



Foxborough Regional Charter School

Board Meeting

Published on August 9, 2024 at 10:13 AM EDT
Amended on August 9, 2024 at 1:17 PM EDT

Date and Time

Tuesday August 13, 2024 at 6:00 PM EDT

Meeting Format

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

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

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
A.	Record Attendance	Todd Tetreault	1 m
B.	Call the Meeting to Order	Kathleen Crawford	
C.	Privilege of the Floor	Kathleen Crawford	5 m

	Purpose	Presenter	Time
II. Leadership Report			6:06 PM
A. Leadership Report	Discuss	Toby Romer	10 m
B. Personnel Update	FYI	Mallory St Brice	10 m
		<ul style="list-style-type: none"> • Vacancies by Building • HR Board Dashboard 	
C. Enrollment Update	FYI	Heidi Berkowitz	5 m
		<ul style="list-style-type: none"> • Enrollment Report 	
III. Board Business			6:31 PM
A. Administrative/Housekeeping	FYI	Sergio Martin	5 m
		Reminders: <ul style="list-style-type: none"> • Review Annual Report • Financial Disclosure Reminder • Annual Ethics Training • Update Individual Member profiles in BoardOnTrack • Amendments and Notification Review 	
B. Board Training	Discuss	Todd Tetreault	2 m
		<ul style="list-style-type: none"> • Discuss any training Board Members have attended 	
C. Board Planning	Vote	Sergio Martin	30 m
		<ul style="list-style-type: none"> • Review/Refresh Obligations and Responsibilities of Board of Trustees • Develop Board recruiting and development goals • Executive Director Evaluation: <ul style="list-style-type: none"> • Review evaluation results from last school year • Kick off new year: draft goals 	

	Purpose	Presenter	Time
IV. Board Committee Reports			7:08 PM
A. Academic Excellence	Vote	Kathleen Foley	10 m
B. Appeals	Discuss	Sergio Martin	5 m
C. Diversity, Equity and Inclusion	Discuss	Anissia Vixamar	5 m
D. Governance	Discuss	Sergio Martin	5 m
E. Finance and Facilities	Discuss	Matthew Yezukevich	5 m
V. Policy Review			7:38 PM
A. First Reading Employee Handbook	Discuss	Mallory St Brice	15 m
B. Second Reading • Employee Handbook • Drug Free Policy • Cellphone Policy	Discuss	Mallory St Brice	15 m
VI. Community Groups			8:08 PM
A. FEA	Discuss	Heidi Berkowitz	2 m
B. Foundation	Discuss	Heidi Berkowitz	2 m
C. English Language Parent Advisory (ELPAC)	FYI	Heidi Berkowitz	2 m
D. Special Ed Parent Advisory (SEPAC)	FYI	Heidi Berkowitz	2 m
VII. Meeting Summary and Items for Next Meeting			8:16 PM
A. Board Calendar	Discuss	Sergio Martin	5 m
Review Next Month			
B. Items for Next Meeting	Discuss	Todd Tetreault	15 m

	Purpose	Presenter	Time
VIII. Minutes of Meetings			8:36 PM
A. Approval of Minutes	Vote	Todd Tetreault	15 m
<ul style="list-style-type: none"> • August 2, 2023 • February 12, 2024 • February 13, 2024 • February 15, 2024 • February 21, 2024 • March 20, 2024 • June 17, 2024 • July 9, 2024 			
IX. Executive Session			8:51 PM
A. Adjourn to Executive Session	Vote	Todd Tetreault	1 m
<ul style="list-style-type: none"> • Adjourn to Executive session not to return to open session in accordance with the Open Meeting Law, M.G.L. c. 30A, Section 21(a), as the Chair has determined that an open session would have a detrimental effect. 			
X. Closing Items			8:52 PM
A. Adjourn Meeting	Vote	Todd Tetreault	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

Personnel Update

Section: II. Leadership Report
Item: B. Personnel Update
Purpose: FYI
Submitted by:
Related Material: HR Board Dashboard 8.8.24 (1).pdf
HR Update_ Open Positions by Building_8.8.24.pdf

HR Dashboard- Staffing & Recruitment

As of 8/8/24



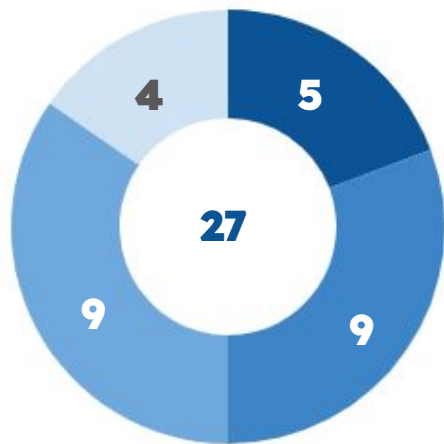
Head Count

260*

*Includes termed staff leaving as of 8/15/24.

*Includes per diem subs.

All Separations Impacting SY 24-25



● ES ● MS ● HS ● DISTRICT

- Includes 10 positions eliminated due to restructuring based on enrollment; 17 were open positions due to terms
- The remaining were voluntary separations

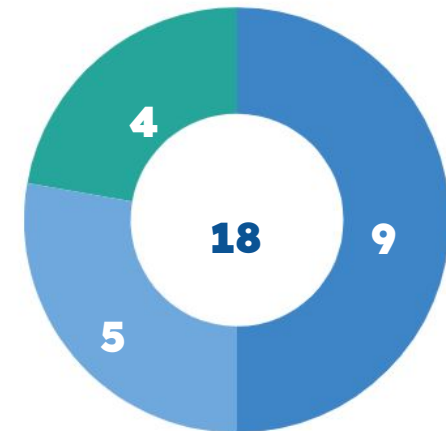
New Hires by Building/Location 8.8.24

Elementary School	13
Middle School	9
High School English Teacher, Grades 9-12	5
District & Executive	5
TOTAL	32

***32**
Open Positions Filled for SY24-25

- *Includes 9 Internal moves
- Hiring managers (principals, assistant principals, managers) have been knocking it out the park!

Summary of Open Positions Due to Separations, New Positions, Backfills From Previous vacancies, By Building



● Middle School ● High School ● DISTRICT

- Filled long-time vacant Director of Student Services!
- Elementary School is filled up as of 8/8/24
- Fewer vacancies than this time last year
- Contracted with HR Knowledge to support primarily MS and MS sub hiring, along with student services hiring.
- 2 FT substitutes in each building (6 total)
- Strategically hiring for long-term sub candidates in case of vacancies (and for leaves of absences) at the start of school

Current Open Positions 8/8/24

Foxborough Regional Charter School

Jobs - Location	Jobs - Title
DISTRICT	District Wide K-12 Substitute Teachers Pool [SY24-25]
DISTRICT	Facilities Maintenance Associate (NEW)
DISTRICT	Food Service Assistant [SY24-25]
DISTRICT	School Nurse, Per Diem SY23-24
High School	Teacher, English as a Second Language (ESL), High School [SY24-25]
High School	High School Math Teacher 9-12 [SY23-24]
High School	Administrative Assistant, High School Office / District Office [SY24-25]
High School	High School Science Teacher 9-12 [SY24-25]
High School	Teacher, Special Education, High School [SY24-25]
Middle School	School Based Building Substitute Teacher, Middle School 5-8 [SY24-25]
Middle School	Teacher, Music, Middle School 5-8 [SY2024-2025]
Middle School	Paraprofessional, Special Education, Middle School [SY24-25]
Middle School	Middle School English Language Arts (ELA) Teacher, Grade 7, SY2024-25
Middle School	7th Grade Middle School Math SY 2024-2025
Middle School	8th Grade Middle School Math Teacher [SY24-25]
Middle School	Paraprofessional, Substantially Separate Classroom, Middle School 5-8 [SY24-25]
Middle School	Middle School Math Interventionist SY [24-25] (NEW)
Middle School	Teacher, Social Studies Middle School Grade 5 [SY24-25]

Elementary School	0
Middle School	9
High School	5
DISTRICT	4
TOTAL	18

Coversheet

Enrollment Update

Section: II. Leadership Report
Item: C. Enrollment Update
Purpose: FYI
Submitted by:
Related Material: August 24 Board Update- Enrollment.pdf



Enrollment Update August 8, 2024

SY 24-25 Enrollment

Grade Level	Current Enrollment	Enrollment Goal	Withdrawals	New Registrations	Current Status	Waitlist
K	0	120	0	127	116	0
1	125	130	3	22	147	15
2	140	140	6	15	152	20
3	136	135	8	22	148	19
4	145	145	9	20	158	35
5	140	140	10	16	147	20
6	129	130	15	18	137	22
7	112	110	5	12	119	19
8	117	115	11	9	117	10
9	105	90	30	9	84	27
10	86	85	2	0	85	0
11	89	85	2	0	86	0
12	85	80	0	0	85	0
	1409	1505	98	270	1587	187

Withdrawals by Grade/Town 79 of the 98 (80%) withdrawals the admissions office has processed this summer come from these towns.

	Attleboro	Brockton	N. Attleboro	Mansfield	Foxborough	Norton	Stoughton
Kindergarten	0	0	0	0	0	0	0
Grade 1	0	0	0	0	0	1	0
Grade 2	1	0	3	1	0	1	0
Grade 3	0	1	4	0	0	0	1
Grade 4	1	1	3	1	0	0	0
Grade 5	3	1	3	1	3	0	0
Grade 6	4	1	3	0	1	2	1
Grade 7	0	1	1	1	0	0	1
Grade 8	3	0	5	0	1	0	1
Grade 9	2	11	9	2	1	1	1
Grade 10	2	0	0	0	0	0	0
Grade 11	0	2	0	0	0	0	0
Grade 12	0	0	0	0	0	0	0
Total	16	18	23	6	6	5	5

Notes:

The admissions office is closely monitoring enrollment for the 24-25 school year. This includes actively registering new students in grade levels where seats are available and managing withdrawals. Enrollment offers were recently extended to 73 students in grade levels where we are below or just above the enrollment goal number. The team is actively registering these students to ensure they are fully registered and ready to start the school year here at FRCS on the first day of school.

To strengthen our waitlists, and work to reach our enrollment goal number for Kindergarten, we have reopened our enrollment application for the 2024-2025 school year from August 1st to August 30th. As of 8/8, we have received 27 applications.

We recently partnered with SchoolMint to enhance our marketing efforts and extend our reach. This includes a new social media ad campaign created to highlight the unique qualities of our school district. We are eager to see how this benefits the school's outreach efforts.

Coversheet

Administrative/Housekeeping

Section: III. Board Business
Item: A. Administrative/Housekeeping
Purpose: FYI
Submitted by:
Related Material: FRCS 2023-2024 Annual Report.pdf



ANNUAL REPORT

2023-2024

Submitted August 1, 2024

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INTRODUCTION TO THE SCHOOL

Foxborough Regional Charter School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location (Municipality)	Foxborough
Regional or Non-Regional	Regional	Districts in Region (if applicable)	Attleboro, Avon, Brockton, Canton, Easton, Foxborough, Mansfield, Medfield, Medway, Millis, Norfolk, North Attleboro, Norton, Norwood, Plainville, Sharon, Stoughton, Walpole, West Bridgewater, Wrentham
Year Opened	1998	Year(s) Renewed (if applicable)	2003 2008 2013 2018 2023
Maximum Enrollment	1,700	Enrollment for 2023-2024	1552
Chartered Grade Span	K-12	Grade Span for 2023-2024	K-12
Number of Instructional Days per School Year (as stated in the charter)	180	Students on Waitlist for 2023-2024	104
Number of Instructional Days during the 2022-23 School Year	180		
School Hours	7:30am – 3:05pm	Age of School in 2023-2024	26 Years

Mission Statement:

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

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

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

Network requirements: Foxborough Regional Charter School is an independent charter school and not part of a network.

SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

FAITHFULNESS TO CHARTER

CRITERION 1: MISSION AND KEY DESIGN ELEMENTS

School stakeholders hold a unified and consistent comprehension of the school's mission and essential design components laid out in its 2023-2028 charter. The school leadership has effectively implemented all vital design elements specified in the most recently ratified charter, along with all amendments made to the charter over time. Moreover, the school substantially achieves the objectives outlined in its accountability plan.

The Fundamental Design Elements

1. Equipping every student for success in higher education and careers.
2. Offering a challenging academic curriculum and fostering global learning experiences for all students.
3. Providing extensive professional development for educators and staff to ensure continual engagement, high qualifications, and innovative teaching practices.

FRCS has a demonstrated history of successfully integrating its mission and fundamental design elements. The school offers a rigorous academic curriculum complemented by community service learning, leadership opportunities, and World Language components. The cornerstone of this achievement lies in (1) effective instructional practices within classrooms, (2) robust support programs outside of class, and (3) the unwavering dedication of FRCS teachers and staff in guiding each student towards their aspirations.

Students embark on their journey towards understanding and valuing higher education from kindergarten, with dedicated programming in grades 5, 8, 9, and 10. At each grade level, students engage in targeted curriculum and activities, culminating in two years of Advising classes during junior and senior years. These classes provide a platform for students to reflect on their interests, explore colleges fitting their aspirations, learn application procedures, and refine their skills through practice essays.

Furthermore, FRCS offers numerous experiential learning opportunities for students to develop critical thinking, collaboration, digital literacy, innovation, and technological proficiency. An exemplary instance in the high school curriculum is the Student Teaching I and II courses for grade 11 and 12 students, where they receive instruction in Early Childhood or Elementary Education. Paired with elementary school instructors, high school students gain insights into teaching methodologies, participate in classroom activities, and learn to plan and deliver lessons for grades K-4. This interdisciplinary approach, emphasizing career exploration, stands out as a distinctive feature of our K-12 District.

Additional evidence of our fundamental design elements, along with the distinctiveness of our school choice program, includes:

1. *Equipping for College and Career Success*
 - College preparation curriculum and support
 - Advanced Placement (AP) course offerings
 - Access to Virtual High School Courses
 - On-campus college visits
 - Dual enrollment programs
 - College admission test preparation
2. *Rigorous Academic Program and Global Learning*
 - STEM Diploma opportunities
 - Emphasis on critical thinking and problem-solving
 - Real-world application of knowledge

- Diverse AP course selection
- International travel opportunities

3. *Comprehensive Professional Development*

- Weekly sessions for data-informed instructional practices
- Common planning time for collaborative work and knowledge sharing
- Themed district-level sessions
- Mandatory state-required trainings during Summer Orientation week
- Four half-day professional learning opportunities annually
- Off-site trainings as identified and relevant for teachers and staff

Amendments to the Charter		
Date Submitted	Amendment Requested	Pending or Approved?
April 11, 2024	Accountability Plan	May 3, 2024

CRITERION 2: ACCESS AND EQUITY

STUDENT DEMOGRAPHIC INFORMATION

[Foxborough Regional Charter School Student demographic enrollment data link](#)

Enrollment by Race/Ethnicity 2023-2024

Student Data by Race/Ethnicity 2023-2024	
Race/Ethnicity	Percentage of Student Body
African American	56.8
Asian	3.0
Hispanic	23.3
Native American	0.4
White	11.9
Native Hawaiian, Pacific Islander	0.1
Multi-Race, Non-Hispanic	4.6

[Foxborough Regional Charter School Selected Populations 2023-2024](#)

Selected Student Populations 2023-2024	
Title	Percentage of Student Body
First Language not English	19.7
English Language Learner	9.1
Low-income	46.3
Students with Disabilities	10.9
High Needs	56.7

DISCIPLINE DATA

[2022-2023 Student Discipline Data Report](#)

Student Group	Students	Students Disciplined	% 1 Day	% 2 to 3 Days	% 4 to 7 Days	% 8 to 10 Days	% > 10 Days
All Students	1,626	58	0.9	1.7	0.6	0.2	0.2
English Learner	126	9	2.4	4.0	0.0	0.0	0.8
Low Income	735	35	1.2	2.3	0.5	0.3	0.4
Students w/disabilities	175	12	1.1	2.9	1.7	1.1	0.0
High needs	900	45	1.2	2.4	0.7	0.3	0.3
Female	845	17	0.7	0.9	0.2	0.1	0.0
Male	781	41	1.2	2.6	0.9	0.3	0.4
Amer. Ind. or Alaska Nat.	9	1					
Asian	130	0					
Afr. Amer./Black	987	47	1.4	2.4	0.5	0.2	0.2
Hispanic/Latino	102	3					
Multi-race, Non-Hisp./Lat.	83	2					
Nat. Haw. or Pacif. Isl.	3						
White	312	5					

During the 2023-2024 academic year, Foxborough Regional Charter School (FRCS) utilized discipline data from the previous year, along with the Multi-tiered System of Supports (MTSS) Self-Assessment for Social Emotional Learning (SEL) and Mental Health (MH), and the Behavior Intervention Monitoring Assessment System (BIMAS-2), in conjunction with other data sources, to guide efforts in reducing both in-school and out-of-school suspension rates and to address disparities in discipline among different student groups. FRCS made significant strides in ensuring that

both district and school-level leaders were well-informed about the Act Addressing Barriers to Care for Mental Health, which includes changes to the Massachusetts Department of Elementary and Secondary Education's (DESE) Rethinking Discipline Initiative.

Additionally, FRCS continued its endeavors to adapt, expand, and fortify its multi-tiered systems of support (MTSS) to meet the social-emotional, behavioral, and mental health needs of students, families, and educators. This included continuing strong partnerships with community-based mental health agencies and providers to establish comprehensive mental health systems. In these efforts, FRCS utilized various evidence-based frameworks alongside MTSS, such as CASEL (Collaborative for Academic, Social, and Emotional Learning), Safe and Supportive Schools, Restorative Justice, and Positive Behavioral Interventions and Supports (PBIS).

FRCS remained dedicated to upholding DESE's statement emphasizing the critical importance of students' well-being for their academic and overall success. This commitment was reflected in FRCS's utilization of public grant funds allocated through the Student and Family Support (SFS) office of the Massachusetts Department of Elementary and Secondary Education. These funds were prioritized in four key areas related to social-emotional, behavioral, and mental health for students, staff, and families, with the aim of demonstrating sustainability and scalability efforts in building a comprehensive mental health system:

4. Racial Equity and Cultural Responsiveness: Ensuring that social-emotional learning approaches are culturally responsive, providing professional development and coaching to staff, conducting culturally responsive mental health screenings, strengthening systems for inclusive student and family leadership, and engaging students and families to center racial equity in social-emotional learning efforts.
5. Universal Mental Health and Social Emotional Screening Systems: Implementing screenings to identify tiered needs and matching them with strategic supports, embedding policies and protocols in school culture and climate practices.
6. Evidence-Based Interventions and Supports: Utilizing evidenced-based interventions and supports for social-emotional and behavioral health, and providing staff with necessary professional development and coaching for fidelity in implementation.
7. Sustainable Systems & Partnerships: Establishing and strengthening sustainable systems and multi-year partnerships with students, families, community-based services, professional development providers, and other stakeholders.

CRITERION 4: DISSEMINATION

The following table demonstrates how the school has *shared innovative models for replication and best practices with other public schools in the district where the charter school is located* during the 2022-2023 school year. Dissemination efforts may also include sharing innovative models and best practices to other schools, districts, and organizations beyond the district where the charter school is located.

Best Practice Shared	Vehicle for Dissemination (Describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts)	Result of dissemination (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
Translation Services	Meetings, phone calls, document sharing	Assistant Director of EL	Foxborough Public Schools	Resources and procedures were shared with District educational leaders to support their efforts in providing services to newcomer families.
McKinney Vento Procedures	Meetings, phone calls, document sharing	District Nurse Leader	Southeastern Regional Nurses	Southeastern Regional Nurses were able to update their procedures and practices to more inclusively support families arriving from Haiti.
Charter School Enrollment Procedures	Meetings, phone calls, document sharing	Outreach and Communications Manager	Sending District Town Officials supporting regional immigration efforts	Immigrant students in sending districts were able to apply for the lottery and be eligible for enrollment.

ACADEMIC PROGRAM SUCCESS

CRITERION 5: STUDENT PERFORMANCE

[Most recent 2023 School Report Card, publicly available student performance data](#)

Foxborough Regional Charter School is committed to each student's academic growth from kindergarten through high school. Our yearly District Assessment Plan provides an assessment structure and specific testing windows to ensure timely testing to identify students' learning readiness and growth opportunities. The assessments include the NWEA MAP Growth Assessment 2-10, Curriculum Associates' i-Ready Assessment 5-8, and Amplify's mCLASS DIBELS 8 in elementary school.

We continue to invest resources and training using the Panorama Education Platform. The Panorama platform accepts data from a variety of assessments as well as our student information system. Panorama builds a student composite or in other words a 360 view of each student allowing staff to see the whole student including academic, social-emotional and behavioral data in one platform. Educators are able to see student MAP scores, MCAS data, grades, attendance and other contributing factors to a student's overall academic performance.

FRCS students took the NWEA MAP assessment three times this year. A total of 1,016 students from second through tenth grade participated in the fall, winter, and spring sessions. These students exceeded the median math growth percentile of 50%, reaching the 70th percentile by spring. In both reading and language, all FRCS students were around the 50th percentile, scoring at 44% in terms of student growth. Similarly, our high school students showed growth in science, also reaching the 44th percentile. Overall, FRCS students' spring performance was around the national average in achievement in science, math and reading specifically in regards to achievement. Middle school students showed growth in math, with 100% achieving typical growth on the i-Ready assessments. In elementary school, our K-2 students took reading assessments three times, and the percentage of students meeting or exceeding the benchmark increased by 11% from fall to spring.

[FRCS 23-24 data – Student Performance](#)

CRITERION 6: PROGRAM DELIVERY

Foxborough Regional Charter School (FRCS) is committed to preparing students for college and careers by offering a rigorous academic program and global learning experiences. We provide comprehensive professional development for teachers and staff to ensure highly engaged, qualified, and innovative instructional practices. Additionally, FRCS has begun developing a Portrait of a Graduate to align the skills and outcomes needed for students to succeed beyond school. This effort, involving students, teachers, and district staff, is ongoing and will include input from parents and community members to finalize the attributes of a successful FRCS graduate.

- Portrait of a Graduate Attributes (In Process)
- Integrity
- Critical Thinking

- Global Citizen
- Perseverance
- Adaptability
- Communication

FRCS educators are dedicated to providing high-quality instruction to prepare students for success in college, careers, or military pathways. This starts with a strong curriculum in elementary school. This past year, we chose a high-quality ELA program for our elementary students. This fall, grades K-4 will begin using Houghton Mifflin Harcourt's (HMH) "Into Reading," which will align well with our middle school ELA program, as grades 5-8 are already using HMH materials. In addition, elementary will continue to use the evidence-based reading screener mClass enabling educators to identify students early in need of support. Teachers, interventionists, and specialists will use Targeted Learning Time (TLT) to address each student's needs. Whether a student requires extra support or enrichment, this dedicated time ensures that instruction is tailored to meet their specific needs.

This approach to meeting students where they are and providing what they need will continue at the middle school with the continuations and strengthening of the What I Need Now (WINN) periods. These WINN periods ensure specific times and opportunities for students to engage in student-centered support, intervention or enrichment. A clear focus on cohesive quality instruction will be evident in the Middle School with continued educator support implementing Houghton Mifflin Harcourt's (HMH) "Into Reading/Literature," and I-Ready instruction.

FRCS instructional leaders are dedicated to ensuring that every student has access to high-quality instructional materials that cater to diverse learning needs. Building on our district assessment calendar, we are focused on early identification of students who may need extra help. Recently, our instructional teams from all three buildings have collaborated on a district-wide realignment to support students cohesively and proactively. Additionally, instructional leaders have participated in professional development using the Panorama platform to deliver timely interventions for students.

Furthermore, students at FRCS have a variety of educational choices. At our high school students meeting the prerequisite criteria can opt into advanced placement courses, dual enrollment programs for college credit, approved vocational programming or course offerings through Virtual High School(VHS). These opportunities expand the access to high quality instruction and allow us to diversify student offerings.

[Annual Report 2023-24 FRCS DATA -Program Delivery](#)

ORGANIZATIONAL VIABILITY

CRITERION 10: FINANCE

Foxborough Regional Charter School
 Budget to Actual Statement
 For the period ending June 30, 2024

UNAUDITED

REVENUES

Student Tuition	\$	\$	28,156,607.00
Federal Grants/Reimbursements	\$		930,298.31
State Grants/Reimbursements	\$		10.00
Private Grants Unrestricted	\$		5,650.00
Food Service Program	\$		1,136,118.86
Transportation Program	\$		701,968.90
Building Rental	\$		60,000.00
Other Revenues	\$		665,506.86
Total Revenues			31,656,160

EXPENSES

Personnel			
Administration & Finance	\$		1,158,684.03
Teaching & Learning	\$		12,161,432.02
Student Activities	\$		1,128,067.69
Operations	\$		880,159.42
Grants	\$		355,674.24
Subtotal Personnel			15,684,017

Administration & Finance	\$		859,364.98
Teaching & Learning	\$		864,241.50
Student Activities	\$		3,659,952.48
Operations	\$		2,388,419.61
Employee Benefits	\$		2,398,950.27
Grants	\$		488,397.82

Subtotal Operating Costs 10,659,327

Debt Advanced Refunding Cost -

Capital outlay	-
Loan Principal	-
Depreciation	2240640.24
Debt service - interest	1,221,951
Total Expenses	29,805,935

Change in net assets 1,850,225

Net assets, beginning of year 26,804,412

Net assets, end of quarter 06/30/2024 \$ 28,654,638

Foxborough Regional Charter School
Statement of Net Assets
for period ended June 30, 2024

ASSETS	<u>6/30/2024</u>
Current Assets	
Cash - operations	\$ 14,033,102
Cash - expense fund	-
Cash - debt service/Loan reserve	3,148,710
Accounts receivable:	-
Intergovernmental	660,008
Other	11,170
Prepaid expenses	<u>336,940</u>
Total current assets	<u>18,189,930</u>
Capital assets	
Right-of-Use-Asset	324,662
Land/Buildings/Improvements	52,753,673
Furniture, equipment, and software	6,680,827
Construction in progress	261,414
Less: accumulated depreciation	<u>(21,101,748)</u>
Total investment in capital assets	38,918,828
Other assets	
Bonds - Loss on Defeasance 2017B	3,876,364
Accum. Amort. Loss on Def of Bonds	(888,333)
Accum. Amort. Bond Premium 2017B	<u>478,583</u>
	3,466,614
TOTAL ASSETS	<u>\$ 60,575,373</u>
LIABILITIES AND NET ASSETS	
Current Liabilities	
Accounts payable	\$ 1,780,766
Accrued expenses	932,157
Restricted - Dental Program	-
Accrued compensation	1,651,596
Other liabilities	-
Bonds payable - US Bank	-
Deferred income	107,199
Lease Liability	<u>77,156</u>
Total current liabilities	4,548,875

Foxborough Regional Charter School
Statement of Net Assets
for period ended June 30, 2024

Bonds payable	22,260,000
Bonds payable - Premium 2017B	2,175,371
Loan Payable - Eastern Bank	<u>2,936,490</u>
Total Non-current liabilities	27,371,860
Total liabilities	31,920,735
Net Assets	
Investment in capital assets	-
Restricted - Board Capital	5,165,006
Unrestricted	<u>23,489,632</u>
Total net assets	28,654,638
	\$
TOTAL LIABILITIES AND NET ASSETS	<u><u>60,575,373</u></u>

FY2025 Budget Approved by Board of Trustees: 6/17/2024

	<u>Budget</u>
REVENUES	
Per Pupil Tuition	29,069,550.00
Federal Grants/Reimbursements	1,050,000.00
State Grants/Reimbursements	0.00
Other Grant Revenues	0.00
Food Service Program	1,153,000.00
Extended Day Program	0.00
Transportation Program	690,000.00
Building Rental Revenue	126,000.00
Other Revenues	347,000.00
Total Revenues	32,435,550.00
EXPENSES	
Personnel	
Administration & Finance	1,412,735.00
Teaching & Learning	14,882,984.00
Student Activities	1,007,460.00
Operations	951,748.00
Grants	385,471.00
Subtotal Personnel	18,640,398.00
Operating Costs	
Administration & Finance	878,800.00
Teaching & Learning	428,750.00
Student Activities	3,647,459.00
Operations	2,622,550.00
Employee Benefits	2,533,319.00
Grants	574,529.00
Subtotal Operating Costs	10,685,407.00
Total Expenses	29,325,805.00
NET BUDGET FROM OPERATIONS	3,109,745.00
Capital Outlay	1,158,500.00
Debt Service	2,446,022.00
Depreciation	0.00
Board Capital Reserve	<u>(1,158,500.00)</u>
NET BUDGET RESERVED	663,723.00

FY24 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2024 submission	1525
Number of students upon which FY25 budget tuition line is based	1525
Number of expected students for FY25 first day of school	1550
<i>Explanation of Variance: Each year families withdraw students for the following school year beginning in June and throughout the summer. Often times, students not in attendance on the first day of school have withdrawn but have not notified the school officially.</i>	

FOXBOROUGH REGIONAL CHARTER SCHOOL: STRATEGIC CAPITAL PLAN FY20-FY30

<u>Capital Item Description</u>	<u>Location</u>	<u>Current Status</u>	<u>Estimated Schedule/Completion</u>	<u>Estimated Costs</u>	<u>Finance</u>	<u>Capital Project Reserve?</u>
ES Lobby Entrance Repair/Replace	ES	Estimates Obtained	FY25		Capital Budget	Yes
Carpet to Flooring (ES) (Phase 4)	ES	Estimates Obtained	FY25	\$360,000	Capital Budget	
Technology Plan	ES/MS/H S	In Progress	Ongoing - Annual	\$360,000	Capital Budget/Grants/Expenses	No
ES Roof Replacement	ES	Researching Options	FY25 - High Priority	\$5,200,000	Capital Budget	Yes
MS Door K replacement	MS	Estimates Obtained	FY25	\$50,000	Capital Budget	No
Door L handicap access button installed	MS	Estimates Obtained	FY25	\$7,000	Capital Budget	No
Outdoor learning center pavilion and update to playground	ES	Estimates Obtained	FY26	\$160,00	Capital Budget	No
Outdoor learning center pavilion	MS	Researching Options	FY26	Unknown	Capital Budget	No
Milk Chest	ES/MS/H S	Researching Options	FY25	\$13,000	Capital Budget	No
New chairs and tables	ES/MS/H S	Researching Options	FY25 - High Priority	\$32,000	Capital Budget	No

APPENDIX A: ACCOUNTABILITY PLAN EVIDENCE 2023-2024

FAITHFULNESS TO CHARTER

	2023-2024 Performance M (Met) NM (Not Met)	Evidence (Include detailed evidence with supporting data or examples.)
Objective: (KDE 1: Preparing all students to be successful in college and career) <i>Foxborough Regional Charter School will enhance student academic performance to meet college and career success standards, as evidenced by an increase in overall student proficiency in District Determined Measures.</i>		
Measure: <i>By the end of each academic year, students in grades 4, 8, and 10 will demonstrate a 3% growth in their student growth percentile (SGP) in mathematics MAP assessment.</i>	M	Overall, FRCS 4th, 8th, and 10th-grade students exceeded the 3% growth target, achieving an average growth of 9.3%. Analysis of the Student Growth Summary Report reveals that 4th-grade students at FRCS achieved an observed growth of 18%, surpassing the projected growth of 10.8%. Similarly, 8th-grade students exceeded their projected growth of 5.3%, reaching an observed growth of 7%. Although 10th-grade students slightly missed the projected growth target of 3.4%, they still achieved a commendable 3% growth, indicating solid progress.
Measure: <i>By the end of each academic year, students in grades 4, 8, and 10 will demonstrate a measurable academic advancement of 3% growth in their student growth percentile (SGP) in English Language Arts (ELA) MAP assessment.</i>	M	FRCS students showed strong performance in ELA, with both language and reading growth surpassing the targeted goal of 3%, achieving an overall average growth of 7%. While the overall average growth score was 7%, the performance varied across the three grades. 4th-grade students achieved a strong result of 7.95% growth in reading and language, narrowly missing the projected target of 8%. 8th-grade students also performed well in ELA,

	2023-2024 Performance M (Met) NM (Not Met)	Evidence (Include detailed evidence with supporting data or examples.)
		surpassing their projected growth target of 3.7% and achieving a 4% growth. 10th–graders missed their growth target of 2% falling short by 3%.
<p>Measure: <i>Annually, there will be a 5% reduction in discipline referrals reflecting the effectiveness of classroom learning environments that are supportive, culturally responsive, and emphasize the cultivation of community and relationships.</i></p>	<p>NM</p>	The analysis of student referral data from the Educator’s Handbook shows a consistent 10% referral rate per month from 2022-23 to 2023-24. An increase in reported incidents is attributed to educators' consistent use of the platform. A notable positive change is the increased use of merit awards to reinforce positive behavior and acknowledge students meeting expectations.
<p>Objective: (KDE 2_Providing a rigorous academic program and global learning experience to all students) <i>Foxborough Regional Charter School will enhance students’ sense of identity, community, and ethics, and foster the ability to define and advance equity and justice with respect to human systems through core instruction.</i></p>		
<p>Measure: <i>Annually, 100% of FRCS students will learn about and participate in a celebration of cultural holidays and traditions; collaborate, connect, or communicate with students from international schools and classrooms, and/or travel abroad on international service-learning trips.</i></p>	<p>M</p>	<ul style="list-style-type: none"> ● Throughout the school year, all FRCS students in Grades K-12 engaged in monthly spirit days dedicated to celebrating, observing, and raising awareness of various cultural holidays and traditions. ● In May, a group of FRCS high school students organized a community-wide Multicultural Day to honor and celebrate the rich diversity of cultures represented by our students and their families. The event featured a variety of cultural foods, performances, dance, and art, showcasing the vibrant traditions of our community. This free event was open to the public,

	2023-2024 Performance M (Met) NM (Not Met)	Evidence (Include detailed evidence with supporting data or examples.)
		welcoming everyone to join in the celebration and learn about different cultures. <ul style="list-style-type: none"> ● In April, middle and high School Students had the opportunity to embark on culturally enriching international trips to Peru, Italy, and Japan. The 15 students who traveled to Peru participated in meaningful service-learning projects.
<p>Measure: <i>Each year, as a result of targeted interventions implemented by the Student Intervention Team (SIT) for identified students, those students will achieve a minimum of a 5% improvement in their overall MAP ELA and/or math assessments and a 10% reduction in behavioral incidents, as measured by behavior tracking systems.</i></p>	<p>M</p>	<p>The Student Intervention Team (SIT) focuses on supporting identified students with targeted interventions. The effectiveness of these interventions is continuously monitored and assessed. Through targeted interventions and close monitoring, we see the following results. Overall, FRCS students achieved a 7% growth percentile in ELA and 9.3% in mathematics. Targeted interventions are evident in the elementary students' math scores, which increased from the 38th percentile in the fall to the 52nd percentile, aligning with national expectations. Similarly, elementary students reached the 50th percentile in the spring ELA MAP assessment, performing in line with national standards. As a district we are working determined to monitor and support student behavior through the use of Panorama. To meet this goal, we are aligning how we measure behavior referrals and how we collect the data in all three buildings.</p>

	2023-2024 Performance M (Met) NM (Not Met)	Evidence (Include detailed evidence with supporting data or examples.)
<p>Objective: (KDE 3 Providing comprehensive professional development for teachers and staff to ensure ongoing highly engaged highly qualified and innovative instructional practices). <i>Foxborough Regional Charter School will strengthen educator effectiveness by using data driven instructional practices to drive instructional decision making and adjustments to instruction specifically in the area of culturally Responsive Teaching.</i></p>		
<p>Measure: <i>Each year, 80% of teachers in their third year and beyond will score at least proficient or above on Indicator 2D, Cultural Proficiency, based on the criteria outlined in the DESE classroom teacher evaluation rubric.</i></p>	<p>M</p>	<p>All FRCS staff participated in Anti-Bias and Anti-Racist (ABAR) training and affinity groups based on the book "Why Are All the Black Kids Sitting Together in the Cafeteria?" during orientation week on 08/29/2023. A second ABAR training focused on Anti-Bias and Anti-Racist education was held on 1/12/2024. Additionally, staff attended a workshop on 05/10/2024 titled "Trusted Adults Make All the Difference," focusing on maintaining healthy boundaries with students. We had nearly 100% attendance at all three trainings. Notably teacher evaluation is evolving this year as we work with the teaching team to adapt practices regarding culturally proficiency teaching practices which will be embedded within the overall indicators of the rubric and not a stand-alone.</p>
<p>Measure: <i>Annually, 80% of teachers will affirm on an annual teacher survey that the professional development provided has enhanced their instructional practices, with a target survey response rate of 70%.</i></p>	<p>M</p>	<p>This year we received positive feedback from our annual staff survey on professional development. An impressive 81% of teachers reported that they strongly agree or agree that the professional development content is relevant to their current job functions and has significantly enhanced their classroom instruction. This reflects our ongoing commitment to providing</p>

	2023-2024 Performance M (Met) NM (Not Met)	Evidence (Include detailed evidence with supporting data or examples.)
		valuable and impactful training for our educators. Furthermore, 69% of staff attended five professional development sessions during the 2023-2024 school year, demonstrating their dedication to continuous learning and improvement. An additional 27% participated in three to four sessions, showcasing a strong overall engagement with our professional development offerings. We also sought and received valuable input and feedback through this survey, which will be thoughtfully incorporated into our 2024-2025 professional development plan. We are committed to refining our programs to better meet the needs of our staff and ensure the highest quality of education for our students.
<p>Objective: (DISSEMINATION Providing innovative models for replication and best practices to other public schools in the district where the charter school is located.) <i>Foxborough Regional Charter School is committed to sharing best practices with the public-school communities in our sending districts.</i></p>		
<p>Measure: <i>Each year through the charter term, Foxborough Regional Charter School will share its mentor and teacher induction programming with other local public schools in MA</i></p>	<p style="text-align: center;">M</p>	Foxborough Regional Charter School actively collaborates with other local charter public schools in Massachusetts in many ways, including by sharing its mentor and teacher induction programming. This collaboration involves meetings and the exchange of resources to support new educators. By sharing best practices and innovative approaches to teacher development, FRCS fosters a culture of continuous

	2023-2024 Performance M (Met) NM (Not Met)	Evidence (Include detailed evidence with supporting data or examples.)
		improvement and professional growth. This collaborative effort not only enhances the skills and effectiveness of educators across participating schools but also directly benefits students by ensuring they receive high-quality instruction. Furthermore, this partnership strengthens the educational community, promotes consistency in teaching standards, and creates a supportive network for teachers, ultimately leading to improved student outcomes and a more cohesive educational experience.

APPENDIX B: RECRUITMENT AND RETENTION PLAN 2024-2025

RECRUITMENT PLAN 2024-2025

2023-2024 Implementation Summary:
<p>The school strives to employ tactics aimed at attracting and registering students whose demographic makeup mirrors that of the districts they come from. These efforts include annual open houses, regular facility tours, and disseminating brochures in community hubs like local centers, libraries, daycares, and preschools within these districts.</p> <p>Additionally, the school actively encourages its current families to spread the word about enrollment through informal channels such as community events and religious organizations. These broad initiatives aim to engage all potential students. Despite replicating previously successful strategies, Foxborough Regional Charter School observed a decline in applications this year. However, the enrollment of special education and English Language Learner (ELL) students this spring aligns with the current student body composition.</p>

General recruitment activities
<p style="text-align: center;">General Recruitment Activities for 2024-2025</p> <p>Throughout the 2023-2024 academic year, the school employed intentional and targeted approaches to attract and enroll students whose demographic makeup closely resembled that of students in equivalent grades within their sending districts. This year, efforts to attract students from specific subgroups, such as those with limited English proficiency, special education needs, eligibility for free and reduced lunch, below proficiency levels on standardized tests like the MCAS, or at risk of dropping out of school, involved a range of outreach initiatives.</p> <p>The school collaborated with sending districts and reached out to preschools and daycare centers concentrated in urban areas and regional gateway cities. Existing families actively participated by distributing brochures and information within their local communities, acting as advocates for the school. This strategy allowed the school to tap into support networks that influence family decisions, such as groups united by language, income levels, and children’s needs. Engaging parents in their own communities proved beneficial for effective communication, with word of mouth serving as a powerful tool in building trust and confidence in the school as a viable alternative to neighborhood schools. Furthermore, cultural supports within community circles facilitated understanding of information regarding open houses, the lottery process, and waitlist procedures for families with limited English proficiency.</p> <p>These outreach strategies are instrumental in advancing both our Growth and the Comparison Index objectives.</p>

Recruitment Plan – 2024-2025 Strategies	
Special education students/students with disabilities	
<p>(a) CHART data</p> <p>School percentage: 9.3%</p> <p>GNT percentage¹: 14.3%</p> <p>CI percentage: 14.3%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p>(b) Continued 2023-2024 Strategies</p>
	<p style="text-align: center;">(c) 2024-2025 Additional Strategies</p> <p>The school did not meet GNT/CI this year and additional and/or enhanced strategies are needed. The school will continue to target special education students for recruitment by visiting and providing informational materials to preschools and day care centers in Attleboro and Brockton, areas of high needs for early intervention programming. During FY25, Information on application, open house and lottery details will be disseminated in sending districts based on data from the Special Education Director. The Special Education staff will also be available for discussions involving school wide services at the open house and during registration.</p> <p>Strategies to recruit diverse learners for the 2024-2025 school year include:</p> <ul style="list-style-type: none"> • Enhanced outreach to early intervention programs. • In person meetings with area programs to raise awareness of the strength of the FRCS special education programming. • Close collaboration with families and workshops targeted to meet the needs of parents of special needs children. <p>We anticipate it will take an additional 2 years to meet the GNT.</p>
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 6.9%</p> <p>GNT percentage²: 8.2%</p> <p>CI percentage: 8.2%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p>(b) Continued 2023-2024 Strategies</p>
	<p style="text-align: center;">(c) 2024-2025 Additional Strategies</p> <p>The school did not meet GNT/CI this year and additional and/or enhanced strategies are needed.</p> <p>The school continues to show solid retention rates of MLL student enrollment. The school anticipates that within the next 1-2 years, the percent of Limited English Proficient students will again, continue to grow and exceed these indexes. Strategies in place to increase this population include outreach specific</p>

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Recruitment Plan – 2024-2025 Strategies	
	<p>to community and cultural organizations in our sending districts. The school will target LEP students for recruitment by distributing materials in the primary languages of the sending districts including Haitian Creole, Portuguese, Hindi, Arabic. The school will continue to provide translation services at open house and building tour events. Additionally, the school has partnered with SchoolMint to update the website enrollment page. The page can be easily translated into any language, creating greater access to information.</p> <p>To date, 247 students have registered for the 2024-2025 school year. Among them, 57 students have identified a language other than English as their first language. Additionally, 20 newly enrolled families have indicated that at least one parent or guardian requires translation services. Furthermore, 12 newly enrolled families have specified that both parents or guardians will need translation assistance.</p>
Students eligible for free or reduced lunch (Low-income)	
<p>(a) CHART data</p> <p>School percentage: 41.8%</p> <p>GNT percentage³: 25.6%</p> <p>CI percentage: 32.9%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p>(b) Continued 2023-2024- Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>Met GNT/CI: no enhanced/additional strategies needed</p> <p>The school actively targets students eligible for free or reduced lunch by visiting food banks in the sending districts to distribute information about open houses and enrollment. The school continues to build relationships with community resources commonly used by low-income families, such as SNAP and WIC food stamp programs, thrift shops, and social service agencies. Information about open house opportunities, enrollment dates, and procedures is disseminated through these channels, including postcards and other materials.</p>
	<p>(c) 2023-24 Additional Strategy(ies) not needed</p>

Recruitment Plan – 2024-2025 Strategies	
<u>Students who are sub-proficient</u>	(d) Continued 2024-2025 Strategies The school targets students who are sub-proficient by distributing information through sending district tutoring centers.
<u>Students at risk of dropping out of school</u>	(e) Continued 2024-2025 Strategies <ul style="list-style-type: none"> ● The school targets students who are at risk of dropping out of school by building relationships with sending district guidance counselors and distributing enrollment information through these offices.
<u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u>	(f) Continued 2024-2025 Strategies The school targets students who have dropped out of school by distributing information about the enrollment process to social service agencies in sending districts.
OPTIONAL⁴ <u>Other groups of students who should be targeted to eliminate the achievement gap</u>	(g) Continued 2024-2025 Strategies <ul style="list-style-type: none"> ● The school targets African American students for recruitment by distributing materials to local cultural and religious organizations in the sending districts.

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RETENTION PLAN 2024-2025

2023-2024 Implementation Summary:

In the 2023-2024 school year, FRCS successfully met retention objectives for EL and low-income students, demonstrating strong retention in these subgroups. The following strategies were instrumental in achieving these results.

One key approach was the enhanced use of student data, which allowed teachers to identify at-risk students more accurately. This enabled counselors and teaching staff to provide more tailored and coordinated support services. Notably, special education students now benefit from dedicated sub-separate classrooms across elementary, middle, and high school levels, staffed by full-time personnel, including a classroom teacher and a paraprofessional. This specialized programming helps these students engage more effectively with the FRCS curriculum by addressing their social and emotional needs.

Previously implemented student-centric strategies such as teacher tutoring, peer tutoring, peer mentoring, and in-school academic enrichment periods are beginning to show positive results toward academic confidence. Additionally, fostering strong parent relationships remains a cornerstone of student retention efforts. The parent liaison has been vital in building connections with parents, offering workshops, involving them in meaningful academic support activities, and nurturing a culture that values diversity.

Looking ahead, we aim to build on this success and further enhance retention strategies.

Overall Student Retention Goal 2024-2025

The overall student retention goal rate may be determined based on the school's past retention rates, the sending district(s) retention rate(s), and the supports the school implements to increase student retention.

Annual goal for student retention (percentage):

90%

Retention Plan – 2024-2025 Strategies	
Special education students/students with disabilities	
<p><u>(a) CHART data</u></p> <p>School percentage: 12.4%</p> <p>Third Quartile: 10.6%</p> <p>The school’s attrition rate is <u>above</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2023-2024 Strategies</p> <p>Foxborough Regional Charter School will continue to offer a comprehensive team of professionals to support students with disabilities and their families. This team includes special education teachers, paraprofessionals, occupational therapists, speech therapists, physical therapists, adjustment counselors, school nurses, and a school psychologist. They will collaborate closely with families to ensure each student's academic success and build partnerships that support achievement. Additionally, the team partners with the school’s SEPAC (Special Education Parent Advisory Council).</p> <p>The school has implemented sub-separate special education classrooms, staffed with dedicated FTE members: a classroom teacher, an adjustment counselor, and a paraprofessional. This programming allows students to remain enrolled at our school while receiving specialized instruction that addresses their social and emotional needs, helping them better access the curriculum.</p> <hr/> <p style="text-align: center;">(c) 2024-2025 Additional Strategy(ies) needed</p> <ul style="list-style-type: none"> Ensure that in addition to IEP specifications, special education students are receiving adequate academic support from classroom teachers such that they can succeed in the classroom. Ensure that families of special education students see that we will never lower expectations for their children due to a disability, and will work strategically and relentlessly to ensure their child’s success. Provide parents/guardians of special education students avenues to provide feedback and express any concerns they have through report card conferences, the Special Education Parent Advisory Council, and through an Annual Parent Survey.
Limited English-proficient students/English learners	
Limited English-proficient students	
<p><u>(a) CHART data</u></p> <p>School percentage: 11%</p> <p>Third Quartile: #12.7%</p>	<p style="text-align: center;">(b) Continued 2023-2024 Strategies</p> <p><input type="checkbox"/> At or below third quartile: no enhanced/additional strategies needed. English Language Learners will continue to be serviced in the classroom and through a blend of Sheltered English Immersion (SEI) and pull-out services where necessary. In this model, small groups of students will receive intensive instruction from the ESL instructor. ELLs attend SEI English Language Arts and core content classes with their non-ELL peers. Services provided through the pull-out method will generally focus on</p>

Retention Plan – 2024-2025 Strategies	
<p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	<p>content-related skills and language acquisition. These supports enable students to be successful inside and outside of the classroom.</p>

Students eligible for free or reduced lunch (low-income)	
<p><u>(a) CHART data</u></p> <p>School percentage: 11.3%</p> <p>Third Quartile: 11.5%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2023-2024 Strategies</p> <p><input type="checkbox"/> At or below third quartile: no enhanced/additional strategies needed Foxborough Regional Charter School has provided free breakfast and lunch for all students, regardless of their economic status, through the 2023-2024 school year. Moving forward, the school will continue to offer a comprehensive food service program, including both breakfast and lunch, supported by state and federal funding. Additionally, the school offers robust support for homeless families covered under the McKinney-Vento Homeless Assistance Act, assisting in coordinating essential resources and services to support these families within their sending districts.</p>
	<p>(c) 2024-2025 Additional Strategy(ies), if needed</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2023-2024 Strategies</p> <p>Foxborough Regional Charter School will continue to offer a variety of programs to remediate skills. Strategies include a combination of programs that support student needs; achievement teams, teacher tutoring, peer tutoring, peer mentoring, academic enrichment periods during the school day, and an after school academic enrichment program.</p>
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 2024-2025 Strategies</p> <p>Foxborough Regional Charter school will continue to engage a strong and active Student Intervention Team (SIT Team) that meets weekly to review low grade reports and social emotional needs of students. This team identifies patterns in student behaviors that are counterproductive to academic success and starts the process of intervention activities.</p>

<p><u>Students who have dropped out of school</u> *only schools serving students who are 16 and older</p>	<p align="center">(f) Continued 2024-2025 Strategies</p> <p>The guidance department will continue to work with students and families to identify resources, GED programs, and community services that support students who have made the decision to drop out of school.</p>
<p>OPTIONAL⁵ <u>Other groups of students who should be targeted to eliminate the achievement gap</u></p>	<p align="center">(g) Continued 2023-2024 Strategies</p> <p>The parent liaison will continue to build relationships with parents, offer parent workshops, engage parents in meaningful academic support activities and foster a culture that celebrates diversity.</p>

APPENDIX C: SCHOOL DATA TABLES

ADMINISTRATIVE ROSTER AND STAFF ATTRITION DATA

Name	Title	Brief Job Description	Start date	End date
Dr. Eddie Ingram	Interim Executive Director	Oversight of Academic Programs and Operations	11/22	12/31/23
Heidi Berkowitz	Chief of Staff/ Interim Executive Director	Oversight of State Reporting and Compliance, Admissions, Communications and Family Engagement	8/98 3/22	6/30/24
	Deputy Executive Director			
Dana Benton Johnson	Director of Culture and Climate	Oversight of Social Emotional Learning,	8/21	6/24
Kathleen Foley	Director of Teaching and Learning	Oversight of Principals, Curriculum, Instruction, Professional Development	7/22	
Karen Calvert	Director of Finance	Oversight of Budget and Fiscal Compliance	8/13	

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Lesly Michelot	Director of Operations	Oversight of Facilities, Food Service, Technology	7/22	
Mallory St. Brice	Director of Human Resources	Oversight of Human Resources	10/22	
Nicole Ouimet	Elementary School Principal	Elementary School Leader	3/23	
Alisa Diakite	Middle School Principal	Middle School Leader	7/21	
Michael Cournoyer	High School Principal	High School Leader	10/19	10/23

Teacher and Staff Attrition for the 2023-2024 School Year				
	Number as of the last day of the 2023-2024 school year	Number of departures during the 2023-2024 school year	Number of departures at the end of the school year	Reason(s) for Departure
Teachers	119	12	13	Reduction In Force, non renewals due to performance, voluntary/new school, moving out of area, medical, pursuing school
Other Staff	99	18	7	Reduction In Force, non renewals due to performance, voluntary separation

INFORMATION ABOUT THE BOARD OF TRUSTEES

Members of the Board of Trustees for the 2023-2024 School Year

[Foxborough Regional Charter School Board of Trustees Meeting Minutes and Agendas](#)

BOARD MEMBERSHIP DURING THE 2023-2024 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)
Kathleen Crawford	Chair	FRCS Foundation Appeals	7	2023-2024 2022-2023 2019-2022 2016-2019 2013-2016 2010-2013 2007-2010
Sergio Martin	Vice Chair	Finance Facilities	2	2021-2024 2018-2021
Matt Yezukevich	Treasurer	Finance Governance	3	2021-2024 2018-2021 2015-2018
Badawi Dweik	Board Member	Facilities Staff Recruitment and Retention	5	2023-2024 2022-2023 2019-2022 2016-2019 2013-2016
Todd Tetreault	Board Secretary	Facilities Staff Recruitment and Retention	2	2022-2025 5/2022-11/2022
Annisia Vixamar	Board Member	Appeals Diversity, Equity & Inclusion Student Recruitment and Retention	2	2022-2025 5/2022-11/2022
Mia Oritz	Board Member	Academic Excellence	1	2023-2026

APPENDIX D: ADDITIONAL REQUIRED INFORMATION

FACILITIES

Address	Dates of Occupancy
131 Central Street Foxborough, MA 02035	1998-2024
35 Commercial Street Foxborough, MA 02035	2017-2024

ENROLLMENT

2025-2026 School Year Enrollment Deadlines

Action	2024-2025 School Year Date(s)
Student Application Deadline	February 14, 2025
Lottery	March 5, 2025

Complaints

- The board of trustees did not receive any written complaints during the 2023-2024 school year.

Coversheet

Academic Excellence

Section: IV. Board Committee Reports
Item: A. Academic Excellence
Purpose: Vote
Submitted by:
Related Material: SOA Board Approval.pdf

Section 1: Summarize your district's plan

Foxborough Regional Charter (District) (0446) Charter District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

Your work will not automatically be saved. To save your progress, click 'Save And Go To' at the top of the page and choose either to stay on the Current Page or move to another section. Remember to save 1) before exiting GEM\$, and/or 2) before the system times out (after 60 minutes). Monitor 'Session Timeout' in the upper right corner for your remaining time before saving.

SECTION 1: SUMMARIZE YOUR DISTRICT'S PLAN

In this section, you will:

Write a brief executive summary of your three-year SOA plan. While this section is presented at the beginning of your plan, we recommend writing it after you have completed the other sections of your plan.

*** Please write 1-2 paragraphs summarizing your 3-year SOA plan.** Make sure the summary:

- Identifies the student groups you are targeting for accelerated improvement.
- Describes the selected Evidence-Based Programs your district will use to address the disparities in learning experiences and outcomes for these student groups.
- Explains at a high level the investments you plan to make and what will change in your district because of this plan.

Our 3-year SOA plan is focused on accelerating improvement for three primary student groups: African American/Black students, low-income students, and students with disabilities. These groups have been identified due to significant disparities in learning outcomes, as evidenced by MCAS data and DESE Student Outcomes Comparison Tool. To address these disparities, we are implementing a range of evidence-based programs designed to provide targeted support and enhance academic achievement. This includes the adoption of the Houghton Mifflin Harcourt (HMH) Into Reading program, which aims to provide a cohesive and high-quality curriculum across the district, ensuring equitable access to resources for all students. Additionally, we are investing in math interventionists and reading specialists to provide more personalized support in critical areas.

The district is making significant investments in both human and material resources. We plan to hire additional reading specialists and math interventionists, particularly at the middle school level, to deliver targeted interventions. Moreover, we are committed to retaining highly qualified teachers and providing ongoing professional development, focusing on Anti-Racist and Anti-Bias education, and effective instructional practices. These changes are expected to foster a more inclusive and supportive educational environment, reduce the need for higher-level interventions, and ultimately improve educational outcomes for our targeted student groups.

Section 2: Analyze Your Data and Select Student Groups for Focused Support

Foxborough Regional Charter (District) (0446) Charter District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

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SECTION 2: ANALYZE YOUR DATA AND SELECT STUDENT GROUPS FOR FOCUSED SUPPORT**In this section, you will:**

- **Analyze district data** to identify significant disparities in learning experiences and outcomes among student groups using the [Student Outcomes Comparison Tool](#) or other summary data sources. After conducting an initial analysis to identify disparities, use additional sources of data, including other state and local outcomes data; instructional data; student, family, and community perspectives data; and systems-level data, to go deeper in your analysis and uncover why these disparities exist.
- **Select student groups** who will receive focused support within your SOA plan as a result of your data analysis findings.

*** In conducting your data analysis, where did you observe the most significant disparities in student learning experiences and outcomes? On which measures and for which student groups?**

In the MCAS analysis, the most significant learning outcome disparities were observed among students identifying as African American/Black and those identified as low-income. Additionally, disparities in learning experiences were notably present among students identified as having disabilities and those from low-income backgrounds. These groups showed the greatest disparities compared to all students, particularly concerning out-of-school suspensions and passing rates for 9th grade.

Further analysis of MCAS demographic data on the Open Architect Platform highlights significant disparities between student groups. Specifically, students identified as having a disability, being low-income, or African American/Black are performing at a lower proficiency rate compared to their peers. This holds true in ELA, math, and science.

*** What does your deeper analysis (including the triangulation of multiple types of data) suggest are the best ways to address these disparities across student groups?**

The analysis highlights the need for all three schools to proactively identify students requiring additional academic support as early as possible. Once identified, these students should receive extra support and their progress should be closely monitored to ensure they are meeting essential grade-level standards and skills. Implementing evidence-based targeted interventions is crucial for ensuring each student progresses appropriately.

Additionally, teacher turnover poses a challenge to the consistency and quality of students' educational experiences and outcomes. Retaining highly qualified teachers who can deliver high-quality instruction using high-quality materials is essential. There is a specific need to provide evidence-based Tier 1 high-quality instructional materials (HQIM) at every grade level, ensuring equitable access for all students. By strengthening programming and instruction at Tier 1, the need for Tier 2 and 3 interventions will decrease.

*** Based on your identification of the greatest disparities in outcomes, which student groups will require focused support for rapid improvement as you implement your evidence-based programs over the next three years? Select all that apply.**

Students with disabilities, Low-income, African American/Black

Clear

Search...

Select All/ Deselect All

English learners

Students with disabilities

Low-income

African American/Black

American Indian or Alaskan Native

Asian

Hispanic or Latino

Multi-Race, non-Hispanic or Latino

Native Hawaiian or Pacific Islander

White

Section 3: Set Ambitious Three-Year Targets for Improving Student Achievement

Foxborough Regional Charter (District) (0446) Charter District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

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SECTION 3: SET AMBITIOUS THREE-YEAR TARGETS FOR IMPROVING STUDENT ACHIEVEMENT

In this section, you will:

- **Commit to adopting the three-year improvement target established by DESE with the option to develop additional three-year accelerated improvement targets.** DESE has established a three-year improvement target for each district to include in their SOA plans that focuses on rapidly improving the performance of the "Lowest Performing Students" group. This group, by definition, includes the students who currently have the lowest academic performance, and therefore need the most significant levels of support to reduce the disparities between their performance and that of their peers.
- This target will provide one streamlined measure to show districts' progress in improving performance across several priority student groups at the same time and will be tracked each year as part of districts' annual SOA progress updates. However, districts focusing on improving performance for a single student group may set an additional target for that student group aligned to DESE's accountability targets. *The composition of your district's "Lowest Performing Students" group can be accessed via the [security portal](#).*

*** Please confirm that your district will use DESE's three-year targets for increasing performance for the "Lowest Performing Students" group in ELA and math.**

If applicable, propose additional three-year targets for addressing persistent disparities in achievement for one or more student groups by subject matter and grade level.

Section 4: Engage Families/Caregivers and other Stakeholders

Foxborough Regional Charter (District) (0446) Charter District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

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SECTION 4: ENGAGE FAMILIES/CAREGIVERS AND OTHER STAKEHOLDERS

In this section, you will:

- **Describe your district's ongoing efforts** to engage families/caregivers, particularly those representing the student groups you have identified for targeted support, about how to best address their students' needs.
- **Describe the ways in which your district has engaged families/caregivers and other stakeholder groups** in the development of your SOA plan.
- **Confirm your district has engaged with specific stakeholders** in developing the plan as required by law.

*** Describe the approaches your district uses to regularly engage with families/caregivers. In your response, please be sure to address what steps you will be taking to meaningfully engage with families/caregivers of student groups you are targeting for accelerated improvement as this plan is implemented. A brief narrative and/or a bulleted list are acceptable.**

The following opportunities and practices are offered to parents/guardians to engage:

- Communications: Weekly newsletters, information emails. Written communication is translated through our website to several languages.
- Events: Back to School night, Multicultural Day, Parent Teacher conferences, music performances, art shows, honor awards ceremonies and inductions, science fair
- Volunteers: Parents are encouraged to join several volunteer programs to engage with other families and the school: Room Parents, Family Empowerment Alliance (FEA)
- Community interpreters are provided through the family engagement office to facilitate the communication between the teachers and parents who are not fluent in English.
- Special Education Parent Advisory Committee encourages parents of special education students to engage with other parents and the school and advocate for their students.
- Parent surveys are sent out for Family Engagement purposes and planning purposes for the following school year.

*** How do you plan to measure increased family engagement with parents/caregivers of students in targeted groups in your district over the next three years? A brief narrative and/or a bulleted list are acceptable.**

This coming year:

- There will be sessions for parents to engage with the Executive Director as well as building leadership
- Partnerships will be developed through the MTSS – RtI Process including family voice in the conversations
- We are looking to partner with community partners and bring those partner in to meet families and/or provide education and resources
- Visits from administrative staff to locations within the sending communities to engage with families
- Planning to increase in person conference participation of families and track data each conference and measure growth
- Use of Panorama to survey stakeholders to measure increased satisfaction and engagement levels

*** Describe the ways in which you engaged different stakeholder groups in the development of your three-year SOA Plan. How have you integrated the perspectives of those groups into the three-year plan? How will you continue to engage stakeholders throughout the implementation of your plan? A brief narrative and/or a bulleted list are acceptable.**

- Teaching staff has provided input and feedback through surveys
 - Teaching staff has participated in the curriculum adoption process
 - Principals have conducted onboarding meetings to identify trends and opportunities for growth
 - Instructional leaders have ongoing opportunities to share perspectives, insights, and needs of their students
 - Collectively data analysis meetings with instructional leaders have taken place
 - The district leadership team meets regularly to provide input and feedback regarding the direction of the district and areas in need of attention to meet student needs.
- Parents and families have taken part of feedback sessions in the last 3 years

*** By checking this box, I affirm that my district engaged with the following stakeholder groups in the development of this plan as required by law: parents/caregivers, special education and English learner parent advisory councils, school improvement councils, and educators in the school district.**

*** By checking this box, I confirm that my district's school committee voted to approve the Student Opportunity Act Plan.**

*** Date of school committee vote:**

08/13/2024 

Section 5: Select Evidence Based Programs to Address Disparities in Outcomes

Foxborough Regional Charter (District) (0446) Charter District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

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SECTION 5: SELECT EVIDENCE-BASED PROGRAMS TO ADDRESS DISPARITIES IN OUTCOMES

In this section, you will:

- **Review the Strategic Objectives table** (Please see Pages 10-13 of [SOA Plan Guidance Materials](#)).
- **Select one to three Focus Areas** your district will prioritize to improve student learning experiences and outcomes for student groups identified in your data analysis.
- **For each Focus Area, select one or more Evidence-Based Programs (EBPs)** from the DESE-provided EBPs list.
- **Answer additional questions about each EBP you select**, including questions about resource allocation and the metrics you will use to monitor implementation (these metrics will serve as leading indicators; districts will also measure progress each year through the lowest-performing student group target).

Select one or more EBPs from up to three of the ten Focus Areas.

- To select an EBP and reveal the associated questions, check the box alongside it.
- Complete the questions related to each of your selected EBPs (* indicates a required question).
- The Commissioner's "priority EBP's" are noted with a plus sign (+).
- Be sure to allow this page to fully load before selecting EBPs.

FOCUS AREA 1.1 Promote students' physical and mental health and wellness in welcoming, affirming, and safe spaces

- +** EBP 1.1A Integrated Services for Student Wellbeing
- +** EBP 1.1B Enhanced Support for SEL and Mental Health
- +** EBP 1.1C Positive School Environments

FOCUS AREA 1.2 Implement a multi-tiered system of supports (MTSS) that helps all students progress both academically and in their social,

emotional, and behavioral development

- EBP 1.2A Effective Student Support System
- EBP 1.2B Comprehensive Tiered Supports

FOCUS AREA 1.3 Develop authentic partnerships with students and families that elevate their voices and leadership in decision-making and connect them to their communities

- EBP 1.3A Diverse Approaches to Meaningful Communication
- EBP 1.3B Students and Families as Valued Partners

FOCUS AREA 2.1 Select and skillfully implement high-quality and engaging instructional materials that support culturally and linguistically sustaining practices and foster deeper learning

- EBP 2.1A Inclusive Curriculum Adoption Process

*** Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).**

- **Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.**
- **Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 2. This could include how support for these groups may differ from district-wide implementation efforts.**

FRCS has a well-developed process for adopting inclusive, high-quality curricula. This past year, following this process, a committee led by our Reading Specialist selected the Houghton Mifflin Harcourt (HMH) Into Reading program for adoption. This program, already in use at the middle school level, will help create cohesion and alignment within the district, particularly in the ELA curriculum. It will provide equitable access to resources and replace the previously used individual or grade-level teacher-created materials.

The implementation committee, led by our Reading Specialist, will oversee the rollout of the HMH Into Reading program, ensuring it is implemented with integrity. Teachers will receive support from an instructional coach who will work directly in classrooms, offering guidance on instructional practices. Professional development for the implementation team will occur before the start of the school year. Additionally, teachers will receive professional development beginning during Orientation Week in August and continuing throughout the year during planned half-day sessions.

*** Which schools will be impacted by these efforts (answer can be district-wide)?**

The elementary will be directly impacted with middle school and eventually the high school benefiting from the implementation of the a HQIM ELA program.

\$ 570,234.00 * **What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**

*** Describe the anticipated allocation of funds to this EBP in more detail.**

- 245,234 will be allocated to purchasing HMH K-4 over 5 years
- 70,000 will be allocated to support the MS with consumables over 3 years
- 85,000 will be allocated to support the implementation and professional development over 3 years
- 80,000 yearly for an instructional coach

*** Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?**

Classroom & Specialist Teachers, Professional Development (+2 others)

Clear

Search...

Select All/ Deselect All

Administration

Instruction Leadership

Classroom & Specialist Teachers

Other Teaching Services

Professional Development

Instructional Materials, Equip., and Tech.

Guidance and Psychological

Pupil Services

Operations and Maintenance

Employee Benefits/Fixed Charges

SPED Tuition

Other

*** What metrics will your district use to monitor progress in this EBP**

- Program benchmarks
- MAP - 2-4 ELA
- MCAS ELA 3-4

- The reduction of student Tier 2 and 3 referrals to MTSS - RTI process in elementary school with the implementation of a strong core Tier 1 curriculum
-

- EBP 2.1B Supporting Curriculum Implementation
- EBP 2.1C Comprehensive Approach to Early Literacy +
- EBP 2.1D Early Literacy Screening and Support +

FOCUS AREA 2.2 Use the MTSS process to implement academic supports and interventions that provide all students, particularly students with disabilities and multilingual learners, equitable access to deeper learning

- EBP 2.2A Effective Use of WIDA Framework
- EBP 2.2B High Leverage Practices for Students with Disabilities
- EBP 2.2C Collaborative Teaching Models
- EBP 2.2D Targeted Academic Support and Acceleration +

*** Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).**

- **Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.**
- **Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 2. This could include how support for these groups may differ from district-wide implementation efforts.**

The student support referral process at FRCS has been realigned across the schools. Additionally, specific times have been designated in next year's schedule at each building to ensure timely support. Assessments conducted at the beginning of the year will be used to identify students who need early intervention. The overall student referral process has been streamlined, and instructional leaders, along with their teams, are prepared to effectively implement tiered supports. They will monitor progress to ensure that the process remains fluid and responsive to student needs.

The structured tiered approach to intervention will create intentional opportunities for students to receive the targeted interventions they need to make accelerated progress towards meeting grade-level performance standards. In addition we will hire 2 reading specialists at the middle school adding to the 2 math interventionists and 4 reading interventionists at the elementary school.

*** Which schools will be impacted by these efforts (answer can be district-wide)?**

The whole district

\$ * **What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**

* **Describe the anticipated allocation of funds to this EBP in more detail.**

- 35,000 Lexia- reading support program over 3 years
- 4,000 Developing number concepts over 3 years
- 206,000 Renaissance - Freckle over 3 years
- 32,000 IXL over 2 years
- 21,000 Amplify - mClass/DIBELS over 3 years
- 16,000 CKLA - Phonics @ 1 year to see the crossover with HMH ELA program and if there is redundancy
- 45,000 NWEA - MAP 2-10 over 3 year
- 110,00 math interventionists yearly
- 300,00 reading interventionists yearly

* **Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?**

Instruction Leadership, Classroom & Specialist Teachers (+2 others)

Search...

Select All / Deselect All

- Administration
- Instruction Leadership**
- Classroom & Specialist Teachers**
- Other Teaching Services
- Professional Development
- Instructional Materials, Equip., and Tech.**
- Guidance and Psychological
- Pupil Services
- Operations and Maintenance
- Employee Benefits/Fixed Charges
- SPED Tuition
- Other**

*** What metrics will your district use to monitor progress in this EBP?**

- Platform-assessment data (Lexia, I Ready, MAP, MCAS, IXL, Freckle, CKLA - mClass)
 - Amplify- CKLA Benchmark data K-2
 - mClass K-2 ELA
 - MAP - 2-10 ELA/math
 - MCAS 3 -10 ELA/math
 - The reduction of student Tier 2 and 3 referrals to MTSS - RTI process in elementary school with the implementation of a strong core Tier 1 curriculum

FOCUS AREA 2.3 Reimagine the high school experience so that all students are engaged and prepared for post-secondary success

- EBP 2.3A Authentic Postsecondary Planning
- EBP 2.3B High-Quality Pathways and Programs +

FOCUS AREA 2.4 Develop a coherent and holistic range of programming that is responsive to the needs and interests of diverse learners

- EBP 2.4A Expanded Access to Pre-Kindergarten +
- EBP 2.4B Extended Learning Time
- EBP 2.4C Effective Programming for Multilingual Learners
- EBP 2.4D Diverse Enrichment Opportunities

FOCUS AREA 3.1 Develop an increased and robust pipeline of diverse and well-prepared educators and leaders

- EBP 3.1A Intentional Hiring Systems
- EBP 3.1B Enhanced Pathways to Increase Diversity +
- EBP 3.1C Educator Preparation Partnerships

FOCUS AREA 3.2 Create the conditions to sustain and retain diverse and effective staff, particularly those who entered the field through alternative pathways

- EBP 3.2A Inclusive School Communities

*** Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).**

- **Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.**
- **Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 2. This could include how support for these groups may differ from district-wide implementation efforts.**

FRCS is dedicated to living into Anti-Racist and Anti-Bias education. As a district, we have undergone significant evolution in terms of staff, training, and commitment to these principles. Like in life, our staff members are at various stages on the developmental continuum towards becoming the most Anti-Racist and Anti-Bias educators. As a district we have also prioritized creating inclusivity and to that end have engaged with a consultant to deliver professional development this year. Session 1 will focus on the Equation for Equity: Balancing high expectations with empathy and relationships. This particular workshop has an affinity component built in.

The initial training mentioned will be the first in a series of professional development sessions planned for this year and the coming years. As a district, we are committed to supporting our organization's growth and development, both in becoming more Anti-Racist and Anti-Bias educators and as a community firmly rooted in inclusion, fostering a sense of belonging for staff, families, and students.

*** Which schools will be impacted by these efforts (answer can be district-wide)?**

Whole district

\$ *** What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**

*** Describe the anticipated allocation of funds to this EBP in more detail.**

- Professional Development over 3 years - 15,000.00

*** Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?**

Professional Development, Other

Search...

Select All/ Deselect All

Administration

Instruction Leadership

Clear

Classroom & Specialist Teachers

Other Teaching Services

Professional Development

Instructional Materials, Equip., and Tech.

Guidance and Psychological

Pupil Services

Operations and Maintenance

Employee Benefits/Fixed Charges

SPED Tuition

Other

*** What metrics will your district use to monitor progress in this EBP?**

- Professional development surveys from teachers indicating the PD supporting their practice
- Decrease in gap between student and staff demographics
- Increase in diversity of educators
- Increase of retention of effective educators

- EBP 3.2B Retention Support Programs
 - EBP 3.2C Pathways for Professional Growth and Leadership
- FOCUS AREA 3.3 Implement opportunities for all staff to engage in a cycle of continuous improvement, utilizing effective teaming structures**
- EBP 3.3A Resource Allocation Aligned to Student Success
 - EBP 3.3B Support for Effective Team Practices
 - EBP 3.3C Collaborative Labor-Management Partnerships

Coversheet

Finance and Facilities

Section: IV. Board Committee Reports
Item: E. Finance and Facilities
Purpose: Discuss
Submitted by:
Related Material: Operations_Department_Update_Aug 8, 2024.docx



Operations Department Update
August 13, 2024

1. Summer 2024 Capital Projects

- Update on Foxborough Roof Replacement Project

Overview

The Foxborough Roof Replacement project is progressing as planned. We are diligently working to ensure timely completion with minimal disruption to school operations. Here is a summary of our current progress, schedule, and potential impact on staff and students.

A. Progress and Schedule

- Current Status: The project is on track. Our construction teams are actively working on key tasks, including masonry, roofing, HVAC, plumbing, and electrical work.
- Roofing Work: The removal of the old roof and the installation of the new roofing materials are proceeding well. Tasks such as installing sheetrock, new piping, and roof drains are in progress. Parapet walls and edge metal installations have begun, with the edge metal work anticipated to be completed by the week of August 26.
- Masonry and Cleaning: Through-wall flashing application and brick cleaning are scheduled to begin on August 1 and continue through August 23. Sealer application will follow the cleaning.
- HVAC and Electrical: The installation of exhaust fans and curbs is scheduled for early August, with electrical connections to follow. All exhaust fans are expected to be reconnected by August 1.

B. Key Dates

- Completion of Roofing: We aim to complete the roofing work by August 23, 2024.
- Teacher Return: Teachers are scheduled to return the week of August 26, 2024.
- Student Return: Students will return on September 3, 2024.

C. Impact on Staff and Students

- Minimal Disruption: We are taking measures to ensure that the ongoing construction does not negatively impact the return of staff and students. Safety and cleanliness are top priorities, and we are coordinating to keep the work areas secure and orderly.

D. Additional Notes

- Inspection and Safety: A roof manufacturer representative from Versico visited on July 22 to review Capeway's installation, and further reports and inspections are scheduled to ensure product and installation quality.
- Coordination with Hygienist: Hygienist visits for visual clearance continue daily to ensure a safe environment during the roof replacement.
- School Operations: The last day of school for Spring 2024 was June 18, and teachers are expected to return the week of August 26, with students returning on September 3.

E. Budget

- Total Project Budget: \$5,207,198
- Committed: \$4,798,864
- Spent as of June 2024: \$1,116,097
- Projected for July 2024: \$600,000

Conclusion

The project is progressing well and remains on schedule. We will continue to monitor the progress closely and provide updates as needed. Your support and understanding are appreciated as we work to improve our school facilities.

2. Update on Elementary School Floor Projects

Continuing our improvements, Phase 4 of the elementary school floor projects commenced in July 2024 and has been successfully completed ahead of schedule. These renovations addressed essential updates to enhance the functionality and aesthetics of our school floors, ensuring a better environment for our students and staff. The project was executed smoothly and efficiently, with minimal disruption to operations. This successful completion marks another milestone in our ongoing efforts to improve our school facilities.

A. Key Points

- Completion Date: The project was completed before August, well ahead of schedule.
- Improvements: The updates have significantly enhanced both the functionality and aesthetics of the school floors, contributing to a more conducive learning environment.

3. Update on Middle School Painting Project

This summer will also see the repainting of middle school classrooms and hallways. This project aims to refresh the learning spaces, making them more welcoming and conducive to student engagement and learning. The painting is scheduled to be finished before the end of the summer break.

A. Key Points

- Hallways Completed: The painting of the hallways has been successfully completed.
- Classroom Painting: Work on the classrooms has started and is progressing as planned.















Coversheet

Second Reading

Section: V. Policy Review
Item: B. Second Reading
Purpose: Discuss
Submitted by:
Related Material: Drug-Free Workplace Policy (Subject to Act of 1988) (1).doc
FRCS Employee Handbook_SY2024-2025 FINAL DRAFT 8.8.24.docx

FOXBOROUGH REGIONAL CHARTER SCHOOL

DRUG-FREE WORKPLACE POLICY

1. It is the policy of the Foxborough Regional Charter School (the “School District”) to provide a drug-free workplace for all of its employees in accordance with the provisions of the United States Drug-Free Workplace Act of 1988 (PL 100-690; 41 U.S.C.S. 701-707).

2. Accordingly, the School District acting through its Executive Director hereby notifies every employee that the manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited when in the employ of the School District.

3. The possession or use of alcohol while at work or the reporting for work under the influence or affect of alcohol is prohibited.

4. Violation of this policy shall result in a disciplinary action, up to and including discharge.

5. The purpose of establishing a drug-free workplace is to inform School District employees about:

- (a) the serious danger of drug abuse in the workplace;
- (b) the School District's policy of maintaining a drug-free workplace;
- (c) the availability of drug counseling, rehabilitation, and employee assistance programs; and
- (d) the consequences of employee drug use in the workplace (see paragraph 4, above).

6. The School District establishes, as a condition of employment, that each employee must abide by the drug-free workplace policy; and that each employee must notify his or her supervisor within five days (5) of any conviction for violation of any federal or state criminal drug law occurring in the workplace.

7. The School District shall notify the appropriate federal agency within ten (10) days of receiving notice of a violation of statute and shall have up to thirty (30) days, from the time of notification by the employee of a conviction for a workplace offense, to take appropriate personnel action up to and including discharge.

8. The School District may require the employee to participate in an approved drug abuse assistance rehabilitation program.

9. All employees will be given a copy of this policy to retain and review.

10. The School District will make a good faith effort to maintain a drug-free workplace through implementation of this policy statement.

11. Employees having any questions in regard to this policy are invited to contact their supervisor to discuss their concerns.

12. The Executive Director may issue administrative procedures to implement this Policy and shall administer this Policy.

13. This policy is effective as of _____, _____.

APPROVED:
FOXBOROUGH REGIONAL CHARTER
SCHOOL

BY: _____

Chair, Board of Trustees

Date: _____

ACKNOWLEDGMENT OF RECEIPT OF POLICY

I acknowledge receipt of this Alcohol and Drug-Free Workplace Policy from the Foxborough Regional Charter School and that I have read its contents.

Employee

Witness

Date



Foxborough Regional Charter School

2024-2025





Foxborough Regional Charter School Employee Handbook

Welcome

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

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

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

Our Vision

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

Our Mission

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

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

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



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Our Values

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

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

Diversity, Equity, and Inclusion

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

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

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

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



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

Employment Philosophy

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

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

Educational Philosophy

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

Our students Enter to Learn and Exit to Lead.

Curriculum and Instruction

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

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



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Community Service Learning

Community Service Learning (CSL) is an integral component to the FRCS mission and academic program. CSL opportunities are embedded within K-12 instruction to enrich the learning experience, teach civic responsibility, and to strengthen the school community. The purpose of the service learning is for students to use what they learn in the classroom to solve real-life problems; to not only learn the practical applications of their studies but become actively contributing citizens and community members through the service they perform.

Assessment

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

To this end, our assessments are:

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

Multi-tiered System of Support (MTSS)

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

Open-Door Philosophy

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



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

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

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

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

Employees are expected to always comply with established policies and procedures. This grievance procedure should not be construed as a substitute for any disciplinary actions.

Purpose of this Document

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

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



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

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

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



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Section 1: Employment Practices

1.1 Equal Employment/Nondiscrimination

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

1.2 Hiring and Renewals

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

90-day Evaluation Period

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

1.3 Employment Classifications

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

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



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Nonexempt: Nonexempt employees are subject to the minimum wage and overtime provisions of the FLSA and parallel state law. Nonexempt employees are entitled to overtime pay, or “time and one half” when they work more than forty (40) hours per workweek, under the specific provisions of state and federal laws.

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

FRCS employs several basic categories of employees:

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

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

FRCS may hire Independent Contractors for specific services. Independent Contractors are issued a 1099 at the end of the calendar year and are not considered employees. They have a contract with payment terms and are paid from operating expenses. Independent Contractors are not entitled to benefits and do not receive them.

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

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

1.4 Additional, Non-Teaching Assignments for All Staff

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

These events may include:

- Staff Meetings
- Faculty-Parent Meetings
- Open Houses



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- School Wide or Classroom Performances or Sporting Events
- Literacy Nights

1.5 Immigration Compliance

FRCS is committed to employing only individuals who are authorized to work in the United States and who comply with applicable immigration and employment law. As a condition of employment, every individual must provide satisfactory evidence of their identity and legal authority to work in the United States within three business days of commencing employment. If the employee cannot verify their right to work in the United States within three business days of employment, FRCS will be required to terminate their employment immediately.

1.6 Disability Accommodation

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

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

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

1.7 Pregnancy and Lactation Accommodation

Employees and applicants with needs related to pregnancy, childbirth, or related conditions



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(including lactation), may request reasonable accommodation to enable them to perform their job. A reasonable accommodation may include but is not limited to more frequent or longer breaks; acquisition or modification of equipment or seating; assistance with manual labor; job restructuring; light duty; private non-bathroom space for expressing breast milk; modified work schedules; temporary transfers to a less strenuous or hazardous position; or time off to attend to a pregnancy complication or recover from childbirth. FRCS will provide reasonable accommodation for needs related to pregnancy, childbirth, or a related medical condition so long as the requested accommodation does not impose an undue hardship on FRCS. All reasonable accommodation requested should be made to Human Resources.

FRCS has designated rooms located in each building:

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

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

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

1.8 Employment Applications and Resumes

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

1.9 Personnel Files

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



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law.

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

- Legal name;
- Address change;
- Phone number change (for the purpose of snow day/emergency notifications)
- Emergency contact information
- Dependent Information (including contact information);
- Change in gender;
- Marital status;
- Beneficiary changes;
- Military or draft status;
- Tax withholding exemptions; and
- Educational certifications (e.g., licensure, advanced degrees, transcripts, MTEL scores)

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

1.10 Benefit Eligibility

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

1.11 Statutory Insurance Programs

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



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

Social Security and Medicare: During employment with FRCS, all employees contribute a specified percentage of their earnings and FRCS pays an equal amount for the benefits provided under the Social Security and Medicare programs. In addition to retirement benefits, the program also provides benefits for eligible employees and their dependents in the event of disability.

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

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



Section 2: Pay Practices

2.1 Pay Schedule

For payroll purposes, the workweek is measured from 12:00 AM Sunday to 11:59 PM the following Saturday. All employees are paid on a semi-monthly basis via direct deposit. A paycheck will include earnings for all work performed through the end of that payroll period. If a regularly scheduled payday falls on a holiday employees will receive pay on the last business day before the regularly scheduled payday. FRCS does not provide pay advances on unearned wages or provide employee loans.

Mandatory Direct Deposit

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

2.2 Pay Corrections

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

2.3 Pay Deductions

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

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



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2.4 Attendance and Punctuality

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

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

Teachers are responsible for making sure there is a complete substitute teacher folder which is up to date and kept in an accessible location in your classroom. Information that should be available includes class roster, class schedule, seating chart (if applicable), and copy of lesson plans to be used in the event of an unplanned absence. It is best practice and expectation that teachers have at least 3 weeks' worth of lessons and handouts ready to go in the case of unforeseen long-term absences.

Absent without Leave (AWOL)

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

2.5 Work Schedules

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

Unless otherwise agreed via an employment agreement, offer letter or other documentation approved by Human Resources, employees' work hours are generally 7:30 am to 3:30 pm Monday through Friday for non-teachers. For teaching staff, work hours are from 7:30 am to 3:00 pm on Monday, Tuesday, Thursday, and Friday and 7:30 am to 4:15 pm on Wednesdays.



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Please note that like all other full-time employees teaching staff are paid for 8 total hours each workday, Monday through Friday, due to the longer extended day for professional development on Wednesday. Thus, employees in the teaching staff category must put in for a full day of 8 hours when calling out sick for the entire day, even though the actual duration of the day totals 7.5 hours (with the exception of Wednesday, of course). Front office administrative assistants must also enter a full 8-hour workday. Failure to enter a full day of 8 hours under these circumstances in the designated absence management system will require payroll to adjust your time off accordingly.

Elementary school front office administrative assistants work Monday through Friday from 7:15 am to 3:15 pm with a 45-minute lunch. Middle and High School front office administrative assistants work Monday through Friday from 7:15 am to 3 pm with a 30-minute lunch. In addition to the regular work hours, employees may be required to work extra time, when necessary, based on their position and as determined by the Principal/Supervisor, as referenced in section 1.4.

Academic Calendar

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

Definition of Year

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

2.6 Alternative Work Arrangements

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

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



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All special arrangements (perceived or documented) to individual schedules such as start and end time other than what is stated in this handbook, work locations, or attendance expectations will be reviewed annually by supervisor and HR before the start of the school year. In all cases special arrangements must be documented in detail, explaining the reason for the request, times, locations, and duration and must be signed off on by the direct supervisor, HR and the director for their department and Executive Director as appropriate.

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

2.7 Timekeeping

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

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

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

2.8 Overtime

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



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

2.9 Stipends

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

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

All eligible stipend opportunities must be:

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

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

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

2.10 Break Periods

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



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2.11 Employee Referral Program

Program Rules

- All active FRCS employees, except those at the Senior Leadership Team level and above, Human Resources personnel, or Principal/Supervisors with hiring authority over the referred candidates, are eligible for a referral bonus of \$500, subject to budget funding and if budgeted funds remain. All positions, including substitute referrals, receive the same bonus amount.
- The hired candidate must work for a minimum of 60 full days (not counting paid holidays and school breaks) within the first 90 days of hire and have no disciplinary actions in that time. For per diem substitute referrals, the substitute must work a minimum of 60 days within the first 120 days of employment (not counting holidays and school breaks).
- To be eligible for a referral bonus, the referring employee must submit a referral to Human Resources with an Employee/Substitute Referral Form and the employee must submit an electronic application via FRCS's applicant tracking system (ATS).
- The first employee to refer a candidate will be the only referring employee eligible for payment.
- Only candidates who meet the essential qualifications for the position will be considered.
- All candidates will be evaluated for employment consistent with FRCS policies and procedures.
- All information regarding the hiring decision will remain strictly confidential.
- The referring employee must be employed by FRCS during the hired employee's first 60 days (120 days for per diem substitute referrals) of employment to receive payment of the referral bonus.
- Referral bonuses are paid once all eligibility conditions have been met, generally during the next regularly scheduled payroll, or as soon as administratively possible, but no later than 30 days.
- Any disputes or interpretations of this employee referral program will be handled through Human Resources.

2.12 Salary and Wage Adjustments

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

Applicability

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

Annual Salary Increases

- Employees may receive increases at the discretion of the Executive Director based on the Board approved budget.



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- On an annual basis, Human Resources will issue a salary statement in the form of a reasonable assurance (renewal) letter that provides salary increases for that fiscal year.
- Salary increases are approved by FRCS, prior to the beginning of the new fiscal year.
- Employees hired in January and thereafter of the current school year are not eligible for a salary increase in the next fiscal year.
- Employees that received a base salary adjustment in January and thereafter of the current school year, are not eligible for a salary increase in the next fiscal year, unless the adjustment was made for the purposes of correcting an erroneous or inequitable base pay and was retroactive to July 1st of the current fiscal year. All increases are subject to budget approval and final approval by the Executive Director and Director of Finance.

Earning a Degree

Payment for Advanced Degrees FRCS is supportive of our employee's education advancement. FRCS may make salary increases for earning a degree, subject to budget funding and in accordance with any collective bargaining agreements, where applicable. If a teacher plans to complete a bachelor's degree or master's degree, they should inform Human Resources of the date in which they expect to graduate no later than January 1st, prior to the year they are expected to receive their degree, so that the employee's salary can be adjusted in the following year's budget. The employee will need to provide proof of a conferred degree to Human Resources, along with contact information for the degree-granting department at the school from which they have graduated.

To confirm your degree with Human Resources, official, conferred degrees must be received directly from the College/University to Human Resources. Forwarded transcripts cannot be accepted. For transcripts to be considered official and original they must meet the following criteria:

- Official Hard Copy (Paper)
- You must provide an original with a seal. This can be mailed to: Foxborough Regional Charter School ATTN: Human Resources 131 Central Street, Foxborough MA 02035
- Official E-Transcript (Electronic)
- You must have your school/university send it directly to the hr@foxboroughrcs.org email address.
- Adjustments for earning degrees during the current school year are contingent upon available funding and approval by the Director of Finance.
- Salary adjustments will be paid within the next payroll period as soon as physically possible by administration when conditions for receiving a salary adjustment for earning a degree are met.

Promotional Increases/Position Changes

- FRCS may make salary increases for promotions or position changes or to address salary



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inequities, subject to budget funding and in accordance with any collective bargaining agreements, where applicable.

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

Job Duties

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

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



Section 3: Time Off and Leaves of Absence

3.1 Holidays

FRCS will publish a list of observed holidays each school year. Holidays are different from school breaks, such as spring break, summer, or winter break. Certain employees may be required to work during such breaks, such as 12-month employees, who work during holiday break in December, winter break, spring break and summers; such employees may use accrued vacation time during school breaks. Principals will be granted December break off unless otherwise informed.

Holiday Pay Guidelines

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

3.2 Paid Vacation

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

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

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

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



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Guidelines & Conditions:

- Employees accrue vacation time each benefit year (July 1 to June 30).
- In general, when an employee is on an approved leave of absence, requesting vacation time to extend the leave may be reviewed on a case-by-case basis with the Principal/Supervisor to determine the department needs.
- Eligible employees must request the use of vacation with as much notice as possible. The granting of vacation time is approved by the employee's supervisor.
- Vacation will be tracked using a time & attendance system managed by Payroll.
- Vacation pay is paid at an employee's base rate and will not be counted towards hours worked for the purposes of determining overtime pay for nonexempt employees.
- When an employee separates from School, whether on a voluntary or involuntary basis, FRCS will pay out all **accrued**, unused vacation time.
- All 12-month employees are typically given the week of July 4th week off, when the building is closed and no business is conducted, unless employees are notified differently.
- *Principals will be given the week of December break off, unless they are notified differently for specific reasons in a given year.
- Non-Administrators: after a 12-month employee's 5th continuous year of employment with FRCS, they are eligible to accrue an additional five (5) days of vacation time, and again at the employee's 10th continuous year of employment (up to 20 weeks max).
- Regardless of the amount of vacation time a person earns each year, employees are only authorized to carry over a maximum of five (5) days into the next fiscal year, unless approved in writing by the Executive Director and Human Resources. Any accrued, unused vacation in excess of that amount shall be forfeited.
- Under very limited circumstances unpaid vacation time may be taken if a written request is made by the employee in advance and submitted to Human Resources and their Principal/Supervisor for approval. Failing to submit a request in writing and obtain prior approval may result in an absenteeism conversation and subsequent disciplinary action. Unpaid time should be extremely rare.

3.3 Sick Time

All employees will receive paid sick time in accordance [Earn Sick Time laws](#) as follows:

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



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

Per diem or on-call employees can use earned sick time only for hours they have been scheduled to work. Being “scheduled to work” does not include shifts for which an employee has been asked to be available or on call, unless the employee is required to remain on call on the employer’s premises.

Guidelines & Conditions:

- Sick leave should not be taken the day before or the day after a School-scheduled holiday.
- Under limited circumstances unpaid sick time may be taken if a written request is made by the employee in advance and submitted to Human Resources and their Principal/Supervisor for approval. There may be times where an employee unexpectedly exhausts their sick time and needs additional sick time due to their own illness or to care for a family member. In such cases the employee must contact their supervisor and Human resources. Human Resources can discuss the employee’s options at that time such as PFML, FMLA or other leaves. Failing to submit a request in writing via email and obtain prior approval may result in an absenteeism conversation and subsequent disciplinary action.
- Sick time leave should be used by the employee for the following reasons:
 - (1) to care for a physical or mental illness, injury or medical condition affecting the employee or the employee's child, spouse, parent, or parent of the spouse;
 - (2) routine medical or dental appointments (including travel time) of the employee or the employee's child, spouse, parent, or parent of the spouse;
 - (3) to address the effects of domestic violence on the employee or the employee's child; or
 - (4) any other reason covered under state sick law.

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

Notification & Documentation

Notice of the need for sick time leave should be provided to the Principal or Principal/Supervisor as far in advance as possible and must be provided no later than 5:30 am, of the day on which the employee will be absent after which the employee must call their supervisor/principal and email HR so they can ensure coverage is coordinated with HR or the front office. Doing so enables the school to plan coverage more effectively. As stated in Section 2.5, please note that teaching staff are paid 8 total hours a day each day due to the longer day on Wednesday. Thus, **employees in the teaching staff category must put in for a full day of 8 hours when calling out sick for the day**. Failure to do so will require payroll to adjust your time off accordingly. Medical documentation is required for days out sick *exceeding* twenty-four



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(24) consecutive work hours (or 3 consecutive days) and must be provided to Human Resources. If an employee fails, without reasonable justification, to provide the required documentation, the School may recoup the sum paid for the sick leave from future pay.

COVID-19 Protocol

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

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

Carry Forward & Pay Out

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

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

3.4 Personal Days

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

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

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



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

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

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

3.5 Bereavement Leave

Up to five (5) days of paid bereavement leave will be provided to all full-time employees in the event of the loss of a close family member or close friend to use at their discretion. Special consideration will also be given to the loss of any person whose association with the employee was similar to any of the above relationships. If employee leaves work early on the day he or she is notified of the death, that day will not count as bereavement leave. Employees should inform their Principal/Supervisor prior to submitting their time off request into the time and attendance system and include any relevant notes for the administrator or supervisor regarding their work. The employee shall also provide the full name and city of the deceased. If an employee needs additional time off beyond 5 days, they may request accrued personal or vacation time, subject to approval. If an employee does not have any accrued time off available, employees shall contact Human Resources to approve any unpaid time.

Paid bereavement leave will be granted according to the following schedule:

- Employees are allowed up to five consecutive days off from regularly scheduled duty with regular pay in the event of the death of the employee's spouse, domestic partner, child, stepchild, parent, stepparent, father-in-law, mother, mother-in-law, son-in-law, daughter-in-law, brother, sister, stepbrother, stepsister, or an adult who stood *in loco parentis* to the employee during childhood.
- Employees are allowed up to two days off from regular scheduled duty with regular pay in the event of death of the employee's brother-in-law, sister-in-law, aunt, uncle, grandparent, grandchild or spouse's grandparent.
- Employees are allowed up to four hours of bereavement leave to attend the funeral of a fellow regular employee or retiree of the company, provided such absence from duty will not interfere with normal operations. Bereavement pay is calculated based on the base



pay rate at the time of absence, and it will not include any special forms of compensation, such as incentives, commissions, bonuses, overtime or shift differentials.

3.6 Religious Observances and Accommodation

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

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

3.7 Jury Duty

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

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

3.8 Voting Duty

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



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3.9 Military Leave

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

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

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

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

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



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service will be for more than thirty (30) days, but fewer than one hundred eighty-one (181) days, must apply for reemployment within fourteen (14) days after completing service. Employees whose service is greater than one hundred eighty (180) days must apply for reemployment within ninety (90) days after completing service.

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

3.10 Paid Family and Medical Leave

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

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

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

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



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

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

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

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

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

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

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



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

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

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

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

3.11 Parental Leave

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

3.12 Crime Victim Leave

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

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



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

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

3.13 Small Necessities Leave

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

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

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



Section 4: The Workplace

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

4.1 Appearance and Dress Code

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

General Guidelines

- We adopt a “smart business casual” approach. Examples include slacks, khakis, collared shirts, polo or buttoned shirts, skirts, sweaters, dresses, and blazers. Dark wash jeans that are not ripped, overly baggy or low-cut in the waist is acceptable as long they are paired with a business casual shirt, sweater, top or blazer jacket.
- Everyone is expected to wear clean clothing, free of holes, rips, tears, or other major signs of wear.
- Work clothes should be professional. If you can wear it to the beach or the gym, it is not work appropriate (with some exception for physical education instructional staff).
- Additionally, graphic t-shirts, shorts, and footwear such as flip flops are not considered appropriate in our work environment unless the day’s tasks and responsibilities require otherwise, or you are told otherwise by a Principal/Supervisor or supervisor.
- Attire for employees who work during summer months may be more relaxed at the discretion of the senior leadership team.

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

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



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4.2 Code of Conduct and Ethics

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

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

4.3 No Solicitation or Distribution

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

4.4 Prohibition Against Harassment

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

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



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

Sexual Harassment Defined

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

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

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

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

Other Types of Harassment

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



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It also includes, but is not limited to:

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

Complaint Procedure

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

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

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

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

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

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



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

Leadership's Responsibility

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

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

Protection Against Retaliation

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

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

Good Faith

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



Support for Individuals Impacted by Harassment or Retaliation

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

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

State Agencies

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

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

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

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

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

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

Title IX Procedures

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



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4.5 Workplace Bullying

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

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

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

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

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

Reporting and Response

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



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

Anti-Retaliation

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

4.6 Personal Relationships in the Workplace

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

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

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

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



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

4.7 Workplace Violence Prevention

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

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

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

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

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



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4.8 Disciplinary Action

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

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

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

4.9 Confidential Information

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

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



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4.10 Funds Solicitation and Fundraising Projects

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

4.11 Conflicts of Interest

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

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

4.12 Tutoring Opportunities

Tutoring Paid for by FRCS

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

Tutoring (General)

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



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4.13 Media Contacts

To ensure that FRCS communicates with the media in a consistent and professional manner, you should notify the Executive Director whenever you are asked to speak on behalf of the School.

Employees should not respond to media inquiries on FRCS's behalf without authorization; this does not prevent you from speaking with the media, but you should not attempt to speak on behalf of FRCS unless you have been authorized to do so.

4.14 Religious Activities on Campus

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



Section 5: Health and Safety

5.1 School Safety

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

5.2 Reporting Injuries and Accidents

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

5.3 Personal Electronic Device Use

Employees are expected to exercise discretion when using personally owned electronic devices such as cell phones, smart phones, iPad, tablets, and laptops for work or personal business. Such device usage during work hours can interfere with safety and may be distracting to others. Employees are encouraged to limit the use of personal devices to break times and lunch periods whenever possible. Additionally, employees are responsible for safely storing their personal devices in a locked desk, cabinet, vehicle or other secure location, and out of reach of students when not in use.

5.4 Security Inspections

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

Desks and other storage devices are provided for the convenience of employees but remain the sole property of FRCS. Accordingly, they, as well as any articles found within them, can be inspected by any agent or representative of FRCS at any time, either with or without prior



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notice. In addition, to ensure the safety and security of employees and students we reserve the right to question and inspect or search any employee or other individual entering or leaving FRCS premises. The inspection or search may include packages or items that the individual may be carrying, including briefcases, backpacks, handbags, shopping bags, etc. These items are subject to inspection and search at any time, with or without prior notice. We also require employees to agree to reasonable inspection of their personal property and/or person while on the job or on FRCS's premises. The individual may be requested to display the contents of their personal property, in the presence of a FRCS representative of the same gender. FRCS will not tolerate any employee's refusal to submit to a search.

5.5 Campus Security

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

5.6 Workplace Monitoring

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

5.7 Drug and Alcohol-Free Workplace

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

Being under the influence of a drug or alcohol on the job or any FRCS-sponsored functions or events in which FRCS is represented on or offsite is prohibited. Such behaviors pose serious safety and health risks to the user and to all those who work with and interact with the user.

The use, sale, purchase, transfer, or possession of an illegal drug in the workplace, and the



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use, possession, or being under the influence of alcohol also poses unacceptable risks for safe, healthy, and efficient operations. This includes controlled substances such and cannabis (marijuana), which is legal for adult recreational use in Massachusetts; the use of cannabis is prohibited and will be treated in the same manner as alcohol use.

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

Counseling and Rehabilitation

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

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

Drug & Alcohol Testing

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

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



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condition of continued employment under FRCS's disciplinary system.

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

5.6 Smoke-Free Workplace

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

5.7 Emergency Procedures

Any emergency, whether a natural disaster, a fire, or an injury requires prompt action on the part of any personnel aware of the incident. Personnel must report such incidents to the proper School and local authorities. After reporting any incident, all personnel should take appropriate action focused on ensuring the safety of all people involved and be consistent with the School's Multi-Hazard Evacuation Plan. The Executive Director and the School Nurse must be notified immediately of any medical emergency and 911 must be called immediately. All emergencies must be reported promptly on the Student Accident/Emergency Report form to the Executive Director.

Accident Reporting

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

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

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

5.8 Evacuation Drills

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



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a building, all personnel should remain in a group away from roads and buildings.

5.9 Field Trips

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

Staff who fail to provide Human Resources with more than five (5) days' notice of coverage needs due to a field trip may not be approved to participate in the event, subject to the discretion of their supervisor/supervisor.

5.10 Inclement Weather & Unforeseen Events

Employees should check their email, watch local news, or contact their Principal/Supervisor during periods of adverse weather to find out if the School is closed or if there is a delayed start time. Employees will also be notified by telephone and email if the school is closed due to unforeseen circumstances such as power outages or if the building is deemed unsafe.

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

If the School is announced to be closed, all exempt staff will receive their regular pay for the day of closure. Exempt staff are not required to work remotely when school is closed. Executive leadership team members and other administrative district or building staff may be called for to answer questions or to provide assistance in case of emergencies. Non-exempt staff will receive an amount equivalent to their daily base pay for the day.

Early Closures/Delayed Openings

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



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5.11 Contagious Infections

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

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

5.12 Children in the Workplace

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

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

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

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prevents attendance at school, particularly any children with an infectious disease, should not be brought to the workplace under any circumstances.

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



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Section 6: Student Welfare

Our primary concern is the well-being of our students. All staff should be familiar with the [Department of Elementary and Secondary Education's Supportive Schools Framework](#). All employees should at all times be aware of taking measures necessary to achieve that and are responsible for immediately reporting any possible problems or concerns regarding the health, safety, or well-being of our students to the Principal/Supervisor who is in turn responsible for reporting matters of student welfare to the Direction of Teaching and Learning and Executive Director as appropriate.

6.1 Student Records

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

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

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

6.2 Mandated Reporting of Suspected Abuse or Neglect

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



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age of eighteen (18) years is suffering from the effects of any form of child abuse and neglect, the employee *must* report their concerns to the Human Resources, who will either assume responsibility for making the required report or assist in doing so. Failure to make such a report when required is punishable by termination and may also be a violation of the law.

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

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

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

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

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

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

6.3 Maintaining Appropriate Boundaries with Students

All school employees are responsible for acting as role models of appropriate behavior for



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students and setting and maintaining appropriate boundaries with students at all times. Because this is a school environment, boundaries may be crossed to relate to students and meet their needs meaningfully and effectively. However, there is some conduct that will always be deemed a violation of healthy boundaries and appropriate adult behavior. The School assumes that its employees individually and collectively possess the wisdom and expertise necessary to conduct themselves in a manner that is educationally sound and acceptable both within the professional community and the community at large.

Verbal Interactions

In the context of student welfare and safety, it is imperative that all interactions between school employees, contractors, trustees, and students adhere to strict guidelines regarding appropriate language and behavior. Any conversation that involves inappropriate or explicit language, use of profanity, innuendos, suggestive comments, or topics of a sexual nature with a student is unequivocally unacceptable and poses a serious risk to the well-being and safety of students. Such conversations can create feelings of discomfort, intimidation, and vulnerability in students, undermining their trust in the school environment and potentially causing lasting emotional harm. Additionally, discussions that involve personal or confidential information about a student's life, family, or circumstances without a legitimate educational or welfare-related purpose are also deemed inappropriate. It is essential for educators and school staff to always maintain professional boundaries and prioritize the physical and emotional safety of students by refraining from engaging in any conversations that could compromise their well-being or violate their rights to a safe and supportive learning environment.

Physical contact

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

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

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



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

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

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

6.4 Bullying Prevention

We expect that all members of our school community will treat each other with civility and respect. In accordance with both state law and School policy, the School seeks to provide and maintain a learning environment for our students that is free of bullying and any other verbal or



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physical misconduct that disrupts the learning environment or makes it unsafe. The School's Bullying Prevention and Intervention Plan, which is provided to all students and their families, is published in response to Massachusetts law against bullying and is an integral part of our efforts to promote learning and prevent behavior that can impede the learning process. All employees are required to be familiar with and abide by the law and the School's anti-bullying plan.

6.5 Physical Restraint

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



Section 7: Technology

7.1 Technology Use Agreement

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

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

District Rights and Responsibilities

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

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

Staff Responsibilities

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



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User Responsibilities

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

Acceptable Use

1. All use of the Internet must be in support of educational and research objectives consistent with the mission and objectives of FRCS. Proper codes of conduct in electronic communication must be used. In newsgroups, giving out personal information is inappropriate. When using e-mail, extreme caution must always be taken in revealing any information of a personal nature.
2. Network accounts are to be used only by the authorized owner of the account for the authorized purpose.
3. All communications and information accessible via the network should be assumed to be private property.
4. Subscriptions to mailing lists and bulletin boards must be reported to the system administrator. Prior approval for such subscriptions is required for students and staff.
5. Mailing list subscriptions will be monitored and maintained, and files will be deleted from the personal mail directories to avoid excessive use of file server hard-disk space.
6. Only operations and/or IT staff can be in direct communication with vendors for large job copiers, faxes, phones. Employees should not attempt to repair these machines on their own.
7. Exhibit exemplary behavior on the network as a representative of your school and community. Be polite!
8. From time to time, FRCS will make determinations on whether specific uses of the network are consistent with the acceptable use practice.

Unacceptable Use

1. USB and other external storage devices are strictly prohibited. If it is critical that a district-level or executive employee must access information from an external storage device while on the FRCS network, they must obtain prior approval from the Director of IT. Abiding by this policy will increase the District's ability to prevent cyber-attacks and contamination of network.
2. Giving out personal information about another person, including home address and phone number, is strictly prohibited.
3. Any use of the network for commercial or for-profit purposes is prohibited.
4. Excessive use of the network for personal business shall be cause for disciplinary action.
5. Any use of the network for product advertisement or political lobbying is prohibited.
6. Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the network.



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7. No use of the network shall serve to disrupt the use of the network by others. Hardware and/or software shall not be destroyed, modified, or abused in any way.
8. Malicious use of the network to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system is prohibited.
9. Hate mail, chain letters, harassment, discriminatory remarks, and other antisocial behaviors are prohibited on the network.
10. The unauthorized installation of any software, including shareware and freeware, for use on FRCS computers is prohibited.
11. Personalizing school-issued devices such as laptops/surfaces or tablets with stickers, permanent sleeves, and other such personalization is prohibited.
12. Use of the network to access or process pornographic material, inappropriate text files (as determined by the system administrator or building administrator), or files dangerous to the integrity of the local area network is prohibited.
13. FRCS' network may not be used for downloading entertainment software or other files not related to the mission and objectives of FRCS for transfer to a user's home computer, personal computer, or other media. This prohibition pertains to freeware, shareware, copyrighted commercial and non-commercial software, and all other forms of software and files not directly related to the instructional and administrative purposes of the FRCS
14. Downloading, copying, otherwise duplicating, and/or distributing copyrighted materials without the specific written permission of the copyright owner is prohibited, except that duplication and/or distribution of materials for educational purposes is permitted when such duplication and/or distribution would fall within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC).
15. Use of the network for any unlawful purpose is prohibited.
16. Use of profanity, obscenity, racist terms, or other language that may be offensive to another user is prohibited.
17. Playing games is prohibited unless specifically authorized by a teacher for instructional purposes.
18. Establishing network or Internet connections to live communications, including voice and/or video (relay chat), is prohibited unless specifically authorized by the system administrator.

Disclaimer

1. FRCS cannot be held accountable for the information that is retrieved via the network.
2. Pursuant to the Electronic Communications Privacy Act of 1986 (18 USC 2510 et seq.), notice is hereby given that there are no facilities provided by this system for sending or receiving private or confidential electronic communications. System administrators have access to all mail and will monitor messages. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.
3. FRCS will not be responsible for any damages you may suffer, including loss of data



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resulting from delays, non-deliveries, or service interruptions caused by our own negligence or your errors or omissions. Use of any information obtained is at your own risk.

4. FRCS reserves the right to change its policies and rules at any time.

7.2 Social Media

This policy is adopted by FRCS in addition to, and not as a substitute for the School District's Internet Acceptable Use Policy, which governs use of the school district's technological resources. Employees are expected to maintain the highest professional and personal standards. This would include but not be limited to communication and interactions with fellow employees, parents, and students whether in person, by phone or social media.

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

Expectations for Use of Professional Social Media

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

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

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



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Expectations for Use of Personal Social Media

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

FRCS understands that some employees may maintain personal web pages, blogs, or social media accounts outside of work. An employee must understand that their personal web page, blog, or social media account may impact FRCS. Readers may not always understand that communications on such pages contain your own personal views and not the views of FRCS. It is imperative that one person speaks for FRCS to deliver an appropriate message and to avoid giving misinformation in the media. Unless authorized by the school's administration to do so, when interacting on social media, websites, or blogs, you are prohibited from speaking on behalf of FRCS or in a manner that could reasonably be interpreted as implying you speak for FRCS.

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

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

Contact with Students and Parents and Content of Social Media Posts

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

Employees shall not engage in improper fraternization with students or parents using social media or other electronic means, including:

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



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

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

Public Records Law

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

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

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

Violation of Social Media Policy

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



Section 8: Professional Development

8.1 Evaluations

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

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

8.2 Training and Development

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

FRCS encourages all employees to participate in position-oriented training and development programs that will lead to the accomplishment of both individual and corporate objectives and goals. Before attending a training session or conference, employees must first submit a written request to obtain approval from their Principal/Supervisor. Their request must contain a complete program description along with the total costs (including estimated expenses). As with tuition reimbursement, FRCS retains full discretion to approve or reject requests to attend such training and/or to reimburse employees for their participation. If approved, the employee must notify Human Resources of their coverage needs in their absence no less than five (5) days in advance by reporting their absence in the time and attendance system.



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8.3 Tuition Reimbursement

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

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

Eligibility

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

Course Approval Process

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



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

Reimbursement Process

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

8.4 Induction and Mentoring

FRCS follows [DESE’s regulations for induction and mentoring](#), which provide a baseline for districts’ induction and mentoring programs. New/beginner teachers are assigned a mentor and are required to fully participate in mentoring meetings. A mentor must have a minimum of 3 years of teaching experience (or administrative experience for those mentoring new administrators), one of which is in the current district whenever possible.

The following table outlines the required components of induction and mentoring programs (as stated in the [regulations](#)) applied to different types of educators: beginning teachers (new to the profession), incoming teachers (new to the district and/or role), beginning administrators, and incoming administrators. For additional information about the definitions of these educators, please refer to the links to DESE’s Website herein.

The regulations provide a baseline for districts’ induction and mentoring programs. ESE strongly encourages districts to go beyond the minimum requirements as needed to ensure educators receive meaningful supports and leadership opportunities.

Induction and Mentoring Program Required Components	Beginning Teacher (new to the profession)	Incoming Teacher (new to the district/role)	Beginning Administrator (new to the profession)	Incoming Administrator (new to the district/role)
Orientation	✓	✓	✓	✓
Assigned Mentor	✓	Recommended	✓	Recommended
50 Hours of mentoring beyond induction year	✓	Possibly. ¹	Recommended	Recommended

¹ A teacher new to the role or district who holds a Professional license has most likely already received 50 hours of mentoring beyond the induction year and would not be required to complete additional mentoring. However, a teacher who holds an Initial license who is either new to the role or district must fulfill this requirement in order to obtain a Professional license.



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Support team, including at a minimum a mentor and qualified evaluator	✓	Recommended	✓	Recommended
Release time for mentor and mentee	✓	Recommended	✓	Recommended
Time and resources to learn hiring, supervision and evaluation methods included in the Professional Standards for Administrators	Not Applicable	Not Applicable	✓	Recommended
Additional induction supports in years 2 and 3	Recommended	Recommended	Recommended	Recommended



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Section 9: Leaving FRCS

9.1 Separation of Employment

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

9.2 Exit Interviews

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

9.3 Final Pay

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

Employees classified as 10-month and 10+10-day-employees that complete the current school year will receive all earned pay (their full expected annual salary, prorated appropriately if they started after the first day of school) and benefits through August 15th of that year; August 15th will be the final pay period.

It is imperative that employees who separate return all FRCS-issued property, including laptops and keys prior to or on their last day. Failure to do so will result in being billed for the value of the property and possible legal action for failure to remit payment.

9.4 Returning School Equipment

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



9.5 Employment References and Verifications

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



Employee Handbook Acknowledgment

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

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

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

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

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

Employee Name:

Signature:

Date:

Option 1: Please scan and email to HR@foxboroughrcs.org with subject: "Handbook Acknowledgement".

Option 2: Wait for HR to send an e-acknowledgement for your signature during orientation week. Please, no paper submissions!!



Addendum 1: Senior Staff Directory

Name	Title	Email
Romer, Toby	Executive Director	tromer@foxboroughrcs.org
Berkowitz, Heidi	Deputy Executive Director	hberkowitz@foxboroughrcs.org
Calvert, Karen	Director, Finance	kcalvert@foxboroughrcs.org
Foley, Kathleen	Director, Teaching & Learning	kfoley@foxboroughrcs.org
Michelot, Lesly	Director, Operations	lmichelot@foxboroughrcs.org
St. Brice, Mallory	Director, Human Resources	mstbrice@foxboroughrcs.org
Kimber, Tanisha	Director, Student Services	tkimber@foxboroughrcs.org
Diakite, Alisa	Principal, Middle School	adiakite@foxboroughrcs.org
Ouimet, Nicole	Principal, Elementary School	nouimet@foxboroughrcs.org
Lemieux, Bridget	Principal, High School	blemieux@foxboroughrcs.org



Addendum 2: Federal Family and Medical Leave “FMLA”

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

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

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

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

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

C. Definitions

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



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

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

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



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

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

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

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

Job Restoration

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



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

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

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

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

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



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

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

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

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

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



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



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

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

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

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



Addendum 3: Background Screening

CORI

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

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

Fingerprinting

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

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

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

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

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

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



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

Decision Appeal

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

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

I. CONDUCTING CORI SCREENING

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

II. ACCESS TO CORI

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

III. CORI TRAINING

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



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IV. USE OF CRIMINAL HISTORY IN BACKGROUND SCREENING

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

V. VERIFYING A SUBJECT'S IDENTITY

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

VI. INQUIRING ABOUT CRIMINAL HISTORY

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

VII. DETERMINING SUITABILITY

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

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

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



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VIII. ADVERSE DECISIONS BASED ON CORI

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

IX. SECONDARY DISSEMINATION LOGS

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



Addendum 4: Working Remotely

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

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

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

General Guidelines

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



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

Availability Expectations

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

Equipment and Supplies

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



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

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



Addendum 5: Stipend Eligibility

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

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

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

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

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

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



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All eligible stipend opportunities must be:

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

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



Addendum 6: Substitute Compensation Schedule

Substitute teachers, both per diem and full-time substitutes, play a crucial role in ensuring the continuity of education within the school district, providing essential coverage for classrooms in the absence of regular teachers due to illness, professional development, or other unforeseen circumstances. Their flexibility, adaptability, and commitment to supporting student learning are invaluable assets to the district's educational mission. Recognizing the significance of their contributions, we strive to compensate substitute teachers competitively, acknowledging the importance of attracting and retaining qualified individuals who can effectively fulfill teaching duties in diverse classroom settings. By offering competitive hourly rates and benefits, we aim to attract skilled substitute teachers who are dedicated to maintaining high standards of instruction and fostering a positive learning environment for students across the district. Investing in our substitute teachers is not only a testament to our commitment to excellence in education but also a reflection of our appreciation for their invaluable service and dedication to supporting student success.

Per diem substitutes are compensated a daily rate as follows:

- Daily subs (no lesson planning/no grading)- \$105 (minimum high school diploma and relevant work experience required)
- Daily subs (no lesson planning/no grading)- \$125 (with bachelor's degree)
- Daily subs (no lesson planning/no grading)- \$150 (with master's degree)
- Long-term subs with lesson planning and grading- \$125 (less than a bachelor's degree)
- Long-term subs with lesson planning and grading (with at least some college or post-secondary education)- \$150
- Long-term subs with lesson planning/grading (at least a bachelor's degree, and/or certification in the subject they are covering required) - \$175.
- Long-term subs with lesson planning/grading (master's degree, and/or certification ideally in the subject they are covering required) - \$195.