



# Foxborough Regional Charter School

## Board Meeting

Published on August 24, 2023 at 3:24 PM EDT  
Amended on August 25, 2023 at 1:54 PM EDT

---

### Date and Time

Tuesday August 29, 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
<b>I. Opening Items</b>			<b>6:00 PM</b>
<b>A.</b> Attendance		Kathleen Crawford	1 m
<b>B.</b> Call the Meeting to Order		Kathleen Crawford	1 m
<b>C.</b> Privilege of the Floor		Kathleen Crawford	5 m

	Purpose	Presenter	Time
<b>II. Board Business</b>			<b>6:07 PM</b>
<b>A. Administrative / Housekeeping Items</b>	Discuss	Matthew Yezukevich	10 m
• Executive Director Search			
<b>B. Discussion of Candidate Ortiz</b>	Discuss	Kathleen Foley	5 m
<b>III. Policy Review</b>			<b>6:22 PM</b>
<b>A. Second Reading</b>	Discuss	Todd Tetreault	40 m
• Student handbook			
• Harassment policy			
• Code of Conduct			
<b>IV. Closing Items</b>			<b>7:02 PM</b>
<b>A. Adjourn Meeting</b>	Vote	Kathleen Crawford	1 m

---

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

# Coversheet

## Administrative / Housekeeping Items

**Section:** II. Board Business  
**Item:** A. Administrative / Housekeeping Items  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** FRCS Search Plan.pdf

Foxborough Regional Charter School Search Plan and Timeline		
Date	Activity	Details
By 8/18/23	Document Request	<ul style="list-style-type: none"> <li>John requests documents from the school to inform the search</li> </ul>
By 8/31/23	Search Committee Named	<ul style="list-style-type: none"> <li>FRCS determines who will serve on the Executive Director Search Committee</li> </ul>
By 8/31/23	Documents Provided	<ul style="list-style-type: none"> <li>FRCS provides Eos with electronic versions of the requested documents</li> </ul>
By 9/8/23	Search Committee Meeting	<ul style="list-style-type: none"> <li>Search Committee meets to kick off the engagement including the review of the plan, timeline, responsibilities, etc.</li> </ul>
By 9/8/23	Site Visit Scheduled	<ul style="list-style-type: none"> <li>FRCS and Eos agree to a site visit day during the week of 10/2/23 or 10/9/23</li> <li>FRCS provides a detailed schedule for the day</li> </ul>
By 9/13/23	Board Conversations	<ul style="list-style-type: none"> <li>John holds 3 zoom focus group opportunities for board members to inform the search</li> </ul>
Between 10/2 and 10/13/23	Site Visit	<ul style="list-style-type: none"> <li>John visits FRCS to meet with staff, observe school, etc.</li> </ul>
By 10/20/23	Search Committee Meeting	<ul style="list-style-type: none"> <li>Search Committee meets to review: <ul style="list-style-type: none"> <li>Interview summary from John's assessment</li> <li>Position profile</li> <li>Outreach strategy</li> </ul> </li> </ul>
By 11/1/23	Search Launched	<ul style="list-style-type: none"> <li>Job boards activated, outreach and networking begin</li> </ul>
Nov to Jan	Candidate Pool Development	<ul style="list-style-type: none"> <li>Eos develops the candidate pool and conducts 1<sup>st</sup> round screening interviews</li> </ul>
Early Jan	Candidate Interviews	<ul style="list-style-type: none"> <li>Search Committee interviews candidates and determines finalists</li> </ul>
Late Jan to Early Feb	Finalists Site Visits and Final Interviews	<ul style="list-style-type: none"> <li>Finalists visit the school and participate in a final interview with the Search Committee/Board</li> </ul>
Early to Mid-Feb	Negotiations	<ul style="list-style-type: none"> <li>Offer negotiated</li> </ul>
By Jul 1	Start Date	<ul style="list-style-type: none"> <li>Candidate begins employment</li> </ul>

# Coversheet

## Second Reading

**Section:** III. Policy Review  
**Item:** A. Second Reading  
**Purpose:** Discuss

**Submitted by:**

**Related Material:**

Revised Discipline Code of Conduct - JLS revisions 8-1-23 Joan S. Edits- second read (1).docx  
Handbook Draft I 23-24 NO code of conduct revised 8-21.docx  
Sexual Harassment\_Title IX Process- revised by JLS[16287].docx

# 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

1

Offense	Description	Level 1	Level 2	Level 3	Minor	Major
<b>Abusive Language Profanity/Obscenities</b>	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.		•	•		•
<b>Academic Dishonesty (Cheating/Plagiarism)</b>	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.		•	•		•
<b>Alcohol</b>	Possession, use, distribution, sale, or being under the influence of alcohol.			•		•
<b>Arson</b>	Setting a fire including, but not limited to, burning paper, school grounds, school building		•	•		•
<b>Assault/Battery</b>	Assault is verbal threat or gesture that places another person in apprehension of harmful or offensive contact; battery involves unwanted touching of another person.			•		•
<b>Assault on Staff Member or Trustee</b>	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
<b>Bullying/Cyberbullying</b>	<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. 37O.</p> <p>Please also see FRCS Bullying Prevention &amp; Intervention Plan and Bullying Policy</p>			•		•
<b>Bus Misconduct</b>	<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
<b>Cutting Class</b>	Students absent from any class without authorization from staff member.		•	•		•
<b>Detention (Cutting Teacher/Administrative Detention)</b>	Failing to attend detention as assigned.	•	•		•	•
<b>Disruptive or Non-Compliant Behavior</b>	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.	•	•		•	•
<b>Dress Code Violation</b>	Student fails to wear clothing consistent with FRCS Dress Code Policy.	•	•		•	•
<b>Drugs</b>	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).			•		•
<b>Electronic Devices—Inappropriate Use</b>	Use or possession of cell phone, headphones, or electronic device without specific medical or other authorized permission is prohibited during school day.	•	•		•	•
<b>False Alarm</b>	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
<b>Fighting/Physical Aggression (K-12)</b>	Includes hitting, pushing, or kicking someone or throwing objects at someone		•	•		•
<b>Forgery, Alteration, or Misuse of Official School Documents or Parental Communication Forgery</b>	Changing written information from parents or school staff (e.g. building passes, parent notes for early dismissal, tardiness or absence, report cards).		•			•
<b>Gambling</b>	Playing games of chance/bet for money or desired reward		•			•
<b>Harassment</b>	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.			•		•
<b>Hazing</b>	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

5

Offense	Description	Level 1	Level 2	Level 3	Minor	Major
<b>Horseplay/Aggressive Behavior</b>	Invasion of personal space without intent to harm	•	•		•	•
<b>Inciting/Attempting to Incite Other Students to Create Disturbance; Disruption of School Assembly</b>	Encouraging other students to participate in unacceptable behavior, through actions or verbal comments (e.g. verbally encouraging students participating in unacceptable behavior)		•	•		•
<b>Internet Usage Violation</b>	Student not complying with FRCS Internet Policy		•			•
<b>Leaving Class or School Property Without Permission</b>	Student leaving school grounds prior to their authorized dismissal time without permission from administrator, school nurse, or approved note from parent.		•			•
<b>Possession of Staff Personal Information</b>	Possessing or accessing staff personal information from district resources		•			•
<b>Sexual Harassment</b>	<p>Conduct on basis of sex that meets one or more of the following:</p> <ul style="list-style-type: none"> <li>-An employee of the district conditioning provision of aid, benefit, or service on individual's participation in unwelcome sexual conduct;</li> <li>-Unwelcome conduct determined by reasonable person to be so severe, pervasive, &amp; objectively offensive that it effectively denies person equal access to district's education programs or activities; or</li> <li>-Sexual Assault, domestic violence, dating violence, stalking as defined by federal laws</li> </ul> <p>Please also see FRCS Sexual Harassment policy.</p>			•		•

Revised August 2022

6

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

Revised August 2022

7

## 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.

Revised August 2022

8

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 maybe 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 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: ~~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):

Revised August 2022

9

- 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.

Revised August 2022

10



**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 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 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.

Revised August 2022

11

**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

Revised August 2022

12

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.

Revised August 2022

13

**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

Revised August 2022

14

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

Revised August 2022

15

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.

---

Revised August 2022

16



**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

## TABLE OF CONTENTS

---

District Leadership	2
District Information	3
District References/Resources	8
Elementary School	8
Middle School	9
High School	11
Student Services	16
Code of Conduct	18

Revised August 2023

2  
1



# 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
<u>Vacant</u>	Trustee
<u>Vacant</u>	Trustee
<u>Christine Barraford</u>	<u>Clerk</u>

~~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
<u>TBD-Pamela Casna</u>	<u>Director of Student Services</u>
Mallory St. Brice	Director of Human Resources

## School Leadership

Nicole Ouimet	<u>Elementary School Principal</u>
Rebecca Austin	<u>Elementary School Assistant <del>Principal</del></u>
<u>Melissa Costa</u>	<u>Elementary Dean of School Culture</u>

Revised August 2023

2  
2

Alisa Diakite \_\_\_\_\_ Middle School  
Principal  
 Michaela Vuolo-Nieves \_\_\_\_\_ Middle School Dean of  
School Culture  
 Scott Johnson \_\_\_\_\_ Middle School Assistant Principal  
 Michael Cournoyer \_\_\_\_\_ High School Principal  
 Christopher Garth \_\_\_\_\_ High School Assistant Principal

District Wide Specialized Coordinator Roles ~~Additional Contacts~~

Catherine Alix \_\_\_\_\_ ~~District~~ McKinney-Vento Homeless Coordinator  
 \_\_\_\_\_ Title IX Coordinator  
 Dana L. Benton-Johnson \_\_\_\_\_ Attendance Supervisor

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

## DISTRICT INFORMATION

### Mission

The Foxborough Regional Charter School 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 our students, regardless of ability, so that we will lead the Commonwealth of Massachusetts in all statewide standards and assessments.

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

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

### Vision

The Foxborough Regional Charter School seeks to provide students an outstanding academic program which 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 communities as leaders and exemplary citizens. The Foxborough Regional Charter School 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.

Revised August 2023

2  
3

## Educational Philosophy

~~At the~~ Foxborough Regional Charter School (FRCS) District ~~is an inclusive community that operates on the premise that curriculum and instruction, assessment and screening; community service-learning, and social, emotional and behavioral student support~~ **Must Be** student-centered, consistent, collaborative, purposeful and aligned with national best practices and state/federal educational standards. ~~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. We believe that it is critical that our for our students to continuously demonstrate growth in fundamental knowledge and the development of essential skills for lifelong success. Foxborough Regional Charter School prides itself on graduating students with an eonnect their learning from year-to-year as they build toward rigorous in-depth understanding of themselves and the world around them.~~ Foxborough Regional Charter School students ~~are students acquire essential skills and fundamental knowledge that is progressively more complex. We believe our learners are students who endeavor to be extraordinary young people that enter to Learn and Exit to Lead.~~

Foxborough Regional Charter School strives to meet students through implementation of a Multi-Tiered System of Supports (MTSS). The Massachusetts Department of Elementary and Secondary Education defines MTSS as "a framework for how school districts can build the necessary systems to ensure that each and every student receives a high-quality educational experience. It is designed to support schools with proactively identifying and addressing 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 (DESE, 2020)." At Foxborough Regional Charter School we are committed to continuing efforts to strengthen our MTSS through Response to Intervention (RTI) for students; Positive Behavioral Interventions and Supports (PBIS) for students; staff professional development; positive school culture and climate; school, family and community collaboration; social emotional learning and more. Foxborough Regional Charter School is dedicated to thoughtful and continuous data collection and analysis to consistently reveal students' strengths, as well as students' growth opportunities in the areas of academics, social, emotional, behavioral development. In response, students may be referred to the Teacher Assistance Team/school-based Student Intervention Team (SIT) for development of an action plan. This multidisciplinary team consisting of a combination of Counselors, Behavior Interventionist, Deans, Administrators, Teacher/s, Instructional Coaches, Parent/Guardians, Students and Community Partners (when applicable) is tasked with proactively identifying interventions and supports for student success. **proactively support the student's success in meeting individual needs via explicit recommendations such as small group interventions. Families are an essential part of this process, and we will reach out to partner with you.**

**Our students Enter to Learn and Exit to Lead.**

## Curriculum and Instruction

Foxborough Regional Charter School ~~is Our~~ committed to providing comprehensive and cohesive curriculum that is aligned to the National and Massachusetts Learning Standards. Foxborough Regional Charter School Department of Teaching and Learning ~~oversees the ment is to design and facilitat~~ **facilitate** of creative, standard based ~~and an~~ intentional instruction guided by curriculum that prepares students for success. ~~Our students follow in~~ **multiple pathways after graduation including 4-year college, 2-year college, trade and certificate programs, military as well as immediate entry into the workforce, 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~~ **service.**
- Empowers our students to make a difference as empathetic, responsible, and global ~~citizens~~ **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~~ **learning.**
- Supports inquiry across all ~~disciplines~~ **disciplines.**
- Embeds 21st century technology and ~~resources~~ **resources.**
- 

Revised August 2023

2  
4

- 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 and Screening

At FRCS Foxborough Regional Charter School, we value our students' individual journey of achievement and growth from kindergarten through their senior year in high school/twelfth grade. We recognize that an effective assessment program supports the implementation of strong standards-based core instruction and identifies where students are excelling as well as where tiered supports are needed. We also acknowledge that a balanced assessment plan includes a variety of assessments-both in types and purposes- that provides multiple opportunities for students to demonstrate their learning. Foxborough Regional Charter School endeavors to purposefully use a balanced variety of assessments at all grade levels to meet students' needs and support their growth and development in pursuit of addressing opportunities gaps, and ultimately closing achievement gaps.

As mandated by state law, all children entering Kindergarten are screened to evaluate motor, cognitive, visual, perceptual, and language development. Kindergarten screening is scheduled for kindergarten students, prior to the start of school. Additionally, Our comprehensive assessment plan includes data analysis that intentionally identifies our students' specific learning readiness and opportunities for growth. ~~†The district/districts~~ participates in the Massachusetts Comprehensive Assessment Skills (MCAS) testing program in third through tenth grades. The MCAS assesses students in the core content areas of 10 in English, Mathematics and Science. ~~As all is a~~ state requirement that, all high school students must pass the high school-school level English, Mathematics, and Science portions of the MCAS tests to be eligible for graduation. Additionally, FRCS also utilizes several other our continuous improvement measures at all levels to assess of academic, linguistic, social, emotional and behavioral growth include through administration of rigorous nationally normed assessments and screeners such as Amplify, World-Class Instructional Design and Assessment (WIDA), Freckle, National Assessment of Educational Progress (NAEP), i-Ready, Behavior Intervention Monitoring Assessment System (BIMAS-2) and many more. ~~†To this end, our assessments are:~~

- Intentional ~~†To this end, our data collection is:~~
  - Responsive
  - Intentional
  - Informative (towards future instructional plans)
  - Formative (ongoing, intermittent, varied)
  - Summative (a measure of current knowledge and understanding)

### Community Service Learning

Community Service Learning (CSL) is an integral component to the FRCS mission and academic program. Service learning is designed to meet real needs within the community and provide students with ongoing opportunities to reflect on both the significance

Revised August 2023

of their service and the skills required to meet the community's needs (Berman, 2005). Service Learning is a teaching and learning strategy that connects academic curriculum to community problem-solving (Youth.gov). The term "service-learning" was defined in Federal legislation for the first time in the National and Community Service Act of 1990 (as amended through December 17, 1999, P.L. 106-170; Section 101 (23) and reauthorized through the Edward M. Kennedy Serve America Act of 2009); The term "service-learning" means a method under which students or participants learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of a community; is coordinated with an elementary school, secondary school, institution of higher education, or community service program, and with the community; and helps foster civic responsibility; and that is integrated into and enhances the academic curriculum of the students, or the educational components of the community service program in which the participants are enrolled; and provides structured time for the students or participants to reflect on the service experience.

CSL opportunities are embedded within K-12 instruction to enrich the learning experience, teach civic responsibility, and to strengthen the school community. FRCS helps students enhance Social Emotional Learning through service-learning efforts, by helping students engage with the communities around them. Identity and community are central themes in the lives of young people, especially during adolescence. Helping students learn more about this important part of themselves promotes both self-awareness and social awareness. Students can explore their community's history, assets, and needs through community research, interviews, and community tours (CASEL, 2023). Community Service Learning opportunities are at the core of students ability to Enter to Learn and Exit to Serve.

### **Social, Emotional, Behavioral Development and Support**

At Foxborough Regional Charter School we believe that our students' social, emotional and behavioral development is crucial to their present and future success. "Research has shown that students' well-being is critically important to their academic and overall success (DESE, 2020). Foxborough Regional Charter School uses several theoretical frameworks to assess student processes and provide students with tiered support. These frameworks include, but are not limited to Restorative Practices, Positive Behavioral Interventions and Supports (PBIS), Collaborative for Academic, Social and Emotional Learning (CASEL) and Character Education. In addition to the multi-disciplinary Student Intervention Teams mentioned above, Foxborough Regional Charter School also prides itself on having:

- Courses and curriculum geared at building student's character and social emotional learning competencies /skills.
- Universal Screening for Social, Emotional and Behavioral strengths and needs.
- Risk Assessments and Threat Assessment to ensure student safety.
- Assistance with Service Referrals
- District, classroom, small group, and individual interventions to support growth of Social Emotional Learning competencies.
- Campus wide visuals and events to promote and support diversity, equity, inclusion, self-regulation, and positive behavior.

### **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 student's success in meeting individual needs via explicit recommendations such as small group interventions. Families are an essential part of this process, and we will reach out to partner with you.

### **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 are always 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.

Revised August 2023

2  
6

Commented [DBJ2]: Dana and Kathleen

**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 hoods are prohibited.

**Footwear**

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

**\*See Full Dress Code Policy Linked Here for Additional Information**

**District School Attendance Expectations**

Foxborough Regional Charter School upholds the beliefves that learning is an ongoing process enriched through student’s daily interactions with classmates, student support staff and teachers. Rregular and punctual attendance is- essential to our students social, emotional, behavioral, and academic success. for -suecess in academic experiences. Learning needs to be valued as an ongoing process that requires the daily interaction of students with their peers and educators. Student absences affect this learning process. While a students may have the opportunity maketo make up misseding work, a students -rarely can cannot account for dupliate the missed learning experiences. Moreover, the -Massachusetts Department of Elementary and Secondary Education (DESE) lost-defines “chronic absenteeism by that day’s absence, 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.”

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

Foxborough Regional Charter School firmly believesbelieves that theat the development of desired- habits of being punctual and present can be developed by all students with the support of school staff, habits of punctuality and satisfactory attendance is a shared responsibility of the school, the 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 In order to achieve our shared goals, the school has developed the following procedures:

- Students are expected to attendstudents attending -school regularly, on time, ready to learn and, withwith -appropriatethe appropriate instructional materials, andmaterials 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 the-homeroom period.
- Parents or legal guardians shall be required to furnish the school with a telephone number where they can be reached during the school day. If the student is absent and the school has not been notified by the established time, the school shall call the number(s).

Revised August 2023

2  
7

**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 parents/guardians 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 reasons.

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 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 students required by law (between 6 and 16 years old) to attend school, but 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 a parent/guardian that fails 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 the school administration has reasonable cause to suspect educational neglect by a parent/guardian, then the school shall file a 51A report with the Massachusetts Department of Children and Families. **\*See FRC’S attendance policy for additional information.**

**Absences Due to Vacations/Travel:**

Foxborough Regional Charter School recommends that parents/guardians schedule vacations from school during 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 day/s of instruction (school days) as an unexcused absence/s. Vacations taken during school day/s cannot and will not be “approved” by Foxborough Regional Charter School in adherence to DESE attendance requirements.

If a student misses one or more school days for vacation, it is the student’s responsibility, with parental/guardian support to attempt to obtain classwork, prior to the extended 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. Parents/guardians should note that teachers are unlikely to be able to create “work packets” for students to complete during their unexcused absence. **\*Please see district attendance policy 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

Revised August 2023

2  
8

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 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:

- 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.

#### 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. All students arriving after 7:40 a.m. will be listed as tardy.~~ Tardy students must report to their designated school-appropriate building level 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 crisis or family emergency
  - Driver's License/ permit tests with documentation from the registry
- sSoldier

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

Revised August 2023

2  
9



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

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

**Daily Attendance Records**

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

The school opens at 7:15 a.m. in all schools for students to enter the building.

- Daily attendance is taken in first period class. Any student that fails to report to homeroom and/or class will be marked absent.
- All students arriving after 7:40 a.m. will be listed as tardy. Tardy students must report to the appropriate building level Main Office to obtain a "late pass" before entering their classroom.

**Commented [NN4]:** I've seen references to "front" and "main" office, and assume they are same and would want to be consistent.

**Early Dismissal Procedure**

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

**The school nurse dismisses students for illnesses**

Students who possess a valid driver's license, have written permission from a parent/guardian, 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.

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

**Tardiness to School**

**Per Term:**

- **1st and 2nd Tardy:** Verbal warning and student reminder of school start time from main office staff
- **2nd Tardy:** Verbal warning and reminder of school start time from school culture staff member and/or Assistant Principal; in addition to a parent phone from a school culture staff member and/or Assistant Principal.
- **3rd Tardy:** Written warning/notice to parent/guardian to through US postal mail or electronically through email to inform them of the pattern of school tardies and Mailed paper a reminder about the school start time. Written warning/notice to be signed and returned to school based or district sender. notice to parent address (parent/guardian will need to sign and return)

Revised August 2023

- **4th Tardy:** Parent/guardian meeting with building administrator/s to review number of tardies, school arrival and start time, progressive discipline/consequences, potential barriers to arriving to school on time and referral to resources as needed.
- **5th Tardy:** Seat Time Make-Up (this can include Saturday Seat Time, Afterschool, lunch, recess or Flex/LEGO detention School Seat Time, or FLEX/LEGO seat time) —(seat time make up)determined at discretion of school leader. Seat Time is defined as making up minutes of instruction time missed.
- **6th Tardy:** Student Intervention Team in conjunction with parent/guardian to board will determine validity of tardiness to school, continued barriers to arriving to school on time -and create an action plan/agreement.

Commented [NN5]: Do you want to explain what "seat time" is?

\*Note: If tardiness to school continues to occur after the review by of 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, or possibly will be retained.

Commented [DBJ6]: Think, more about this

**TARDY TO SCHOOL**

School begins promptly at 7:35 AM. There is a 7:30 AM warning bell. Any student arriving after 7:35 a.m. is considered tardy and must report to the House Office for a tardy slip. Students will not be allowed into first period class without an admit slip/pass from the House Office. Subject to change as we are creating a tardy pass for the main office.

All tardies will be undocumented with the exception of 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 funeral

On highly unusual occasions deemed necessary by the assistant principal

Note: Car or transportation problems and oversleeping are not valid reasons for excusing tardiness to school

Drivers License/ permit tests with documentation from the registry (please note: this does NOT include driving hours)

Other circumstances as determined by the administration

Students will receive an office detention for excessive tardies at the discretion of the Administration. Loss of privileges and other progressive disciplinary actions may result as well.

If a student is tardy to any class for more than 20 minutes, they will be considered absent from that class and the absence will be recorded as undocumented. 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 [DBJ7]: Still being fleshed out

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

Teachers 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. Each situation is managed to those specific circumstances, paying attention to individual student progress and needs.

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

FRCS strongly encourages families to plan vacations aligned to the district calendar to avoid disruption to their student's academic success. To be clear, extended vacations cannot be "approved" by FRCS in adherence to DESE attendance

Revised August 2023

requirements. Due to the responsive nature of instruction, and our alignment to National and Massachusetts learning standards, teachers likely are unable (and not expected) to create “work packets” for students to complete while on extended vacation.

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. **TARDINESS TO CLASS**

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.

Students who are tardy to class may receive a teacher detention.

Once a student serves two (2) teacher detentions for tardiness to class, any additional tardiness will be referred to an assistant principal.

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.

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.

#### **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 needed) to review afterschool expectations for student pick up, due to the districts limited availability of afterschool supervision. This meeting is also an opportunity for the school to partner with the family, to develop an alternate afterschool plan.

#### **District Early Dismissal Procedure**

- 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 the note was written, date of early dismissal, 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. The school nurse will monitor the student until the authorized adult arrives for pick up. The dismissal procedure described below is applicable to this scenario as well.
- Parents/ 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 ages 18 or older who possess a valid driver’s license and are eligible for student parking at the school and may dismiss themselves without the presence of a parent or guardian by signing out, per the appropriate dismissal procedures in the main office.

Revised August 2023

2  
12

**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 maintaining the safety of all students. If a student does not report to class within the first 5 minutes of class, the teacher is expected to alert the main office by phone. The main office will contact the school culture team to assist with locating the student. 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 should obtain a smart pass.

**District Tardiness to Class Quarterly Prevention and Intervention**

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.

**School Communication**

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., and monthly Director's videos; in addition to hosting events such as .The school holds a number of open housesparent -for such things as presentations and theme specific -parent/guardian nights and parent teacher conferences throughout the year. Additionally, the-The school also maintains a website, [www.foxboroughrcs.org](http://www.foxboroughrcs.org), with current activities, eventsevents, and news. Teachers, counselors and administrators -are accessible easilyare easily 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., a question regarding the content of instructional materials or homework assignments should be shared with the classroom teacher)
2. If the matter is not resolved at this level, the parent/guardian should bring the concern to the attention of the appropriate School Dean or Assistant Principal.
3. If the matter is not resolved at this level, the parent/guardian should bring the concern to the attention of the Building-based Principal.

Revised August 2023

2  
13

4. If the matter is not resolved at this level, the parent /guardian should bring the concern to the attention of ~~the Deputy Director, an Executive Leadership Team Member i.e., Director of School Culture and Climate or Director of Teaching and Learning.~~
5. If the matter continues to remain unresolved, the parent/guardian should email [info@foxboroughrcs.org](mailto:info@foxboroughrcs.org) to ~~reach-raise the matter to the level of the~~ Executive Director.

### School ~~Breakfast and Lunch Program~~ Lunch Program

~~The School Department's~~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. ~~Wellness Policy (ADF) is posted on the website.~~Students may bring breakfast ~~a-lunch~~or lunch ~~-from home to eat in the cafeteria, or they may purchase 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, ~~a school lunch for which payment must be made online through www.MySchoolBucks.com.~~ Reduced lunch and free lunch applications will be sent home at the beginning of the school year. A lunch period including outdoor recess (for elementary school) is scheduled daily. ~~Accounts can and should be maintained for lunch, milk only, and a la carte items. A computerized pre-purchase program is available for parent convenience (and also really keeps the lines moving more quickly).~~

~~Under no circumstances are~~ **No fast food, caffeinated beverages, sodas or candy may to be brought into or delivered to the school, including the lunchroom/cafeteria. These expectations apply to student snacks as well. (~~or used for snack~~).** Parents/guardians may not ~~bring in~~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 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 lunch order website and , the wall in the -andcafeteria. Paper paper-copies are available copies of the school breakfast and lunch menu are available upon request. -upon request. Allergen free cafeteria tables are available for sStudents with allergies to sit comfortable at to eat their lunch. to eat their lunch. These tables will beare 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 ~~The School Department's Wellness Policy (ADF) is posted on the website.~~

Commented [KF8]: Check with Lesly

Commented [DBJ9]: Dana add language from behavior matrix

### Lunchroom Rules

~~Food or drink may not be taken from the cafeteria during lunch.~~

1. ~~Students are expected to enter the cafeteria at the beginning of their assigned lunch and remain for the entire lunch period.~~
2. Follow rules of good manners and politeness. School rules of respect, safety and cooperation are always in effect in the lunchroom.
3. Talk in a low voice to your neighbors. Noise making and popping bags or cups are unacceptable.

Revised August 2023

2  
14

4. Do not leave your seat without raising your hand.
5. Pick up all trash and be sure the area in which you are sitting is clean. 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.**

### Homework Procedures

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

### Telephone Use

If a student needs to call home for any reason during school hours, they ~~must~~ can use the telephones located in the main office, ~~of their assigned school building 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 school based 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.

### 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~~voice, or video recorders, portable ~~radios~~radios, or televisions, are not to be turned on ~~or~~ used, ~~or visible~~ during the school day unless written or verbal permission has been granted by the ~~administration~~principal or designee. (Violations of this policy in emergency situations will be taken into consideration.) Students found using any of the ~~above~~ ~~mentioned~~ ~~electronic~~ ~~devices~~ ~~will be~~ in violation of this policy ~~and will be directed to the school culture staff member, principal or designee, administration at the school.~~ The responding staff member will immediately alert the parent/guardian of the incident and remind them of the policy. The parent/guardian will also be alerted if the ~~and the device will be~~ has been temporarily confiscated from the student, ~~until and returned to the student at the end of the school day.~~ The ~~school culture staff member, principal~~ 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~~ ~~office~~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

~~Cell phone use is prohibited, during instructional time.~~ School based expectations for storage of cell phones ~~and cell phone use~~, during ~~instructional times~~school hours can be ~~are~~ located in the school specific sections ~~below 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,

Revised August 2023

2  
15

Individualized Education Program or 504 Plan, will be taken into consideration when determining whether an exception needs to be made for a student. For more information see the building-based sections of the handbook for details about additional processes and procedures being implemented at each building level.

#### **~~District Inappropriate~~ Technology Use**

Use of technology in schools is guided by the Foxborough Regional Charter School district-Acceptable Use Policy, grade-specific Responsible Use Agreements, and District Social Media policies. Legal and ~~school~~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 of all. Tech staff

#### **~~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.~~

#### **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 December, March and June. For Students in Grades 5-12, there are parent teacher conferences and 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

Revised August 2023

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.

#### **Home or Hospital Educational Services**

~~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:~~

- ~~● the date the student was admitted to a hospital or was confined to home~~
- ~~● the medical reason(s) for the confinement~~
- ~~● the expected duration of the confinement~~
- ~~● what medical needs of the student should be considered 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)(e) 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.~~

Revised August 2023

2  
17



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.

**Lost and Found**

Children/Students may ~~not~~**NOT** bring toys or other valued possessions to school. The school will ~~NOT~~**not** be responsible for lost or stolen items. Each school building has a Lost and Found area where students/parents/guardians and Students can periodically be encouraged to check for lost items. Please note that valuables that are found will be kept in the main office of each school building. Items lost on the school bus will be kept on the school bus, until retrieved by students/parents/guardians. 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.

~~Unclaimed items will be donated to a designated shelter/charity after a reasonable amount of time has passed without the items being claimed. Names should be written on EVERYTHING. Valuables that are found are kept in the office. Items lost on the bus are kept on the bus.~~

**Lost Books**

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

**Damaged or Lost Chromebooks**

Chromebooks and accessory equipment are the property of the Foxborough Regional Charter School District. The student, with the support of the parent/guardian, is responsible for the daily care and maintenance of the Chromebook. Students using Chromebooks agree to abide by the Technology Responsible Use Agreement. Failure to abide by this policy may result in loss of use of Chromebook and/or other disciplinary action. All Chromebook damages, or the theft/loss of the Chromebook, must be reported to the technology department immediately by (1) Reporting information to teacher and (2) Requesting a pass to the technology department to report loss or damage to Foxborough Regional Charter School technology staff member. Student/parent/guardian will be responsible for all repair/replacement charges associated with Chromebook damages caused intentionally, which will be determined by the building level administration. Costs will be set by repair professionals authorized to act in such a capacity as part of the agreement between the school district and the manufacturer. Unless instructed otherwise by a teacher, all students must have their Chromebook charged and with them each day for every class (High School). If after review by a building level administrator or behavior management/school culture staff member, it is determined that a student did not exercise proper care and/or take appropriate precautions and this behavior resulted in damage to the Chromebook, the cost of the repair will be the responsibility of the student/parent/guardian. There is a limit of 1 accidental incident, in the event there are additional accidents, any additional replacement costs will be the responsibility of the student/parent/guardian. The cost of the 2nd incident is \$25.00 and the cost of the 3rd incident is \$50.00. If a student's Chromebook is stolen or lost, the student/parent/guardian must contact the building level administrator immediately. The cost to replace a lost or stolen Chromebook is \$299.

**Invitations and Notices**

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

**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

Revised August 2023

- ~~Hosting extra-curricular activities that encourage family involvement~~
- ~~Coordinating volunteer participation to support school programs~~

### Emergency Closings

During the school year, weather conditions or other circumstances may require the school to adjust its operating schedule. ~~This~~ ~~Especially given weather situations,~~ a decision ~~will be is made~~ ~~by the Executive~~ 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. ~~This is considered when making d~~Decisions to close or delay the opening of school, ~~with the considers this information and the~~ safety of our entire school community ~~in mind.~~ Parents/~~guardians also~~ should ~~also~~ consider the conditions in their local area and ~~to~~ determine whether travel ~~to school~~ 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/~~guardians~~ are expected to pick-up their child/ren as soon as possible. In these cases, we ~~also will will also~~ 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 ~~parents/guardians families~~ to keep their contact information current in the school database. ~~Always remember to report an changes to telephone numbers, addresses and approved contacts to the school based main office. 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 parents/guardians~~ should not come to the school. ~~Foxborough Regional Charter School RCS~~ will contact ~~parents/guardians families~~ as soon as it is safe and reasonable to do so and will provide updates.

### Fire and Evacuation Drills

~~Fire and~~ 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

### 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-Foxborough Regional Charter Schools Title IX Coordinator: Michelle Struba.~~ ~~For the reporting structure of district or Other building-based concernseoneerns of regarding bullying and/ or retaliation of students or staff, please see~~

**Commented [DBJ10]:** @Lesly Michelot

**Commented [NN11]:** 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 [DBJ12R12]:** @Heidi Berkowitz please see

**Commented [HB13R12]:** I resturcutred a little but do not know who the 504 coordinator is

Revised August 2023

the District Anti- Bullying Policy. District Bullying Prevention and Intervention Plan should be directed to the building-based Principal and Assistant Principal.

### 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.

Spirit Days

Commented [DBJ14]: Dana

## STUDENT SERVICES

### **Multilingual Learners (ML)**

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

Revised August 2023

2  
20

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 Courmoyer, High School Principal.

Commented [DBJ15]: Dana

**ELEMENTARY SCHOOL**

**Before School**

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

Commented [DBJ16]: Revision in process

Revised August 2023

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 [NN17]: 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-Gi-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
- Overall Progressing or higher in mathematics

Revised August 2023

2  
22

- 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 [NN18]:** 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

### 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. **Note:** FRCS' Wellness Policy prohibits students from bringing fast food, candy or caffeinated beverages.

### 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 line up outside the cafeteria safely and quietly at their designated lunch time. Students will be greeted by the supervising staff members and directed to safely, and calmly sit down at a lunch table. Students interested in eating 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 reason. At the end of the lunch period, students are expected to clean up the surrounding area by wiping up spills and discarding trash.

### Hallway Passes

Revised August 2023

2  
23

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 a student fails to create a smart pass, prior to leaving the assigned area the student may receive 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 that have been confiscated during the school day, at Dismissal. 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 repeated failure to follow school cell phone expectations/ rules will result in disciplinary action, despite permission from parent/guardian. If you need to contact your child during the school day, please call the Middle School Main Office at (508) 543-2508 ext. 200.

### **Bell Schedule**

The FRCS middle school follows a 6x6 schedule of 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 to signal the following:

- 1<sup>st</sup> Bell Alert (7:30am): Students are to proceed to their first period class.
- 2<sup>nd</sup> Bell Alert (7:38 a.m.): Two-minute warning signaling that all students should be seated in their first period class.
- 3<sup>rd</sup> 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.

### **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 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.~~ 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 will be provided closer to the conference date.

~~are held during the Fall and~~

~~Report cards are issued. In addition, grades will be posted on the intermittently throughout each term for all classes.~~

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

97-100%    A+ 83-86%            B            70-72%

Revised August 2023

2  
24

93-96%	A	80-82%	B-	67-69%
90-92%	A-	77-79%	C+	63-66%
87-89%	B+	73-76%	C	60-62%
				Below 60%

**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)**

~~In order to~~To achieve Honor Roll status, the student must maintain an average of ~~80~~5% (B-) or above with ~~in no grade below an 80% (B-)~~ in all core content subjects. ~~These Core content subjects courses~~ 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~~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 content subjects. ~~Core content subjects are defined as~~ ~~These courses are defined as~~ 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.

**Distinguished Student: (Grades 5-8 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, Mathematics, Science, Spanish, and Social Studies. 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.~~

**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 s-in the all core content courses (English Language Arts, Mathematics, Science, Spanish, and Social Studies). A passing grade of 60% is required to successfully complete and receive credit for any class that is graded numerically. Students who fail required 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

Revised August 2023



serve as a mediator, ~~using the guidelines below~~using the guidelines above. ~~In the event the parent/guardian and the family and 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. district personnel.~~

**Grades 5-8 (Middle School) promotion guidelines**

- ~~• The FRCS expectation is that students earn passing grades in all courses~~
- ~~• For promotion purposes, students must earn passing final grades in the core content courses (English Language Arts, Mathematics, Science, Spanish, and Social Studies)~~
- ~~• 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 [NN19]:** 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.

**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 ~~classes~~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.

**Cell Phones**

~~Cell phone use is prohibited, during instructional time. During instructional times, middle school students have the following options for storage of cell phones classroom caddy, locker or turned off on person or in bookbag. This expectation applies to all other electronic devices with the capability to make and receive phone calls i.e., watches. If students are found to be in possession of a cell phone that is not turned off, the cell phone will be confiscated until the end of the school day.~~

**Dress Code Violations Prevention and Intervention**

- Solid Navy Blue or White Tops including T-Shirts (FRCS Logo NOT Required)
- Solid Navy Blue or Tan Bottoms including Sweatpants (NO sports or designer Logos)
- NO open-toe or open-back footwear for safety reasons.
- Crocs must be worn in sports mode only
- Black tops and bottoms are not allowed.

**Dress Code Progressive Discipline Process**

Revised August 2023

- 1<sup>st</sup> 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; phone call home;~~
- 2<sup>nd</sup> Violation:** ~~Disciplinary write up with, with corrective action of parent phone contact and Written-up and lunch/recess~~ lunch or recess detention ~~parent contact~~
- 3<sup>rd</sup> Violation:** ~~Disciplinary write up with, with corrective action of parent phone and written contact. Write up;~~ lunch/recess ~~after-school~~ detention
- 4<sup>th</sup> 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 ~~for~~ responsible for damage to Chromebooks. Students may also be subjected to disciplinary action for such infractions on a case-by-case basis. \*Note: See handbook section on lost or damaged Chromebooks for more information.

#### Cellphone Update:

~~Middle school students will no longer be allowed to have Cell Phones on their persons.~~ Students will be expected to place phones in their LOCKERS. We have purchased locks for all students. Students caught with a phone will have them placed in a lock box for the remainder of the day. Phones can be picked up at Dismissal. If you need to contact your child throughout the day, please call the Middle School Office 508-543-2508 x200.

**Basic Supply List:** Individual Teachers may have specific requests:

- — Backpack
- — No. 2 pencils / pens
- — Handheld pencil sharpener

- 
- — Notebooks
  - — Binders (any color)
  - — Divider tabs
  - — Folders
  - — Spanish Dictionary

**Classroom Wish List:** Tissues, Lysol Wipes, Hand Sanitizer

Revised August 2023

2  
27

# HIGH SCHOOL

- Commented [DBJ20]: @Kathleen Foley Kathleen
- Commented [DBJ21R21]: Add MS example
- Commented [DBJ22R21]: Bell Schedule

## 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. Additionally, parents/guardians can log on to the Schointermittently throughout each term for all classes.

## Grades

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

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

## MAKE-UP POLICY

Unless other arrangements are made with the teacher, a student who has been absent will have three (3) days to make up work for each day absent or may, at the teacher's discretion, have extended time. Students must contact teachers on the day after an absence to make arrangements. No make-up work is permitted for truancy or class cut. The administration retains the right to determine if a "skip day" has been organized; in such case no make-up will be allowed.

## 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

Revised August 2023

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 2<sup>nd</sup> 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.~~

### POLICY ON ADDING AND DROPPING COURSES

Students are expected to carefully consider the course of study they select and are discouraged from changing courses. Only under extenuating circumstances should a request to change or drop a course or course level be made. Permission to drop a course or change a course level will be considered after receiving input from faculty, and evaluating available space in alternate courses. The following actions will be enforced when requesting a course change:

No course changes will occur during the 1st cycle (seven school days) of the school year.

After the first cycle, level changes only will be entertained until October 1st. Any requests for changes after this time require administrative approval.

The deadline for adding or dropping academic courses is October 1st.

First semester elective changes will not be made once the school year has started. Similarly, no elective changes for second semester will be made once 2nd semester has started.

The course will be deleted from the student's record if that change occurs prior to the end of Quarter 1.

Any level change made after the deadline date will be recorded on the student's transcript as either Withdrawn/Pass (WP) or Withdrawn/Fail (WF), depending upon the student's academic standing in the course at the end of term.

Revised August 2023

Any student who adds a course will be responsible for all work assigned prior to the schedule change.

Because credits are earned based on the final grade in a course, if a course is dropped prior to earning a final grade, — no credit toward graduation will be earned.

A ten point grade increase will be applied to the grade being transferred in from the previous course for students who drop a level within a course.

Students wishing to drop a course for which there is no alternate level may not be permitted to do so until the end of the semester when another course could be put in its place. The deadline for this is October 1st.

**HONOR ROLL**

Honors classifications are:

High Honors \_\_\_\_\_ No grade below A-

Honors \_\_\_\_\_ No grade below B- in core subjects(Core subjects are defined **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.

Revised August 2023

**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). 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:

Commented [DBJ23]: Check against MS

Commented [DBJ24]: Interventions and supports.

**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

Revised August 2023

Mathematics: — Required all four years for graduation

Spanish Language: — Required all four years for graduation

Science: — Required all four years\* *(three lab courses required for graduation)*

History: — Required all four years\* *(3 years required for graduation per MA DESE)*

Physical Education: — Required all four years

Concentration: — Required all four years *(3 years required for graduation per FRCS programming)*

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<sup>th</sup> Grade: — Completion of Personal Goals

10<sup>th</sup> Grade: — Completion of Career Interest Survey

11<sup>th</sup> Grade: — Completion of Common Application

12<sup>th</sup> 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*

Revised August 2023

2  
32

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://thevhsecollaborative.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 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**

Revised August 2023

2  
33



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](http://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**

Revised August 2023

2  
34

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.~~
- ~~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~~

Revised August 2023

2  
35

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.~~

Revised August 2023

2  
36

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

7

#### **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.

Revised August 2023

2  
37

**Muslim Students**

**Prayer**

---

Revised August 2023

2  
38

# 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. The FRCS Code of Conduct has been developed in alignment with 603 CMR 53.00 which reflects the discipline laws, rules and regulation set forth by the Massachusetts Department of Elementary and Secondary Education. The FRCS Board of trustees' has designated the principal as the administrative lead for the purposes of 603 CMR 53.00. Any member of the faculty observing a Code of Conduct violation is expected to respond consistent with the progressive discipline system described below.

**Commented [DBJ26]:** CR 10A TFM requested addition "the board of trustees' designated principal for purpose pf 603 CMR 53:00".

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 principals 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.

Revised August 2023

2  
39

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, principals 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.

Revised August 2023

2  
40

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.

Offense	Description	Level 1	Level 2	Level 3	Minor	Major
---------	-------------	---------	---------	---------	-------	-------

Revised August 2023

2  
41



<b>Abusive Language Profanity/Obscenities</b>	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.		●	●		●
<b>Academic Dishonesty (Cheating/Plagiarism)</b>	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.		●	●		●
<b>Alcohol</b>	Possession, use, distribution, sale, or being under the influence of alcohol.			●		●
<b>Arson</b>	Setting a fire including, but not limited to, burning paper, school grounds, school building		●	●		●

Revised August 2023

2  
42

<b>Assault/Battery</b>	Assault is verbal threat or gesture that places another person in apprehension of harmful or offensive contact; battery involves unwanted touching of another person.			●—		●—
<b>Assault on Staff Member or Trustee</b>	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.			●—		●—
<b>Offense</b>	<b>Description</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>-Minor</b>	<b>Major</b>
<b>Bullying/Cyberbullying</b>	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			●—		●—

Revised August 2023

2  
43

	<p>which is defined in MGL ch. 71, s. 37O.</p> <p>Please also see FRCS Bullying Prevention &amp; Intervention Plan and Bullying Policy</p>					
<p><b>Bus Misconduct</b></p>	<p>While on district transportation, conduct that is inappropriate or unsafe. See District Bus Policy for more details</p>		<p>•</p>	<p>•</p>		

Revised August 2023

2  
44

Offense	Description	Level-1	Level-2	Level-3	Minor	Major
<b>Cutting Class</b>	Students absent from any class without authorization from staff member.		●	●		●
<b>Detention (Cutting Teacher/Administrative Detention)</b>	Failing to attend detention as assigned.	●	●		●	●
<b>Disruptive or Non-Compliant Behavior</b>	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.	●	●		●	●
<b>Dress Code Violation</b>	Student fails to wear clothing consistent with FRCS Dress Code Policy.	●	●		●	●
<b>Drugs</b>	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).			●		●
<b>Electronic Devices— Inappropriate Use</b>	Use or possession of cell phone, headphones, or electronic device without	●	●		●	●

Revised August 2023

	specific medical or other authorized permission is prohibited during school day.					
<b>False Alarm</b>	Student sets off any school alarm system without reasonable cause or collaborates with other student(s) in setting off false alarm.			●		●
<b>Offense</b>	<b>Description</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Minor</b>	<b>Major</b>
<b>Fighting/Physical Aggression (K-12)</b>	Includes hitting, pushing, or kicking someone or throwing objects at someone		●	●		●
<b>Forgery, Alteration, or Misuse of Official School Documents or Parental Communication Forgery</b>	Changing written information from parents or school staff (e.g. building passes, parent notes for early dismissal, tardiness or absence, report cards).		●			●
<b>Gambling</b>	Playing games of chance/bet for money or desired reward		●			●
<b>Harassment</b>	Unwelcome conduct on the basis of race, color, sex, homeless status, gender identity, religion, national origin, sexual orientation, disability, or age that is			●		●

**Commented [NN27]:** Compare FRCS Harassment Policy to ensure handbook and policy are consistent.

Revised August 2023

	<p>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.</p> <p>Please also see FRCS Harassment policy.</p>					
<b>Hazing</b>	<p>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.</p>			●—		●—

<b>Offense</b>	<b>Description</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Minor</b>	<b>Major</b>
<b>Horseplay/Aggressive Behavior</b>	Invasion of personal space without intent to harm	●—	●—		●—	●—
<b>Inciting/Attempting to Incite Other Students to Create Disturbance; Disruption of School Assembly</b>	Encouraging other students to participate in unacceptable behavior, through actions or verbal comments (e.g. verbally encouraging students		●—	●—		●—

Revised August 2023

2  
47

	participating in unacceptable behavior)					
<b>Internet Usage Violation</b>	Student not complying with FRCS Internet Policy		●—			●—
<b>Leaving Class or School Property Without Permission</b>	Student leaving school grounds prior to their authorized dismissal time without permission from principal, school nurse, or approved note from parent.		●—			●—
<b>Possession of Staff Personal Information</b>	Possessing or accessing staff personal information from district resources		●—			●—
<b>Sexual Harassment</b>	<p>Conduct on basis of sex that meets one or more of the following:</p> <ul style="list-style-type: none"> <li>-An employee of the district conditioning provision of aid, benefit, or service on individual's participation in unwelcome sexual conduct;</li> <li>-Unwelcome conduct determined by reasonable person to be so severe, pervasive, &amp; objectively offensive that it effectively denies person equal access to district's education programs or activities; or</li> <li>-Sexual Assault, domestic violence, dating violence, stalking as defined by federal laws</li> </ul>			●—		●—

Revised August 2023

Offense	Description	Level 1	Level 2	Level 3	Minor	Major
	Please also see FRCS Sexual Harassment policy.					
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 injury 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.		●	●		●

**Commented [NN28]:** 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."

Revised August 2023

2  
49



<b>Weapon</b>	Includes, but is not limited to a gun or a knife.			●—		●—
---------------	---	--	--	----	--	----

**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.

Revised August 2023

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

The Assistant Principal, Dean of Culture, or another Principal designee (Principal) 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 principal 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 Principal determines that the student committed the disciplinary offense, the principal 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 principal 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 principal shall also invite the parents 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 for the day of the suspension if possible, and if not, as soon thereafter as possible. If the Principal is unable to reach the parent after making and documenting at least two attempts to do so, such attempts shall constitute reasonable efforts for the purpose of orally informing the parent of the in-school suspension.

The principal 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 schoolwork as needed to make academic progress during the in-school suspension. The principal 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)**

Revised August 2023

2  
51

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 Principal 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 Principal, 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.

A principal 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 maybe 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 exercise discretion in deciding the consequence for the offense; 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):

- The principal shall make reasonable efforts to notify the parents orally of the opportunity to attend the hearing. To conduct a hearing without the parent present, the principal must be able to document reasonable efforts to include the parent. The principal 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 principal and parent.
- If the student is in a preschool program or in grades K through 3, the principal 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.

Revised August 2023

2  
52

- 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 principal 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 Principal 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 principal 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 principal 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 Principal 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 principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student. Based on the available information, including mitigating circumstances, the principal shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The principal shall notify the student and parent of the determination through oral and written notice 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 principal's short-term suspension decision is final, with no right of appeal. It is the principal's responsibility to send a copy of the written determination to the Executive Director, explaining the reasons for imposing an out-of-school suspension for a student in preschool or in grades k-3, before the short-term suspension takes effect.

Commented [DBJ29]: 10C

#### 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 principal 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

Revised August 2023

documents upon which the principal 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 principal 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 principal 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 principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.

Based on the evidence, the principal 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 principal decides to suspend the student, the written determination letter 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 principal 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 principal's decision to the Executive Director, but only if the principal has imposed a long-term suspension since short-term suspension decisions are final and not appealable.

The written 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/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 Principal's determination on appeal.

It is the principal's responsibility to send a copy of the written determination to the Executive Director, explaining the reasons for imposing an out-of-school suspension for a student in preschool or in grades k-3 before the long-term suspension takes effect.

#### **Rights to Appeal Long-Term Suspensions under MGL c. 71, § 37H 3/4**

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

Revised August 2023

2  
54

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 Principal'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 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 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 record will be made of the hearing.

During the appeal hearing, the student shall have all the rights afforded the student at the Principal'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 Principal'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 Principal, but shall not impose a suspension greater than that imposed by the Principal'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

Revised August 2023

2  
55

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 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

Revised August 2023

~~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.~~

#### **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 the 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 principal 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.~~

Revised August 2023

2  
57



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.

The principal will notify the FRCS Director of Student Services when a student with an IEP is pending disciplinary actions as described below.

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 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 district must notify the parent/guardian and conduct a **“manifestation determination review (MDR) meeting.”**

### Manifestation Determination Review Meeting

- The IEP Team, which includes the parents/guardians, convenes within 10 days to review all relevant information in the student’s file, including the Student’s IEP, any teacher observations, and any relevant information provided

Revised August 2023

2  
58

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 it is **not a manifestation** of the student's disability, then the suspension or expulsion may go forward consistent with policies applied to any student without disabilities except that the district must still offer: (a.) services to enable the student, although another setting, to continue to participate in the general education curriculum and not progress toward IEP goals; (b.) as appropriate, a Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP) and modifications, to address the behavior so that it does not recur.

If the answer to either question is "yes," then it is **a manifestation** of the student's disability, and the student must return to the pre-discipline placement. The IEP Team completes a (FBA) and a (BIP) if it has not already done so. If a (BIP) is already in place, the IEP Team reviews it and modifies it, as necessary, to address the behavior. Except when the student has been placed in an interim alternative educational setting, the student returns to the original placement unless the parents and district agree otherwise, or the hearing officer orders a new placement.

#### **Interim Alternative Educational Setting**

Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (IAES) as determined by the IEP team for up to 45 school days (a.) on its own authority if the behavior involves at least one of the three special "**special circumstances**" that may impact a student's placement (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, while at school, on school premises, or at a school function, or considered case by case, unique circumstances; (b.) or on the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is "substantially likely" to injure themselves or others. In either case, the interim alternative education setting enables the student to continue in the general education curriculum and to continue receiving services to address the problem behaviors.

Not later than the date of the decision to take disciplinary action, the school district notifies the parents of that decision and provides them with the written notice of the procedural safeguards. If the parent or student chooses to appeal they may petition the Bureau of Special Education Appeals (BSEA) for an expedited hearing, or the school requests a hearing because it believes that maintaining the student's current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or at the end of the time period for the disciplinary action, whichever comes first, unless the parent and school district agree otherwise.

Revised August 2023

2  
59

### **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 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 discipline**

Ms. Lori Obenchain, Director of Student Services

, Elementary School Principal

Ms. Alisa Diakite, Middle School Principal

Mr. Michael Courmoyer, 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.

Revised August 2023

2  
60

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 in order to have an equal opportunity to access and participate in the district's general educational service plan options during the long-term disciplinary removal.

---

Revised August 2023

2  
61

## **Additional Resources**

---

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

### **District Policies**

[Anti-Bullying Policy](#)

[Attendance](#)

[Dress Code](#)

[Enrollment](#)

[Married or Pregnant Students](#)

[Meal Charges](#)

[Remote Learning Technology Use](#)

[Restraint](#)

[Sexual Harassment](#)

[Technology Use](#)

[Vandalism](#)

### **District Procedures**

[Bullying Prevention and Intervention](#)

[Health Services](#)

### **District Notices and Laws**

[Anti-Discrimination Law](#)

Revised August 2023

2  
62

Non-Discrimination Notice, Civil Rights, and Safety Information for School Personnel, Parents, and Students

Discipline Law

Revised August 2023

2  
63

## 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.