, a school district must provide, at a minimum, the instruction necessary to enable the student to keep up in the student's courses of study and minimize the educational loss that might occur during the period the student is confined at home or in a hospital.

The principal shall coordinate such services with the student's IEP Team for eligible special education students. Such educational services shall not be considered special education unless the student has been determined eligible for such services, and the services include services on the student's IEP. If, in the judgment of the student's physician, a student with an IEP is likely to remain at home, in a hospital, or in a pediatric nursing home for medical reasons and for more than sixty (60) school days in any school year, the student's IEP Team shall meet, without undue delay, to consider evaluation needs and, if appropriate, to amend the existing IEP or develop a new IEP suited to the student's unique circumstances.

Absence Due to Short – Term Illness

Teachers and school counselor/s will work collaboratively with students and families (and with each other) to design the best course of action to enable a student to make-up missing assignments, quizzes and/or exams. Each situation is managed to those specific circumstances, paying attention to individual student progress and needs.

Absences Due to Disciplinary Issues (JOAN)

**See Student Code of Conduct*

District Arrival Expectations and Procedures

Students will be allowed to enter their designated school building each day at 7:15am. Breakfast is available free of charge to all students starting at this time. *All students arriving at 7:40am or later will be listed as tardy.* Tardy students must report to their designated school building Main Office to obtain a "late pass" before entering their classroom. All tardies will be unexcused except for the following:

- Medical appointments with a note from a physician's office designating the time of appointment. (All such appointments should be scheduled outside of school hours whenever possible.)
- Family Fneral Crisis or family emergency

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Commented [NN3]: I've seen references to "front" and "main" office, and assume they are same and would want to be consistent.

- Drivers License/ permit tests with documentation from the registry (please note: this does NOT include driving hours)
 - *Note: Car or transportation problems and oversleeping are not valid reasons for excusing tardiness to school
 - If a student is tardy (undocumented) to class 3 times, that will count as 1 undocumented absence toward the undocumented absence limit. Each time a student accumulates 3 tardies in a class an additional undocumented absence will be added.

Commented [DBJ4]: Still being fleshed out
 Commented [DBJ5R4]: Kathleen, I and TL team to revisit

Tardiness to School (Grades 5-12): Quarterly Prevention and Intervention

- 1st Tardy: Verbal warning and student reminder of school start time
- 2nd Tardy : Verbal warning, in person student reminder of school start time and parent phone call with reminder of school start time.
- 3rd Tardy: Written warning/notice of pattern of school tardies through us postal service or mailed or email to parent/guardian with reminder of school start time and need for improvement. (parent/guardian will need to sign and return??)
- 4th Tardy: parent meeting with building administration to review arrival time, discuss progressive discipline and identify barriers to arriving to school on time.
- 5th Tardy: (Afterschool , lunch or recess detention) Seat Time, or FLEX/LEGO seat time)—determined at discretion of school leader)
- 6th Tardy: Student Intervention Team in conjunction wth parent/guardiawill determine validity of tardiness to school, barrier to arriving to school on time and create an action plan/agreement.

If tardiness to school continues to occur after the review by the Student Intervention Team and the development of an action plan (1) The family may referred to the MA Family Resource Center (FRC) or another community partner that can assist the family (2) Students with an excessive pattern of tardies will the student will need to make up cumulative seat time, before the last day of the school year.

Commented [DBJ8]: Think, more about this

District Afterschool Expectations

Students arrive to and leave school using a variety of modes of transportation including, but not limited to the school bus, private van company, carpool, parent/guardian pick and the YMCA. All students, except those participating in structured afterschool programming i.e., YMCA Aftercare Program, Athletic Team or other district approved and/or sponsored extracurricular **MUST** be off campus by 3:00pm. Please note that parents/legal guardians are expected to make alternative childcare plans for supervision of siblings not enrolled in structured afterschool programming as noted above. A pattern of failure to do so will result in a required meeting, with the building level administration and student support staff as need to review afterschool expectations for student supervision and partner to help the family develop an alternate afterschool plan.

District Early Dismissal Procedure

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- Students K-11 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 /formal dismissal from their building level Main Office.
- Requests for early dismissal must be submitted in writing except in the case of emergency.
- Dismissal notes must include the date note was written, date, reason, and time of the early dismissal. The note must also include the parent's signature, and a telephone number so a parent/guardian can be reached to confirm the details of the dismissal request.
- Dismissal notes must be turned into the homeroom teacher or appropriate building level Main Office prior to the start of first period.
- In some cases, the school nurse may contact parent/guardian to request early pick up/ dismissal due to student illness or suspected illness. School nurse will monitor student until authorized adult arrives. The dismissal procedure described below is applicable to this scenario as well.
- Parent's, legal guardians and emergency contacts picking up a student/s for early dismissal are required to report to the building level main office to retrieve the student/s. Authorized adults picking up students should be prepared to show a picture ID and provide a signature as part of the dismissal process.
- Students cannot not be released to a person on the student's emergency contact list, without prior consent from the parent/guardian.
- High school students age 18 or older who possess a valid driver's license and are eligible for student parking at the school may dismiss themselves without the presence of a parent or guardian by signing out per the appropriate dismissal procedures in the main office.
- High School students 16 or older????? have written permission from a parent/guardian with telephone number for verification can they dismiss themselves

Commented [DBJ10]: confirm

District Class Attendance Expectations

It is the student's responsibility to arrive at each class on time. Tardiness to class can significantly impact a student's academic progress. Class attendance is taken every period within the first 5 minutes of class. Doing so provides administration and office staff with vital information for locating and tracking students to ensure safety of all students. Students who do not report to class on time or at all will be referred for intervention, which will include communication with parent/guardian and progressive disciplinary action. If a student is meeting with a teacher after class and believes they will not make it to his or her next class on time, the student is to obtain a pass from the teacher.

District Tardiness to Class Quarterly Prevention and Intervention

It is the student's responsibility to arrive at each class on time. Tardiness to class will not be tolerated. If a student is meeting with a teacher after class and believes they will not make it to his or her next class on time, the student is to obtain a pass from the teacher.

1. Students who are tardy to class may receive a teacher detention.
2. Once a student serves two (2) teacher detentions for tardiness to class, any additional tardiness will be referred to an assistant principal.
3. If a teacher deems a student's tardiness to class to be excessive (with regard to time), the student will be referred to an assistant principal.
4. Chronic tardiness to class may result in an Detention, Friday Reflections and/or Pass Restriction.

This procedure applies to all periods except for the first period, where students arriving late to class are considered tardy to school and must report to the office for a tardy slip. Students will not be allowed into first period class without an admit slip/pass.

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School Communication Communication is critical to the success of our school community. Foxborough Regional Charter School uses several different means of communication to keep everyone informed. The school produces annual publications such as the student handbook, key dates calendar, weekly newsletters etc.; in addition to hosting events such as parent theme specific parent/guardian nights and parent teacher conferences throughout the year. The school also maintains a website, www.foxboroughrcs.org, with current activities, events and news. Teachers, counselors and administrators are easily reached by email.

Flow of Communication for Problem Resolution

When a parent/guardian 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/guardians to find the fastest resolution to any problem.

1. The parent/guardian should address the concern with the staff member most directly involved, (i.e. School counselor, teacher etc.)
2. If the matter is not resolved at this level, the parent/guardian should bring the concern to the attention of the Assistant Principal.
3. If the matter is not resolved at this level, the parent/guardian should bring the concern to the attention of the Principal.
4. If the matter is not resolved at this level, the parent /guardian should bring the concern to the attention of an Executive Leadership Team Member i.e., Director of School Culture and/or Climate or Director of Teaching and Learning.
5. If the matter continues to remain unresolved, the parent/guardian should email info@foxboroughrcs.org to raise the matter to the level of Executive Director.

Medical Care

School Breakfast and Lunch Program

The school breakfast and lunch program have been aligned with the Foxborough Regional Charter School Wellness Policy, which can be found on the school website. Students may bring breakfast or lunch from home to eat in the cafeteria, or they may choose to get breakfast and/or lunch at school free of charge courtesy of the State Universal Lunch Program. Foxborough Regional Charter Schools contracts with a local vendor to provide school administered lunches. Under no circumstances are fast food, caffeinated beverages, sodas or candy to be brought into or delivered to the school, including the cafeteria. These expectations apply to student snacks as well. Parents/guardians may not bring birthday foods or treats to the classroom or cafeterias. Students bringing snacks or lunch from home are NOT allowed to share food with classmates due to the risk of

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allergic reaction. No low-nutrition foods may be served or sold by any student or staff group until lunch is over. School lunch menus are posted on the website and the wall in the cafeteria. Paper copies of the school breakfast and lunch menu are available upon request. Allergen free cafeteria tables are available for students with allergies to sit comfortable at to eat their lunch. These tables are labeled and cleaned with separate materials to prevent contamination from other tables. School administration will reach out to parents if there is an observed pattern of a student not complying with the expectations of the district wellness policy

Commented [KF11]: Check with Lesly

Commented [DBJ12]: Dana add language from behavior matrix

Cafeteria Behavioral Expectations (Matrix)

- **Student Are Responsible:** Waiting their turn in line and When exiting lunch leave your area clean without any trash or crumbs
-

Commented [DBJ13]: Dana

	Responsible			
Cafeteria	•			

Cafeteria	<ul style="list-style-type: none"> • Use polite and kind words, volume, tone • Remember to say please and thank you • Listen when announcements are made for the whole group 	<ul style="list-style-type: none"> • Maintain personal space/distance by keeping hands, body parts and objects to yourself • Listen for and follow all staff directions promptly • Ask permission, before leaving the cafeteria 	<ul style="list-style-type: none"> • Be prepared to politely request food choice • Be prepared with your lunch number
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While in the cafeteria students are expected to Matrix

1. Food or drink may not be taken from the cafeteria during lunch.
2. Students are expected to enter the cafeteria at the beginning of their assigned lunch and remain for the entire lunch period, unless they have written permission and a smart pass

When lunch period is over, students are to deposit paper and other trash in the proper receptacles. **ALL STUDENTS SEATED AT A TABLE ARE RESPONSIBLE FOR THE CLEANLINESS OF THAT TABLE.** Building Based

Telephone Use

If a student needs to call home for any reason during school hours, they can use the telephone located in the main office, with staff permission. If a parent/guardian needs to get in contact with a student during school hours due to an emergency, they should call the school main office telephone number to explain the situation and set up a plan for student to contact the parent/guardian, with the appropriate adult support. If your child has an emergency at school, the staff member directly involved in assessing and supporting your student will contact you the parent/guardian as soon as possible.

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Electronic Device

Electronic devices and equipment including, but not limited to, cell phones, music players, smart phones, video-game systems, smart watches, CD and/or DVD players, laser pointers, voice, or video recorders, portable radios, or televisions, are not to be turned on or used, during the school day unless written or verbal permission has been granted by the administration. Students found using any of the aforementioned electronic devices in violation of this policy will be directed to the administration at the school. The administration will immediately alert the parent/guardian of the incident and remind them of the policy, including the device being confiscated and returned to the student at the end of the school day. The principal and/or designee has the right to adapt or modify any consequences on a case-by-case basis. It should also be noted that the school is not in any way responsible for lost or stolen property; therefore, it is our expectation that students who find items of value, such as electronic devices, return them to their buildings main office immediately. Failure to do so will subject a student to the disciplinary consequences associated with being in possession of stolen property.

Cell Phones

School based expectations for storage of cell phones and cell phone use, during school hours can be located in the school specific sections of this handbook. Cell phone use is defined as, but not limited to social media, making/receiving calls, text messaging, emailing, taking photographs, and recording video. The use of cell phones and other personal electronic devices is at the discretion of faculty and staff for educational purposes only. Students are not permitted to make or receive phone calls. Students who need to contact a parent or guardian may do so, with permission in the main office. No form of photography or video recording is permitted on school property, including on school-provided transportation. Owners of cell phones should be cognizant of the legal difficulties that improper use can present. Additional factors, such as language acquisition, Individualized Education Program or 504 Plan, will be taken into consideration. For more information see the building-based sections of the handbook for details about additional processes and procedures being implemented at each building level. KATHLEEN

District Technology Use

Use of technology in schools is guided by the Foxborough Regional Charter School Acceptable Use Policy, grade-specific Responsible Use Agreements, and District Social Media policies. Legal and school based consequences are possible if any devices or computers are used inappropriately including, but not limited to, sending inappropriate or bullying messages, taking a picture or video of someone without the person's permission, requesting others to send revealing or inappropriate photos or videos, or sending revealing or inappropriate photos or videos to others. Students and parents should be aware that all in-school technology use is monitored by District Administrators, Building Level Administrators, Behavior Support Staff, Counselors and School Nurse through a few digital platforms and safety software. Students found searching inappropriate websites, researching, or writing about topics such as suicide, violence etc. will immediately meet with and assessed by school student support staff. Parent/guardian will be informed as well. In some instances, the information retrieved from a student's computer may require FRCS to contact law enforcement to ensure their safety not all.

State Mandated Testing

As mandated by state law, all children entering Kindergarten are screened to evaluate motor, cognitive, visual, perceptual, and language development. Kindergarten screening is scheduled before Students start kindergarten. State regulations require that students in grades 3-10 take the MCAS test.

Additional Testing and Screening

Mapp, Iready, Bimas, Lexia etc. (KATHLEEN)

Reporting of Student Progress

On-going efforts are made to keep parents informed about the educational program and their child's progress. The formal reporting system for Grades K-4 includes scheduled conferences in the fall and spring and report cards issued in

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December, March and June. For Students in Grades 5-12, there are parent teacher conferences as well as report cards issued in November, January, April and June.

Student Records

The Family Educational Rights and Privacy Act (FERPA) and the Massachusetts Student Records Regulations (“Regulations”) together provide parents/guardians and eligible students (those who have reached the age of 14 or who have entered ninth grade) certain rights with respect to the student’s education records. A general overview of those rights is provided below. Parents/guardians and students may obtain a complete copy of their rights under the Massachusetts Student Record Regulations (603 CMR 23.00 et seq.) by contacting the school’s principal.

A. **The right to access the student’s education records.** Parents or eligible students should submit their request for access to the building principal. Access generally is provided within ten days of a request. However, **Massachusetts General Laws c. 71, § 34H** provides specific procedures that must be followed prior to release of records to a parent who does not have physical custody of a child. Information about these procedures can be obtained from the building principal.

B. **The right to request amendment of the student’s education records.** Parents or eligible students should direct their request to the principal, clearly identifying the part of the record they wish to have amended, and why.

C. **The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA and the Massachusetts regulations authorize disclosure without consent.** One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests in the records. Such school officials include professional, administrative and clerical staff who are employed by or under agreement with the FRCS and who need access to a record in order to fulfill their duties. FRCS also discloses student records without parent/eligible student consent to officials of other elementary or secondary schools in which a student enrolls, or seeks or intends to enroll, upon receipt of a request from such school officials.

Consistent with the laws governing education records, FRCS routinely releases without consent (1) the name, address and telephone listing of secondary school students to military recruiters and to institutions of higher learning upon request and (2) directory information, which is information that generally would not be considered harmful or an invasion of privacy if disclosed. FRCS considers the following to be “directory information:” the student’s name, parents’ names, student’s and parents’ addresses, parent’s email address, telephone listing, date of birth, grade level/class, dates of attendance, weight and height of athletic teams, participation in recognized activities and sports, honors and awards, and post-high school plans. In the event a parent or eligible student objects to the release of any of the above information, the parent or eligible student may state that objection in writing to the building principal no later than October 1 of each school year. Absent receipt of a written objection for the parent or eligible student by that date, this information will be released without further notice or consent.

D. **The right to file a complaint** concerning alleged failures by the District to comply with the regulations and laws governing student records. Complaints may be filed with the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148. In addition, complaints relative to federal statutes and regulations governing student records may be filed with the U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Avenue, SW, Washington DC, 20202-8520.

E. **The right to be notified and receive copies of records before they are destroyed.** Regulations require that certain parts of the student record, such as the temporary record, be destroyed a certain period of time after the student leaves the school system. School authorities also are allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. Before any such information is destroyed, the parent must be notified and have an opportunity to receive a copy of any of the information.

Lost and Found

Children may not bring toys or other valued possessions to school. The school will not be responsible for lost or stolen items. Each school building has a Lost and Found area where parents/guardians and students can periodically check for

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lost items. Please note that valuables found will be kept in the main office of each school building. Items lost on the school bus will be kept on the bus, until retrieved by student or parent/guardian. Unclaimed items will be donated to a designated shelter/charity after a reasonable amount of time has passed without the items being claimed. Student names **should be written on ALL belongings.**

Lost Books

Students are responsible for replacing any lost schoolbooks. Students will pay a replacement fee equal to the value of the book and will be given a receipt. If the lost book is found later, the replacement fee will be reimbursed.

Damaged or Lost Chromebooks

Invitations and Notices

Students are NOT allowed to use the school as a vehicle to distribute any notices or invitations about private events. All notices that parents/guardians or students want distribute must be approved, in advance, by the Executive Director.

Emergency Closings

During the school year, weather conditions or other circumstances 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 often may differ significantly from other areas. Decisions to close or delay the opening of school considers this information and the safety of our entire school community. Parents also should 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. The district will also post this information on the school’s website, Facebook, and Twitter pages. Local television stations also will 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, which is important especially during power outages.

Only under extreme circumstances will the school close after students have arrived. If an early closing should occur, parents are expected to pick-up their children as soon as possible. In these cases, we also will cancel all after school activities. This is required so that our staff also may travel home safely. 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 main office to make any changes.

Emergency Evacuations

In the event of an emergency evacuation requiring that students be evacuated from a school building to a designated location, families should not come to the school. FRCS will contact families as soon as it is safe and reasonable to do so and will provide updates.

Fire and Evacuation Drills

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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 students on a regular basis.

Lockdown Drills

Commented [DBJ14]: @Lesly Michelot

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

Title IX of the Education Amendments of 1972 is a federal law that protects individuals from discrimination based on sex, including sexual orientation and gender identity, in education programs or activities that receive federal financial assistance, such as public schools. Individuals with concerns about discrimination on the basis of sex should contact the FRCS Title IX Coordinator. Other building-based concerns of bullying and/ or retaliation of students should be directed to the building-based Principal and Assistant Principal.

Commented [NN15]: I would add the name and contact information not only for your Title IX Coordinator but also your other coordinators such as: Homeless Coordinator, Section 504 Coordinator(s), and Civil Rights Coordinator(s). If it is not clear what a law covers, I would describe its coverage as I've done here for Title IX (for Section 504, you can use my describe later in the handbook for its description). Also, Title IX has undergone important changes in recent years, so I would have your sexual harassment policy reviewed to ensure that it is up-to-date.

Commented [DBJ16R15]: @Heidi Berkowitz please see

Commented [HB17R15]: I resturctured a little but do not know who the 504 coordinator is

Structured Family Engagement Opportunities

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 students 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.

Board of Trustees Sub Committee's

Spirit Days

Commented [DBJ18]: Dana

STUDENT SERVICES

Multilingual Learners (ML)

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Foxborough Regional Charter School boasts a diverse, multicultural, and multilingual student body. Many of our students 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 ML instructors who work with students in grades K-12. The ML 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 student. Students 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 students for ML services whenever there is a language other than English indicated on the student's home language survey. FRCS utilizes a tool called the WIDA Screener to determine initial English proficiency and eligibility for ML services. Students who initially qualify for ML 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 students be successful in their academic career.

Special Education Department

Foxborough Regional Charter School (FRCS) follows all federal and state special education laws to ensure that all students with disabilities who are eligible for an Individualized Education Program (IEP) receive a free and appropriate public education (FAPE) in the least restrictive environment. FRCS provides a full continuum of special education services for students on IEPs. FRCS employs a wide range of special education staff to meet the diverse needs of our students including Speech-Language Pathologists, an Occupational Therapist, a Physical Therapist (under contract), School Psychologists, Teachers, Paraprofessionals, and a Board-Certified Behavior Analyst (BCBA). Special education services may be provided in or out of the general education classroom depending on the individual needs of students, with the understanding that there is a strong legal preference for educating students on IEPs with their non-disabled peers to the maximum extent appropriate. Parents/guardians are important and valued members of the IEP Team at FRCS.

Section 504 Policy and Procedures

Section 504 of the Rehabilitation Act of 1973 is a federal civil rights law prohibiting recipients of federal funding, such as public schools, from engaging in disability discrimination in the provision of their programs and activities. Section 504 protects an “individual with a disability” from disability discrimination, with an “individual with a disability” being defined as a person who has a physical or mental impairment which substantially limits one or more major life activities. Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. When determining whether an impairment substantially limits a major life activity the ameliorative effects of mitigating measures may not be considered. An “individual with a disability”, for instance, may require accommodations in order to have equal access to the public-school program, with those accommodations being written into a Section 504 Plan. The building principal is the primary contact for section 504 plans: Christiana Benson, Elementary School Principal; Alisa Diakite, Middle School Principal and Michael Cournoyer, High School Principal.

Commented [DBJ19]: Dana

ELEMENTARY SCHOOL

Commented [DBJ20]: Revision in process

Before School

Revised August 2023

K-4 doors open at 7:15 a.m. Kindergarteners who choose to have breakfast may pick up breakfast from the cafeteria and then report to their classroom to eat it. If they are not having breakfast, they should go directly to the kindergarten classroom. Students in grades 1-4 may eat breakfast in the cafeteria; however, if they are not eating breakfast, then they should report to the gym. At 7:30 a.m., students in grades 1-4 should report to their classrooms. Students entering the classroom after 7:45 a.m. are considered tardy.

Reporting of Student 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 Curriculum Frameworks. Our goal is to identify how students are performing on a set of clearly defined learning targets (the standards). The purpose of standards-based grading is to measure students' current progress towards mastery of the learning targets. Students' progress will be communicated on their report card using the following indicators: Independent, Meeting, Progressing, Emerging (I, M, P, E). These indicators define a student's proficiency in the content skill.

Commented [NN21]: Should this be "Curriculum?"

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.

Recess

If your child attends school, your child is expected to participate in all aspects of a school day, including recess. Recess is an integral part of a child's day at school. It provides a time for physical activity and social interaction. Please be sure children are dressed appropriately for the weather. Children are excused from recess when a written medical excuse from a physician is sent to school or at the discretion of the school nurse.

Playground Rules

1. Play in designated areas.
2. No one may leave the playground area without the permission of an adult.
3. On swings, swing back and forth only. No standing, twisting or side-ways movement is permitted on swings.
4. The following activities are considered dangerous and are not allowed on the playground: Tackle football, games played with a hard ball/s, rock, sand or snowball throwing, climbing on snowbanks, pushing, shoving, kicking, wrestling, and any other rough play
5. Returning to class must be quiet and orderly. At the end of recess, line up promptly in a straight line.

Toys

Children are not allowed to bring toys, electronic devices, iPods/Music players, Yu-Ghi-O/Pokemon cards or other fad items, or valuable items to school. Too often they are lost, misplaced or stolen and are distracting to the learning environment.

Grades K-4 (Elementary School) promotion guidelines

- Overall Progressing or higher in reading comprehension

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- Overall Progressing or higher in mathematics
- Additional consideration will be given to the social and emotional need of the individual student
- Promotion and retention are building based team decisions
- In the event the family and building based team are unable to reach an agreement the parent may appeal to district personnel.

Commented [NN22]: Everywhere that promotion/retention addressed in handbook (e.g. p. 16 & 18), I think you should state what happens if the parent and the administration disagree on what to do.

Homework Procedures

Homework expectations and criteria differ, depending on the grade level. Homework agendas are provided for students in grades 3 & 4. Students 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.

Cell Phones

Cell phone use is prohibited during instructional time. During instructional times, elementary school students should have cell phones turned off and stored in their bookbags. This expectation applies to all other electronic devices with the capability to make and receive phone calls i.e., watches.

MIDDLE SCHOOL

Arrival/Breakfast

FRCS opens to all students at 7:15am each morning. MS students are expected to enter through door G from 7:15am to 7:30am. Students arriving after 7:30am should enter through the main middle school entrance located at door I. Once MS students arrive on the FRCS campus, they are NOT allowed to leave school grounds for any reasons, including food or beverage purchases from nearby establishments. Students found leaving campus may be subjected to disciplinary action, despite permission from parent/guardian. FRCS offers free breakfast to all students beginning daily at 7:15am. Students are expected to enter the school building, select a breakfast, find a seat, eat, and clean up the area around them by 7:30am. Students are dismissed from the cafeteria to their lockers and first period class at 7:30am. Students who are unable to complete breakfast in the cafeteria by 7:30am may bring school administered breakfast up to their first period class; however, students must finish eating and discard trash by 7:50am.

Lunch

During each school day there are four grade level 24 minute lunch periods. Lunches are supervised by a combination of building level principals, deans, teachers and behavior support staff. Students are expected to safely and quietly line up outside the cafeteria at their designated lunch time. Students will be greeted by the supervising staff and directed to safely and calmly to a table and be seated. Students interested in school lunch will be called up by lunch table to choose a school lunch, from the options available. Students bringing snacks or lunch from home are NOT allowed to share food with classmates due to the risk of allergic reaction. All students must receive permission from a supervising adult; in addition to using the onsite school electronic device i.e. ipad to create a smart pass, prior to leaving the cafeteria for any

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reason. At the end of the lunch period, students are expected to clean up the surrounding area by wiping up spills and discarding trash.

Recess

Dismissal

Hallway Passes

The middle school has purchased the smart pass digital platform to monitor student movement throughout the school building. All students are expected to use the smart pass system prior to leaving any assigned area. If student fails to create a smart pass, prior to leaving assigned area student may disciplinary action.

Cell Phone

Cell phone use is prohibited during instructional time. **Middle school students will no longer be allowed to have Cell Phones on their persons.** All students are required to place their cell phones and all other electronic devices with the capability to make and receive phone calls i.e., watches in their lockers. All student lockers are equipped with pad locks. If a student is found in possession of their cell phone during the school day, their cell phone will be confiscated and placed in a lock box located in a secure supervised area. Students can pick up cell phones **at dismissal. If you need to contact your child throughout the school day, please call the Middle School Main Office 508 543-2508 x200.**

If a student demonstrates a repeated pattern of disregard for the school expectations/rules for cell phones, the school administration will request to meet with parent/guardian to discuss concerns and develop a plan of action to decrease frequency of incidents. Students and families should note that failure to repeatedly follow school cell phone expectations/ rules will result in **disciplinary action, despite permission from parent/guardian**

Bell Schedule

The FRCS middle school follows a 6x6 schedule—6 blocks of instruction (A through F) with a 6-day cycle (Day 1 through 6). Students are reminded what “day” it is each morning through signage and morning announcements. In the event of a “snow day”, the rotation advances to the next “day” of the cycle. A bell sound is released over the public announcement system to signal the beginning and end of all blocks throughout the day. Three bells chime prior to the start of first period:

- 1st Bell Alert (7:30am): Students are to proceed to their first period class. **Students will not be using lockers this year, so they should report directly to first period class.**
- 2nd Bell Alert (7:38 a.m.): Two-minute warning signaling that all students should be seated in their first period class.
- 3rd Bell Alert (7:40 a.m.): All students are expected to report to their first period class ready to learn. **Students who are tardy must check in at the Main Office and acquire a pass prior to being granted entry into their first period class.**

Full Day Bell Schedule	

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Reporting of Student Progress

Student progress reports can be accessed by parents/guardians four times a year, mid-way through the quarter by logging onto the School Brains Parent Portal. Low grade level reports are mailed to student’s families during quarter 1, 2 and 3. The low-grade report indicates that a student is failing or in danger of failing one or more core content courses. Student report cards can be accessed by parents/guardians four times a year at the end of the quarter, by logging onto the School Brains Parent Portal. Parents/Guardians can access the School Brains Portal here (LINK). During the middle of fourth quarter, the final low-grade report will be sent to parents/guardians by mail; in addition to providing students with a hard copy of the letter to be brought home for parent/guardian. The final low-grade report will indicate that a student is in danger of failing two or more core content classes. Parent/ guardian/ teacher conferences will be held twice a year, once in the fall and once in the spring. Parent/guardian/ teacher conferences must be scheduled in advance using sign up genius or other approved digital scheduling platform? Parents and guardians will be provided with conferences dates, times and directions for scheduling an appointment through sign up genius closer to the conference date.

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 not made up are calculated as zeros. At the end of 3 weeks, all incompletes are recalculated and report cards for affected students are distributed via mail. For extenuating circumstances, families must meet with guidance to discuss the possibility of additional extensions.

Honor Roll Awards Guidelines

Honor Roll: (Grades 5-8 only)

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In order to achieve Honor Roll status, the student must maintain an average of 80% (B) or above with in all core content subjects. Core content subjects are defined as English, Mathematics, Science, Spanish, and Social Studies. A grade below a C in any non-core course will preclude a student from the Honor Roll. Courses or subjects modified to “Pass/Fail” or “Satisfactory/Unsatisfactory” status as outlined by a student’s Individualized Education Program or 504 Plan also are 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 student must maintain an average of 90% (A-) or above in all core content subjects. Core content subjects are defined as course English, Mathematics, Science, Spanish, and Social Studies. A grade below a C in any non-core content course will preclude a student from the High Honor Roll. Courses or subjects modified to “Pass/Fail” or “Satisfactory/Unsatisfactory” status as outlined by a student’s Individualized Education Program or 504 Plan are also considered for this distinction and a passing or satisfactory mark is required to earn this academic award.

Middle School Promotion Guidelines

- Promotion and retention are a building-based team decision. For promotion purposes, students must earn a passing final grade, which translate to a 60% or above in all core content courses (English Language Arts, Mathematics, Science, Spanish, and Social Studies)

Students who fail required core content courses may not be promoted to the next grade level. Students can recover credits through summer school outside our school district. Additional factors, such as language acquisition, Individualized Education Program or 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 among the building-based team regarding grade level promotion, the principal will serve as a mediator. using the guidelines above. In the event the parent/guardian and the building based team are unable to reach an agreement the parent/guardian may appeal to the Director of Teaching and Learning. In the event the parent/guardian and the Director of Teaching and Learning are unable to reach an agreement the parent/guardian may appeal to the Executive Director.

Athletic and Extracurricular Activities

See Athletic Handbook

Participation Requirements for Athletics and Extracurricular Activities

Students must be in school for at least sixty percent (60%) of their core content classes for the school day to participate in any athletic events and/or extracurricular activities, including school dances. A student who is absent from school may not participate in any athletic events and/or extracurricular activities. Students who are suspended, or on Social Probation, may not participate in any activities. A Student who repeatedly violates the Code of Conduct will be subject to suspension and/or removal from an athletic team and/or extracurricular activities. Detentions must be served before students are allowed to participate in athletic events and/or extracurricular activities.

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Dress Code Violations

Dress Code Progressive Discipline Process

1st Violation: Disciplinary write up with, with corrective action of Verbal warning and opportunity to change clothes from uniform donation center or parent/guardian drop off

2nd Violation: Disciplinary write up with, with corrective action of parent phone contact and lunchrecess detention

3rd Violation: Disciplinary write up with, with corrective action of parent phone and written contact, after school detention

4th Violation: Disciplinary write up with, with corrective action of parent meeting with behavior support staff and building administration to develop corrective action plan, as well as additional days of afterschool detention.

Chromebook Update

Middle School students will no longer be issued individual Chromebooks to be taken home. Each classroom has been equipped with a cart of Chromebooks for student use. Students and parents/guardians will still be fiscally responsible for damage to chromebooks. Students may also be subjected to disciplinary action for such infractions on a case-by-case basis.

HIGH SCHOOL

Before School

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

Reporting of Student 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.

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Commented [DBJ24]: @Kathleen Foley Kathleen

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 not made up are calculated as zeros. At the end of 3 weeks, all incompletes are recalculated and report cards for affected students are distributed via mail. For extenuating circumstances, families must meet with guidance to discuss the possibility of additional 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. Students receive a single grade on the report card for the new course.
- Withdrawal after one complete trimester: student should be withdrawn, but not removed from course. Student 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 student 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 student from the Honor Roll. Courses or subjects modified to “Pass/Fail” or “Satisfactory/Unsatisfactory” status as outlined by a student’s Individualized Educational Program or 504 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 student 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 student from the High Honor Roll. Courses or subjects modified to “Pass/Fail” or “Satisfactory/Unsatisfactory” status as outlined by a student’s Individualized Educational Program or 504 Plan also are considered for this distinction and a passing or satisfactory mark is required to earn this academic award.

Distinguished Student: (Grades 9-12 only)

In order to achieve Distinguished Student status, the student 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).

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A grade below a B- in any non-core course will preclude a student from the Distinguished Student status. Courses or subjects modified to “Pass/Fail” or “Satisfactory/Unsatisfactory” status as outlined by a student’s Individualized Educational Program or 504 Plan are also considered for this distinction and a passing or satisfactory mark is required to earn this academic award.

FRCS Promotion Guidelines

A passing grade of 60% in core courses is required to successfully complete and receive credit for any class that is graded numerically. Students who fail required courses may recover credits through summer school outside of our school district. Additional factors, such as language acquisition, Individualized Education Program, 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
- Students 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)

Students 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. Students must successfully complete the course requirements outlined below as well as obtain the minimum number of credits. It is especially important for students 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 per MA DESE</i>)
Physical Education:	Required all four years
Concentration:	Required all four years (<i>3 years required for graduation per FRCS programming</i>)
Health:	Required for one year
Computer Tech:	Required for one year

Commented [NN25]: Confusing to me to say required all 4 years but 3 years required for graduation.

**Four years of either Science or History 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

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12th Grade: Completion of Senior Post-Secondary Planning Portfolio, at least two post-secondary education applications, one studentship 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 student 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 (VHS) program! You can get a complete list of all of the courses currently available to FRCS students by clicking on the Catalog choice under the Programs & Courses tab at <http://thevhscollaborative.org/>. Students can select either two semester long courses or one year-long course. Virtual High School is currently open to grade 9-12 FRCS students. Seats are limited each year and preference will be given by seniority. Students must submit an application for consideration.

FRCS high school students can take any of the virtual courses offered so long as we do not have an 'on-ground' equivalent currently running on campus. A student may choose to take an 'on-ground' equivalent course through VHS, but it will be the student's family that will be responsible for registering and paying for that class; also, the student will receive credit for this class only if the high school principal determines that the class is comparable to the class offered at FRCS and the student gets signed approval from the high school principal and the student'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 student 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 student decides to take it through VHS, the student's family will be responsible for registering and paying for that course. Credit will be given for that class only if the student gets signed approval from the high school principal and the student's guidance counselor.

Students taking online courses work directly with an off-site instructor and content expert who remotely teaches the course to our students and dozens of others around the world! Students 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 students 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. Students 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.

To help our students navigate online learning, FRCS students 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). Students' virtual high school courses and grades earned appear on the students' report card and transcripts for college. Virtual High School courses also may 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

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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 student's transcript and allow the student to receive college credit. These credits may or may not be transferable depending on course and the policies of the college to which the student may attend after graduation.

This course requires significant independence, maturity, and self-discipline. In most cases, students will be required to take two semesters long courses (i.e. Sept through Dec and Feb through May). Students 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.

Student Leadership - Student Life Organization

Student Life, led by students, 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 students to develop leadership, communication, and organizational skills as they work on real-life projects. Student leaders initiate, drive and oversee projects for the school. Student 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, students become independent learners in service learning. Through the Student Life Organization, school clubs, Honor Societies, athletics, and Senior Independent Enrichment projects, students become involved in multiple opportunities through their high school years.

Peer Tutoring and Peer Mentoring

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

Athletic and Extracurricular Activities

[See Athletic Handbook](#)

Student Driving Regulations

- Driving to school is a privilege, not a right.
- All student drivers must be registered with the school by completing a student Driver Request Form.
- All students will be issued a parking sticker that must be placed on their vehicle in the designated area.
- All students will park in the area designated according to the sticker issued.
- Students 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.

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- Upon arrival at school, the student must promptly leave the vehicle and enter the building.
- Once the vehicle is parked, no student 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.*

Cell Phones

Cell phone use is prohibited, during instructional time. During instructional times, high school students are expected to store cell phones in classroom caddy.

Senior Privilege

It is the intent of Foxborough Regional Charter School to support students and encourage them to make good Choices and use their time wisely. Senior privileges are meant to help our students prepare for life after high school and support school pride. Seniors must apply for, and meet, the requirements of senior privileges before the privileges will be granted to them. If a senior has privileges, they will be able to leave the school premises during free blocks **if they have no academic, club or activity responsibilities.**

REQUIREMENTS:

- Seniors must maintain a 70 average in all subjects throughout the duration of the school year as indicated in reports that are generated every two weeks.
- Seniors must maintain good discipline records and have no reported major infractions.
- Seniors must obtain parent/guardian permission on the form provided.
- Seniors must observe the guidelines for tardiness to school and absences as found in the Student & Parent Handbook.
- Seniors must not drive any other student without privileges off campus or bring food back to campus for students without privileges.
- Seniors must sign in and out at the main office every time they leave the building.

LOSS OF SENIOR PRIVILEGE:

- Loss of the privilege begins on the date that any teacher reports low grades or inadequate effort, or a disciplinary infraction is reported
- Seniors who lose their Senior privilege will be assigned to Academic Enrichment or LEGO while not on privileges
- Teachers may rescind privileges at any time if students are not putting forth adequate effort in their studies.
- Parents may rescind permission at any time.
- Students will lose privileges for:
 - Failure to remain in academic good standing as indicated by any teacher
 - Failure to maintain a 70 average in all courses
 - Excess of three absences
 - Excess of three instances of tardiness to school
 - Involvement in a discipline infraction or exhibits behavior that the administration deems worthy of loss of privilege
 - Failure to maintain building/campus safety (ex: not signing in/out or speeding on FRCS property)

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- Taking a student who does not have senior privileges off campus
- Bringing food back to campus for a student who does not have privileges

REGAINING SENIOR PRIVILEGES:

- If the loss of senior privileges was due to a disciplinary consequence or for violation of the tardiness policy, a student may “earn back” the privilege by demonstrating a twelve-school day “clean record” – free of any disciplinary incidents or tardiness.
- If the loss of privilege is due to a failing grade on either a mid-term report or term report card, a student may “earn back” the privilege by producing a progress report with all passing grades.
- Any student who attempts to exercise his/her senior privilege after these privileges have been suspended will be subject to consequences up to and including revocation of privileges for the remainder of the school year.
- If you choose to revoke this privilege at any time, or if you have any questions, please contact High School Principal Mike Cournoyer.

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Foxborough Regional Charter School

2023-2024



Foxborough Regional Charter School Employee Handbook



Welcome

Welcome to Foxborough Regional Charter School! We wish you every success here! We believe that every employee contributes directly to our growth and success, and we hope you will take pride in being a member of our team.

This Employee Handbook was developed to describe some of our expectations for our employees. It will answer many questions about employment with Foxborough Regional Charter School referred to as “FRCS” or the “School.” You should familiarize yourself with the contents of this Handbook, as you are required to comply with all the policies and practices it contains.

The contents of this document have been carefully considered. We believe you will find the policies to be beneficial to both you as an employee and to FRCS. We hope that your experience here will be challenging, enjoyable, and rewarding. We look forward to collaborating with you.

Our Vision

FRCS seeks to provide students with an outstanding academic program that prepares students for college in a challenging and stimulating learning environment that instills positive ethical, moral, and civic values and prepares students to serve their community as leaders and exemplary citizens. FRCS resolves that, in order to fulfill its commitment to excellence, it must strive to provide our Teachers and Staff opportunities for ongoing development and growth, be responsive to their concerns and needs, and recognize their contributions and skills.

Our Mission

FRCS will provide students with 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.

FRCS will promote positive ethical, moral, and civic values and prepare students to serve their community 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 FRCS.

FRCS 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.

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Our Values

We are FRCS and we each commit to living by the following **Shared Values**:

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

Diversity, Equity, and Inclusion

FRCS is committed to fostering, cultivating, and preserving a culture of diversity, equity, and inclusion. The collective sum of our individual differences, life experiences, knowledge, innovation, self-expression, unique capabilities, and talent represents a significant part of our culture, our reputation, and achievement as a School.

We embrace and encourage our employees' differences in age, race/color, disability, ethnicity, family or marital status, gender identity or expression, language, national origin, physical and mental ability, political affiliation, race, religion, sexual orientation, socio-economic status, veteran status, and other characteristics.

The School fully supports all trans and gender nonconforming staff, including but not limited to acknowledging pronouns, restroom use, and dress code choices, within the general boundaries of the School dress code as outlined in section 4.1.

It is the hope and expectation that all FRCS employees will make a concerted effort to uphold the School's shared values at all times. This includes upholding the School's values of diversity, equity, and growth, especially in the context of the ongoing pursuit of anti-racism, anti-bias practices and attitudes, and anti-oppressive structures. We seek to develop shared language and shared understandings as a community on a path to continuous learning and growth and are committed to be in constant, consistent, and active pursuit of being an anti-racist, anti-bias community, to do our part in creating a more just society, starting with our own school.

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All employees must treat others, including co-workers, students, and families with dignity, in alignment with our stated shared values. All employees are expected to exhibit conduct that reflects inclusion during work, at work functions on or off the work site, and at all school-sponsored and participative events. Any employee found to have exhibited any inappropriate conduct or behavior against others in violation of the School's policies may be subject to disciplinary action up to and including termination.

Employment Philosophy

The quality of FRCS is directly related to the quality of its faculty and staff. All employees are expected to maintain the highest professional and personal standards. The School's goal is to foster an environment in which all employees can perform their responsibilities as well as possible, and with the pride and commitment necessary for the School's success.

The School Administration shall strive to hire, evaluate, support, and retain dedicated and conscientious faculty and staff who are well fitted for the professional demands of the School because of their education, experiences, and special qualities of character and personality.

Educational Philosophy

At FRCS, 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 students connect their learning from year-to-year as they build toward rigorous in-depth understandings. FRCS students acquire essential skills and fundamental knowledge that is progressively more complex. We believe our learners are students who endeavor to be extraordinary.

Our students Enter to Learn and Exit to Lead.

Curriculum and Instruction

Our commitment is to design and facilitate an intentional curriculum that prepares students 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 students to engage in self-discovery that builds toward community service
- Empowers our students to make a difference as empathetic, responsible, and global citizens
- Taps our students 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 students 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 students to use what they 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 students' 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 students' 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 students 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, students may reveal growth opportunities in academic, emotional, or behavioral areas. In response, students may be referred to the Teacher Assistance Team through the completion of an Individual Student 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.

Open-Door Philosophy

We encourage open communication, feedback, and discussion about any matter of importance to an employee; therefore, employees are free to talk with any Principal/Supervisor at any time. Whether you have a concern, a suggestion, or an observation, we want to hear from you. By listening to you, FRCS can improve, address complaints, and foster employee understanding of the rationale for practices, processes, and decisions.



FRCS believes in the development and maintenance of harmonious relationships with its employees. We recognize that in any work situation, some disagreements will occur and have established these procedures to assist with resolution.

Employees should express their complaints in a timely manner given the nature of the problem or issue. Complaints must first be expressed and discussed with the employee's immediate supervisor. The supervisor is expected to discuss concerns with employees in a timely manner in an effort to resolve the matter. Most problems can be resolved at this level. Should complaints fail to be resolved between the employee and the employee's immediate supervisor, the problem or issue should be brought to the attention of the next level of administration. The administrator shall, in a timely manner, conduct a review of the problem or issue, involve Human Resources and other parties as deemed necessary given the nature of the problem or issue, and render a decision regarding resolution of the matter.

A formal grievance procedure should be followed for complaints of violation(s) of a FRCS policy, general employment violations, prohibited discrimination, and harassment (sexual or otherwise), by sending a detailed email stating the nature of the concern to Human Resources. Decisions made as a result of the grievance procedure apply only to the individual who submitted the complaint and shall not serve as a precedent for establishing or changing any policy or procedure.

All appeals to decisions must be made in writing to the Executive Director within seven days. The Executive Director will respond with a written final decision. A grievance filed against the Executive Director will be brought by Human Resources to the FRCS Board of Trustees.

Employees are expected to comply with established policies and procedures at all times. FRCS strives to treat all employees fairly. This grievance procedure should not be construed as a substitute for any disciplinary actions.

Purpose of this Document

This document is intended to provide you with a general understanding of the policies and practices of FRCS. However, this document cannot anticipate every situation or answer every question about employment. Should you have any questions about this Handbook, we welcome you to address them with Human Resources.

This Employee Handbook supersedes and replaces all previous policies and procedures including, but not limited to, all memoranda or written policies that may have been issued on the subjects covered in this document. The policies included are guidelines only and are subject to change as FRCS deems appropriate and necessary. To retain the necessary flexibility in the administration of policies, practices, and benefits, FRCS reserves the right to change, revise, interpret, or eliminate any of the policies, practices, or benefits described in this document at any time, with or without notice. From time to time,

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you may receive notice of new or modified policies, procedures, benefits, or programs. Any oral or written statements contrary to the policies, practices, or benefits described in this Employee Handbook, by anyone at FRCS, are unauthorized and disavowed and should not be relied upon. Any deviations from the stated policies must be authorized and approved in writing by Human Resources and the Executive Director.

Conflicting provisions contained in any collective bargaining agreement, to the extent required by law, shall supersede these policies. Nothing in this Handbook or in any other document or policy is intended to violate any local, state, or federal law. Nothing in this Handbook is intended to limit any concerted activities by employees relating to their wages, hours, or working conditions, or any other conduct protected by Section 7 of the National Labor Relations Act. Furthermore, nothing in this Handbook prohibits an employee from reporting concerns to, filing a charge or complaint with, making lawful disclosures to, providing documents or other information to, or participating in an investigation or hearing conducted by, the Equal Employment Opportunity Commission or any other federal, state, or local agency charged with the enforcement of any laws.

Employees must comply with this Handbook at all times. Failure to comply with any policies or procedures in this Handbook will result in discipline, up to and including termination of employment.

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CONFIDENTIAL



Section 1: Employment Practices

1.1 Equal Employment/Nondiscrimination

FRCS provides equal employment opportunities to all employees and applicants without regard to race, color, religion, sex (including pregnancy, lactation, childbirth or related medical conditions), gender identity, sexual orientation, national origin, ancestry, age, physical or mental disability, genetic information (including testing and characteristics), military service or veteran status, citizenship status, certain criminal records, a personal admission to a facility for the care and treatment of a mentally ill person, taking of parental leave, crime victim status, or any other classification protected by applicable local, state, and federal law. This policy applies to all terms and conditions of employment, including, but not limited to, hiring, placement, promotion, termination, layoff, transfer, compensation, training, scheduling, and leaves of absence. FRCS does not tolerate harassment, discrimination, or retaliation of any kind, including, but not limited to, these protected classes. Any employee who believes they have been discriminated against should report their concerns to their Principal, Principal/Supervisor, Human Resources, or the Executive Director.

1.2 Hiring and Renewals

We are an “at-will” employer which means employment at FRCS is for no definite period of time and can be terminated by you or the School at any time, with or without cause, unless the terms of your employment state otherwise, such as a collective bargaining agreement or other documentation, which must be signed by the Executive Director. No implied contract concerning any employment decision can be established by any other statement, conduct, policy, or practice. This policy represents understanding between you and FRCS with respect to the nature of our employment relationship.

90-day Evaluation Period

The first ninety (90) days of employment are considered an evaluation period. The evaluation period provides employees with an opportunity to better understand their position. In support of your success, we may schedule a 90-day evaluation to review your progress and discuss any challenges or areas of opportunity.

1.3 Employment Classifications

It is the intent of FRCS to clarify the definitions of employment classifications so that employees understand their employment status and benefit eligibility. These classifications do not guarantee employment for any specified period of time.

All employees are designated as either nonexempt or exempt under state and federal wage and hour laws. These classifications are made based on the guidelines set by the Fair Labor Standards Act.

Nonexempt: Nonexempt employees are subject to the minimum wage and overtime provisions of the FLSA and parallel state law. Nonexempt employees are entitled to overtime pay, or “time and one half”



when they work more than forty (40) hours per workweek, under the specific provisions of state and federal laws.

Exempt: Exempt employees generally hold a salaried professional, administrative, or executive position, and perform work duties that exempt them from the minimum wage and overtime provisions of the FLSA.

FRCS employs several basic categories of employees:

- 10 Month Employees
- 10 Month & 10 Day Employees
- 12 Month Employees
- Per-Diem Substitutes
- Long Term Substitutes
- Non-Regular Employees (Seasonal, Temporary or Independent Contractors)

Employment status and benefits eligibility, including paid time off, will be outlined in an employee's offer letter or other agreement or policy outlined in this Handbook. Employees will be notified in writing of any changes in their employment classifications that occur during their employment.

Unless specified in an agreement in writing from a Supervisor and the Human Resources Director, full time teaching staff, and certain 10-month staff work a schedule of:

- Monday, Tuesday, Thursday, and Friday: 7:30 a.m. until at least 3:00 p.m.
- Wednesday: 7:30 a.m. until at least 4:15 p.m.

1.4 Additional, Non-Teaching Assignments for All Staff

As part of your role in the FRCS community you may be required to join in limited activities outside of regular work hours based on your position, in order to best support the needs of our students and families.

These events may include:

- Staff Meetings
- Faculty-Parent Meetings
- Open Houses
- School Wide or Classroom Performances or Sporting Events
- Literacy Nights

1.5 Immigration Compliance

FRCS is committed to employing only individuals who are authorized to work in the United States and who comply with applicable immigration and employment law. As a condition of employment, every



individual must provide satisfactory evidence of their identity and legal authority to work in the United States within three business days of commencing employment. If the employee cannot verify their right to work in the United States within three business days of employment, FRCS will be required to terminate their employment immediately.

1.6 Disability Accommodation

FRCS will not discriminate against qualified individuals with disabilities regarding any aspect of their employment. To comply with applicable laws ensuring equal employment opportunities for individuals with disabilities, FRCS will provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee, unless undue hardship or a direct threat to the health and/or safety of the individual or others would result. Any employee who requires an accommodation in order to perform the essential functions of their job, enjoy an equal opportunity, and/or obtain equal job benefits should contact Human Resources to request such an accommodation.

We will communicate with the employee and engage in an interactive process to determine the nature of the issue and what, if any, reasonable accommodation(s) may be appropriate. In some cases, this interactive process may be triggered without a request from the employee, such as when FRCS receives notice from its own observation or another source that a medical impairment may be impacting the employee's ability to perform their essential job functions.

Employees who believe they need an accommodation must specify, preferably in writing, what barriers or limitations prompted the request. FRCS will evaluate information obtained from the employee, and possibly their health care provider or another appropriate health care provider and will then work with the employee to identify possible accommodations. If an identified accommodation is reasonable and will not impose an undue hardship on FRCS and/or a direct threat to the health and/or safety of the individual or others, we will generally make the accommodation, or FRCS may propose another reasonable accommodation which may also be effective. Employees are required to cooperate with this process by communicating with the School regarding their requested accommodation, providing all necessary documentation supporting the need for accommodation and being willing to consider alternative accommodations when applicable.

1.7 Pregnancy and Lactation Accommodation

Employees and applicants with needs related to pregnancy, childbirth, or related conditions (including lactation), may request a reasonable accommodation to enable them to perform their job. A reasonable accommodation may include but is not limited to more frequent or longer breaks; acquisition or modification of equipment or seating; assistance with manual labor; job restructuring; light duty; private non-bathroom space for expressing breast milk; modified work schedules; temporary transfers to a less strenuous or hazardous position; or time off to attend to a pregnancy complication or recover from



childbirth. FRCS will provide reasonable accommodation for needs related to pregnancy, childbirth, or a related medical condition so long as the requested accommodation does not impose an undue hardship on FRCS. All reasonable accommodations requested should be made to Human Resources.

FRCS has designated rooms located in each building:

- Elementary School Building - 077B
- Middle / High School Building - 039

Nursing mothers wishing to use this room shall request/reserve the room by contacting the Administrative Assistant for the building they are requesting.

Employees who take leave as an accommodation under this policy will be reinstated to their original job or to an equivalent position with equivalent pay, seniority, benefits, and other terms and conditions of employment upon their notification to FRCS of their intent to return to work or when the employee's need for a reasonable accommodation ends. FRCS may require that employees provide documentation about the need for reasonable accommodation from an appropriate health care professional.

1.8 Employment Applications and Resumes

FRCS relies upon the accuracy of all information provided during the hiring process, including, but not limited to, employment applications, resumes, and any other form(s) associated with the hiring process. All data presented by individuals throughout their employment with FRCS must be true and accurate to the best of their knowledge. Any deliberate misrepresentations, falsifications, or material omissions in any form, whether deemed pertinent or not, in regard to the information or data provided to FRCS, may result in the exclusion of the individual from further consideration for employment, or if the person has already been hired, the termination of their employment with FRCS.

1.9 Personnel Files

FRCS maintains personnel files on each employee. Employees may view their personnel record upon written request and a time will be arranged by Human Resources within 5 days of the request. Only authorized members of management and Human Resources have access to an employee's personnel file. However, FRCS will cooperate with and provide access to an employee's personnel file to law enforcement officials or local, state, or federal agencies in accordance with applicable law, or in response to a subpoena, in accordance with applicable law.

It is an employee's responsibility to promptly notify Human Resources of any changes in personal data. Changes of particular importance are the following:

- Legal name;
- Address change;
- Phone number change (for the purpose of snow day/emergency notifications)
- Emergency contact information



- Dependent Information (including contact information);
- Change in gender;
- Marital status;
- Beneficiary changes;
- Military or draft status;
- Tax withholding exemptions; and
- Educational certifications (e.g., licensure, advanced degrees, transcripts, MTEL scores)

Employees can process many of these changes online through the Employee Navigator self-service portal; however, additional documentation may be required before the change can be processed. Employees should contact Human Resources for instructions or questions on how to process the change.

1.10 Benefit Eligibility

Benefit plans are available to employees who work 30 or more hours a week. Benefits offered by FRCS are defined in legal documents such as insurance contracts and summary plan descriptions. If employees are offered benefits, and if a question arises about the nature and extent of plan benefits or if there is a conflict in language, the formal language of the plan documents govern, not the informal wording of this Handbook. Plan documents, if applicable, are available for your inspection. FRCS and its designated benefit-plan administrators reserve the right to determine eligibility as well as interpretation and administration of issues related to benefits offered by FRCS.

1.11 Statutory Insurance Programs

Workers' Compensation Insurance: FRCS is insured to provide workers' compensation coverage at no cost to employees. This program covers any injury or illness sustained in the course of employment that requires medical, surgical, or hospital treatment. Subject to the applicable legal requirements, workers' compensation insurance may provide wage replacement benefits after a waiting period. Employees who sustain work-related injuries or illnesses must inform their Principal/HR within 24 hours. No matter how minor an on-the-job injury may appear, it is important that it be reported immediately. This will enable an eligible employee to qualify for coverage as quickly as possible.

Unemployment Insurance: FRCS complies with all local, state, and federal laws that govern the unemployment insurance program. The Unemployment Insurance Program provides unemployment benefits to eligible workers who are unemployed through no fault of their own and meet other eligibility requirements (as determined under state law). Information about this program will be provided to employees in the event of an employment separation.

Social Security and Medicare: During employment with FRCS, all employees contribute a specified percentage of their earnings and FRCS pays an equal amount for the benefits provided under the Social



Security and Medicare programs. In addition to retirement benefits, the program also provides benefits for eligible employees and their dependents in the event of disability.

MTRS: All teaching and some non-teaching employees employed in a Massachusetts charter school are eligible for and required to contribute to the Massachusetts Teachers' Retirement System (MTRS) in lieu of contributing to Social Security. The contribution percentage is determined by MTRS and is based on when an employee first enrolled. Pension will be based on years of service and salary. Please visit <http://www.mass.gov/mtrs> for further information on this benefit.

Paid Family Medical Leave: This is a benefit for anyone who works in Massachusetts and who may be eligible to take up to 26 weeks of paid leave for medical or family reasons. PFML is separate from both the federally mandated benefits offered by the Family Medical Leave Act (FMLA) and from leave benefits that may be offered by the School.

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Section 2: Pay Practices

2.1 Pay Schedule

For payroll purposes, the workweek is measured from 12:00 AM Sunday to 11:59 PM the following Saturday. All employees are paid on a semi-monthly basis via direct deposit. A paycheck will include earnings for all work performed through the end of that payroll period. If a regularly scheduled payday falls on a holiday employees will receive pay on the last business day before the regularly scheduled payday.

FRCS does not provide pay advances on unearned wages or provide employee loans.

Mandatory Direct Deposit

As a condition of continued employment, all employees are required to participate in a direct deposit program for payroll purposes. Employee pay stubs are available online through the payroll portal.

2.2 Pay Corrections

We make every effort to ensure that our employees are paid correctly. However, inadvertent mistakes can happen. When mistakes do happen and are called to our attention, we will promptly take action to make the necessary corrections. All employees are responsible for reviewing their paychecks when they are received to make sure they are correct. If an error has occurred, the employee should promptly bring the discrepancy to the attention of the Payroll Team so that corrections can be made as quickly as possible. Should there be an underpayment of any kind, we will make every effort to repay an employee as quickly as possible. If there is an overpayment of any kind, employees are responsible for bringing it to the attention of the Payroll Team. Failure to report an overpayment is grounds for disciplinary action, up to and including termination of employment.

2.3 Pay Deductions

We advise employees to review their online paystub to ensure that it reflects the proper number of withholdings. The W-2 form that employees receive annually reflects how much of their earnings were deducted for these purposes. Any other mandatory deductions to be made from an employee's paycheck, such as court-ordered garnishments, will be explained to the employee if FRCS is ordered to make such deductions.

Despite our best efforts to prevent improper deductions, it is possible that mistakes may be made. If any employee believes that an improper deduction from wages has been made, they should report the situation immediately to the Payroll Team. No deductions will be taken from an exempt employee's pay inconsistent with the exempt employee's salaried status. Nor shall any policy or statement in this Employee Handbook or any other policy, practice, or procedure of FRCS be construed as permitting or authorizing an exempt employee's pay to be subject to deductions inconsistent with their salaried status.



2.4 Attendance and Punctuality

To maintain a productive work environment, FRCS expects all employees to report to work as scheduled, be on time, and be prepared to start work. Additionally, employees are expected to meet their contractual hours by remaining on site until the end of the day, unless they have pre-arranged time off with their supervisor and logged the time in as sick, personal or vacation time. Small errands off campus may be permitted only during lunch breaks, and employees must sign in and out of the building for safety reasons.

Good attendance is a critical element in the performance of every employee and is essential for the success of our School. In order to maintain a healthy work environment, employees should stay home if they are sick. Barring extraordinary circumstances, unplanned absences can disrupt work, inconvenience other employees, and affect productivity. Excessive absences and late occurrences may subject the employee to disciplinary action, up to and including termination of employment. In general, the School considers excessive absenteeism when employees are on track to meet or exceed three (3) or more unplanned absences. Three (3) consecutive sick absences require a note from the doctor and may require additional written clearance from a physician to return to work. Additionally, sick days taken before or after holidays, or in the first week of school, or on the last day of school or immediately following a performance review, require a doctor's note.

Teachers are responsible for making sure there is a complete substitute teacher folder which is up to date and kept in an accessible location in your classroom. Information that should be available include class roster, class schedule, seating chart (if applicable), and copy of lesson plans to be used in the event of an unplanned absence.

Absent without Leave (AWOL)

Any employee who is absent and fails to contact their Principal or Principal/Supervisor and/or Human Resources for three (3) consecutive business days will be considered to have voluntarily abandoned their employment with FRCS.

2.5 Work Schedules

All employees of FRCS are expected to demonstrate commitment to the mission of the School, to quality performance, to self-assessment and continuous improvement, and to a positive team approach to students, students' families, and co-workers.

Unless otherwise agreed via an employment agreement, offer letter or other documentation, employees' work hours are generally 7:30 am to 3:30 pm for non-teachers and 7:30 am to 3:00 pm Monday through Friday and until 4:15 pm on Wednesdays for Teaching and Learning staff. In addition to the regular work hours, employees may be required to work extra time when necessary, based on their position and as determined by the Principal/Supervisor, as referenced in section 1.4.



Academic Calendar

To serve as a guide for which days employees will be on duty, the Leadership Team will develop and distribute a calendar of school days, events, holidays, and vacations each academic year. It may be changed at the discretion of the Executive Leadership team at any time without notice.

Definition of Year

The fiscal school year begins July 1st and ends June 30th, all 12-month employees fall under this category. For all other employees, when benefits, vacations, holidays, or other aspects of employment are described, unless otherwise defined, the “year” is assumed to be the period of time between Staff Orientation, usually the last week prior to the first day of the school year, and as early as orientation week as determined by the school. The timing of your academic calendar will be determined in your employment agreement.

2.6 Alternative Work Arrangements

FRCS may allow temporary work from home status or other alternative work arrangements such as modified schedule on a case-by-case basis, based upon an employee’s role within FRCS. Those in student-facing roles, are not eligible for alternative work arrangements (i.e., teachers).

Employees must submit a request for an alternative work arrangement to their Principal/Supervisor, explaining the need to work away from the school. Human Resources must be notified of all requests and approvals in order to plan for coverage needs and to note the changes in the employee’s personnel file. Employees may refer to the Addendum of the Handbook for further guidelines on remote work (Addendum 4).

The School reserves the right to modify or eliminate the alternative work arrangement at any time, with or without notice. This policy does not replace policies regarding reasonable accommodations due to disability, PFML, or FMLA leave (see Sections 1.6, 1.7, 3.10 and Addendum 2).

2.7 Timekeeping

All nonexempt employees (hourly paid) are required to sign in and out by accurately recording their time worked in the electronic timekeeping system. When employees receive their paychecks, they should verify immediately that their working time was recorded accurately and that they were paid correctly for all hours worked. Employees may not start work early, finish work late, work during a meal break, or perform any other extra or overtime work unless directed to do so.

Employees who have questions about when or how many hours they are expected to work should contact their Principal/Supervisor.

It is a violation of FRCS’s policy for anyone to instruct or encourage another employee to work “off the clock,” to incorrectly report hours worked, or to alter another employee’s time records. If any employee



is directed or encouraged to incorrectly report hours worked, or to alter another employee's time records, they should report the incident immediately to a Principal/Supervisor. Principal/Supervisors must review and approve timesheets at the end of each pay period. Timesheets are retained by FRCS as a record of service and must be carefully prepared each week without exception. Altering, falsifying, or tampering with time records; recording on another employee's timesheet; or having another employee alter someone else's timesheet will result in disciplinary action, up to and including termination of employment.

2.8 Overtime

Overtime compensation is paid to all nonexempt employees in accordance with state and federal wage and hour laws. Overtime pay is based on actual hours worked per week above and beyond 40 hours. Any approved paid time off, including sick time, vacation time, holiday pay, or any other type of paid leave, will not be considered hours worked for purposes of calculating overtime. Overtime is paid at "one and one-half" times the "regular rate of pay." Nonexempt employees may not work overtime without authorization from their Principal/Supervisor or an appropriate member of the management team. Failure to obtain prior authorization may result in disciplinary action, up to and including termination of employment.

Exempt employees are expected to work as much of each workday as is necessary to complete their job responsibilities and are not paid overtime wages; therefore, they are not required to obtain prior authorization for hours that would normally be considered overtime.

2.9 Stipends

An active employee may earn a stipend for additional work performed outside of their regular duties that cannot be completed during the regular school day with the exception when a teacher volunteers to cover a class, which would therefore give up their planning period. Whenever possible, work projects should be distributed to current employees to complete during their regular working hours, with a flexible attitude of working together for the good of the School. Examples of this include (but not limited to):

- Regular Before or After School Duties
- Tutoring
- Grade Level, Subject Area, or Department Leads
- Program Coordination
- Curriculum Writing
- Coaching
- During Teacher's planning periods

Stipend payments are made to employees for additional duties performed outside of their regular teaching/administrative duties and compensated in addition to base pay.



All eligible stipend opportunities must be:

1. In the approved budget
2. Posted to ensure equal opportunity and transparency
3. Applied for annually
4. Submitted to the Payroll Manager

Stipend payments will be paid out based on approved project/activity timeline. Stipends will be paid out based on the letter of agreement. If an employee fails to meet the criteria stipulated, the stipend may be prorated, stopped, or recovered. An employee who is separated from the school, will receive the prorated amount of the stipend based on term date. Extracurricular stipends expire at the end of the assignment period or length of project.

All stipend opportunities will be posted, and internal applicants will be considered and will be chosen by the Principal/Supervisor. (Please see Addendum 5 for more information).

2.10 Break Periods

FRCS provides break time as appropriate, subject to operational needs and Principal/Supervisor discretion. Any rest breaks of short duration (lasting between five and 20 minutes) will be counted as “hours worked” and paid accordingly. Meal breaks lasting 30 minutes or more are not considered “hours worked” for purposes of federal law and will not be paid for nonexempt employees.

2.11 Employee Referral Program

Program Rules

- All active FRCS employees, except those at the Senior Leadership Team level and above, Human Resources personnel, or Principal/Supervisors with hiring authority over the referred candidates, are eligible for a referral bonus of at least \$250, subject to budget funding. All positions, including substitute referrals receive the same bonus amount.
- The hired candidate must work for a minimum of 60 full days (not counting paid holidays and school breaks) within the first 90 days of hire and have no disciplinary actions in that time. For per diem substitute referrals, the substitute must work a minimum of 60 days within the first 120 days of employment (not counting holidays and school breaks).
- To be eligible for a referral bonus, the referring employee must submit a referral to Human Resources with an Employee/Substitute Referral Form and the employee must submit an electronic application via FRCS’s applicant tracking system (ATS).
- The first employee to refer a candidate will be the only referring employee eligible for payment.
- Only candidates who meet the essential qualifications for the position will be considered.
- All candidates will be evaluated for employment consistent with FRCS policies and procedures.
- All information regarding the hiring decision will remain strictly confidential.



- The referring employee must be employed by FRCS during the hired employee's first 60 days (120 days for per diem substitute referrals) of employment to receive payment of the referral bonus.
- Referral bonuses are paid once all eligibility conditions have been met, generally during the next regularly scheduled payroll, or as soon as administratively possible, but no later than 30 days.
- Any disputes or interpretations of this employee referral program will be handled through Human Resources.

2.12 Salary and Wage Adjustments

Salary and wage adjustments will be awarded to employees based on a promotion or job change, or when an equity or administrative adjustment is deemed necessary. Salary adjustments in general, are based on previous experience, level of education, internal equity, and market analysis.

Applicability

- Salary increases for all non-union positions of FRCS are covered by this policy.
- Salary increases for union positions are governed by collective bargaining agreement(s).

Annual Salary Increases

- Employees may receive increases at the discretion of the Executive Director based on the Board approved budget.
- On an annual basis, Human Resources will issue a salary statement in the form of a reasonable assurance (renewal) letter that provides salary increases for that fiscal year.
- Salary increases are approved by FRCS, prior to the beginning of the new fiscal year.
- Employees hired in January, and thereafter in that fiscal year, are not eligible for a salary increase for the following school year.

Earning a Degree

- Adjustments for earning degrees during the current school year are contingent upon available funding and final approval by the Director of Finance.
- The employee will need to provide proof of a conferred degree to Human Resources, along with contact information for the degree-granting department at the school from which they have graduated.
- Salary adjustments will be paid within the next payroll period as physically possible by the administration when conditions for receiving a salary adjustment for earning a degree are met.

Promotional Increases/Position Changes

- FRCS may make salary increases for promotions or position changes or to address salary inequities, subject to budget funding and in accordance with any collective bargaining agreements, where applicable.



- When an employee is promoted or has a position change, the employee will normally be awarded a promotional/reclassification increase. The actual increase decision should consider relevant factors such as the individual's qualifications and experience for the position and internal equity. Promotional and reclassification increases are subject to the availability of budget funding.
- An employee who receives a promotion (either by taking on a new job or by reclassifying the employee's current job to a higher salary grade) should receive a prorated salary increase when the promotion becomes effective.
- Promotional increases will require additional justification, review, and approval by both Human Resources, Finance, and Executive Director.

Job Duties

- FRCS reserves that right to change an employee's job duties, schedule, or work location without the employee's consent. However, the Principal/Supervisor or Administrator requiring the change will make every effort to determine the changes in duties and responsibilities in collaboration with the employee. Such changes should be to serve students and meet overall business objectives more effectively and efficiently.
- Job duty changes will be made in accordance with any existing collective bargaining agreements, where applicable.
- Changes in job duties require justification to meet a business need and must be reviewed and approved by both Human Resources and the Executive Director, and, in some cases, Finance, if a change in salary may be justifiable.

No Principal, Supervisor or Administrator may communicate or extend salary and wage adjustments to the employee or applicant before the necessary approvals have been obtained.



Section 3: Time Off and Leaves of Absence

3.1 Holidays

FRCS will publish a list of observed holidays each school year. Holidays are different from school breaks, such as spring break, summer, or winter break. Certain employees may be required to work during such breaks.

Holiday Pay Guidelines

- Regular full-time and part-time 12-month employees on FRCS's active payroll are eligible to receive holiday pay when the holiday falls on a day the employee is regularly scheduled to work.
- No other category of employee will be eligible for holiday pay.
- Employees who are on a continuous leave of absence are not eligible to receive holiday pay. Employees who are on an approved intermittent leave and are not scheduled to work on the day of a School-observed holiday are not eligible for holiday pay.
- Holiday pay will not count toward hours worked in determining overtime.

3.2 Paid Vacation

Unless otherwise specified in an employee's offer letter or other agreement, 12-month employees are eligible to accrue paid vacation time and 12-month part-time staff accrue a prorated share of paid vacation. Proration is based on the number of hours the employee is regularly scheduled to work.

All other employee types (i.e., 10-month employees) will take vacation time during the school vacation weeks and school summer break. Per diem and temporary staff are ineligible for paid vacation.

The following guidelines for use of vacation time shall apply to most 12-month employees:

Employee Category	Length of Service	Vacation Earned Per School Year	Accrual Rate
Non-Administrators (typically, Administrative and Operational staff)	0 – 5 years	10 days	.84 days per month
	5+ years	15 days	1.25 days per month
	10+ years	20 days	1.67 days per month
Administrators (typically, Directors and Principals)	N/A	20 days	1.67 days per month

Guidelines & Conditions:

- Employees accrue vacation time each benefit year (July 1 to June 30).
- In general, when an employee is on an approved leave of absence, requesting vacation time to extend the leave may be reviewed on a case-by-case basis with the Principal/Supervisor to determine the department needs.
- Eligible employees must request the use of vacation with as much notice as possible. The granting of vacation time is approved by the employee's supervisor.

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- Vacation will be tracked using a time & attendance system managed by Payroll.
- Vacation pay is paid at an employee's base rate and will not be counted towards hours worked for the purposes of determining overtime pay for nonexempt employees.
- When an employee separates from School, whether on a voluntary or involuntary basis, FRCS will pay out all **accrued**, unused vacation time.
- All 12-month employees are typically given the week of July 4th week off, when the building is closed and no business is conducted, unless employees are notified differently.
- Non-Administrators: after a 12-month employee's 5th continuous year of employment with FRCS, they are eligible to accrue an additional five (5) days of vacation time, and again at the employee's 10th continuous year of employment (up to 20 weeks max).
- Regardless of the amount of vacation time a person earns each year, employees are only authorized to carry over a maximum of five (5) days into the next fiscal year, unless approved in writing by the Executive Director and Human Resources. Any accrued, unused vacation in excess of that amount shall be forfeited.
- Under very limited circumstances unpaid vacation time may be taken if a written request is made by the employee in advance and submitted to Human Resources and their Principal/Supervisor for approval. Failing to submit a request in writing and obtain prior approval may result in an absenteeism conversation and subsequent disciplinary action.

3.3 Sick Time

All employees will receive paid sick time as follows:

Employee Category	Total Sick Days Earned Per School Year	Accrual Rate
12-month employees	12 days	1 day/month
10-month employees and 10-month and 10-day employees	9 days	0.9 days/month
Per-Diem Substitutes, Long-Term Substitutes, and Non-Regular Employees (i.e., temporary, and seasonal)	N/A	1 hour accrued for every 30 hours worked

Employees working less than a full-time schedule will accrue a prorated amount of sick time based on their regularly scheduled hours.

Guidelines & Conditions:

- Sick leave should not be taken the day before or the day after a School-scheduled holiday.
- Under very limited circumstances unpaid sick time may be taken if a written request is made by the employee in advance and submitted to Human Resources and their Principal/Supervisor for approval. Failing to submit a request in writing and obtain prior approval may result in an absenteeism conversation and subsequent disciplinary action.
- Sick time leave may be used by the employee for the following reasons:



- (1) to care for a physical or mental illness, injury or medical condition affecting the employee or the employee's child, spouse, parent, or parent of the spouse;
- (2) routine medical or dental appointments (including travel time) of the employee or the employee's child, spouse, parent, or parent of the spouse;
- (3) to address the effects of domestic violence on the employee or the employee's child; or
- (4) any other reason covered under state sick law

In general, when an employee is on an approved leave of absence, requesting sick time to extend the leave is not permitted, unless the reason for leave qualifies for one of the above reasons. Each situation may be reviewed on a case-by-case basis by the Human Resources Department.

Notification & Documentation

Notice of the need for sick time leave should be provided to the Principal or Principal/Supervisor as far in advance as possible and must be provided no later than 6:00 A.M., of the day on which the employee will be absent. Doing so enables the school to plan coverage more effectively. Medical documentation is required for days out sick *exceeding* twenty-four (24) consecutive work hours (or 3 consecutive days) and must be provided to Human Resources. If an employee fails, without reasonable justification, to provide the required documentation, the School may recoup the sum paid for the sick leave from future pay.

COVID-19

The CDC has reported that much of the world has been in the process of shifting from the pandemic phase, which is the unhindered spread of an infectious disease, to the endemic state of COVID-19, much like the flu. That means the number of infections are no longer growing exponentially, and health care systems are not overwhelmed. Additionally emergency funding has ended to support paid leave due to contracting the COVID-19 virus and free PCR tests may no longer be available in some communities. If an employee suspects that they are ill due to COVID-19 symptoms, they are advised to take a COVID-19 test. If an employee needs to call out sick for more than three school days, they should provide a note from a medical doctor, or a positive COVID-19 PCR test. Staff must use their sick time for any time off due to contracting COVID-19. If they do not have any remaining accrued sick time, they may use other accrued time or request to take unpaid time, with prior approval from Human Resources.

Staff should continue to inform the building nurse and Human Resources if they do test positive for COVID-19 to ensure they have the most up to date information regarding infection control protocols and the amount of time needed to quarantine to help keep our school community safe.

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Carry Forward & Pay Out

Employees who began working at FRCS prior to the SY 2022-2023 are grandfathered to carryover all their accrued sick time from one year to the next. If the accrued time is over 40 days, they will no longer accrue time until the balance falls below 40 days.

Employees hired in SY 2022-2023 or after may only carry up to 40 hours of sick time from one year to the next. The maximum amount of sick time accrued at any given time is capped at 40 days. Unused sick time will not be paid out upon separation of employment.

3.4 Personal Days

Staff and Faculty are eligible for paid personal days as follows.

Employee Category*	Total Personal Days Per School Year
12-month employees	3 days (front loaded at time of hire)
10-month employees and 10-month and 10-day employees	2 days (front loaded at time of hire)

**Employees working less than a full-time schedule will receive a prorated amount of personal time based on their regular schedule. *After each 10 years and 20 years of service, employees earn an additional personal day.*

Except in emergency situations, to request a personal day employees must give verbal notice to their Principal/Supervisor, in addition to using the time and attendance online portal, at least two (2) days in advance. Taking personal leave on the day before and/or the day after a holiday is discouraged. Ideally, no more than two (2) student-facing employees per building will take personal days at the same time. In emergency situations, the employee is expected to notify the HR Substitute Coordinator if the employee requires a substitute while they are out.

In general, when an employee is on an approved leave of absence, requesting personal time to extend the leave is not permitted, unless the reason for leave qualifies for one of the above reasons. Each situation may be reviewed on a case-by-case basis by Human Resources.

Unused personal time will not be paid out upon separation of employment.

3.5 Bereavement Leave

Up to three (3) days of paid bereavement leave will be provided to all employees in the event of the loss of a close family member or close friend to use at their discretion. Special consideration will also be given to the loss of any person whose association with the employee was similar to any of the above relationships. Employees should inform their Principal/Supervisor prior to submitting their time off request into Harpers for payroll. If an employee needs additional time off beyond 3 days, they may request accrued personal or vacation time. If an employee does not have any accrued time off available, employees shall contact Human Resources to approve any unpaid time.



3.6 Religious Observances and Accommodation

FRCS respects the religious beliefs and practices of all employees and will make available, upon request, reasonable accommodation for such observances when a reasonable accommodation is available that does not create an undue hardship on the School. Employees with religious beliefs or practices that conflict with their job, work schedule, FRCS's policy or practice on dress and appearance, or with other aspects of employment may seek religious accommodation. Any requests for religious accommodation must be submitted in writing to your Principal/Supervisor. The written request must include the type of religious conflict that exists and the employee's suggested accommodation. FRCS will make efforts to accommodate these requests.

Employees may take up to 3 additional paid days off to observe religious holidays that require time off from work. Employees must request this time off, at least 2 weeks in advance and submit this request in writing to your Principal/Supervisor for approval.

3.7 Jury Duty

Employees are allowed time off for civic jury duty, and it is treated as a paid absence for up to three business days. When an employee is required to serve as a juror, time off will be granted as follows:

- The employee must notify Human Resources upon receipt of a summons or subpoena so that arrangements can be made to accommodate the employee's absence.
- A document from the court, which verifies the time spent by the employee (including, if applicable, being seated on a jury, being detained in a jury pool, or being subpoenaed as a witness) and, if paid, the amount paid to the employee, must be submitted to the School.
- Faculty shall contact the Substitute Coordinator to obtain the necessary replacements for the employee's School responsibilities for any time period that the employee is absent because of jury duty.
- An employee who is subpoenaed to serve on a grand jury will receive paid time off in the same manner as civic jury duty per the jurisdiction the employee works in.
- An employee who is subpoenaed to serve as a witness for reasons not related to FRCS must use paid time off.

3.8 Voting Duty

FRCS encourages all employees to fulfill their civic responsibilities and to vote in official public elections. Generally, working hours are such that an employee will have ample time to cast a vote before or after the work shift. If employees do not have sufficient time to vote, however, that employee should discuss the matter with a Principal/Supervisor. FRCS will comply with all applicable state and municipal voting time laws.



3.9 Military Leave

Both state and federal law provide employees with the right to take leave to serve in the military. At the federal level, military leave rights are governed by the Uniformed Services Employment and Reemployment Rights Act, commonly referred to as USERRA. FRCS abides by all military leave requirements in accordance with applicable state or local laws.

A. Eligibility for Leave: FRCS provides unpaid military leaves of absence to employees who serve in the uniformed services as required by USERRA and applicable state laws. The uniformed services are defined as the Army, Navy, Marine Corps, Air Force, Coast Guard, Army National Guard, Air National Guard, Commissioned Corps of the Public Health Service, and any other category of persons designated by the president of the United States in time of war or national emergency. The uniformed services also include participants in the National Disaster Medical System when activated to provide assistance in response to a public health emergency, to be present for a short period of time when there is a risk of a public health emergency, or when they are participants in authorized training. Service consists of performing any of the following on a voluntary or involuntary basis: active duty, active duty for training, initial active duty, inactive duty training, full-time National Guard duty, absence from work for an examination to determine fitness for such duty, and absence for performing funeral honors duty. Total military leave time may not exceed five (5) years during employment, except in certain, defined circumstances.

B. Notice of Leave: Advance notice of leave is required, preferably in writing, unless giving of notice is impossible or unreasonable, or notice is prohibited by military necessity (which is defined by the United States Department of Defense). When notice is required, employees must provide their Principal/Supervisor with as much advance notice as possible of any anticipated leave of absence for military service.

C. Compensation and Benefits During Leave: Accrued, unused paid time off may be paid during military leave at the employee's request. After thirty (30) days of continuous military leave, employees may elect to continue their health plan coverage at their own expense, for up to twenty-four (24) months or during the remaining period of service, whichever is shorter.

D. Reemployment: To be eligible for reemployment an employee must have provided advance notice of the need for military leave (where required) and have completed their service on a basis that is not dishonorable or otherwise prohibited under USERRA. Employees whose military service will be for fewer than thirty-one (31) days must report back to work at the beginning of the first full, regularly scheduled workday following completion of service, after allowing for a period of safe travel home and eight (8) hours of rest. Employees whose military service will be for more than thirty (30) days, but fewer than one hundred eighty-one (181) days, must apply for reemployment within fourteen



(14) days after completing service. Employees whose service is greater than one hundred eighty (180) days must apply for reemployment within ninety (90) days after completing service.

As with other leaves of absence, failure to return to work or to reapply within applicable time limits may result in loss of reemployment rights. Full details regarding reinstatement are available from Human Resources. An employee returning from military leave is entitled to any unused paid time off they had at the time the military leave began minus any paid time off they chose to use during the leave. Upon reinstatement, the employee will begin to accrue paid time off benefits at the rate they would have attained if no military leave had been taken.

3.10 Paid Family and Medical Leave

Under the Massachusetts Paid Family and Medical Leave Law, (MA PFML), eligible employees are entitled to a leave of absence to care for a family member with a serious health condition, their own serious health condition, to bond with a new child, or assist with obligations that arise when a family member is called into active military service. Eligible employees receive wage replacement benefits based on the employee's earnings.

Paid Family and Medical Leave benefits will not be paid to 10 month or 10 month & 10 day employees when school is not in session. If the planned leave includes dates when school is not in session (i.e. vacation week or summer breaks) those days are counted towards the continuous leave and additional days cannot be added without explicit approval from Human Resources.

MA PFML benefits are administered by our disability benefits provider, [Principal](#). The specifics of this benefit, including instructions on how to submit a claim can be found on FRCS's Benefits at a Glance or by reaching out to Human Resources.

- A. Health Coverage:** During an approved PFML leave, your health coverage will remain in force if you continue paying your share of the cost on time. In some cases, your payment may need to be made by your personal check or other means to maintain the coverage without interruption. Employees shall work with Human Resources on how premium payments shall be made while on leave.
- B. Notice of Leave:** Employees must provide at least 30 days' advance written notice with Human Resources and specify the anticipated start date of the leave, length of the leave, and expected date of return. If the employee is unable to provide 30 days' notice due to circumstances beyond their control, the employee must provide notice as soon as practicable. Failure to provide timely notice may result in a partial denial or delay in benefits.



C. Intermittent and Reduced Schedule Leave: Under some circumstances, employees can take PFML on an intermittent or on a reduced schedule basis to care for their own or a family member's serious health condition or to care for a family member who is a covered service member.

Reduced Schedule Leave: This is when you are working a reduced work schedule that is still consistent week-to-week. For example, you normally work 7am-3pm, Monday through Friday, and you need to attend to your dependent child's weekly doctor appointments on Tuesdays and Thursdays, so you may want to work Mondays, Wednesdays, and Fridays. This is a predictable reduced weekly schedule for the length of the approved PFML leave.

Intermittent Leave: This is when you need to take time off here and there, sometimes in unpredictable increments. This type of leave may also be if you or your family member has a chronic condition that can flare up without warning, requiring time off from work. For example, you may need a certain number of hours off each week for a medical or family need, for unpredictable doctor appointments or physical therapy sessions, for a set period of time.

In order for PFML to be taken on an intermittent or reduced schedule for medical or family reasons, a health care provider must determine it is medically necessary.

If an employee requests intermittent or reduced schedule leave for their own serious health condition, the School may request additional information and will work with the employee to identify a schedule that meets the employee's needs without unduly interrupting business operations (subject to the approval of the employee's healthcare provider).

Bonding Leave: In the case of leave for the birth, adoption, or foster care placement of a child, the School will consider requests to take leave on a reduced schedule, on a case-by-case basis. A reduced schedule leave is a predictable weekly schedule that does not change during the length of the approved leave. Due to the nature of the role for instructional staff, taking bonding leave consecutively provides better consistency and stability in the classroom and is therefore recommended. Intermittent bonding leave is not permissible.

D. Return to Work: An eligible employee who takes leave under MA PFML and returns to work on or before the approved leave's end date will be entitled to return to their former job or to an equivalent job with the same or substantially similar duties and responsibilities and with equivalent benefits, pay, and working conditions, as determined by the organization. Taking family leave will not result in the loss of any employment benefit accrued prior to the date the leave began. The School may deny restoration to any employee if other employees of equal length of service credit in the same or equivalent positions have been laid off due to economic conditions or a change in operating conditions or the contract for employment for which the employee was hired has concluded and



would not have otherwise continued to employ the employee. For employee's returning from medical leave, a physician's note is required prior to returning to work, indicating if there are any work restrictions or accommodations.

E. Coordination with Other Leaves: Leave taken under PFML will run concurrently with leave taken under the Massachusetts Parental Leave Act and the federal Family and Medical Leave Act when the leave is for the same qualifying reason.

F. Fraudulent Use of MA PFML Prohibited: Employees who fraudulently obtain MA PFML shall not receive the protections and benefits provided by the law and may be required to repay any benefits received and may be subject to disciplinary action up to and including termination.

In the event of a conflict between this policy and the private PFML carrier benefit summary or certificate of coverage, the carrier's documents govern.

3.11 Parental Leave

Full-time employees are entitled to take up to eight (8) weeks of unpaid leave for the birth of a child or placement for adoption or placement pursuant to a court order of a child under eighteen (18) years of age (or under twenty-three (23) years of age if the individual is mentally or physically disabled). Employees are eligible for leave under this policy if they are full-time and have been employed by FRCS for at least three consecutive months. If an employee's parental leave qualifies as leave under the Massachusetts Paid Family and Medical Leave and the federal Family and Medical Leave Act when the leave is for the same qualifying reason (FMLA), the two leaves will run concurrently. Leave under this policy is unpaid, however employees may choose to use accrued paid time off and apply for paid medical and family (PFML) benefits as described above.

3.12 Crime Victim Leave

Employees who are victims of abusive behavior, defined for purposes of this policy to include domestic violence, stalking, sexual assault, and kidnapping, or that have a family member who is a victim of abusive behavior, may take up to 15 days of unpaid leave within a 12-month period to address issues related to the abuse. Employees may use any available vacation leave, personal leave, and sick leave, if applicable.

For purposes of this policy, abusive behavior includes conduct by a current or former spouse; a person with whom the employee or covered family member shares a child; a person cohabitating with or who has cohabitated with the employee or covered family member; a person related by blood or marriage to the employee or covered family member; or a person with whom the employee or covered family member has or had a dating relationship. Where they overlap, leave taken under this policy will run concurrently with leave under FMLA.



Employees needing leave under this policy must provide advance notice when foreseeable. However, if there is a threat of imminent danger to the health or safety of the employee or a covered family member, the employee must notify FRCS within three workdays that protected leave was taken or is being taken. Such notice may be provided by the employee, a family member of the employee, or a professional assisting the employee with addressing the abusive behavior, and can be made via telephone, in person, or in writing.

FRCS may require employees to provide supporting documentation demonstrating that the employee or a covered family member was the victim of abusive behavior and that the reason for taking leave was related to that behavior. All information and documentation related to an employee's use of domestic violence leave will be kept confidential, unless such disclosure is expressly required by law, requested in writing by the employee, or necessary to protect the safety of the employee or other employees. Upon return from leave, employees will be restored to their original position or to an equivalent position. FRCS will not take any adverse action against an employee for exercising their rights under this policy. Additionally, employees taking leave under this policy will not lose any benefits accrued prior to the start of the leave.

3.13 Small Necessities Leave

Under the Small Necessities Leave Act (SNLA), employees who are eligible for Family and Medical Leave under the federal law shall be entitled to a total of 24 hours of additional unpaid leave (which may be taken intermittently or on a reduced leave schedule) during any calendar year to:

- Participate in school activities directly related to the educational advancement of their children, such as parent-teacher conferences or interviewing for a new school;
- Accompany child(ren) to routine medical or dental appointments, such as checkups or vaccinations; or
- Accompany an elderly relative of the employee to routine medical or dental appointments or appointments for other professional services related to the elder's care, such as interviewing nursing or group homes.

Employees are required to give notice of their need for leave under SNLA not less than seven (7) days before the leave is to begin if the leave is foreseeable; if it is not foreseeable, such as for an illness or injury, the employee must give notice to their Principal/Supervisor and/or Human Resources of the need for leave as soon as it is practical. Any leave taken under SNLA will be unpaid unless the employee wishes to use vacation or personal time, in which case it should be recorded as such by the employee, and it will run concurrently with leave under the Massachusetts Earned Sick Time Law.



Section 4: The Workplace

As stated in the section on general philosophy, “Employees are expected to maintain the highest professional and personal standards.” This would include but not be limited to communication and interactions with fellow Employees, Parents and Students whether in person, by phone or internet usage. Examples of some of the conduct standards by which the School requires our employees to abide are outlined within this section. Inappropriate behavior may lead to discipline, up to and including termination.

4.1 Appearance and Dress Code

FRCS embraces cultural differences and encourages all employees to express themselves freely, observed through their choices in clothing, hairstyles and accessories which are consistent with their cultural, ethnic, religious, or racial heritage or identity. FRCS does not have dress codes that restrict employees’ clothing or appearance on the basis of gender. Trans and gender non-conforming employees have the right to dress in a manner consistent with their gender identity and/or gender expression.

General Guidelines

- We adopt a “business casual” approach. Examples include slacks, khakis, collared shirts, polo or buttoned shirts, skirts, sweaters, dresses, and blazers.
- Everyone is expected to wear clean clothing, free of holes, rips, tears, or other signs of wear.
- Work clothes should be professional. If you can wear it to the beach or the gym, it is not considered work appropriate.
- Additionally, graphic t-shirts, jeans, shorts, and footwear such as flip flops are not considered appropriate in our work environment unless the day’s tasks and responsibilities require otherwise, or you are told otherwise by a Principal/Supervisor or supervisor.
- Attire for employees who work during summer months may be more relaxed at the discretion of the senior leadership team.

If an employee has a question about what constitutes appropriate work attire, please contact your Principal/Supervisor. Employees who report to work in violation of this policy may be instructed to return home to change.

This policy will be interpreted to comply with applicable local, state, or federal law. FRCS will reasonably accommodate exceptions to this policy if required due to an employee’s religious beliefs, medical condition, or disability. Employees who need an accommodation should contact their Principal/Supervisor and Human Resources.



4.2 Code of Conduct and Ethics

All employees of FRCS are responsible for being aware of the state's conflict of interest laws and conduct themselves in a manner that will not violate those laws. All employees are required to complete all statewide certification requirements.

Our reputation for integrity and excellence requires careful observance of the spirit and letter of all applicable local, state, and federal laws and regulations, as well as a scrupulous regard for the highest standards of conduct and personal integrity. FRCS expects all employees to act in accordance with all internal policies and aforementioned laws and regulations, and to refrain from any illegal, dishonest, or unethical conduct. The use of good judgment based on high ethical principles should guide employees with respect to acceptable conduct. If a situation arises where it is difficult to determine the proper course of action, employees should discuss the matter with their Principal/Supervisor and/or Human Resources. Compliance with this policy is the responsibility of every employee of FRCS. Disregarding or failing to comply with our standards of business ethics and/or code of conduct may lead to disciplinary action, up to and including termination of employment.

4.3 No Solicitation or Distribution

Employees must not solicit other employees or distribute literature or printed matter of any kind for any purpose during their working hours unless authorized by the School. Solicitation does not include mere discussions without a concurrent request for action. Working hours do not include breaks or other off-duty time. Employees are also not permitted to distribute literature or printed matter of any kind at any time in the work areas of the School. People who do not work for the School are prohibited from distributing literature of any kind or soliciting employees for any purpose at any time on School premises.

4.4 Prohibition Against Harassment

It is the goal of FRCS to promote a workplace that is free of harassment. As a result, FRCS maintains a strict policy prohibiting sexual harassment and harassment against applicants and employees based on any legally-recognized status, including, but not limited to: race, color, religion, creed, sex, pregnancy (including lactation, childbirth or related medical conditions), sexual orientation, gender identity, age (40 and over), national origin or ancestry, physical or mental disability, genetic information (including testing and characteristics), veteran status, uniformed service member status, citizenship status, certain criminal records, a personal admission to a facility for the care and treatment of a mentally ill person, taking of parental leave or any other status protected by federal, state or local law.

FRCS's anti-harassment policy applies to all persons involved in its operations, regardless of their position, and prohibits harassing conduct by any employee of FRCS. This policy also protects employees from prohibited harassment by third parties, such as, vendors, visitors, or temporary or seasonal workers. If such harassment occurs in the workplace by someone not employed by FRCS,



the procedures in this policy should be followed. The workplace includes actual work sites, any setting in which work-related business is being conducted (whether during or after normal business hours), FRCS -sponsored events, or FRCS -owned/controlled property.

Sexual Harassment Defined

Sexual harassment includes unwanted sexual advances; requests for sexual favors; or visual, verbal, or physical conduct of a sexual nature when:

- Submission to such conduct is made a term or condition of employment; or
- Submission to, or rejection of, such conduct is used as a basis for employment decisions affecting the individual; or
- Such conduct has the purpose or effect of unreasonably interfering with an employee's work performance or creating an intimidating, hostile, or offensive working environment.

Sexual harassment includes various forms of offensive behavior based on sex. The following is a non-exhaustive list of the types of conduct prohibited by this policy:

- Unwanted sexual advances or propositions (including repeated and unwelcome requests for dates);
- Offers of employment benefits in exchange for sexual favors;
- Making or threatening reprisals after a negative response to sexual advances;
- Visual conduct: leering, making sexual gestures, displaying of sexually suggestive objects or pictures, cartoons, posters, websites, emails, or text messages;
- Making or using sexually derogatory comments, innuendos, epithets, slurs, sexually explicit jokes, or comments about an individual's body or dress, whistling, or making suggestive or insulting sounds;
- Verbal and/or written abuse of a sexual nature, graphic verbal and/or written sexually degrading commentary about an individual's body or dress, sexually suggestive or obscene letters, notes, invitations, emails, text messages, tweets, or other social media postings;
- Physical conduct: touching, assault, or impeding or blocking normal movements and/or;
- Retaliation for making reports or threatening to report sexual harassment.

Other Types of Harassment

Harassment on the basis of any legally protected status is prohibited, including harassment based on race, color, religion, sex, pregnancy (including lactation, childbirth, or related medical conditions), sexual orientation, gender identity, age (40 and over), national origin or ancestry, physical or mental disability, genetic information (including testing and characteristics), veteran status, uniformed service member status, or any other status protected by federal, state, or local law. Prohibited harassment may include behavior similar to the illustrations above pertaining to sexual harassment.

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It also includes, but is not limited to:

- Verbal conduct including taunting, jokes, threats, epithets, derogatory comments, or slurs based on an individual's protected status;
- Visual and/or written conduct including derogatory posters, photographs, calendars, cartoons, drawings, websites, emails, text messages, or gestures based on an individual's protected status; and
- Physical conduct including assault, unwanted touching, or blocking normal movement because of an individual's protected status.

Complaint Procedure

Any applicant or employee who believes that they have been subjected to prohibited harassment or retaliation by a coworker, Principal/Supervisor, student, visitor, parent, or temporary staff member of FRCS, or who believes another individual has been subject to such conduct, should report it immediately. Applicants and employees are encouraged to report concerns, even if they relate to incidents in the past, involve individuals who are no longer affiliated with FRCS, or concern conduct occurring outside of work if it impacts the individual at work.

Complaints can be made verbally, or in writing, to the personnel listed below:

<p>Director of Human Resources Foxborough Regional Charter School 131 Central Street Foxborough, MA 02035 508-698-7375</p>	<p>Deputy Executive Director Foxborough Regional Charter School 131 Central Street Foxborough, MA 02035 508-698-7390</p>
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Employees are not required to report any prohibited conduct, who may be hostile, who has engaged in such conduct, who is a close associate of the person who has engaged in such conduct, or with whom the employee is uncomfortable discussing such matters.

Employees are encouraged, but not required, to communicate to the offending person that their conduct is offensive and unwelcome. Anyone in a Leadership role who receives a complaint of harassment or retaliation must immediately report the allegation to Human Resources.

After a report is received, a thorough and objective investigation will be undertaken. Confidentiality will be maintained to the extent practical and permitted by law. Investigations will be conducted as confidentially as possible and related information will only be shared with others on a need-to-know basis. The investigation will be completed, and a determination made and communicated to the employee, as soon as practicable.

If a complaint of prohibited harassment or discrimination is substantiated, prompt and effective remedial action will be taken, including appropriate disciplinary action, up to and including termination of



employment. If a complaint cannot be substantiated, FRCS may take appropriate action, such as additional training, to reinforce its commitment to providing a work environment free from harassment.

Leadership's Responsibility

- Implementing this policy, which includes, but is not limited to, taking steps to prevent harassment and retaliation;
- Ensuring that all employees under their supervision have knowledge of and understand this policy;
- Promptly reporting any complaints to Human Resources so they may be investigated and resolved in a timely manner;
- Taking and/or assisting in prompt and appropriate corrective action when necessary to ensure compliance with this policy; and
- Conducting themselves, at all times, in a manner consistent with this policy.

Failure to meet these responsibilities may lead to disciplinary action, up to and including termination.

Protection Against Retaliation

Retaliation is prohibited against any person by another employee or by FRCS for using this complaint procedure; reporting proscribed harassment, discrimination, or retaliation; objecting to such conduct; or filing, testifying, assisting, or participating in any manner in any investigation, proceeding, or hearing conducted by a governmental enforcement agency. Prohibited retaliation includes, but is not limited to, termination, demotion, suspension, failure to hire or consider for hire, failure to give equal consideration in making employment decisions, failure to make employment recommendations impartially, adversely affecting working conditions, or otherwise denying any employment benefit.

Individuals who believe they have been subjected to retaliation or believe that another individual has been subjected to retaliation, should report this concern to the highest-ranking on-site Principal/Supervisor or to Human Resources. Any report of retaliatory conduct will be investigated in a thorough and objective manner. If a report of retaliation prohibited by this policy is substantiated, appropriate disciplinary action, up to and including termination of employment, will be taken. If a complaint cannot be substantiated, FRCS may take appropriate action to reinforce its commitment to providing a work environment free from retaliation.

Good Faith

The initiation of a good-faith complaint of harassment or retaliation will not be grounds for disciplinary action, even if the allegations cannot be substantiated. Any individual who makes a complaint that is demonstrated to be intentionally false may be subject to discipline, up to and including termination.



Support for Individuals Impacted by Harassment or Retaliation

FRCS will strive to assist anyone who has been subjected to unwelcome harassment or retaliation to feel more comfortable in the work environment. Such assistance may but does not necessarily include transfer or reassignment. Any such assistance is at FRCS's sole discretion.

Any employee who believes that they have been harassed or discriminated against should provide a written or verbal report to their Principal/Supervisor, another member of management, or to Human Resources as soon as possible. The responsibility to investigate complaints of harassment will be assigned to Human Resources.

State Agencies

The Equal Employment Opportunity Commission (EEOC) and equivalent state agencies will accept and investigate charges of unlawful discrimination and harassment at no charge to the complaining party. Employees who believe they have been harassed or discriminated against may also file a formal complaint with government agencies listed below:

The Massachusetts Commission Against Discrimination (MCAD) is the state agency responsible for handling complaints of harassment, including sexual harassment. The MCAD can be reached at the following locations:

- Boston Office: One Ashburton Place, Sixth Floor, Room 601, Boston, MA 02108, (617) 994-6000
- Springfield Office: 436 Dwight Street, Second Floor, Suite 220, Springfield, MA 01103, (413) 739-2145
- Worcester Office: 484 Main Street, Room 320, Worcester, MA 01608, (508) 453-9630

The Equal Employment Opportunity Commission (EEOC) is the federal agency that investigates harassment claims, including claims of sexual harassment. The EEOC can be reached at:

- John F. Kennedy Federal Building, 475 Government Center, Boston, MA 02203, (800) 669-4000

Complaints filed with the MCAD and the EEOC must be filed within 300 days of the incident.

Title IX Procedures

FRCS and all employees are required to follow all policies and procedures required by the U.S. Department of Education Final Rule under Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex in education programs or activities receiving federal financial assistance. Title IX Coordinator: Director of Human Resources.



4.5 Workplace Bullying

FRCS does not tolerate bullying behavior by its employees. Employees who engage in workplace bullying may be disciplined, up to and including termination of employment. Workplace bullying is the repeated use of force, threats, or coercion to abuse, intimidate, or humiliate another employee.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or a member of a school staff of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target/victim that: (i) causes physical or emotional harm to the target/victim or damage to the target/victim's property; (ii) places the target/victim in reasonable fear of harm to himself or herself or damage to his/her property; (iii) creates a hostile environment at school for the target/victim; (iv) infringes on the rights of the target/victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For purposes of this policy, bullying shall include cyberbullying.

Workplace bullying includes, but is not limited to, the following:

- Verbal abuse, such as the use of patently offensive, demeaning, condescending, and harmful derogatory remarks, insults, and epithets;
- Verbal or physical conduct that is threatening, intimidating, or obscene;
- Pushing, shoving, kicking, poking, tripping, assaulting, or threatening physical assault, or intentionally damaging a person's work area or property; or
- Sabotage, or deliberately subverting, obstructing, or disrupting another person's work performance.

Cyberbullying refers to bullying, as defined above, that occurs through the use of a computer, cell phone, smartphone, tablet, pager, or other device that transmits electronic information, regardless of whether the device is owned by or located at FRCS or connected to the FRCS network. Cyberbullying is also prohibited. This policy in no way prohibits employees from engaging in activities that are protected under applicable state and federal laws, including, but not limited to, any activity that is protected under Section 7 of the National Labor Relations Act, which includes the right of employees to speak with others, engage in workplace debates, and protest about their terms and conditions of employment.

Reporting and Response

Employees who are subject to, or witness, workplace bullying are encouraged to notify Human Resources immediately. FRCS will promptly investigate the complaint in accordance with the FRCS Bullying Intervention Plan. FRCS will maintain confidentiality to the extent possible, consistent with its commitment to investigating the complaint promptly and thoroughly.



If the complaint is verified, FRCS will take appropriate remedial and/or disciplinary action, which may include, but is not limited to, verbal or written warnings, suspension, termination of employment, counseling, and other actions. FRCS will also report the complaint to law enforcement, if appropriate. The complaining party will be advised of the results of the investigation.

Anti-Retaliation

FRCS strictly prohibits retaliation against an employee for making a good faith claim of bullying or for participating in good faith in an investigation of bullying. Reports of retaliation should be made to Human Resources or any Principal/Supervisor with whom you feel comfortable.

4.6 Personal Relationships in the Workplace

The School will not take any adverse employment action against any employee for engaging in romantic relationships during non-working hours away from FRCS premises. However, we will consider such relationships when they affect an employee's job performance, occur during working time or on FRCS premises, or pose a danger of a conflict of interest.

A familial or intimate relationship among employees can create an actual, or at least potential or perceived, conflict of interest in the employment setting, especially where one relative, spouse, partner, or member of such a relationship manages another relative, spouse, partner, or member. To avoid this problem, we may refuse to hire or place a relative or other intimately associated individual in a position where the potential for favoritism or a conflict exists. For purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage (e.g., domestic partnership or civil union status). A dating relationship is defined as a relationship that may be reasonably expected to lead to the formation of a consensual "romantic" or sexual relationship.

If two employees marry, become related, or enter into an intimate relationship, they may not remain in a reporting relationship or in positions where one individual may affect the compensation or other terms or conditions of employment of the other individual. In other cases where a conflict or the danger of a conflict arises, even if there is no supervisory relationship involved, the parties may be separated by reassignment or terminated from employment, at the discretion of FRCS.

FRCS also discourages romantic relationships between employees and others not employed by FRCS where there is a possibility, in the sole judgment of the Executive Director that confidential information relating to FRCS' finances, contracts, pricing, suppliers, personnel, students or the like could be compromised. In such cases, FRCS may transfer the employee to a non-sensitive position or terminate the employee.



School employees are never permitted, under any circumstance, to engage in an intimate or romantic relationship with a student. School employees are required at all times to remain professional with students. If you become aware that a School employee is engaged in, or is attempting to engage in, an intimate relationship with a student, you must notify Human Resources immediately.

4.7 Workplace Violence Prevention

We are committed to providing a workplace free from violence and to maintaining a safe work environment. FRCS has adopted the following approaches to handle threats or acts of violence including intimidation, bullying, physical or mental abuse, and/or coercion that involve or affect FRCS employees or that occur on FRCS's premises.

Employees must refrain from conduct that may be threatening or dangerous to others. Firearms, weapons, and all other dangerous or hazardous devices or substances are strictly prohibited from FRCS's premises without proper authorization. All threats of (or actual) violence, both direct and indirect, should be reported as soon as possible to one's Principal/Supervisor or any member of the management team.

When reporting a threat of violence, employees should be as specific and detailed as possible. All suspicious individuals or activities on or around FRCS's premises or work-site locations should also be reported as soon as possible to one's Principal/Supervisor, Human Resources, or any member of the management team. Employees should not place themselves in jeopardy or danger. An employee who sees or hears a commotion or disturbance near their work area should not try to intercede or see what is happening, but instead should immediately report the incident to any of the following: Principal/Supervisor, any member of the management team, or, if the situation calls for it, the police (911).

FRCS will immediately and thoroughly investigate all reports of threats of (or actual) violence and of suspicious individuals or activities. The identity of any individual who makes a report will be kept confidential to the fullest extent possible given the circumstances of each specific complaint. To maintain workplace safety and the integrity of its investigation, FRCS may suspend employees, with or without pay, pending an investigation.

Anyone determined to be responsible for threats of (or actual) violence or other conduct that is in violation of this Handbook will be subject to immediate disciplinary action, up to and including termination of employment. FRCS encourages employees to bring their disputes or differences with other employees to the attention of their Principal/Supervisor or an appropriate member of the management team before the situation escalates into potential violence. FRCS is eager to assist in the resolution of employee disputes and will not discipline employees for raising such concerns.



4.8 Disciplinary Action

The purpose of this policy is to state FRCS's position on the administering of equitable and consistent discipline for unsatisfactory conduct in the workplace. By complying with these standards, employees will be able to help maintain a positive and safe work environment for all employees and their colleagues. To address the times when an employee has not lived up to the positive standards, we may provide an employee with counseling, progressive discipline, or termination of employment. FRCS always maintains the sole discretion on deciding whether counseling, progressive discipline, or termination of employment is warranted.

The forms of disciplinary action that FRCS uses may include, but are not limited to, the following: verbal warning(s), written warning(s), suspension with or without pay, and termination of employment. The appropriate level of disciplinary action taken depends on the severity of the situation and the number of prior occurrences. In most situations where an employee has demonstrated unsatisfactory conduct, they may first receive a verbal warning, followed by a written warning, and finally termination of employment. There may be circumstances, however, where one or more steps are bypassed.

FRCS will determine the type of disciplinary action it chooses to administer based on the facts of each particular case, as deemed necessary, through a thorough investigation of the event by FRCS. At no point are any of the aforementioned rules, policies, practices, or procedures intended to interfere with or inhibit (nor shall they have the effect of interfering with or inhibiting) an employee's ability to exercise any rights afforded or protected by local, state, or federal laws. FRCS reserves the right, at its sole discretion, to take whatever disciplinary action it deems necessary notwithstanding this section.

4.9 Confidential Information

As a condition of employment with FRCS, employees are required to sign an Agreement Regarding Confidential Information upon hire, and each year thereafter.

For the purposes of this Employee Handbook policy, employees are reminded that they are expected to maintain the privacy of confidential information they obtain in the course of employment, particularly regarding information and materials from and about students and families in accordance with 603 CMR 23.00 et. seq. and the Family Educational Rights Privacy Act (FERPA). The definition of "Confidential Information" does not include employee terms and conditions of employment which are not otherwise covered by or protected from disclosure by applicable privacy laws such as the ones named above. Moreover, this policy is not intended to restrict your rights under the National Labor Relations Act (NLRA) to discuss your terms and conditions of employment. Employees found in violation of this policy are subject to disciplinary action, up to and including termination of employment.



4.10 Funds Solicitation and Fundraising Projects

No employee may initiate or participate in the solicitation of funds for the School or School-sponsored activities without the prior written authorization of the Executive Director. This rule includes fundraising projects and performances.

4.11 Conflicts of Interest

Employees and their immediate families must avoid having any interests that are inconsistent with the best interests of FRCS, and must refrain from activities, investments, or associations that compete with FRCS; interfere with one's judgment concerning FRCS's best interests; exploit one's position with FRCS for personal gain; or might impair, or even appear to impair, their ability to make objective and fair decisions when performing their jobs. At times, employees may encounter situations where the business actions they take on behalf of FRCS may conflict with their own personal or family interests because the course of action that is best for them personally may not also be the best course of action for FRCS. For example, outside employment may pose a conflict of interest if the hours or work overlap or interfere with your work for the School.

Anyone with a conflict of interest or potential conflict of interest must immediately disclose it to a member of the management team and recuse themselves from any negotiations, deliberations, or votes that involve the conflict of interest and take any other necessary actions as required by FRCS. If you are unsure if certain activities are considered a conflict of interest, you should discuss the matter with your Principal/Supervisor or an appropriate member of the management team. This policy in no way prohibits employee affiliations or activities that are protected under applicable state and federal laws, including, but not limited to, any activity that is protected under Section 7 of the National Labor Relations Act, which includes the right of employees to organize collectively and to speak with others about their terms and conditions of employment.

4.12 Tutoring Opportunities

Tutoring Paid for by FRCS

FRCS may hire its own staff members to provide tutoring services to FRCS students in addition to their full-time position. Should you be interested in providing tutoring services to FRCS students, please contact the Human Resources team for more information.

Tutoring (General)

Employees need to be aware of any potential conflicts of interest that could arise from accepting payment from a family for providing tutoring services to students. At all times, FRCS employees must adhere to the Massachusetts State Ethics Laws, which are set forth in M.G.L. Ch. 268A.



4.13 Media Contacts

To ensure that FRCS communicates with the media in a consistent and professional manner, you should notify the Executive Director whenever you are asked to speak on behalf of the School. Employees should not respond to media inquiries on FRCS's behalf without authorization; this does not prevent you from speaking with the media, but you should not attempt to speak on behalf of FRCS unless you have been authorized to do so.

4.14 Religious Activities on Campus

FRCS is a secular organization, and the activities and program are to reflect such. However, as an educational institution that celebrates diversity there may be religious activities, or demonstrations that are part of the curriculum or reflect the diversity in our community. These occurrences should be mindful of the non-sectarian mission of the school. The Executive Director will be the final arbiter as to the appropriateness of any religious activities on campus.

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Section 5: Health and Safety

5.1 School Safety

FRCS is committed to the safety and health of all employees and recognizes the need to comply with regulations governing injury, accident prevention, and employee safety. Maintaining a safe work environment requires the continuous cooperation of all employees. FRCS will maintain safety and health practices consistent with the needs of our industry. If employees are ever in doubt about how to safely perform a job, it is their responsibility to ask their Principal/Supervisor for assistance. Employees must immediately report any suspected unsafe condition and/or any injury that occurs on the job. It is the responsibility of each employee to follow the established safety regulations and procedures. Employees who violate these safety rules may be subject to disciplinary action, up to and including termination of employment.

5.2 Reporting Injuries and Accidents

Any injury, whether or not it requires medical attention, should be reported to FRCS within the first 24 hours of injury. Reporting will ensure that any existing safety hazards are corrected. Federal law (Occupational Safety and Health Administration "OSHA") requires that FRCS keep records of all illnesses and accidents that occur in the workplace. Workers' Compensation laws may also require that employees report any workplace illness or injury, no matter how slight. An employee who fails to report an injury may jeopardize their right to collect workers' compensation payments, as well as health benefits. An employee with any questions or concerns should contact their Principal/Supervisor or Human Resources for more information.

5.3 Security Inspections

FRCS wishes to maintain a work environment that is free of illegal drugs, alcohol, firearms, weapons, explosives, and other improper materials. To this end, FRCS prohibits the possession, transfer, sale, or use of such materials on its premises.

Desks and other storage devices are provided for the convenience of employees but remain the sole property of FRCS. Accordingly, they, as well as any articles found within them, can be inspected by any agent or representative of FRCS at any time, either with or without prior notice. In addition, to ensure the safety and security of employees and students we reserve the right to question and inspect or search any employee or other individual entering or leaving FRCS premises. The inspection or search may include packages or items that the individual may be carrying, including briefcases, backpacks, handbags, shopping bags, etc. These items are subject to inspection and search at any time, with or without prior notice. We also require employees to agree to reasonable inspection of their personal property and/or person while on the job or on FRCS's premises. The individual may be requested to display the contents of their personal property, in the presence of a FRCS representative of the same gender. FRCS will not tolerate any employee's refusal to submit to a search.



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5.4 Campus Security

Many people enter the School facility for various purposes, most of them important to normal operations. All personnel are responsible for campus security and should make contact with persons not readily identifiable and direct them to the building Central Office if necessary. Persons with no business at the School should be asked to leave and their presence reported to the building Central Office. The Central Office should be contacted when unauthorized persons are not willing to leave the campus, or even if they do leave as consistent with the Readiness and Emergency Management Plan. The School utilizes cameras in hallways and school buses. You may be subject to video recording while on school grounds or in school buses. If at any time you do not feel safe, please contact your Principal/Supervisor, or contact the Foxborough Police Department by dialing 911.

5.5 Workplace Monitoring

FRCS may conduct workplace monitoring to ensure employee and student safety. While on FRCS's premises, employees should have no expectation of privacy in their belongings or in the non-private workplace areas which include, but are not limited to, classrooms, designated parking areas, desks, computers, lockers, rest or eating areas, vehicles engaged in FRCS operations, and any personal belongings on or in any of the above. Computers furnished to employees are the property of FRCS. As such, computer usage and files, including email usage and related files, may be monitored, or accessed.

5.6 Drug and Alcohol Use

FRCS is committed to providing a work environment free of the use of alcohol and the illegal use of drugs. Employees are expected to be in suitable condition to satisfactorily and safely perform their jobs. All employees are expected to conscientiously follow this policy and demonstrate a responsible attitude toward the use of alcohol and drugs.

Being under the influence of a drug or alcohol on the job poses serious safety and health risks to the user and to all those who work with the user. The use, sale, purchase, transfer, or possession of an illegal drug in the workplace, and the use, possession, or being under the influence of alcohol also poses unacceptable risks for safe, healthy, and efficient operations.

FRCS strictly prohibits the use, sale, attempted sale, conveyance, distribution, manufacture, purchase, attempted purchase, possession, cultivation, and/or transfer of illegal drugs or other unlawful intoxicants at any time, and in any amount or any manner, regardless of occasion. "Illegal drugs" means all drugs whose use or possession is regulated or prohibited by federal, state, or local law. These include prescription medication that is used in a manner inconsistent with the prescription or for which the individual does not have a valid prescription. Marijuana remains illegal as a matter of federal law and therefore the use of marijuana and marijuana products is prohibited by this policy.



Counseling and Rehabilitation

An employee's decision to seek help voluntarily will not be used as a basis for disciplinary action, although the individual may be transferred, given work restrictions, or placed on leave, as appropriate. A request for help is considered voluntary only if it is made before the employee is asked to submit to any drug or alcohol test or is discovered to have otherwise violated this policy.

Recurring or continued problems with performance, unexcused attendance, or inappropriate workplace behavior may result in disciplinary action, including termination. This policy is not intended to restrict the immediate notification of police or other appropriate authorities when the situation demands their immediate intervention. In circumstances when a person's behavior requires that they be restrained or removed from FRCS premises, the Principal/Supervisor should contact other local authorities.

Drug & Alcohol Testing

FRCS will require an employee to undergo testing through an external agency to detect the presence of drugs or alcohol, at FRCS's expense, under the following circumstances:

- When FRCS has a reasonable suspicion that a person is under the influence of drugs or alcohol, due to the observation of the employee's behavior, odor of alcohol on the person, eyewitness report of drug or alcohol use by an individual, and/or any other indication of impaired behavior obvious to a reasonable person.
- When the employee is involved in an accident that results in bodily injury to themselves or others requiring outside medical care for anyone involved. Any employee whose acts, or failure to act, or who appears to have caused or contributed to the accident will be subject to drug and alcohol testing even if they themselves were not injured in the accident.
- As a condition of continued employment for an employee who has been found to be in violation of this policy and has agreed in writing to submit to periodic testing as a condition of continued employment under FRCS's disciplinary system.

Submitting to a drug screening as noted above is a condition of employment. An employee who refuses to submit to drug and alcohol testing when required to do so as noted above will be considered to have voluntarily resigned from FRCS and will be separated from employment immediately.

5.6 Smoke-Free Workplace

Smoking and/or using tobacco products including e-cigarettes and vaporizers is never permitted on School grounds by anyone. Employees can report violations of this policy to their Principal/Supervisor and/or Human Resources.

5.7 Emergency Procedures

Any emergency, whether a natural disaster, a fire, or an injury requires prompt action on the part of any personnel aware of the incident. Personnel must report such incidents to the proper School and local



authorities. After reporting any incident, all personnel should take appropriate action focused on ensuring the safety of all people involved and be consistent with the School's Multi-Hazard Evacuation Plan. The Executive Director and the School Nurse must be notified immediately of any medical emergency and 911 must be called immediately. All emergencies must be reported promptly on the Student Accident/Emergency Report form to the Executive Director.

Accident Reporting

All non-emergency accidents or injuries involving students, whether athletic or otherwise, must be reported on the Student Accident/Emergency Report to the Nurse within 24 hours.

Any accident involving a vehicle used for the transportation of students or for conducting School business must be reported in writing to the Director of Operations immediately. Reports must detail all aspects of the incident including who, what, where when and how. Incidents involving injury or death must be reported immediately to the Executive Director from the scene of the accident. Drivers must follow all applicable motor vehicle regulations.

All other accidents or injuries involving faculty, staff, visitors, or other adults, including those that may qualify for worker's compensation, must be reported both in writing and in person to the Human Resources Office within the first 24-hours of the accident or injury. See the Human Resources Office for procedures.

5.8 Evacuation Drills

School personnel are required by law to conduct periodic evacuation drills. All personnel will actively participate in all drills, which includes departing from buildings promptly, assisting with roll-taking procedures and following any evacuation drill duties posted in the School and/or otherwise assigned by the School and per the Multi-Hazard Evacuation Plan. After exiting from a building, all personnel should remain in a group away from roads and buildings.

5.9 Field Trips

Field trips may be a part of the School's curriculum. A field trip is defined as any time students are taken off school property by school personnel, except in the case of fire or safety drills. All such trips must require advance permission from parents/guardians and be approved in advance by the building Principal who will share FRCS policies and procedures for planning and conducting a field trip, including notifying, and obtaining approval from the Director of Teaching and Learning, Director of Culture and Climate and, as appropriate, the Executive Director. School personnel are never permitted to use personal vehicles to transport children or their families for the purposes of a field trip.

Staff who fail to provide Human Resources with more than five (5) days' notice of coverage needs due to a field trip may be required to assist in finding their own coverage.



5.10 Inclement Weather

Employees should check their email, watch local news, or contact their Principal/Supervisor during periods of adverse weather to find out if the School is closed or if there is a delayed start time.

Regardless of whether the School is open, employees must determine whether, in their personal circumstance, they believe it is safe to travel to and from work. Employees should notify their Principal/Supervisor if they are unable to come to work. Employees will be charged a Personal Day, and if the employee does not have time available, they will not receive pay for that day.

If the School is announced to be closed, all exempt staff will receive their regular pay for the day of closure. Non-exempt staff will receive an amount equivalent to their daily base pay for the day.

Early Closures/Delayed Openings

When potentially dangerous weather develops during the day and a decision is made by FRCS to close early, both exempt and nonexempt employees will be compensated as if they had worked to the end of their regularly scheduled hours for that day. If you elect to leave prior to the time FRCS closes, you will be required to use paid time off in an amount equal to the number of hours between the time you left and the time the School closed. If the School has a delayed start, nonexempt employees will be compensated as if they had worked a full day.

5.11 Contagious Infections

It is the School's policy that an employee's medical or health condition are matters private to that Employee. As such, under most circumstances the School does not inquire into any Employee's health. However, given the nature of the School's environment, the School must be mindful of protecting the health of all employees and students. Therefore, any Employee who is diagnosed as having or carrying tuberculosis or another contagious disease is asked to report such information to the School Nurse or Human Resources immediately.

All decisions related to an infected person's participation in the School will be made on an individual, case-by-case basis. The guidelines offered by the Centers for Disease Control and Prevention (CDC) shall be part of the basis for such decision making. The Executive Director/School Nurse may consult with the Employee's physician, if the Employee gives consent, and may form a small consultation group including the school's nurse and such other members as the Executive Director may deem to be useful. The Executive Director, in consultation with these people, will be responsible for decisions regarding school attendance, alterations in school programs and other related issues. The individual's confidentiality will be protected to the maximum extent possible. Persons with a need to know should be identified by the Executive Director, with the goal of keeping the number to a minimum needed to ensure proper care of the employee, other employees, and students.



5.12 Children in the Workplace

Due to health and safety concerns, employees are discouraged from bringing children to the workplace, however, employees are welcome to have their children visit FRCS, provided that the visits are infrequent, brief, and planned in a fashion that limits disruption to the workplace. If the frequency, length, or nature of visits becomes problematic, the employee will be advised of the situation and will be expected to take corrective action.

When brief, infrequent visits by children are permitted, parents/guardians are responsible for ensuring that the visits comply with all designated safety protocols and school guidelines, including, but not limited to, the following:

- At all times, children remain the sole responsibility of the parents/guardians.
- At all times, parents/guardians must accompany their children.
- The presence of the child cannot disrupt the work environment or negatively affect the productivity of employees and/or students.
- At any time, if the supervisor determines that health or safety risks are too great, or that the children's presence is disruptive, a supervisor may ask the employee to remove their children from the workplace.
- This policy is not to be utilized as a backup childcare arrangement. Bringing children to the workplace during their school breaks, closures, or before/after school care, or lack of childcare is not appropriate.
- Children who have an illness that prevents acceptance by a regular day care provider or prevents attendance at school, particularly any children with an infectious disease, should not be brought to the workplace under any circumstances.

Employees are provided paid time-off benefits to care for an ill child under the Paid Family Medical Leave policy, if needed.



Section 6: Student Welfare

Our primary concern is the well-being of our students. All employees should at all times be aware of taking measures necessary to achieve that and are responsible for immediately reporting any possible problems or concerns regarding the health, safety, or well-being of our students to the Principal/Supervisor.

6.1 Student Records

A “student record” is any information maintained by the School regarding an individually identifiable student. As employees, you should be aware that both federal and state laws address the confidentiality of student records and impose strict limitations on the School’s ability to disclose them. Both the Family Educational Rights and Privacy Act (FERPA) and the Student Record Regulations adopted by the Massachusetts Board of Education at 603 CMR 23.00 apply to the School. Both FERPA and the state regulations are designed to ensure parents’ and students’ rights of confidentiality, inspection, modifying, and destruction of student records and to assist School authorities in carrying out their responsibilities.

Both FERPA and the state regulations place specific restrictions on when and under what circumstances the School may release student records to third parties outside of the School without the specific, written consent of the parents or guardian (or eligible student over the age of 14). Therefore, faculty and employees should never personally provide any records or information pertaining to a student to any person outside of the School without permission from the Human Resources.

Bear in mind however, that the School may disclose information regarding a student to appropriate parties after a parent or guardian’s consent, in connection with a health or safety emergency if that information is necessary to protect the health or safety of that student or other individuals. Direct all questions regarding the confidentiality of student, employee, or School information to the Human Resources.

6.2 Mandated Reporting of Suspected Abuse or Neglect

Educators play an important role in child protection. State law requires that teachers, nurses, guidance counselors, social workers, and school administrators “who, in their professional capacity, have reasonable cause to believe that a child under the age of eighteen years is suffering physical or emotional injury resulting from abuse inflicted upon them which causes harm or substantial risk of harm to the child’s health or welfare, including sexual abuse, or from neglect, including malnutrition, shall immediately report such condition to the Department of Social Services.” Mass. Gen. Laws, c. 119 51A.

Therefore, when any employee or faculty member in their professional capacity has reasonable cause to believe that a child under the age of eighteen (18) years is suffering from the effects of any form of child abuse and neglect, the employee *must* report their concerns to the Human Resources, who will



either assume responsibility for making the required report or assist in doing so. A failure to make such a report when required is punishable by termination and may also be a violation of the law.

The law provides that schoolteachers and administrators are mandated reporters and therefore *must* report child abuse and neglect to the Department of Children & Families (DCF). When someone reports to DCF that they think a child is being abused or neglected, the report is called a "51A report." The name "51A" comes from section 51A of Chapter 119 of the Massachusetts General Laws.

Mandated reporters must report to DCF if, when acting in their professional capacities, they have reasonable cause to believe that a child is suffering certain kinds of physical or emotional injury. The kinds of physical or emotional injuries that must be reported are the result of:

- Abuse inflicted upon the child that causes harm or substantial risk of harm to the child's health or welfare, including sexual abuse;
- Neglect, including malnutrition; or
- Physical dependence upon an addictive drug at birth.

When a mandated reporter comes to believe any of these things, they must immediately communicate with DCF orally and, within 48 hours, must file a written report with DCF detailing the suspected abuse or neglect. The School expects that any employee who has reason to suspect that a student has been abused or neglected will report whatever they know immediately to the Human Resources, who will then ensure that a report is made as required.

Mandated reporting is also required for incidents of hazing. Hazing is defined as: "any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct includes whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation."

An employee who witnesses or hears about an incident of hazing must immediately report the incident to the Principal/Executive Director or to an appropriate law enforcement official as soon as reasonably practicable.

6.3 Maintaining Appropriate Boundaries with Students

All school employees are responsible for acting as role models of appropriate behavior for students and setting and maintaining appropriate boundaries with students at all times. Because this is a school environment, boundaries may be crossed to relate to students and meet their needs meaningfully and



effectively. However, there is some conduct that will always be deemed a violation of healthy boundaries and appropriate adult behavior. The School believes that its employees individually and collectively possess the wisdom and expertise necessary to conduct themselves in a manner that is educationally sound and acceptable both within the professional community and the community at large.

Physical contact

What constitutes appropriate physical contact in one circumstance may be totally inappropriate in another. Appropriateness will depend on a variety of factors, not the least of which will be the student's reaction and responses of other adults.

All physical contact between employees and students must have a valid educational purpose and objective, meeting the student's needs. The use of physical contact (including touching) except in an emergency, is strictly prohibited. Questions of the appropriateness of physical contact will be determined by the context of the contact on a case-by-case basis. Issues such as intent, context, location, circumstances, age, and sex are all considerations that may be relevant. Examples: Holding or comforting a student who has fallen and is crying may be appropriate, whereas placing a hand on a child's head to redirect his attention to the front of the room is not.

If a child or other employee specifically requests that they not be touched, then that request must be honored without question. If the child or other employee has not requested that they not be touched, then the following forms of touching are considered appropriate:

- Hugs given with permission to comfort an anxious or upset child
- Pats on the shoulder or back
- Handshakes
- Light "high fives" and hand slapping
- Touching shoulders
- Touching face to check temperature, wipe away a tear, and remove hair from face or other similar types of contact for similar comfort or care purposes
- Holding hands while walking with small children or children with significant disabilities for safety
- Reasonable self-defense
- Reasonable defense of another
- Reasonable restraint of a violent person to protect others or property
- Physical contact for safety purposes to prevent harm to a child (e.g., pulling a child to safety out of the path of a moving car)



Except as discussed above, the following forms of touching are never appropriate:

- Inappropriate or lengthy embraces
- Kisses
- Corporal punishment
- Sitting students on one's lap
- Touching buttocks, chests, or genital areas
- Pushing a person or another person's body part (other than to prevent injury, in self-defense, defense of another person, or defense of property)
- Showing affection, especially in isolated areas
- Wrestling with students or other employees
- Bench-pressing another person
- Tickling
- Piggyback rides
- Massages
- Any form of unwanted affection or touch as described in this list
- Any form of sexual contact
- Poking fingers at another person that results in an offensive contact
- Grabbing a student by their jacket, backpack, or other clothing (other than to prevent injury, in self-defense, defense of another person, or defense of property)

6.4 Bullying Prevention

We expect that all members of our school community will treat each other with civility and respect. In accordance with both state law and School policy, the School seeks to provide and maintain a learning environment for our students that is free of bullying and any other verbal or physical misconduct that disrupts the learning environment or makes it unsafe. The School's Bullying Prevention and Intervention Plan, which is provided to all students and their families, is published in response to Massachusetts law against bullying and is an integral part of our efforts to promote learning and prevent behavior that can impede the learning process. All employees are required to be familiar with and abide by the law and the School's anti-bullying plan.



6.5 Physical Restraint

The School will meet the state-mandated requirement for crisis prevention and restraint training for all employees to maintain a safe school environment conducive to learning. De-escalation and restraint training will be administered to all employees at the beginning of each academic year. New hires who are employed after the training will be trained within one (1) month of employment. All employees will receive an overview in administering crisis de-escalation techniques, state restraint regulations, and our program policy, as well as an overview of administering restraint, types of restraint, and restraint safety. The designated individuals, including selected teachers will perform restraints as appropriate.

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Section 7: Technology

7.1 Technology Use Agreement

FRCS recognizes the value of computer and other electronic resources to improve student learning and enhance the administration and operation of its schools. To this end, the district encourages the responsible use of computers; computer networks, including the Internet; and other electronic resources in support of the mission and goals of FRCS and its schools.

Because the Internet is an unregulated, worldwide vehicle for communication, information available to staff and students is impossible to control. FRCS adopted this policy governing the voluntary use of electronic resources and the Internet to provide guidance to individuals and groups obtaining access to these resources on FRCS-owned equipment.

District Rights and Responsibilities

It is the policy of FRCS to maintain an environment that promotes ethical and responsible conduct in all online network activities by staff and students. It shall be a violation of this policy for any employee, student, or other individual to engage in any activity that does not conform to the established purpose and general rules and policies of the network. Within this general policy, FRCS recognizes its legal and ethical obligation to protect the well-being of students in its charge. To this end, FRCS retains the following rights and recognizes the following obligations:

1. To log network use and to monitor file server space utilization by users and assume no responsibility or liability for files deleted due to violation of file server space allotments.
2. To remove a user account on the network.
3. To monitor the use of online activities. This may include real-time monitoring of network activity and/or maintaining a log of Internet activity for later review.
4. To provide internal and external controls as appropriate and feasible. Such controls shall include the right to determine who will have access to FRCS-owned equipment and, specifically, to exclude those who do not abide by FRCS's acceptable use policy or other policies governing the use of school facilities, equipment, and materials. FRCS reserves the right to restrict online destinations through software or other means.
5. To provide guidelines and make reasonable efforts to train staff and students in acceptable use and policies governing online communications.

Staff Responsibilities

1. Staff members who supervise students, control electronic equipment, or otherwise have occasion to observe student use of said equipment online shall make reasonable efforts to monitor the use of this equipment to assure that it conforms to the mission and goals of FRCS.
2. Staff should make reasonable efforts to become familiar with the Internet and its use so that effective monitoring, instruction, and assistance may be achieved.



User Responsibilities

1. Use of the electronic media provided by FRCS is a privilege that offers a wealth of information and resources for research. Where it is available, this resource is offered to staff, students, and other patrons at no cost. To maintain the privilege, users agree to learn and comply with all the provisions of this policy.

Acceptable Use

1. All use of the Internet must be in support of educational and research objectives consistent with the mission and objectives of FRCS. Proper codes of conduct in electronic communication must be used. In newsgroups, giving out personal information is inappropriate. When using e-mail, extreme caution must always be taken in revealing any information of a personal nature.
2. Network accounts are to be used only by the authorized owner of the account for the authorized purpose.
3. All communications and information accessible via the network should be assumed to be private property.
4. Subscriptions to mailing lists and bulletin boards must be reported to the system administrator. Prior approval for such subscriptions is required for students and staff.
5. Mailing list subscriptions will be monitored and maintained, and files will be deleted from the personal mail directories to avoid excessive use of file server hard-disk space.
6. Exhibit exemplary behavior on the network as a representative of your school and community. Be polite!
7. From time to time, FRCS will make determinations on whether specific uses of the network are consistent with the acceptable use practice.

Unacceptable Use

1. Giving out personal information about another person, including home address and phone number, is strictly prohibited.
2. Any use of the network for commercial or for-profit purposes is prohibited.
3. Excessive use of the network for personal business shall be cause for disciplinary action.
4. Any use of the network for product advertisement or political lobbying is prohibited.
5. Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the network.
6. No use of the network shall serve to disrupt the use of the network by others. Hardware and/or software shall not be destroyed, modified, or abused in any way.
7. Malicious use of the network to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system is prohibited.
8. Hate mail, chain letters, harassment, discriminatory remarks, and other antisocial behaviors are prohibited on the network.



9. The unauthorized installation of any software, including shareware and freeware, for use on FRCS computers is prohibited.
10. Use of the network to access or process pornographic material, inappropriate text files (as determined by the system administrator or building administrator), or files dangerous to the integrity of the local area network is prohibited.
11. FRCS' network may not be used for downloading entertainment software or other files not related to the mission and objectives of FRCS for transfer to a user's home computer, personal computer, or other media. This prohibition pertains to freeware, shareware, copyrighted commercial and non-commercial software, and all other forms of software and files not directly related to the instructional and administrative purposes of the FRCS
12. Downloading, copying, otherwise duplicating, and/or distributing copyrighted materials without the specific written permission of the copyright owner is prohibited, except that duplication and/or distribution of materials for educational purposes is permitted when such duplication and/or distribution would fall within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC).
13. Use of the network for any unlawful purpose is prohibited.
14. Use of profanity, obscenity, racist terms, or other language that may be offensive to another user is prohibited.
15. Playing games is prohibited unless specifically authorized by a teacher for instructional purposes.
16. Establishing network or Internet connections to live communications, including voice and/or video (relay chat), is prohibited unless specifically authorized by the system administrator.

Disclaimer

1. FRCS cannot be held accountable for the information that is retrieved via the network.
2. Pursuant to the Electronic Communications Privacy Act of 1986 (18 USC 2510 et seq.), notice is hereby given that there are no facilities provided by this system for sending or receiving private or confidential electronic communications. System administrators have access to all mail and will monitor messages. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.
3. FRCS will not be responsible for any damages you may suffer, including loss of data resulting from delays, non-deliveries, or service interruptions caused by our own negligence or your errors or omissions. Use of any information obtained is at your own risk.
4. FRCS reserves the right to change its policies and rules at any time.

7.2 Social Media

This policy is adopted by FRCS in addition to, and not as a substitute for the School District's Internet Acceptable Use Policy, which governs use of the school district's technological resources. Employees are expected to maintain the highest professional and personal standards. This would include but not



be limited to communication and interactions with fellow employees, parents, and students whether in person, by phone or social media.

The School's vision and mission statements reflect the obligation of the School and its personnel to promote positive ethical, moral, and civic values to its students. It is the expectation of FRCS faculty and staff to realize their responsibility to serve as role models in the classroom and community and as such are held to high standards for their public behavior and online activities. In recognition of the importance of maintaining proper decorum and appropriate communication in the online, digital world as well as in person, employees must conduct themselves in ways that do not disrupt or interfere with the educational process.

Expectations for Use of Professional Social Media

Employees may maintain professional social media accounts for educational purposes and/or for the purpose of communicating about school and District-related activities, as well as professional educator learning. The District reserves the right to monitor all content on professional social media accounts and to remove any inappropriate material.

Employees shall not post items with obscene, vulgar, sexually suggestive, or explicit content; with false or defamatory information about the District, its employees or others who have a relationship to the District; which exhibit or advocate the use of drugs or alcohol; or which harass, threaten, demean, defame, bully, haze or otherwise violate the District's discrimination and/or harassment policies. Employees shall not post examples of inappropriate behavior, even as behavior to avoid. **If a staff member sees an example of inappropriate social media accounts belonging to a member of the school community, it is his or her responsibility to share the information with Human Resources immediately and not to share the information or content with other staff members.**

Employees who manage professional social media accounts on behalf of the district, school, or school group must share administrative privileges and passwords with an administrator/additional administrator. For security purposes, employees shall not otherwise share administrative privileges or passwords unless authorized by an appropriate administrator.

Expectations for Use of Personal Social Media

District employees are free to express themselves as private citizens on social media sites and pages to the degree that their speech does not violate state or federal law or the policies of the District.

FRCS understands that some employees may maintain personal web pages, blogs, or social media accounts outside of work. An employee must understand that their personal web page, blog, or social media account may impact FRCS. Readers may not always understand that communications on such pages contain your own personal views and not the views of FRCS. It is imperative that one person



speaks for FRCS to deliver an appropriate message and to avoid giving misinformation in the media. Unless authorized by the school's administration to do so, when interacting on social media, websites, or blogs, you are prohibited from speaking on behalf of FRCS or in a manner that could reasonably be interpreted as implying you speak for FRCS.

You should be respectful of fellow employees, students, and parents. Harassing comments, obscenities or similar conduct that would violate FRCS policy, or be deemed harassment or discrimination in any form, will not be tolerated. Additionally, you are prohibited from making any communications about FRCS that are intentionally or maliciously false, knowingly misleading or that disrupt or undermine FRCS' goals.

Employees should maintain separate personal social media accounts if they wish to post appropriate personal information, including information relating to out-of-school activities or political activities beyond those used for related classroom purposes.

Contact with Students and Parents and Content of Social Media Posts

The District expects employees to maintain clear boundaries between their personal and professional lives. Employees shall not post personal information or student information, including photographs of students, student work, discussions about students, or other information that could be considered part of a student record, to personal social media accounts. It is essential that all contact between Faculty and Students and/or parents remain respectful, professional, to the point, clear and unambiguous. Employees shall not engage in improper fraternization with students or parents using social media or other electronic means, including:

1. Employees may not "friend", "follow", "like", or use any similar method to link themselves with their current classroom students and parents or their content on social media, which include but not are not limited to Facebook, Twitter, Instagram, Snap Chat, text, and other applications.
2. All electronic contacts with students and parents should be through school-sanctioned modes of communication, except in emergency situations.
3. Electronic contacts with parents/guardians related to a student's academics or other school-related matters shall be through school sanctioned modes of communication only.

Employees shall oversee all class, team or student organization pages and shall maintain administrative access to and control of these pages.

1. All contact and messages by employees with students through social media shall be sent to all members of the group (e.g., class, team, student organization).
2. Employees shall not use the private message feature of social media to contact students.
3. Employees shall not give their private cell phone or home telephone number to students without prior approval of the Principal or District.
4. Inappropriate contact via phone or electronic means is prohibited.

***Public Records Law***

In light of these obligations, employees should be mindful that any online post should be presumed public, permanent, and beyond the sender's control. Presume that anyone may have access to and use of an Employee's online statements for an indefinite amount of time. Once it is placed on the internet, it can be copied, forwarded, and the person who creates or posts it could be subpoenaed. Assume that anyone who posts material will likely have no control over a post's ultimate use or dissemination.

Employees are reminded that social media content is subject to electronic records requirements. Content shared on the District's public facing social media platforms may be subject to the Massachusetts Public Records Law.

The Administration shall annually remind employees and orient new employees concerning this policy. The orientation and reminders shall give special emphasis to the conduct expectations and prohibitions set forth below and may include examples of behaviors to avoid.

Violation of Social Media Policy

The School reserves the right to take disciplinary action, up to and including termination of employment or, against any person who engages in any online activity that violates the law, defames the School, its employees, or students, or otherwise violates FRCS' anti-discrimination or harassment policies.



Section 8: Professional Development

8.1 Evaluations

The major purpose of the evaluation process is to maintain and enhance the highest professional standards of performance. The evaluation process is designed to foster effective communication between Principal/Supervisors and employees; to identify and reinforce professional strengths; to identify areas for improvement or emphasis in administrative or teaching performance; and to ensure the mission and values of FRCS.

Periodically, a supervisor will formally evaluate an employee's job performance and assess how satisfactorily the employee is performing the responsibilities of their job. Performance evaluations are an important factor in continued employment. If an employee does not agree with a performance evaluation, they may submit a written response addressing the relevant issues to their supervisor and the Human Resources within 10 days. The performance evaluation and any written response an employee may submit will be included in the employee's permanent personnel record.

8.2 Training and Development

All employees are expected to participate in all required professional development unless they obtain prior approval from their Principal/Supervisor to be excused. Employees are required to participate in ½ day professional development (PD) days that are scheduled for early dismissal days during the school year. Employees should refer to the Key Dates Calendar for the current school year to see which dates ½ day professional development is scheduled. The Key Dates Calendar is subject to change and FRCS leadership will make a concerted effort to provide as much advance notice as possible if any change must occur. Employees must verify with their direct Principal/Supervisor whether they are excluded from a specific PD day due to their role. Employees wishing to be excused from any PD day must notify their Principal/Supervisor in advance for approval, and the employee must enter their time off for missing PD in the time and attendance system, Harper's. Employees noted as absent from professional development days who were not excused may be subject to disciplinary action depending on the circumstances and frequency of missed professional development.

FRCS encourages all employees to participate in position-oriented training and development programs that will lead to the accomplishment of both individual and corporate objectives and goals. Before attending a training session or conference, employees must first submit a written request to obtain approval from their Principal/Supervisor. Their request must contain a complete program description along with the total costs (including estimated expenses). As with tuition reimbursement, FRCS retains full discretion to approve or reject requests to attend such training and/or to reimburse employees for their participation.



8.3 Tuition Reimbursement

FRCS's continuing education benefits program provides eligible faculty and staff members with the opportunity to obtain, maintain, or improve job-related capabilities through participation in courses of study at accredited colleges and universities.

FRCS offers up to \$2,000 per fiscal year, or \$1,000 per semester (Summer Fall, Winter, or Spring) for pre-approved tuition courses to eligible full-time employees during employment, subject to availability of funds. Tuition reimbursement is excluded from an employee's taxable income up to the IRS limit.

Eligibility

- **Employee Eligibility** The employee tuition reimbursement program is available to all full-time employees following one year of continuous employment at FRCS.
- **Course Eligibility** Undergraduate and graduate level courses taken should provide employees with skills and knowledge that is specifically applicable to their current position and/or will enhance their performance in that job. The Principal/Supervisor., in conjunction with the educational leaders, will determine if coursework is appropriate.
- **Reimbursement Eligibility and Limits** Reimbursement will be made for courses if the course is successfully completed with a minimum grade of B (or P for courses with only a Pass/Fail option). Reimbursement will be made up to \$1,000.00 per semester (Summer, Fall, Winter, Spring) but no more than \$2,000.00 per fiscal year (July 1 through June 30) for pre-approved courses subject to availability of funds. Eligible courses will be reimbursed in September of the fiscal year following course completion, provided the employee is still employed by FRCS. *Example: If you take a class during the 2021-2022 school year that is approved by administration, you will not be reimbursed until the last day of September 2022 providing that you are still an employee of the school.*
- **Available Limits to Funds** FRCS commits to keeping a robust budget line for these requests each fiscal year, however, requests may be denied if the funding is exhausted. All requests are on a first come first served basis.

Course Approval Process

- The employee will contact the college/university to obtain the following information. These need to be submitted with the application and submitted after the course is completed and the grade has been issued.
 - Course description/ information for each course being requested
 - Billing information or billing statement for each course being requested
 - Transcripts with a final grade for each course being requested
- The employee will complete the application for Tuition Assistance and attach a copy of the course description. **Please have your Principal/Supervisor sign the application.**
- The employee will return the completed and signed application to Human Resources.



- *Note: There are two spaces on the front page to allow for application of two courses for reimbursement. If you are only taking one course, only complete the first space (top half of the form).*
- Approval Process Timeline *Within (60) sixty days after course completion, the employee will submit the final grade and copy of tuition payment receipt to Human Resources.”
 - All completed applications must be submitted to Human Resources no later than May 15, to be eligible for pay out in the following fiscal year. Applications received after May 15 will be reviewed for pay out after the next fiscal year.

Reimbursement Process

Reimbursement for pre-approved courses, with a minimum passing grade of B (P for Pass/Fail, as described above), will be made by September 30th of the fiscal year following course completion.

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Section 9: Leaving FRCS

9.1 Separation of Employment

Employee and FRCS may terminate the employment relationship at any time unless otherwise stipulated in another agreement. Resignation is a voluntary act initiated by the employee to separate from employment with FRCS. Advance notice is not required, but as a professional courtesy we appreciate being given at least two (2) weeks' written notice.

9.2 Exit Interviews

Prior to an employee's voluntary separation, an exit interview may be scheduled to discuss the reasons for resignation and will afford an opportunity to talk about such issues as employee benefits, suggestions, criticisms, and questions. Discussions concerning the reasons for leaving will assist FRCS in evaluating the effectiveness of our personnel policies and practices. At the time of the exit interview, matters relating to final pay and any other personal considerations will be discussed and the employee shall return any FRCS property at that time.

9.3 Final Pay

Employees who separate from FRCS on a voluntary basis receive their final paycheck in the next regularly scheduled payroll following the last day of employment. Employees who are involuntarily terminated will be paid final wages, including accrued but unused vacation, on the last day of employment. Where permitted by applicable laws, FRCS reserves the right to deduct from the last payment any used but not earned vacation time, as FRCS considers borrowed paid time off as "advanced wages" and will collect all advancements on wages at the time of separation. Unused sick days and personal days will not be paid in final wages upon termination.

9.4 Returning School Equipment

Employees must return all items, when requested to do so, or before leaving the premises on their last day of employment, including, but not limited to, ID badges, keys, and electronic devices. FRCS may also take all actions deemed appropriate, within the extent of the law, to recover or protect its physical and intellectual property.

9.5 Employment References and Verifications

Any employment inquiries, received by telephone or in writing, regarding past or present employees are to be referred to Human Resources. FRCS will only provide the employee's dates of employment and current title or position or, if the individual is no longer employed with FRCS, then their last title or position. Only if an employee submits a request in writing will additional information be released. This pertains to both past and present employees. Proper requests made by legal authorities will be honored and FRCS may be required to provide more information than dates/titles/position.



Employee Handbook Acknowledgment

I acknowledge that I have received and agree to read a copy of Foxborough Regional Charter School's (FRCS) Employee Handbook. I understand that this Handbook sets forth the terms and conditions of my employment as well as my duties, responsibilities, and obligations. I agree to abide by and be bound by the rules, policies, and standards set forth in this Employee Handbook.

I understand that FRCS has provided me with various alternative channels to raise concerns of violations of this Handbook and encourages me to do so promptly so that FRCS may effectively address such situations. I also understand and acknowledge that nothing in this Handbook or in any other document or policy is intended to prohibit me from reporting concerns to, filing a charge or complaint with, making lawful disclosures to, providing documents or other information to, or participating in an investigation or hearing conducted by, the Equal Employment Opportunity Commission (EEOC), or any other federal, state, or local agency charged with the enforcement of any laws. Nothing in this Handbook or in any other document or policy is intended to prohibit protected conduct or communications relating to employee wages, hours, or working conditions, or any other conduct protected by Section 7 of the National Labor Relations Act (NLRA).

I understand that FRCS has the right to change the Handbook, but that all such changes must be in writing. No oral statements or representations can change the provisions of the Handbook. It is understood that future changes in policies and procedures will supersede or eliminate those found in this document, and that employees will be notified of such changes through normal communication channels.

I also acknowledge that the information contained in these materials does not constitute an employment contract between FRCS and me, and that either I or FRCS may terminate our employment relationship at any time, with or without any reason, unless otherwise stated, in writing, in another agreement. I understand that no representative of FRCS other than the Executive Director has any authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the foregoing.

I understand that if I have any questions about the policies contained in this Handbook, I can direct those questions to my Principal/Supervisor, or Human Resources at any time.

Employee Name:

Signature:

Date:



Addendum 1: Senior Staff Directory

Name	Title	Email
Ingram, Eddie	Interim Executive Director	eingram@foxboroughrcs.org
Berkowitz, Heidi	Deputy Executive Director	hberkowitz@foxboroughrcs.org
Benton-Johnson, Dana	Director, Culture & Climate	dbentonjohnson@foxboroughrcs.org
Calvert, Karen	Director, Finance	kcalvert@foxboroughrcs.org
Casna, Pamela	Director, Student Services	pcasna@foxboroughrcs.org
Foley, Kathleen	Director, Teaching & Learning	kfoley@foxboroughrcs.org
Michelot, Lesly	Director, Operations	lmichelot@foxboroughrcs.org
St. Brice, Mallory	Director, Human Resources	mstbrice@foxboroughrcs.org
Cournoyer, Mike	Principal, High School	mcournoyer@foxboroughrcs.org
Diakite, Alisa	Principal, Middle School	adiakite@foxboroughrcs.org
Ouimet, Nicole	Principal, Elementary School	nouimet@foxboroughrcs.org

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Addendum 2: Federal Family and Medical Leave “FMLA”

FRCS complies with leave in accordance with the requirements of the federal FMLA.

A. Eligibility: To be eligible for FMLA leave benefits, you must:

- Have worked for FRCS for a total of at least twelve (12) months;
- Have worked at least 1,250 hours over the previous twelve (12) months as of the start of the leave; and
- Work at a location where at least fifty (50) employees are employed by FRCS within seventy-five (75) miles, as of the date the leave is requested.

B. Reasons for Leave: FMLA leave is allowed for various reasons. FMLA leave may be used for one of the following reasons, in addition to any reason covered by an applicable state family/medical leave law:

- The birth, adoption, or foster care of an employee's child within twelve (12) months following birth or placement of the child (“Bonding Leave”);
- To care for an immediate family member (spouse, child, or parent with a serious health condition) (“Family Care Leave”);
- An employee’s inability to work because of a serious health condition (“Serious Health Condition Leave”);
- A “qualifying exigency,” as defined under the FMLA, arising from a spouse’s, child’s, or parent’s “Covered Active Duty” (as defined below) as a member of the military reserves, National Guard, or armed forces (“Military Emergency Leave”); or
- To care for a spouse, child, parent, or next of kin (nearest blood relative) who is a “Covered Servicemember,” as defined below (“Military Caregiver Leave”).

C. Definitions

- **“Child,”** for purposes of Bonding Leave and Family Care Leave, means a biological, adopted, or foster child; stepchild; legal ward; or a child of a person standing in loco parentis, who is either under age 18, or age 18 or older and incapable of self-care because of a mental or physical disability at the time that the Family and Medical Leave is to commence. “Child,” for purposes of Military Emergency Leave and Military Caregiver Leave, means a biological, adopted, or foster child; stepchild; legal ward; or a child for whom the person stood in loco parentis, and who is of any age.
- **“Parent,”** for purposes of this policy, means a biological, adoptive, step, or foster father or mother, or any other individual who stood in loco parentis to the person. This term does not include parents “in law.” For Military Emergency Leave taken to provide care to a parent of a military member, the parent must be incapable of self-care, as defined by the FMLA.



- **“Covered Active Duty”** means (1) in the case of a member of a regular component of the armed forces, duty during the deployment of the member with the armed forces to a foreign country, and (2) in the case of a member of a reserve component of the armed forces, duty during the deployment of the member with the armed forces to a foreign country under a call or order to active duty (or notification of an impending call or order to active duty) in support of a contingency operation as defined by applicable law.
- **“Covered Servicemember”** means (1) a member of the armed forces, including a member of a reserve component of the armed forces, who is undergoing medical treatment, recuperation, or therapy; is otherwise in outpatient status; or is otherwise on the temporary disability retired list, for a serious injury or illness incurred or aggravated in the line of duty while on active duty that may render the individual medically unfit to perform their military duties, or (2) a person who, during the five (5) years prior to the treatment necessitating the leave, served in the active military, Naval, or Air Service, and who was discharged or released therefrom under conditions other than dishonorable (a “veteran” as defined by the Department of Veteran Affairs), and who has a qualifying injury or illness incurred or aggravated in the line of duty while on active duty that manifested itself before or after the member became a veteran. For purposes of determining the five (5)-year period for covered veteran status, the period between October 28, 2009, and March 8, 2013, is excluded.
- **“Spouse”** means the other person with whom an individual entered into marriage as defined or recognized under state law for purposes of marriage in the state in which the marriage was entered into, or, in the case of a marriage entered into outside of any state, if the marriage is valid in the place where entered into and could have been entered into in at least one state. This includes common-law marriage and same-sex marriage in places where these marriages are recognized.
- **“Key employee”** means a salaried FMLA-eligible employee who is among the highest paid 10 percent of all the employees employed by the employer within 75 miles of the employee's work site.

D. Length of Leave: The maximum amount of FMLA leave will be twelve (12) workweeks in any twelve (12)-month period, measured backwards from the first date when the leave is taken for: (1) Bonding Leave, (2) Family Care Leave, (3) Serious Health Condition Leave, and/or (4) Military Emergency Leave. However, if both spouses work for FRCS and are eligible for leave under this policy, the spouses will be limited to a total of 12 workweeks off between the two of them when the leave is for Bonding Leave or to care for a parent using Family Care Leave.

The maximum amount of FMLA leave for an employee wishing to take Military Caregiver Leave will be a combined leave total of twenty-six (26) workweeks in a single twelve (12)-month period.



A "single 12-month period" begins on the date of your first use of such leave and ends twelve (12) months after that date.

If both spouses work for FRCS and are eligible for leave under this policy, the spouses will be limited to a total of 26 workweeks off between the two when the leave is for Military Caregiver Leave only or is for a combination of Military Caregiver Leave, Military Emergency Leave, Bonding Leave, and/or Family Care Leave taken to care for a parent.

E. Special Leave Requirements for Instructional Employees: "Instructional employees" are those whose primary function is to teach and instruct students in a class, small group, or individual setting. Thus, "instructional employees" includes not only teachers in the School, but also athletic coaches, driving instructors, and special education assistants, such as signers for the hearing impaired. For "instructional employees," the following rules apply:

Regarding intermittent or reduced-schedule leave (for an employee's own serious health condition, to care for a covered servicemember, or to care for a sick family member with a serious health condition), if the medical leave is foreseeable based on planned medical treatment and the employee is scheduled to be off work more than 20% of the working days during the period of medical leave (for an instructional employee working 5 days a week, 20% would be one day), the School may require the employee to choose to take leave of a particular duration not to exceed the duration of the planned leave (the entire period of leave is counted as FMLA leave); or to temporarily transfer to another position, so long as the position has equivalent pay and benefits and is a position for which they are qualified. The position also has to better accommodate the employee's intermittent leave.

Job Restoration

- If leave is requested within the last three weeks of the end of the Academic Term for a purpose other than the instructional employee's own serious health condition, the School may require continuous leave until the end of the term if the period of leave lasts more than five working days.
- If leave within the last five weeks of the Academic Term for a purpose other than the instructional employee's own serious health condition, the School may require continuous leave until the end of the term if:
 - The period of leave is longer than two weeks; and
 - Return to work would occur within two weeks of the end of the Academic Term.
- If leave is more than five weeks prior to the end of the Academic Term, the School may require continuous leave until the end of the term if:
 - The period of leave is at least three weeks; or
 - Return to work would occur during the last three weeks of the Academic Term.



F. Intermittent Leave for Non-Instructional Employees: Under some circumstances, you may take FMLA leave intermittently which means taking leave in blocks of time, or by reducing your normal weekly or daily work schedule. Employees who take leave intermittently or on a reduced work schedule basis for planned medical treatment must make a reasonable effort to schedule the leave so as not to unduly disrupt FRCS's operations. Please contact Human Resources prior to scheduling planned medical treatment. If Family and Medical Leave is taken intermittently or on a reduced schedule basis due to foreseeable planned medical treatment, FRCS may require you to transfer temporarily to an available alternative position with an equivalent pay rate and benefits, including a part-time position, to better accommodate recurring periods of leave.

When an employee who has been approved for intermittent leave seeks leave time that is unforeseeable, the employee must specifically reference either the qualifying reason for leave or the need for FMLA leave at the time they call off. As discussed more generally below, if your request for intermittent leave is approved, FRCS may later require you to obtain re-certifications of your need for leave. For example, FRCS may request recertification if it receives information that casts doubt on your report that an absence qualifies for Family Medical Leave.

To the extent required by law, some extensions to leave beyond an employee's FMLA entitlement may be granted when the leave is necessitated by an employee's work-related injury/illness or a "disability" as defined under the Americans with Disabilities Act (ADA) and/or applicable state or local law. Certain restrictions on these benefits may apply and the employee MUST inform the School that they/they are requesting further leave time as a reasonable accommodation at least 10 days BEFORE the end of the employee's approved FMLA leave expires.

G. Notice and Certification: Bonding, Family Care, Serious Health Condition, and Military Caregiver Leave Requirements; employees are required to provide:

- When the need for the leave is foreseeable, thirty (30) days advance notice or such notice as is both possible and practical if the leave must begin in less than thirty (30) days (normally this would be the same day the employee becomes aware of the need for leave or the next business day);
- When the need for the leave is not foreseeable, notice within the time prescribed by FRCS's normal absence reporting policy, unless unusual circumstances prevent compliance, in which case notice is required as soon as is otherwise possible and practical;
- When the leave relates to medical issues, a completed *Certification of Health-Care Provider* form within fifteen (15) calendar days (for Military Caregiver Leave, an invitational travel order or invitational travel authorization may be submitted in lieu of a *Certification of Health-Care Provider* form);
- Periodic recertification (upon request); and Periodic reports during the leave.



Certification forms are available by contacting Human Resources. At FRCS's expense, the School may also require a second or third medical opinion regarding your own serious health condition or the serious health condition of your family member. In some cases, the School may require a second or third opinion regarding the injury or illness of a "Covered Servicemember." When leave is for planned medical treatment, you must try to schedule treatment so as not to unduly disrupt FRCS's operation. Such an employee may also be required to transfer to another position which better accommodates the requested duration and frequency of leave requested.

H. *Recertification After Grant of Leave:* In addition to the requirements listed above, if your Family and Medical Leave is certified, FRCS may later require medical recertification in connection with an absence that you report as qualifying for Family and Medical Leave. For example, FRCS may request recertification if:

- The employee requests an extension of leave;
- The circumstances of the employee's condition as described by the previous certification change significantly (e.g., your absences deviate from the duration or frequency set forth in the previous certification, your condition becomes more severe than indicated in the original certification, or you encounter complications); or
- FRCS receives information that casts doubt upon your stated reason for the absence. In addition, FRCS may request recertification in connection with an absence after six (6) months have passed since your original certification, regardless of the estimated duration of the serious health condition necessitating the need for leave. Any recertification requested by FRCS shall be at the employee's expense.

I. *Military Emergency Leave Requirements:* Employees are required to provide as much advance notice as is reasonable and practicable under the circumstances; a copy of the covered military member's active-duty orders when the employee requests leave and/or documentation (such as Rest and Recuperation leave orders) issued by the military setting forth the dates of the military member's leave; and a completed *Certification of Qualifying Exigency* form within fifteen (15) calendar days, unless unusual circumstances exist to justify providing the form at a later date.

J. *Failure to Provide Certification and to Return from Leave:* Absent unusual circumstances, failure to comply with these notice and certification requirements may result in a delay or denial of leave. If you fail to return to work at your leave's expiration and have not obtained an approved extension of the leave from the School, FRCS may presume that you do not plan to return to work and have voluntarily terminated your employment.



- K. Compensation During Leave:** FMLA leave is unpaid. However, you may be eligible to receive benefits through state-sponsored or FRCS-sponsored wage-replacement benefit programs. If you are eligible to receive these benefits, you may also choose to supplement these benefits with the use of paid time off, to the extent permitted by law and FRCS policy. All such payments will be integrated so that you will receive no more than your regular compensation during this period. If you are not eligible to receive any of these wage-replacement benefits, FRCS may require you to use accrued paid time off to cover some or all the FMLA leave. The use of paid benefits will not extend the length of an FMLA leave.
- L. Benefits During Leave:** FRCS will continue making contributions for your group health benefits during your leave on the same terms as if you had continued to work. This means that if you want your benefits coverage to continue during your leave, you must also continue to make any premium payments that you are now required to make for yourself or your dependents. Employees taking Bonding Leave, Family Care Leave, Serious Health Condition Leave, and Military Emergency Leave will generally be provided with group health benefits for up to twelve (12) weeks. Employees taking Military Caregiver Leave may be eligible to receive group health benefits coverage for up to a maximum of twenty-six (26) workweeks. In some instances, FRCS may recover premiums it paid to maintain health coverage if you fail to return to work following an FMLA leave.
- M. Coordination with other Leaves:** Leave taken under the federal Family and Medical Leave Act (FMLA) will run concurrently with leave taken under the Massachusetts Paid Family and Medical Leave (PFML) and Massachusetts Parental Leave Act (MPLA) when the leave is for the same qualifying reason.
- N. Job Reinstatement:** Under most circumstances, you will be reinstated to the same position held at the time of the leave or to an equivalent position with equivalent pay, benefits, and other employment terms and conditions. However, you have no greater right to reinstatement than if you had been continuously employed rather than on leave. For example, if you would have been laid off had you not gone on leave, or if your position has been eliminated during the leave, then you will not be entitled to reinstatement. Prior to being allowed to return to work, an employee wishing to return from a Serious Health Condition Leave must submit an acceptable release from a health care provider certifying that the employee can perform the essential functions of the job as those essential functions relate to the employee's serious health condition. For an employee on intermittent FMLA leave, such a release may be required if reasonable safety concerns exist regarding the employee's ability to perform their duties, based on the serious health condition for which the employee took the intermittent leave.
- O. Confidentiality:** Documents relating to medical certifications or recertification will be maintained separately and treated by FRCS as confidential medical records, except that in some legally



recognized circumstances, the records (or information in them) may be disclosed to a Principal/Supervisor's, first aid and safety personnel, or government officials.

P. *Fraudulent Use of FMLA Prohibited:* An employee who fraudulently obtains or remains on FMLA is not protected by FMLA's job restoration or maintenance of health benefits provisions. In addition, FRCS will take all available appropriate disciplinary action against the employee due to such fraud.

Employees are not permitted to engage in outside employment, activities, or work during an FMLA leave as this is inconsistent with the purpose of the leave.

Q. *Additional Information Regarding FMLA:* A Notice to Employees of Rights can be found [here](#).

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Addendum 3: Background Screening

CORI

All schools in Massachusetts are required to perform CORI (Criminal Offender Record Information) checks on "any current or prospective employee or volunteer of the school department, who may have direct and unmonitored contact with children."

FRCS complies with all CORI requirements set forth by state law and the Department of Elementary and Secondary Education (DESE). FRCS requires all prospective employees to submit to a CORI-criminal background check as part of the hiring process. All current employees are required to submit to a CORI every 3 years of continuous employment with FRCS. Refusal to submit to a CORI will be grounds for immediate termination or failure to hire.

Fingerprinting

In addition to the required CORI check, all employees for public schools must complete a Federal Background Check by way of fingerprint. The Statewide Applicant Fingerprint Identification Services (SAFIS) MorphoTrust USA IndentoGo™ website is available for applicants to schedule fingerprinting appointments: <http://www.identogo.com/FP/Massachusetts.aspx> or by phone at 866-349-8130. There are several locations to choose from.

You will be required to provide FRCS's Provider I.D. which is: **04060000**.

(Substitutes, Student Teachers, Coaches and Subcontractors may provide up to 10 district organization codes to eliminate the need to pay the fee multiple times).

Unlike state CORI checks that have no associated fee, individuals will pay a fee to comply with this requirement that ranges up to \$35 for non-licensed employees to up to \$55 for DESE license-holders (including those with pending applications/license). FRCS does not pay for or reimburse for fingerprinting. Upon leaving your appointment, you will be provided with a fingerprint receipt. A copy of this receipt must be returned to the Human Resources Office and will be confirmation that the fingerprints were captured.

Substitute teachers are school employees under the new law and, therefore, they must submit fingerprints for the state and national checks. If substitute teachers hold educator licenses issued under G.L. c. 71, § 38G, they will pay a fee up to \$55; otherwise, they will pay a fee up to \$35.

If you have already been fingerprinted by another district within the last 7 years, you can request that district send us a suitability determination report. FRCS reserves the right to require a new fingerprinting determination if the letter from the previous district cannot be verified or is not for an equivalent position.



In addition, FRCS may obtain CORI checks or request fingerprinting for any subcontractor or laborer commissioned by FRCS to perform work on school grounds when that individual may have direct and unmonitored contact with children.

Decision Appeal

All criminal background checks are confidential and will be viewed only by the Human Resources team and Executive Director. Information submitted by the Criminal History Board to the School is sent electronically to the Human Resources team. The Executive Director will have final determination in employment decisions if a criminal background check discloses any criminal offenses. All disputes challenging the decision, information or accuracy of the information contained in the criminal background check must be made in writing to the Executive Director.

This policy is applicable to the criminal history screening of prospective and current employees. Where Criminal Offender Record Information (CORI) and other criminal history checks may be part of a general background check for employment, the following practices and procedures will be followed.

I. CONDUCTING CORI SCREENING

CORI checks will only be conducted as authorized by the DCJIS and MGL c. 6, §. 172, and only after a CORI Acknowledgement Form has been completed. With the exception of screening for the rental or leasing of housing, if a new CORI check is to be made on a subject within a year of his/her signing of the CORI Acknowledgement Form, the subject shall be given seventy-two (72) hours' notice that a new CORI check will be conducted. If a requestor is screening for the rental or leasing of housing, a CORI Acknowledgement Form shall be completed for each and every subsequent CORI check.

II. ACCESS TO CORI

All CORI obtained from the DCJIS is confidential, and access to the information must be limited to those individuals who have a "need to know." This may include, but not be limited to, hiring managers, staff submitting the CORI requests, and staff charged with processing job applications. FRCS must maintain and keep a current list of each individual authorized to have access to, or view, CORI. This list must be updated every six (6) months and is subject to inspection upon request by the DCJIS at any time.

III. CORI TRAINING

An informed review of a criminal record requires training. Accordingly, all personnel authorized to review or access CORI at FRCS will review, and will be thoroughly familiar with, the educational and relevant training materials regarding CORI laws and regulations made available by the DCJIS.



IV. USE OF CRIMINAL HISTORY IN BACKGROUND SCREENING

CORI used for employment purposes shall only be accessed for applicants who are otherwise qualified for the position for which they have applied. Unless otherwise provided by law, a criminal record will not automatically disqualify an applicant. Rather, determinations of suitability based on background checks will be made consistent with this policy and any applicable law or regulations.

V. VERIFYING A SUBJECT'S IDENTITY

If a criminal record is received from the DCJIS, the information is to be closely compared with the information on the CORI Acknowledgement Form and any other identifying information provided by the applicant to ensure the record belongs to the applicant. If the information in the CORI record provided does not exactly match the identification information provided by the applicant, a determination is to be made by an individual authorized to make such determinations based on a comparison of the CORI record and documents provided by the applicant.

VI. INQUIRING ABOUT CRIMINAL HISTORY

In connection with any decision regarding employment, volunteer opportunities, housing, or professional licensing, the subject shall be provided with a copy of the criminal history record, whether obtained from the DCJIS or from any other source, prior to questioning the subject about his or her criminal history. The source(s) of the criminal history record is also to be disclosed to the subject.

VII. DETERMINING SUITABILITY

If a determination is made, based on the information as provided in section V of this policy, that the criminal record belongs to the subject, and the subject does not dispute the record's accuracy, then the determination of suitability for the position or license will be made. Unless otherwise provided by law, factors considered in determining suitability may include, but not be limited to, the following:

- a) Relevance of the record to the position sought;
- b) The nature of the work to be performed;
- c) Time since the conviction;
- d) Age of the candidate at the time of the offense;
- e) Seriousness and specific circumstances of the offense;
- f) The number of offenses;
- g) Whether the applicant has pending charges;
- h) Any relevant evidence of rehabilitation or lack thereof; and
- i) Any other relevant information, including information submitted by the candidate or requested by the School

The applicant is to be notified of the decision and the basis for it in a timely manner.

**VIII. ADVERSE DECISIONS BASED ON CORI**

If an authorized official is inclined to make an adverse decision based on the results of a criminal history background check, the applicant will be notified immediately. The subject shall be provided with a copy of the School's CORI policy and a copy of the criminal history. The source(s) of the criminal history will also be revealed. The subject will then be provided with an opportunity to dispute the accuracy of the CORI record. Subjects shall also be provided with a copy of DCJIS' Information Concerning the Process for Correcting a Criminal Record.

IX. SECONDARY DISSEMINATION LOGS

All CORI obtained from the DCJIS is confidential and can only be disseminated as authorized by law and regulation. A central secondary dissemination log shall be used to record any dissemination of CORI outside this organization, including dissemination at the request of the subject.

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Addendum 4: Working Remotely

This policy establishes the terms and conditions between an employee and FRCS to conduct remote work. Remote work refers to a permanent or temporary arrangement where the employee works from home or from another location away from campus for more than two days. Depending on the details of the arrangement, remote work constitutes either a portion of the employee's work time or all of it. Working from home for a maximum of two days or working from home certain days a week on a recurring basis are situations that does not require a formal remote work arrangement and agreement.

Employees are allowed to work from home or remotely only if their job duties permit it. For example, people who are obligated to come in direct contact with students, parents, vendors or others in order to effectively carry out their jobs regularly or on a given day may not be eligible to work from home or remote work under this policy if in-person contact is necessary due to the nature of their work. Student-facing staff are not likely to be approved to work from home. Eligible employees may request to work from home on occasion to complete a project without interruption or accommodate other needs surrounding the workday.

The School reserves the right to deny or revoke remote work/work from home privileges at its own discretion.

General Guidelines

- Remote work arrangements will require a written agreement signed by both the Employee and Supervisor/Manager and require prior approval from Human Resources and the relevant Department Head.
- Position requirements and responsibilities will not change due to working remotely. Employees face the same expectations in relation to professionalism and work output regardless of where the work is being performed.
- The amount of time an employee is expected to work in a given week will not change, although the exact scheduling of allotted hours will be left up to the discretion of their direct Principal/Supervisor.
- Employees must set up a dedicated workspace that allows them to focus as effectively as possible, and that is ergonomically sound and free of hazards.
- Employees are only authorized to work at FRCS 131 Central Street and 35 Commercial Street, Foxborough at the time the remote work arrangement was agreed upon unless specifically authorized by their Manager to work while traveling and then only to the extent authorized.
- Employees must notify their Principal/Supervisor. of any changes to their work environment, such as location, adequate workspace, or dependent-care obligations.



- Employees must determine any tax or legal implications under IRS, state, and local government laws and/or restrictions of working out of a home-based office. Responsibility for fulfilling all individual obligations in this area rests solely with the employee.
- If an employee's physical presence is required on campus the employee may be expected to report there, given adequate notice.
- Eligible Employees wishing to work from home on occasion must inform their Principal/Supervisor. and their building's front office manager in writing via email at least one evening prior if they anticipate if they wish to request to work from home. Ideally, the employee will confirm approval from their Principal/Supervisor. by phone in advance or via the Principal/Supervisor. preferred communication method. The Employee must inform the Principal/Supervisor. if they want to work from home for the day(s) full-time, for a half day, and for home many days that week.
- If the work from home arrangement spans for more than a week, managers and team members should meet to discuss details and set specific goals, schedules, and deadlines.
- Working from home on occasion outside of a prearranged remote work agreement should be rare or occasionally reoccurring and will be approved at the discretion of the direct Principal/Supervisor.

Availability Expectations

- Employees must maintain strong communication by conducting regular check-ins with their Principal/Supervisor and team and must be able to collaborate.
- Employees must inform their Principal/Supervisor and team in writing of which projects and tasks they plan to work on and/or accomplish on remote workdays.
- Employees must inform their Principal/Supervisor if dependent care is a factor in needing to work from home on a given day, and how it will interfere with their workday. Working from home should not be a long-term replacement for dependent care and employees must be available during business hours. If the employee will not be available for any part of the day, they must request time off in the school's time and attendance system.
- Working remotely provides greater scheduling flexibility; however, employees should continue using their paid time off in the same manner as if working in the office, i.e., if an employee needs to take personal time to run errands, or care for a loved one, it is expected they will put in for their available personal time.

Equipment and Supplies

- FRCS will provide equipment and materials to employees to effectively perform their duties.
- Employees are expected to ensure that they have a dependable high-speed internet connection, a quiet workspace suitable for telephone or video calls, and a computer or laptop with the



necessary software installed. (Employees may use School-issued surfaces/laptops from home for work purposes, if applicable.)

- Employees are responsible for protecting School-owned equipment from theft, damage, and unauthorized use.
- Upon termination of employment, all property must be returned unless other arrangements have been made. If an employee is unable to physically obtain School-owned equipment or office supplies, they may be reimbursed for pre-approved purchases.

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Addendum 5: Stipend Eligibility

Administrative and staff positions are not eligible to receive stipends. Additional duties for administrators and staff are added or deleted based on the current need of the School without a change in pay.

There are only limited exceptions to this policy. With prior Executive Director and Human Resources approval, stipends may be awarded in the following limited circumstances:

1. Taking on a significant duty or project on a short-term basis due to a staff transition.
2. A project or duty that would be completed during a time when a staff member is not generally employed with the School, such as a summer stipend for a project completed by a 10-month or 10-month, 10-day employee.
3. A project or duty that:
 - a. would not normally be a part of this person's position or connected to the person's duties;
 - b. when this additional work clearly adds to the employee's previous workload and as a result, requires additional hours of work outside of normal work hours to complete the work;
 - c. is not within the person's department.
4. Note: Coaches will be paid a stipend for each season for which they are responsible after the end of the season.

For example, a history teacher or director may qualify if all the conditions set forth above (numbers 1-3) are met. Stipends will not be paid for duties that occur during normal school hours or for teaching or advising a student organization for a full-time employee who is an administrator. Stipends are not designed for work that is done during regular working hours or as part of a long-term compensation strategy.

- The exception to this clause is that teachers will receive a stipend at the rate of \$35 daily for giving up their planning periods to cover another class when the assigned teacher is absent. Teachers are not paid the \$35 per period.
- Co-teachers that cover a class when the lead teacher is absent are not eligible for a stipend in most cases.
- Paraprofessionals that cover a class when the lead teacher is absent, and when they do not have a substitute to provide support are eligible for a maximum daily substitute rate of \$100.

Stipends are not appropriate as a means of distributing "left over" money at the end of a budget year. Whenever possible, work projects should be distributed to current employees to complete during their regular working hours, with a flexible attitude of working together for the good of the School.

All eligible stipend opportunities must be:

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1. In the approved budget
2. Posted to ensure equal opportunity and transparency
3. Applied for annually
4. Submitted to the Payroll Manager

Stipend payments will be paid out based on an approved project/activity timeline. Stipends will be paid out based on the letter of agreement. If an employee fails to meet the criteria stipulated, the stipend may be prorated, stopped, or recovered. An employee who is separated from the School, will receive the prorated amount of the stipend based on term date. Extracurricular stipends expire at the end of the assignment period or length of project.

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