



# Foxborough Regional Charter School

## Board Meeting

Published on March 7, 2025 at 4:27 PM EST

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### Date and Time

Tuesday March 11, 2025 at 6:00 PM EDT

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### 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.

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### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
<b>A.</b>	Record Attendance	Todd Tetreault	1 m
<b>B.</b>	Call the Meeting to Order	Sergio Martin	1 m
<b>C.</b>	Privilege of the Floor	Sergio Martin	5 m

	Purpose	Presenter	Time
<b>II. Leadership Report</b>			<b>6:07 PM</b>
<b>A. Leadership Report</b>	Discuss	Toby Romer	10 m
<ul style="list-style-type: none"> <li>• Highlights and Updates</li> </ul>			
<b>III. Board Business</b>			<b>6:17 PM</b>
<b>A. Interim Assessment Review and Update</b>	FYI	Kathleen Foley	10 m
<b>B. Competency Determination Proposal</b>	Vote	Toby Romer	10 m
<b>C. Committee Membership</b>	Vote	Sergio Martin	15 m
<ul style="list-style-type: none"> <li>• Facilities/ Finance - Chair, Matt Yezukevich</li> <li>• Academic Excellence -Chair, Mia Ortiz</li> <li>• DEI- Chair, Anissia Vixamar</li> <li>• Governance- Chair, Todd Teatreault</li> </ul>			
<b>D. Policy Review</b>	Vote	Sergio Martin	10 m
<ul style="list-style-type: none"> <li>• Field Trip Policy</li> <li>• Trustees Ethics and Disclosure Policy</li> <li>• New Board of Trustees Member Orientation Policy</li> </ul>			
<b>IV. Updates and Reports</b>			<b>7:02 PM</b>
<b>A. Committee Reports ( Finance/Facilities, Governance, DEI, Academic Excellence)</b>	Discuss	Sergio Martin	5 m
<ul style="list-style-type: none"> <li>• Finance                             <ul style="list-style-type: none"> <li>◦ Budget to Actual</li> <li>◦ Budget Calendar</li> </ul> </li> </ul>			
<b>B. Policy Review</b>	FYI	Toby Romer	15 m
First Reading			

	Purpose	Presenter	Time
<ul style="list-style-type: none"> <li>• Staff Handbook Revisions</li> <li>• Student Handbook Revisions</li> </ul>			
<b>C.</b> Community Groups (FEA, Foundation, ELPAC, SEPAC)	FYI	Toby Romer	5 m
<b>V. Administrative/Housekeeping (Trainings, Member Reminders)</b>			<b>7:27 PM</b>
<b>A.</b> CORI Forms			
<b>B.</b> Board Retreat Date			5 m
<b>VI. Meeting Summary and Items for Next Meeting</b>			<b>7:32 PM</b>
<b>A.</b> Items for Next Meeting <a href="#">Review Next Month</a>	Discuss	Sergio Martin	5 m
<b>VII. Consent Agenda</b>			<b>7:37 PM</b>
<b>A.</b> Meeting Minutes	Discuss	Sergio Martin	25 m

For Approval:

- November 14, 2023
- February 21, 2023
- November 12, 2024
- December 10, 2024
- January 14, 2025
- February 11, 2025

Approved / awaiting amendments/ posting

- March 12, 2024 (minutes approved - amendments need to be made to finalize and post)

Missing Recordings

- September 18, 2023 (recording needed to transcribe minutes)

Purpose	Presenter	Time
<ul style="list-style-type: none"> <li>• February 13, 2024 (recording needed to transcribe minutes)</li> <li>• February 15, 2024 (recording needed to transcribe minutes)</li> <li>• March 20, 2024 (recording needed to transcribe minutes)</li> </ul>		

Executive Session –

- May 9, 2023
- September 18, 2023 Exec Session (no recording - minutes to be drafted)
- September 21, 2023 Exec Session (no recording - minutes to be drafted)
- February 21, 2024 Exec Session (no recording - minutes to be drafted)
- May 2, 2024 Exec Session (no recording - minutes to be drafted)

**VIII. Executive Session** **8:02 PM**

<b>A.</b> Adjourn to Executive Session	Vote	Sergio Martin	1 m
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- 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.

**IX. Closing Items** **8:03 PM**

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

# Coversheet

## Leadership Report

**Section:** II. Leadership Report  
**Item:** A. Leadership Report  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Executive Director Report 3-11-25.pdf

# Executive Director Board Update

March 11th, 2025



# Recent & Upcoming School Events

## Recent

- Regional Science Fair Success
- Kindergarten Lottery
- Elementary High Quality Work Showcases
- Middle School Talent Show and Dance

## Upcoming

- Director's Breakfast this Thursday 3/13  
8:00-9:00 AM at FRCS
- Principal's Corner on Monday 3/24 at  
Brockton Public Library 6:00-7:00 PM



# Budget Development Update

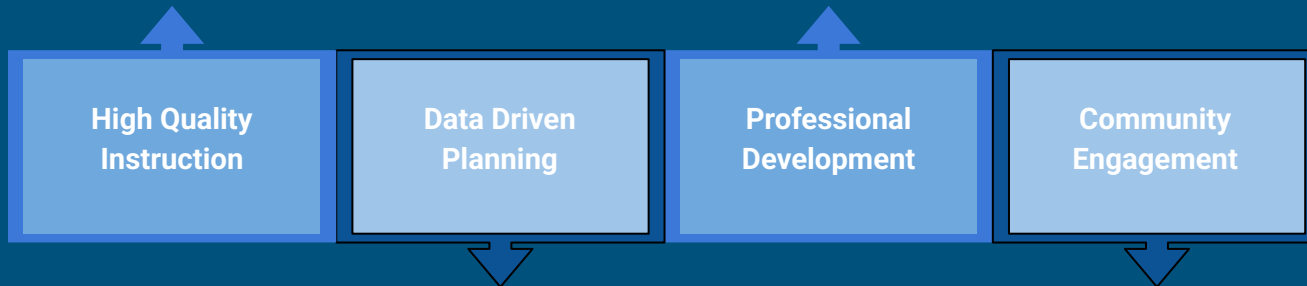
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- Ongoing work to develop our District and School Budget for **Fiscal Year 2026** (July 2025-June 2026)
- Overarching goal of **stability and consistency** in our staffing and support
- Following our [FY2026 Budget Development Calendar](#)
- Focus on finalizing **revenue** assumptions and **baseline expenditure** and **staffing levels**
- Evaluating list of **possible changes or additions** to support strategic areas
- Additional details reviewed in **Finance and Facilities Committee meeting**
- Detailed proposals and changes at **April** board meeting for approval
- Anticipated teaching **vacancies being posted this week** based on initial projections and staffing reconciliation



# Strategic Planning and Goal Setting Update

- Request for Proposals (RFP's) for **Strategic Planning consultant** publicized.
- Goal to **select consultant by late Spring**, and to begin planning in May/June.
- Strategic Plan development to continue into Fall 2025, and completed by Winter 25-26.
- Academic Goal Setting for SY 25-26 is already underway in key areas below.
- Using preliminary goal development to guide budget development



# FRCS Foundation Update

- The Foxborough Regional Charter School Foundation Inc. is an **independent, associated 501(c)(3)**.
- Supports a variety of fundraising activities and community involvement to provide monetary funds through **scholarships, college preparatory test fees, and more to help FRCS students “exit to lead.”**
- The **FRCS Foundation Board** includes FRCS staff members, district leaders, and former board Chair Kathleen Crawford.
- Current work includes awarding scholarships for the **Class of '25**.
- **Ongoing Fundraising**
  - Annual Golf Tournament on 7-28-25
  - Papa Gino’s Fundraiser on 3-19-25(Order from Foxboro, South Attleboro, and Brockton locations)



# Update on Remote Meeting Participation

- **Currently**, via Executive Order through March 31, 2025, **remote participation** in a public meeting by all members is **acceptable** and not limited in any way.
- At the end of this month, April 1, 2025, state Open Meeting Law will likely **revert back to require in person** participation . There is strong consideration to end remote participation.
- Public meeting law is in place to ensure **business is accessible** to public and conducted in front of the public.
- Trustees may participate remotely **only if physical attendance would be unreasonably difficult** and subject to certain conditions. Remote participants must be clearly audible and all votes must be by roll call. The Board must have a protocol in place.



# Federal Policy Updates

- Continuing to Review Potential Impact on FRCS and our Community
- Clear leadership from MA leaders
  - **Governor Healey and Attorney General Campbell:** *“...Practices and programming that promote diversity, equity, inclusion, and accessibility confer important educational and social benefits for students. They foster learning environments that provide all students an equal opportunity to learn and better prepare students to work in our diverse country and participate in our multiracial democracy.”*
  - **Acting Education Commissioner Johnston:** *“It is essential that schools should continue their support for marginalized students – including LGBTQ students – to reinforce that they belong in their school communities. Research consistently demonstrates that when schools take proactive steps to foster inclusivity - through strong policies, affirming practices, and supportive educators - students experience improved mental health, academic success, and overall well-being.”*



# Coversheet

## Interim Assessment Review and Update

**Section:** III. Board Business  
**Item:** A. Interim Assessment Review and Update  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** FRCS Mid-Year Data 2024-26 - March 7.pdf

# FRCS Mid-Year Data

K.Foley 2/11

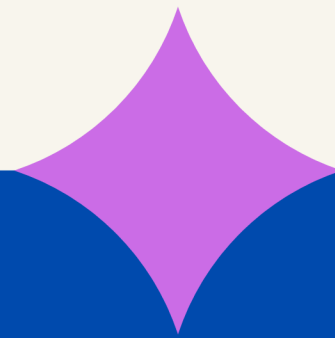
# Assessment at FRCS

- FRCS Assessment Plan outlines all assessments administered throughout the year.
- Three major testing windows: Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY).
- Testing occurs within focused 3-4 week windows across K-12 to ensure timely and valid assessment data.
- Student data is tracked throughout the year and longitudinally from year to year.

# Mid-Year Assessments

## What are interim assessments?

- Administered at set intervals (MOY - Middle of Year)
- Measure student progress toward grade-level standards
- Help guide instruction by identifying strengths and gaps
- Predict performance on summative assessments (e.g., MCAS)





# FRCS Interim Assessments

- DIBELS – Early literacy assessment for K-3
- MAP Growth (NWEA) – Measures academic progress in math, reading, and language 2-10 and science 9-10
  - Additionally, students complete ongoing assessments after content units and utilize data from instructional support platforms throughout the year.

These assessments provide actionable data for our educators to adjust instruction, provide targeted interventions, and improve student outcomes.

# DIBELS

DIBELS (Dynamic Indicators of Basic Early Literacy Skills) is a set of standardized, research-based assessments designed to measure early literacy development in students. We use DIBELS to identify students at risk for reading challenges, monitor progress, and guide instruction.

## **Assesses foundational literacy skills, including:**

- Phonemic awareness
- Phonics and decoding
- Fluency
- Comprehension

## **DIBELS is:**

- Used for screening
- Administered one-on-one with the exceptions of one subtest
- Short, efficient, and predictive of future reading success



# DIBELS

## FRCS Students Performance Relative to Grade Level Expectations:

- The number of students scoring **At** and **Above** grade-level increased, while those Below and Well Below grade-level decreased in most grades.
  - 60% of FRCS students K-3 demonstrated skill development **At** or **Above** grade-level
- 15% increase in the percentage of students achieving **At** or **Above** grade level from MOY 2023-24 to MOY 2024-25.
  - Positive trends indicate that instructional supports and interventions are showing measurable success.
- 33% more Kindergarten students scored **At** or **Above** Benchmark on the DIBELS reading assessment compared to the same time last year.
  - Indicates early literacy interventions and foundational skill-building are effective.

## Subgroup Performance:

White students 53% of students are At or Above grade level

Asian students 94% of students are At or Above grade level

Black students 51% of students are At or Above grade level





# MAP

**MAP (Measures of Academic Progress)** is a computer-adaptive interim assessment developed by NWEA (Northwest Evaluation Association) to measure student growth and proficiency in reading, math, language usage, and science from grades 2-10.

## **Key Features of MAP Assessments:**

- Computer-adaptive: Questions adjust in difficulty based on student responses, providing a precise measure of skills.
- Administered 3 times per year: Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY) to track student growth.
- Provides RIT (Rasch Unit) scores: A unique scale that measures growth over time.
- Predicts future performance: Helps educators anticipate student success on MCAS and guide instruction.
- Identifies learning gaps: Helps pinpoint specific skills students need to develop.
- Supports personalized learning: Data helps teachers differentiate instruction based on student needs.

# MAP-Math

## Mid-Year MAP Key Takeaways

### FRCS Students Performance Relative to National Norms:

- National average growth is the 50th percentile
- 54% of FRCS students grades 2- 10 demonstrated more than 50% growth between fall and winter
- Growth is trending upward, showing a 2-point increase compared to last year's mid-year scores.
- 6 of our 9 grades tested achieved 50% or higher median growth levels since the start of the year

### Outstanding Growth in the following grades:

- 3rd Grade showed 68th percentile growth
- 6th Grade showed 65th percentile growth
- 8th Grade showed 75th percentile growth

### Subgroup Performance:

- White students 60th percentile growth
- Hispanic students 60th percentile growth
- Asian students 75th percentile growth
- Black students 52nd percentile growth

# MAP-Reading

## Mid-Year MAP Key Takeaways

### FRCS Students Performance Relative to National Norms

- National average growth is the 50th percentile
- 46% of FRCS students grades 2- 10 demonstrated more than 50% growth between fall and winter
- Steady growth from MOY last year to this year
- 4 of our 9 grades tested achieved 50% or higher median growth levels since the start of the year

### Higher than national average growth in the following grades:

- 7th & 9th Grades showed 51st percentile growth
- 8th Grade showed 56th percentile growth

### Subgroup Performance:

- White students 34th percentile growth
- Hispanic students 46th percentile growth
- Asian students 62nd percentile growth
- Black students 44th percentile growth

# Interventions & Targeted Student Support

Our schools are:

- Using the RTI (Response to Intervention) process to identify students who need extra help and provide the right level of support to help them succeed.
- Student Success Plans are developed by the Student Success Team at each school
- Student progress is monitored by the students support team to ensure growth

Each school provides targeted student support:

- ES: math interventionists & Targeted Learning Time(TTL)
- MS: targeted support using i-Ready Pathway & What Everyone Needs Now(WINN)
- HS: Enter to Learning~Exit to Lead Time(ETL)

# Interventions & Targeted Student Support

## Success Plans:

- Across the district, approximately 200 plans have been created since the beginning of the year.
- This year, 59% of students on success plans have met their goals and exited the plan successfully.

## Identified Needs for Support:

### Elementary School (ES):

- 87% of plans target reading skills.
- 12% of plans target math skills.
- 1% of plans target behavior.

### Middle School (MS):

- 80% of plans target academic support in reading and math.
- 20% of plans target support for attendance and SEL.

### High School (HS):

- 100% of plans target academic student needs.



# Final Thought



Interim assessments may not capture the full picture of student learning, but they provide essential insights into student performance and needs, helping our educators support and guide student progress effectively.

# Coversheet

## Competency Determination Proposal

**Section:** III. Board Business  
**Item:** B. Competency Determination Proposal  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** FRCS Competency Determination for Graduation.docx

## **Foxborough Regional Charter School Competency Determination for Graduation PROPOSAL**

In response to the passage of Question 2 from the November 2024 statewide election, which eliminates the requirement of passing scores on the 10th grade MCAS assessment in English Language Arts, Mathematics and Science, we are proposing the adoption of a competency determination standard for students to graduate from the Foxborough Regional Charter School.

For background, there are currently **two elements** to receiving a high school diploma in the state of Massachusetts:

1. Meeting **“local” graduation requirements**, including specific numbers of high school credits and courses
2. Meet a **competency determination** standard, which until the passage of Question 2 was assessed by the state with a passing score on the three MCAS assessments (English Language Arts, Mathematics and Science).

Question 2 has removed the MCAS as the assessment of meeting the competency determination standard, and moved that determination also be an item of “local” control. This means that, in addition to establishing local graduation requirements, FRCS and the Board of Trustees must also establish a competency determination process. Each school district in the state is charged with the same responsibility.

Currently, the MA Department of Elementary and Secondary Education and their Board is considering offering additional guidance and requirements to districts on how to do this. This guidance will likely not take effect until the 2025-2026 school year. The following text of the law in this case, as amended by Question 2, provides the current guidance:

*The "competency determination" shall be based on the academic standards and curriculum frameworks for tenth graders in the areas of mathematics, science and technology, history and social science, foreign languages, and English, and shall represent a determination that a particular student has demonstrated mastery of a common core of skills, competencies and knowledge in these areas, by satisfactorily completing coursework that has been certified by the student's district as showing mastery of the skills, competencies, and knowledge contained in the state academic standards and curriculum frameworks in the areas measured by the MCAS high school tests ...administered in 2023, and in any additional areas determined by the board. Satisfaction of the requirements of the competency determination shall be a condition for high school graduation.*

For FRCS, **we propose the following competency determination standard for graduation** to certify a student's "mastery of the skills, competencies, and knowledge contained in the state academic standards and curriculum frameworks in the areas [formerly] measured by the MCAS high school tests." Each student must:

- Receive an average final grade of 70% or higher in 10th grade English.
- Receive an average final grade of 70% or higher in 10th grade math.
- Receive an average final grade of 70% or higher in a 9th or 10th grade lab science.
- Receive an average final grade of 70% or higher in US History (starting with the Class of 2027).

The following scenarios would apply to ensure all students can meet the competency determination standard:

1. In the event a student passes the required class with a lower average than 70%, that student must receive a 70% or higher final grade in the next course in the course sequence for that subject.
2. In the event a student does not pass the required 10th grade class, they would retake the class or similar class covering the same grade level standards.
3. In the event a student at the end of their senior year has failed to meet the competency determination, a locally developed proficiency exam or portfolio review of student work in the subject area would be offered to demonstrate competency. The FRCS high school leadership team, including the content area department heads, would determine the criteria for assessment based on state standards.

In the FRCS class of 2025, we currently have 5 seniors who have not yet met the proposed competency determination standard. In the FRCS class of 2026, we have 7 juniors who have not yet met the proposed competency determination standard. These students can no longer meet the competency determination by taking an MCAS retest.. They would need to earn a grade of 70% or higher in the Math, English and Science courses that they are currently enrolled in based on scenario 1 above, or complete the competency determination based on scenario 3 at the end of the school year.

It is our intention to replace this with this grade driven competency determination with a capstone portfolio review for each FRCS graduate that would universally assess "mastery of the skills, competencies, and knowledge contained in the state academic standards and curriculum frameworks" for all FRCS high school students. We imagine the development of such a portfolio review process would take 1-2 years to complete, and would come before the board for approval before implementation.

**Reference Material:**

- [Former State Law prior to Question 2](#)
- [Text of Question 2](#)
- [Update on Student Competency Determinations - Office of the Commissioner of Elementary and Secondary Education](#)
- [MCPSA Guidance on Competency Determination Requirement](#)
- [BESE Proposed Amendments to Regulations on MCAS and Competency Determination for Class of 2026](#)
- [FRCS High School Graduation Requirements](#) - Students are required to obtain a minimum of 66.5 credits in High School (grades 9-12) to graduate. In addition, College/Career Planning Portfolio requirements listed below must be completed for graduation. Students must successfully complete the course requirements outlined below as well as obtain the minimum number of credits. In general, FRCS curriculum expectations include:

<b>Course</b>	<b>MA Department of Elementary and Secondary Education (DESE) and FRCS Requirements</b>
<b>English</b>	Required all four years for graduation
<b>Mathematics</b>	Required all four years for graduation
<b>Language (Spanish at FRCS)</b>	Required all four years for graduation
<b>Science</b>	Required all four years* ( <i>three lab courses required for graduation</i> )
<b>History</b>	Required all four years* ( <i>3 years required for graduation per MA DESE</i> )
<b>Physical Education</b>	Required all four years
<b>Electives</b>	Required all four years ( <i>3 years required for graduation per FRCS programming</i> )
<b>Health</b>	Required for one year
<b>Computer Technology</b>	Required for one year
<b><i>*Four years of either Science or History not required if approved for Senior Independent Enrichment, Virtual High School or Dual College/University Enrollment Program.</i></b>	

**College/Career Planning Portfolio requirements for promotion and graduation**

Grade	FRCS College/Career Planning Portfolio Requirements
9 <sup>th</sup> Grade	Completion of: Personal Goals
10 <sup>th</sup> Grade	Completion of: Career Interest Survey
11 <sup>th</sup> Grade	Completion of: Common Application
12 <sup>th</sup> Grade	Completion of: <ul style="list-style-type: none"> <li>• Senior Post-Secondary Planning Portfolio</li> <li>• At least two post-secondary education applications</li> <li>• One studentship application</li> <li>• Personal Vision project</li> <li>• Resume</li> <li>• Two or four-year college course plan</li> <li>• Post- secondary budget</li> </ul>

# Coversheet

## Policy Review

**Section:** III. Board Business  
**Item:** D. Policy Review  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Trustee Ethics and Disclosures Policy 31125.docx  
New Board of Trustee Member Orientation Policy 31125.docx  
Field\_Trip\_Policy\_reivsed 31125.docx

## **Foxborough Regional Charter School Trustee Ethics and Disclosures Policy First Reading March 11, 2025**

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### **Trustee Ethics and Disclosures Policy**

Each Board of Trustees member's acceptance of a code of ethics implies his or her acknowledgement of the organization of Board of Trustees and each member's duties and responsibilities in accordance with federal and state laws and regulations. The oath of office of a Board of Trustees member binds the individual member to adherence to those laws and regulations that apply to the Board of Trustees.

Each Board of Trustee member shall comply with the ethics requirements of public employees as set forth in G.L. c. 268A, including meeting all training requirements and filing all required annual disclosures with the Massachusetts State Ethics Commission, the Charter School Office of the Department of Elementary and Secondary Education, and clerk of **[insert city town where school located]**.

Each Board of Trustee member's disclosure shall include a statement disclosing that member's financial interest in any charter school located in Massachusetts or in any other state. Each Board of Trustee member shall further disclose whether he or she has any financial interest with any person doing business with a charter school. Each Board of Trustees member's disclosure shall also indicate whether any immediate family members have a financial interest in any charter school located in Massachusetts or any other state, or with any person doing business with a charter school. For the purposes of this policy, "immediate family members" include the Trustee's spouse, parents, children, brothers, and/or sisters.

No member of the Board of Trustees may have a financial interest in any contract executed between Foxborough Regional Charter School and any vendor, absent a written exemption from the Massachusetts State Ethics Commission.

In his/her relations with Foxborough Regional Charter School community, the Trustee should:

- Conduct him or herself knowing that his or her primary responsibility is to the students;
- Recognize that his or her basic function is to be policy making and not administrative;
- Abide by, and carry out, all Board of Trustees decisions once they are decided upon by a majority of the Board of Trustees;



**Foxborough Regional Charter School  
Trustee Ethics and Disclosures Policy  
First Reading March 11, 2025**

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- Remain well-informed concerning his or her duties as a member of the Board of Trustees;
- Conduct him or herself knowing that services as a member of the Board of Trustees demands unselfish service with no intent to benefit personally from Board of Trustees activities; and
- Respect the confidentiality of parent, student, and personnel records at all times, unless instructed otherwise by a legal counsel or a court of law.

In his/her relations with Foxborough Regional Charter School's administration, the Trustee should:

- Establish clearly-defined policies to direct and support the administration;
- Support the administrative chain of command and refuse to act on complaints when brought to him/her out of turn; and
- Provide the Executive Director and his or her administration with full responsibility for discharging their professional duties and hold them responsible for acceptable results.

In his/her relations with Foxborough Regional Charter School the Board of Trustees, the Trustee should:

- Understand that actions taken and decisions made at Board meetings are binding, if and only if, a majority of the Board of Trustees votes to take such action or make such a decision;
- Refrain from promising how he or she will vote on matters that will come before the Board of Trustees prior to the discussion and vote held in accordance with the Open Meetings Law;
- Uphold the intent of executive sessions and respect the confidential communications that exists in executive sessions;
- Avoid withholding pertinent information on any matter that comes before the Board of Trustees; and

**Foxborough Regional Charter School  
Trustee Ethics and Disclosures Policy  
First Reading March 11, 2025**

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- Make decisions and vote to take actions only after engaging in fully informed discussions with the Board of Trustees concerning all such matters.

Resource: Massachusetts State Ethics Commission ([www.mass.gov/ethics/](http://www.mass.gov/ethics/)) 617-727-0060)

## **Foxborough Regional Charter School New Board of Trustees Member Orientation Policy First Reading March 11, 2025**

### **New Board of Trustees Member Orientation Policy**

Pursuant to G.L. c. 71, § 36A and the requirements and guidance governing Foxborough Regional Charter School and issued by the Department of Elementary and Secondary Education, each new member of the Board of Trustees is required to complete, within one year of his or her joining the Board of Trustees, at least eight hours of orientation training. The orientation shall be provided by any organization approved by the Commissioner.

This orientation includes, but is not limited to, a review of School Finance, the Open Meeting Law, Public Records Law, Conflict of Interest Law, Special Education Law, School Leadership Standards and Evaluations, and the Roles and Responsibilities of Board of Trustee members.

The Board of Trustees shall assist each new members to understand the Board's functions and the policies and procedures of the Board as soon after election as possible. Each new member shall receive the following:

- A copy of Foxborough Regional Charter School 's Policy Manual;
- A copy of Foxborough Regional Charter School 's Bylaws;
- A copy of Foxborough Regional Charter School 's charter application (and/or renewal application);
- A copy of student and employee handbooks;
- A copy of the school's budget;
- A copy of the Open Meeting Law, Open Meeting Regulations, and the Guide to the Open Meeting Law; and
- A copy of the Conflict of Interest Regulations.

Foxborough Regional Charter School  
Field Trip Policy  
First Reading March 11, 2025



## Field Trip Policy

### A. General

Foxborough Regional Charter School acknowledges that ~~first hand~~<sup>firsthand</sup> experiences provided by field trips, including school-sponsored extended overnight trips, are an effective and worthwhile means of advancing student learning and education. Therefore, Foxborough Regional Charter School encourages the use of field trips and school sponsored trips that are related to the total school program in order to supplement the classroom learning curricula.

Additionally, due to the inherent educational value of field trips and school sponsored trips, Foxborough Regional Charter School shall conduct field trips, to every extent practicable, that allow all students to participate equally. Additionally, no student shall be denied participation in a field trip or school sponsored trip as a consequence or form of punishment for previous behavior for which he or she already has been disciplined. If a student is prohibited from participating in a field trip or school sponsored trip, the school leader or their designee shall notify the parent/guardian of such a decision and advise the parent/guardian that he/ she may appeal this decision to the school Principal (if advised by a teacher or other staff) or to the Executive Director (if advised by the school Principal).

Consistent with this goal, the school shall establish guidelines for field trips and school sponsored trips and shall address the process for screening, evaluating and approving field trips and school sponsored trips in order to ensure that all reasonable steps are taken for the health, safety and welfare of the participants and to ensure that no substantial disruption to the educational process and the inherent educational value of the field trip and/or school sponsored trip.

A student may only be excluded from a field trip or school sponsored trip if the date or dates of his/her suspension from school for a violation of school based rules or the codes of conduct set forth in the Student Handbook coincides with the scheduled date or dates of the field trip or school sponsored trip, or if, in the judgment of the school leader, a student's previous or current behavior poses a substantial risk to the health, safety and welfare of the student, other students and/or staff participating in the field trip and/or school- sponsored event.

A staff member organizing a trip shall receive official approval for a field trip following the procedures of

First Reading March 11, 2025

**Foxborough Regional Charter School**  
**Field Trip Policy**  
**First Reading March 11, 2025**

the school prior to scheduling and/or reserving or purchasing any tickets and/or facilities for the trip.

With respect to all field trips or school sponsored trip, the following shall apply:

- No student shall participate in any field trip, regardless of the destination, unless, prior to the commencement of the trip, parent/guardian of the student (or the student him/herself if he/she has reached the age of majority) executes and submits a field trip permission form to the appropriate teacher;
- All field trips or school sponsored trips shall be properly supervised by teachers, staff, and/or volunteers who have undergone and received appropriate background checks and clearance, including a CORI check;
- All volunteer chaperones have executed waiver of liability form;
- All field trips or school sponsored trips have the appropriate number of authorized volunteers/ chaperones.
- Students and volunteers shall be advised as to appropriate safety precautions to be observed;
- The student records of all students participating in the field trip or school sponsored trip have been reviewed to determine if any accommodations or modifications are required in order for a student to participate in and have equal access to such a trip. Full and equal opportunities must be provided for students with disabilities to participate in all trips, including extended overnight field trips;
- A determination has been made that each trip substantially contributes to the educational program, or is consistent with purpose of an extracurricular club or activity;
- A determination has been made that a field trip or school sponsored trip (other than an extended overnight trip) does not exclude any student from participation due to a lack of sufficient funds on the part of that student and/or his/her family.
- Appropriate transportation, as defined in Section 4 of this Policy, for the field trip or school sponsored trip has been considered and secured. Foxborough Regional Charter School shall comply with applicable laws, regulations, and school policies related to the transportation of students when providing field trip transportation. Under extraordinary circumstances, a parent or guardian may provide transportation to his/her child for a field trip, at the discretion of the School Principal, and subject to the parent or guardian executing a school-provided release and/or waiver.

Students and their parents/guardians will be responsible for any damage done to any personal or real property that they are found to have caused during the course of the field trip or school sponsored trip. Parents/guardians must agree to pay for any damages that may be done by their child and/or aid school

First Reading March 11, 2025

**Foxborough Regional Charter School**  
**Field Trip Policy**  
**First Reading March 11, 2025**

officials in collecting money necessary to do so.

**B. Overnight and International Trips**

Pursuant to G.L. c. 71, § 37N, the Board of Trustees has adopted the following policy concerning students' overnight travel.

*1. Trip Approval Process*

- Advance approval by the Executive Director (domestic trips) or the Board of Trustees (international trips) is required for any student overnight trip. An overnight trip is defined as any trip involving lodging or travel between the hours of midnight and 6:00 am.
- Requests for approval shall be presented by the School Principal or designee, including the teacher(s) requesting the overnight trip.
- The approval process shall be completed (Part I only for international trips) prior to permitting students to engage in fundraising activities or other preparations for the trip.
- Overnight trips shall offer significant educational benefits to students that clearly justify the time and expense of the trip. Such trips shall be appropriate for the grade level.
- Teachers and other school staff are prohibited from recruiting for privately run trips through the school, unless the trip is approved through the FRCS overnight trip approval process.
- International Overnight Trip Approval Process
  - A. *Preliminary Approval (Part I)*  
 For international travel, the teacher(s) requesting the trip must present a comprehensive trip proposal, outlining educational benefits and objectives in relation to the Massachusetts Curriculum Frameworks, as well as the educational value relative to cost. This proposal requires approval from the building principal and the Board of Trustees before being announced to students or parents/guardians. Approval must be obtained at least four (4) months prior to departure of the proposed international trip.
  - B. *Final Approval (Part II)*  
 One month prior to an international trip, final approval from the Executive Director is required. Final approval includes review of finalized itineraries and travel documents.

*2. Transportation*

**Commented [1]:** Each school committee shall establish a policy concerning student travel sponsored by a school that is planned to occur between the hours of midnight and 6:00 a.m., or that will include an overnight stay away from a student's home. The policy shall address, but not be limited to, such issues as safety of transportation and accommodations, cost, including expectations for fundraising by students, time away from school, appropriateness of the trip for the grade level and the trip approval process. In adopting its policy, the school committee shall consider the model policy drafted by the board of education under section 1B of chapter 69.

First Reading March 11, 2025

**Foxborough Regional Charter School**  
**Field Trip Policy**  
**First Reading March 11, 2025**

- As detailed in Section 4 of this Policy, The use of vans or private automobiles for trips planned to include late night or overnight student travel shall be prohibited. Such trips shall rely upon commercial transportation. Whenever possible, the trip schedulers shall avoid planning student travel between the hours of midnight and 6 a.m., due to the increased risk of vehicular accidents during this time period.

**3. *Trip Scheduling***

- Overnight accommodations shall be made in advance with student safety and security in mind.
- Whenever possible, overnight trips shall be scheduled on weekends or during school vacations to minimize lost classroom time. Non-academic field trips are considered “optional school programs” and do not count toward meeting structured learning time requirements under 603 CMR 27.00. However, academic field trips may be considered structured learning time (see the Department’s Student Learning Time Regulations Guide).
- Trip cancellation insurance and travel accident insurance must be purchased by all trip participants, including students, chaperones, and advisors.
- The Executive Director or their designee retains the right to cancel any extended field trip up until the time of departure.
- If substantially all members of a class are participating in a trip, the school shall provide appropriate substitute activities for any students not participating.

**4. *Fundraising***

- The amount of time to be devoted to fundraising shall be reasonable and commensurate with students’ obligations for homework, after-school activities, and jobs.
- Group fundraising activities are preferred. Students shall not be assigned individual fundraising targets.
- If students are charged individual fees for participation, Foxborough Regional Charter School shall make every effort to provide assistance as needed. No student shall be prohibited from participating in any trip due to lack of sufficient funds.
- Advisors must make reasonable efforts to secure scholarships or alternative funding sources, ensuring equal opportunities for all students, regardless of financial constraints.

First Reading March 11, 2025

**Foxborough Regional Charter School**  
**Field Trip Policy**  
**First Reading March 11, 2025**

5. *Student Supervision*

- Students shall be accompanied by a sufficient number of chaperones, taking into account the trip scheduling and logistics. All chaperones, including parents and volunteers, must have a CORI check in accordance with M.G.L. c.71 s.38R.
- All participating students must submit a signed parent/guardian permission form. Such form shall include appropriate authorization for emergency medical care and administration of medication. If a student requires prescription medication during an extended field trip, administration must adhere to District policy.
- Participation in an extended field trip is a privilege, not a student's inherent right, and all rules and regulations outlined in the student handbook will be in effect throughout the trip..

6. *Lodging*

- For overnight trips, students shall be required to room with at least one other student.
- All lodging and accommodations for overnight trips must comply with all federal and state laws and regulations concerning public accommodations.
- Requests for specific roommates and/or special accommodations for a student shall be considered on a case by case basis and shall be discussed among Foxborough Regional Charter School, the student (if appropriate), and the student's parent(s) / guardian(s).

**C. Student Proposed Trips**

Each club, team, or group is responsible for raising all of the money necessary to fund a field trip or school sponsored trip that is being proposed by a group of students. No fundraising or other preparations for a field trip or school sponsored trip should occur until the field trip or school sponsored trip has been approved. No financial support will be available from Foxborough Regional Charter School or the Board of Trustees for any overnight, out of state or out of country travel unless an athletic team or academic team or competition has qualified for an overnight, out of state or out of country competition and in these narrow circumstances final approval of funding for such travel by an athletic team or academic team is subject to final approval by the Executive Director.

**D. Transportation Services for Field Trips or School Sponsored Trips**

All charter services for field trips or school sponsored trips must be provided by a common carrier that is licensed by the Commonwealth of Massachusetts to provide charter services and is licensed for passenger transport by the Federal Motor Carrier Safety Administration. All vendors that provide transportation for field trips or school sponsored trips must provide evidence that their driver(s) are

First Reading March 11, 2025



**Foxborough Regional Charter School**  
**Field Trip Policy**  
**First Reading March 11, 2025**

licensed in the Commonwealth of Massachusetts to drive the vehicles being used to provide the transportation for the field trips and/or the charter services for the field trips. All transportation vendors also must maintain liability insurance with a minimum of \$500,000 (five hundred thousand dollars) per occurrence for bodily injury. No transportation vendor shall be used to provide transportation and/or charter services for field trips or school sponsored trips if it has a rating of "conditional" or "unsatisfactory" issued by the Federal Motor Carrier Safety Administration.

Sufficient time must be allowed in trip itineraries for drivers to rest, complying with federal hour-of-service requirements. The contract with the carrier shall prohibit the use of a subcontractor unless sufficient notice is given to Foxborough Regional Charter School to allow verification of the subcontractor's qualifications. All bus drivers who do not regularly work for Foxborough Regional Charter School shall undergo a CORI check prior to being hired for transportation services.

Use of privately owned vehicles or leased vans to transport students to and from field trips, athletic events or school sponsored trips is strictly prohibited, except in the case of a bona fide emergency. Determination of the existence of a bona fide emergency will be made by the School Principal or designee on a particular trip. Under extraordinary circumstances, a parent or guardian may provide transportation to his/her child for a field trip, at the discretion of the School Principal, and subject to the parent or guardian executing a school-provided release and/or waiver. Staff and parents/guardians who choose to use their own vehicles ~~risk being legally liable~~ assume responsibility for any injury a student sustains while in the vehicle. The school assumes no responsibility or liability.

Nothing in this field trip policy should be construed to prohibit field trips where students travel by means of walking.

First Reading March 11, 2025

# Coversheet

## Committee Reports ( Finance/Facilities, Governance, DEI, Academic Excellence)

**Section:** IV. Updates and Reports  
**Item:** A. Committee Reports ( Finance/Facilities, Governance, DEI, Academic Excellence)  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Feb 2025 Balance Sheet Summary.pdf  
Feb 2025 Budget to Actual Comparative Summary.pdf  
Feb 2025 Budget to Actual Summary.pdf

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

For 2/28/2025

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Page: 1

	2/28/2025	6/30/2024	Change
<b>ASSETS</b>			
<b>Current Assets</b>			
Cash - operations	11,237,015.75	14,041,484.16	(2,804,468.41)
Cash - debt service reserve	2,527,285.62	3,148,710.28	(621,424.66)
Accounts Receivable:			
Intergovernmental	0.00	542,655.92	(542,655.92)
Other	107,122.24	10,622.90	96,499.34
Prepaid Expenses	11,440.00	18,922.06	(7,482.06)
<b>Total Current Assets</b>	<b>13,882,863.61</b>	<b>17,762,395.32</b>	<b>(3,879,531.71)</b>
<b>Capital Assets</b>			
Right-Of-Use-Asset	324,662.00	324,662.00	0.00
Land/Building Improvements	55,909,292.63	52,753,672.81	3,155,619.82
Furniture, equipment and software	6,692,328.30	6,692,328.30	0.00
Construction in progress	0.00	1,377,511.24	(1,377,511.24)
Less: accumulated depreciation and amortization	(22,765,455.38)	(21,286,769.07)	(1,478,686.31)
<b>Total investment in capital assets</b>	<b>40,160,827.55</b>	<b>39,861,405.28</b>	<b>299,422.27</b>
Loss on defeasance (2017 bonds)	3,392,114.47	3,392,114.47	0.00
<b>TOTAL ASSETS</b>	<b>57,435,805.63</b>	<b>61,015,915.07</b>	<b>(3,580,109.44)</b>
<b>LIABILITIES AND NET ASSETS</b>			
Accounts Payable	619,551.82	2,103,386.34	(1,483,834.52)
Accrued expenses	110,814.17	700,007.57	(589,193.40)
Accrued compensation	44,029.21	1,652,462.36	(1,608,433.15)
Bonds payable - US Bank	0.00	0.00	0.00
Deferred income	(934.33)	107,242.87	(108,177.20)
Lease Liability	55,320.83	77,156.33	(21,835.50)
<b>Total current liabilities</b>	<b>828,781.70</b>	<b>4,640,255.47</b>	<b>(3,811,473.77)</b>
BONDS PAYABLE 2017B	21,540,000.00	22,260,000.00	(720,000.00)
BOND PREMIUM 2017B	2,175,370.80	2,175,370.80	0.00
<b>Total bonds payable</b>	<b>23,715,370.80</b>	<b>24,435,370.80</b>	<b>(720,000.00)</b>
LOAN PAYABLE EASTERN BANK	2,626,815.98	2,936,489.69	(309,673.71)
<b>Total loans payable (Eastern)</b>	<b>2,626,815.98</b>	<b>2,936,489.69</b>	<b>(309,673.71)</b>
<b>Total liabilities</b>	<b>27,170,968.48</b>	<b>32,012,115.96</b>	<b>(4,841,147.48)</b>
<b>Net Assets</b>			
Investment in capital assets	0.00	0.00	0.00
Restricted - Board Capital	7,364,392.00	5,165,006.00	2,199,386.00
Unrestricted	21,639,407.11	21,639,406.06	1.05
Net income	1,261,038.04	2,199,387.05	(938,349.01)
<b>Total net assets</b>	<b>30,264,837.15</b>	<b>29,003,799.11</b>	<b>1,261,038.04</b>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>57,435,805.63</b>	<b>61,015,915.07</b>	<b>(3,580,109.44)</b>

## Financial Report - Budget to Actual (Comparative Summary)

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Page: 1

### Foxborough Regional Charter School For 2/28/2025

	Budget FY2025	YTD Actual 2/28/25	Current Year Budget - Actual	Current Year % of Budget	Budget FY2024	YTD Actual 2/29/24	Prior Year Budget - Actual	Prior Year % of Budget
<b>REVENUES</b>								
Per Pupil Tuition	29,069,550.00	18,935,613.00	(10,133,937.00)	(65.14)	27,900,000.00	19,565,405.00	(8,334,595.00)	(70.13)
Federal Grants/Reimbursements	1,345,709.00	279,824.16	(1,065,884.84)	(20.79)	1,202,133.00	181,170.30	(1,020,962.70)	(15.07)
State Grants/Reimbursements	0.00	0.00	0.00	0.00	0.00	10.00	10.00	0.00
Other Grant Revenues	0.00	0.00	0.00	0.00	5,650.00	0.00	(5,650.00)	0.00
Food Service Program	1,153,000.00	537,415.43	(615,584.57)	(46.61)	650,000.00	512,691.64	(137,308.36)	(78.88)
Extended Day Program	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation Program	690,000.00	714,895.19	24,895.19	(103.61)	690,000.00	698,435.95	8,435.95	(101.22)
Building Rental Revenue	126,000.00	37,080.00	(88,920.00)	(29.43)	60,000.00	36,000.00	(24,000.00)	(60.00)
Other Revenues	347,000.00	378,852.68	31,852.68	(109.18)	186,000.00	468,569.89	282,569.89	(251.92)
<b>Total Revenues</b>	<b>32,731,259.00</b>	<b>20,883,680.46</b>	<b>(11,847,578.54)</b>	<b>(63.80)</b>	<b>30,693,783.00</b>	<b>21,462,282.78</b>	<b>(9,231,500.22)</b>	<b>(69.92)</b>
<b>EXPENSES</b>								
<b>Personnel</b>								
Administration & Finance	2,004,176.00	1,259,534.77	744,641.23	62.85	1,566,202.39	986,514.92	579,687.47	62.99
Teaching & Learning	14,257,308.44	6,912,792.38	7,344,516.06	48.49	12,842,261.90	6,571,680.94	6,270,580.96	51.17
Student Activities	808,697.00	422,217.31	386,479.69	52.21	1,231,229.00	643,985.93	587,243.07	52.30
Operations	820,184.00	525,856.08	294,327.92	64.11	750,948.54	474,886.09	276,062.45	63.24
Grants	509,731.94	225,849.92	283,882.02	44.31	430,891.00	193,311.40	237,579.60	44.86
<b>Subtotal Personnel</b>	<b>18,400,097.38</b>	<b>9,346,250.46</b>	<b>9,053,846.92</b>	<b>50.79</b>	<b>16,821,532.83</b>	<b>8,870,379.28</b>	<b>7,951,153.55</b>	<b>52.73</b>
<b>Operating Costs</b>								
Administration & Finance	1,027,800.00	723,471.33	304,328.67	70.39	970,640.00	527,535.23	443,104.77	54.35
Teaching & Learning	732,274.56	819,013.90	(86,739.34)	111.85	723,961.59	222,723.68	501,237.91	30.76
Student Activities	3,654,284.00	2,350,024.24	1,304,259.76	64.31	3,574,385.00	2,159,295.84	1,415,089.16	60.41
Operations	2,567,150.00	1,639,300.41	927,849.59	63.86	2,361,151.00	1,550,520.14	810,630.86	65.67
Employee Benefits	2,533,319.00	1,571,853.33	961,465.67	62.05	2,460,076.00	1,400,142.99	1,059,933.01	56.91
Grants	745,977.06	195,776.82	550,200.24	26.24	681,186.00	147,653.87	533,532.13	21.68
<b>Subtotal Operating Costs</b>	<b>11,260,804.62</b>	<b>7,299,440.03</b>	<b>3,961,364.59</b>	<b>64.82</b>	<b>10,771,399.59</b>	<b>6,007,871.75</b>	<b>4,763,527.84</b>	<b>55.78</b>
<b>Total Expenses</b>	<b>29,660,902.00</b>	<b>16,645,690.49</b>	<b>13,015,211.51</b>	<b>56.12</b>	<b>27,592,932.42</b>	<b>14,878,251.03</b>	<b>12,714,681.39</b>	<b>53.92</b>
<b>NET BUDGET FROM OPERATIONS</b>	<b>3,070,357.00</b>	<b>4,237,989.97</b>	<b>1,167,632.97</b>	<b>(138.03)</b>	<b>3,100,850.58</b>	<b>6,584,031.75</b>	<b>3,483,181.17</b>	<b>(212.33)</b>
Capital Outlay	1,158,500.00	848,091.41	310,408.59	73.21	305,000.00	245,980.79	59,019.21	80.65
Debt Service	2,446,022.00	650,174.21	1,795,847.79	26.58	2,446,147.00	632,373.08	1,813,773.92	25.85
Depreciation	0.00	1,478,686.31	(1,478,686.31)	0.00	0.00	1,557,969.86	(1,557,969.86)	0.00
Board Capital Reserve	(1,158,500.00)	0.00	(1,158,500.00)	0.00	0.00	0.00	0.00	0.00
<b>NET BUDGET RESERVED</b>	<b>624,335.00</b>	<b>1,261,038.04</b>	<b>636,703.04</b>	<b>(201.98)</b>	<b>349,703.58</b>	<b>4,147,708.02</b>	<b>3,798,004.44</b>	<b>(1,186.06)</b>

**Financial Report - Budget to Actual (Summary)****Foxborough Regional Charter School**

For 2/28/2025

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Page: 1

	Budget	Actual	Budget - Actual	% of Budget
<b>REVENUES</b>				
Per Pupil Tuition	29,069,550.00	18,935,613.00	(10,133,937.00)	(65.14)
Federal Grants/Reimbursements	1,345,709.00	279,824.16	(1,065,884.84)	(20.79)
State Grants/Reimbursements	0.00	0.00	0.00	0.00
Other Grant Revenues	0.00	0.00	0.00	0.00
Food Service Program	1,153,000.00	537,415.43	(615,584.57)	(46.61)
Extended Day Program	0.00	0.00	0.00	0.00
Transportation Program	690,000.00	714,895.19	24,895.19	(103.61)
Building Rental Revenue	126,000.00	37,080.00	(88,920.00)	(29.43)
Other Revenues	347,000.00	378,852.68	31,852.68	(109.18)
<b>Total Revenues</b>	<b>32,731,259.00</b>	<b>20,883,680.46</b>	<b>(11,847,578.54)</b>	<b>(63.80)</b>
<b>EXPENSES</b>				
<b>Personnel</b>				
Administration & Finance	2,004,176.00	1,259,534.77	744,641.23	62.85
Teaching & Learning	14,257,308.44	6,912,792.38	7,344,516.06	48.49
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Operations	820,184.00	525,856.08	294,327.92	64.11
Grants	509,731.94	225,849.92	283,882.02	44.31
<b>Subtotal Personnel</b>	<b>18,400,097.38</b>	<b>9,346,250.46</b>	<b>9,053,846.92</b>	<b>50.79</b>
<b>Operating Costs</b>				
Administration & Finance	1,027,800.00	723,471.33	304,328.67	70.39
Teaching & Learning	732,274.56	819,013.90	(86,739.34)	111.85
Student Activities	3,654,284.00	2,350,024.24	1,304,259.76	64.31
Operations	2,567,150.00	1,639,300.41	927,849.59	63.86
Employee Benefits	2,533,319.00	1,571,853.33	961,465.67	62.05
Grants	745,977.06	195,776.82	550,200.24	26.24
<b>Subtotal Operating Costs</b>	<b>11,260,804.62</b>	<b>7,299,440.03</b>	<b>3,961,364.59</b>	<b>64.82</b>
<b>Total Expenses</b>	<b>29,660,902.00</b>	<b>16,645,690.49</b>	<b>13,015,211.51</b>	<b>56.12</b>
<b>NET BUDGET FROM OPERATIONS</b>	<b>3,070,357.00</b>	<b>4,237,989.97</b>	<b>1,167,632.97</b>	<b>(138.03)</b>
Capital Outlay	1,158,500.00	848,091.41	310,408.59	73.21
Debt Service	2,446,022.00	650,174.21	1,795,847.79	26.58
Depreciation	0.00	1,478,686.31	(1,478,686.31)	0.00
Board Capital Reserve	(1,158,500.00)	0.00	(1,158,500.00)	0.00
<b>NET BUDGET RESERVED</b>	<b>624,335.00</b>	<b>1,261,038.04</b>	<b>636,703.04</b>	<b>(201.98)</b>

# Coversheet

## Policy Review

**Section:** IV. Updates and Reports

**Item:** B. Policy Review

**Purpose:** FYI

**Submitted by:**

**Related Material:**

Student & Family Handbook 25-26 DRAFT.docx.pdf

Student & Family Handbook 25-26 DRAFT w Track Changes.pdf

Microsoft Word - DRAFT Employee Handbook\_SY2025-2026 - Board Review 3-11-25.pdf



**Student/Family Handbook  
2025-26 School Year**

**DRAFT**

**District Contact Information**

131 Central St.  
Foxborough, MA 02035  
Phone: (508) 543-2508  
Fax: (508) 543-7982

# TABLE OF CONTENTS

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<b>District Leadership.....</b>	<b>3</b>
<b>District Information.....</b>	<b>4</b>
<b>Student Code of Conduct.....</b>	<b>18</b>
<b>Elementary School.....</b>	<b>33</b>
<b>Middle School.....</b>	<b>38</b>
<b>High School.....</b>	<b>44</b>



# DISTRICT LEADERSHIP

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## **Board of Trustees**

Sergio Martin	Chair
Anissia Vixamar	Vice-Chair
Matthew Yezukevich	Treasurer
Todd Tetreault	Secretary
Katie Breault	Trustee
Dr. Badawi Dweik	Trustee
Ryan Higgins	Trustee
Mia Ortiz	Trustee

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

## **District Leadership**

Toby N. Romer	Executive Director
Heidi Berkowitz	Deputy Executive Director
Karen Calvert	Director of Finance
Tanisha Kimber	Director of Student Services
Kathleen Foley	Director of Teaching and Learning
Lesly Michelot	Director of Operations
Martine Albama	Director of Human Resources

## **School Leadership**

Nicole Ouimet	Elementary School Principal
Rebecca Austin	Elementary School Assistant Principal
Melissa Costa	Elementary School Assistant Principal
Alisa Diakite	Middle School Principal
Scott Johnson	Middle School Assistant Principal
Deserea Merestil	Middle School Assistant Principal
Bridget Lemieux	High School Principal
Alan Dias Martin	High School Assistant Principal
Lizz Pavao	High School Assistant Principal

## **District-Wide Specialized Coordinator Roles**

Catherine Alix	McKinney-Vento Homeless Coordinator
Kathleen Foley	Title IX Coordinator
Kathleen Foley	Attendance Supervisor

# DISTRICT INFORMATION

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## **Mission**

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

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

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

## **Vision**

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

## **Shared 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

## **Governance**

As public agents authorized by the State of Massachusetts Board of Education, the members of the Board of Trustees of the Foxborough Regional Charter School hold the charter and are responsible for governing the school. The Board of Trustees defines the mission and vision, develops and revises school policies when appropriate, provides oversight of the school's day-to-day operations, supports the Executive Leadership team, and hires as well as supervises the Executive Director. It is the role of the Board of Trustees to hold the Executive Leadership Team accountable for meeting established goals, providing operational oversight and system accountability, including adherence to the state approved charter school Accountability System and local Strategic Plan that ensure the school's continued stability. In addition to its many other responsibilities, the Board of Trustees must ensure that the school is complying with all Massachusetts and Federal laws and regulations that apply to the school and that the Board of Trustees itself is operating in accordance with the rules set out by all applicable. Finally, the Board is responsible for operating the school in accordance with its charter and with any approved amendments to its charter.

## **Educational Philosophy**

The Foxborough Regional Charter School (FRCS) was established as a charter public school district in 1998. FRCS accepts students through a lottery process from 22 surrounding cities and towns. FRCS is a diverse and inclusive community of students, staff and families. FRCS operates on the premise that assessment and screening; curriculum and instruction; community service-learning, and social, emotional and behavioral support must be student- centered,

consistent, collaborative, purposeful and aligned with national best practices, as well as, state and federal laws, regulations and educational standards. FRCS believes that it is critical for our students to continuously demonstrate growth in fundamental knowledge and the development of essential skills for lifelong success. FRCS prides itself on graduating students with an in-depth understanding of themselves and the world around them. FRCS students are extraordinary young people that Enter to Learn and Exit to Lead.

FRCS strives to meet students' needs through the implementation of a Multi-Tiered System of Supports (MTSS). The Massachusetts Department of Elementary and Secondary Education (DESE) defines MTSS as "a framework for how school districts can build the necessary systems to ensure that each and every student receives a high-quality educational experience. It is designed to support schools with proactively identifying and addressing the strengths and needs of all students by optimizing data-driven decision-making, progress monitoring, and the use of evidence-based supports and strategies with increasing intensity to sustain student growth (DESE, 2020)." At FRCS we are committed to continuing efforts to strengthen our MTSS through Response to Intervention (RTI) for students; Positive Behavioral Interventions and Supports (PBIS) for students; staff professional development; student social emotional development, promotion of positive school culture and climate and collaboration amongst staff, students, families and the surrounding communities.

FRCS is dedicated to thoughtful and continuous data collection and analysis to consistently reveal students' strengths, as well as students' growth opportunities in the areas of academic, linguistic, social, emotional, and behavioral development. In response, students may be referred to the school-based Student Intervention Team (SIT) for development of an action plan. This multidisciplinary team consisting of a combination of Counselors, Behavior Interventionists, Deans, Administrators, Teacher/s, Instructional Coaches, Parent/Guardians, Students and Community Partners (when applicable) is tasked with proactively reviewing academic, social emotional and behavioral data, developing related goals, identifying interventions and supports, progress monitoring response to interventions and supports and making data based referrals to specialized teams.

### **Assessment and Screening**

At FRCS, we are committed to being active agents in our student's individual journey towards academic achievement and lifelong success. FRCS recognizes that an effective assessment plan is a crucial component in monitoring student progress and responding to student's individualized needs through implementation of academic, social and emotional tiered interventions and supports. FRCS strives to provide strong standards-based core instruction that allows students to reach their maximum potential. FRCS purposefully uses a balanced variety of assessments and screeners at all grade levels to meet students' needs and support their growth and development in pursuit of addressing opportunities gaps, and ultimately closing achievement gaps. FRCS intentionally creates multiple opportunities for students to demonstrate their learning.

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

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

### **Curriculum and Instruction**

FRCS is committed to providing comprehensive and cohesive curricula that are aligned to National and Massachusetts Learning Standards. FRCS' Department of Teaching and Learning oversees the facilitation of creative, standard based and intentional instruction guided by curriculum that prepares students for success. Our students follow multiple pathways after graduation including 4-year college, 2-year college, trade and certificate programs, military as well as immediate entry into the workforce. At FRCS, student-centered growth and development is at the heart of learning. To this end, our curriculum and instruction:

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

### **Community Service Learning**

Community Service Learning (CSL) is an integral component of the FRCS mission and academic programming. CSL is designed to meet real needs within the community and provide students with ongoing opportunities to reflect on both the significance of their service and the skills required to meet the community's needs (Berman, 2005). CSL is a teaching and learning strategy that connects academic curriculum to community problem-solving (Youth.gov). CSL opportunities are embedded within K-12 instruction to enrich the learning experience, by teaching civic responsibility, and to strengthen the school community. CSL helps students to strengthen their critical thinking, problem solving and decision-making skills. Additionally, CSL opportunities contribute to our student's development of social emotional core competencies such as self-awareness and social awareness. CSL provides an array of opportunities for students to engage with the communities and the larger world around them building the skills necessary to Enter to Learn and Exit to Lead.

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

At FRCS we believe that our students' social, emotional, and behavioral development are crucial components to their past, present, and future academic success (DESE, 2020). FRCS uses several evidence-based theoretical frameworks to assess student's strengths and respond to student's social, emotional, and behavioral needs. These frameworks include but are not limited to Multi-tiered System of Supports (MTSS), Restorative Practices, Positive Behavioral Interventions and Supports (PBIS), Safe and Supportive Schools, Collaborative for Academic, Social and Emotional Learning (CASEL) and Character Education. In addition to the multi-disciplinary Student Intervention Teams mentioned above, FRCS also prides itself on having:

- Courses and curriculum geared towards strengthening student's character and social emotional learning competencies /skills.
- Universal Screening for Social, Emotional and Behavioral strengths and needs.
- Risk Assessments and Threat Assessment to ensure student safety.
- Assistance with mental/behavioral health service referrals.
- District, classroom, small group, and individual social, emotional and behavioral interventions and supports.
- Campus wide visuals and events to promote and support diversity, equity, inclusion, self-regulation, and positive behavior.
- Access to School Adjustment Counselors and School Counselors (Formally Guidance Counselor).

## Mandated Reporting

Under [G.L. c. 119, §51A](#), mandated reporters have a duty to report certain information to the Department of Children and Families ("DCF") or if they are a member of the staff of a school, they may instead notify the person or designated agent in charge of such school who becomes responsible for notifying DCF. The duty to report under [G.L. c. 119, §51A](#) is triggered when a mandated reporter, in their professional capacity, has reasonable cause to believe that a child under the age of eighteen years is suffering physical or emotional injury resulting from:

- Abuse, which causes harm or substantial risk of harm to the child's health or welfare, including sexual abuse.
- Neglect, including malnutrition.
- Physical dependence upon an addictive drug at birth.
- Being a sexually exploited child
- Being a human trafficking victim as defined by [section 20M of chapter 233](#).

The definition of "mandated reporters" in [G.L. c. 119, § 21](#) includes, among others, public and private school teachers, nurses, educational administrators, guidance counselors, psychologists, school attendance officers, social workers, child care workers, physicians, emergency medical technicians, and certain court and public safety officials, such as police officers.

In schools, mandated reporters must fulfill their mandatory reporting duty under [G.L. c. 119, §51A](#) by:

1. Immediately making an oral report directly to DCF and then following up with a written report (which can be filed online, by fax, or mail) to the DCF local area office within 48 hours; **or**
2. Immediately notifying the person in charge of the school (or that person's designee), in which case that individual becomes responsible for immediately making the oral report to DCF and submitting the written report (which can be filed online, by fax, or mail) to the DCF local area office within 48 hours.

## Dress Code

All students are required to be in dress code daily, unless specified by the building administrator, with the understanding that students are always expected to wear attire that does not cause disruption or disorder in the school. The FRCS dress code policy is intended to contribute to maintaining a positive, safe, and inclusive learning environment for all. FRCS is dedicated to maintaining a dress code policy that allows students to appropriately represent and affirm their varied identities (e.g., ethnicity, race, gender, religion, sexual orientation, ability etc.). FRCS aims for all students to be comfortable at school, by authentically being who they are, while complying with the dress code policy.

Appropriate articles of clothing are listed below and must be worn in official school colors:

- Solid navy blue or tan pants (including sweatpants) or shorts (no higher than 3 inches from knee).
- Solid navy blue or white polo shirt, sweater, or sweatshirt preferably with the FRCS logo embroidered, silk screened or sewn on patch.
- Solid navy blue, tan, or designated plaid skirt or skort (no higher than 3 inches from knee)
- Tights in solid navy, tan, black, or white, as well as skin tone nylons and pantyhose.
- Long sleeved shirts worn under polos in black, navy blue, white or tan.
- Hats and wearing hoods are prohibited.
- Sneakers.
- Enclosed shoes or boots covering toes and heels.
- Crocs or similar footwear in sports mode, with straps worn securely over heel.

## District Attendance Expectations and Absence Notifications

FRCS upholds the belief that learning is an ongoing process enriched through student's daily interactions with classmates, student support staff and teachers. Regular and punctual attendance is essential to our students' social,

emotional, behavioral, and academic success. Massachusetts compulsory school attendance law (G.L. c. 76, &1) and the FRCS Attendance Policy requires children between the ages of 6 and 16 to “attend a public day school in the town the student resides in, or some other day school approved by the school committee...”. The law recognizes the right of a parent/guardian to choose from among several educational options such as charter schools with the understanding that it is the parent/guardian’s responsibility to: (1) Ensure that a child in their care attends school and (2) Call the school the school’s attendance line #2 to report a student absence and reason for absence. Daily attendance is taken during students’ first period class of the day. Any student that fails to report to their first period class will be marked absent. All parents/guardians will be contacted daily on the telephone number filed through the automated student absence notification system, when their child has been marked absent. Attendance lists are produced daily and include the names of students who are absent, tardy or will be dismissed early for health, legal or other reasons.

FRCS firmly believes that the habits of being punctual and present can be developed by all students with the support of school staff, parents/legal guardians, community partners and most importantly, the commitment of our students. FRCS expects that all

- Student/s will attend school regularly, on time, ready to learn, with the appropriate instructional materials and completed assignments.
- Parent/guardian will make sure that each child of compulsory age for school attendance attends school regularly as defined by FRCS attendance policy and MA state law referenced above.
- Parents/ guardians will utilize the school attendance line number at (508) 543-2508 and press #2, also located on the FRCS website to report a student’s absence and reason for absence, prior to 7:40 AM the official FRCS starting time for the first class/period of the day.
- Parents/ guardians will furnish the school with a telephone number where they can be reached during the school day. If the student is absent and the school has not been notified by the established time, the school shall call the number(s) provided.

### **Student Absences**

While students *may* have the opportunity to make up missed work, students cannot account for missed learning experiences. Students that miss 10% or more of the school days for which they are enrolled (e.g., 18 days absent if enrolled 180 days), regardless of whether the absences are considered excused, unexcused and/or for disciplinary reasons are considered chronically absent by DESE and FRCS. Being chronically absent can have a significant impact on a student’s ability to read at grade level, perform academically, and graduate on time. The state law and district attendance policy require that each Principal or designee notify a student’s parent/guardian by telephone and in writing within 3 days of a student’s absence in the event the parent/guardian has not informed the school of the absence.

The Principal or their designee will notify a student’s parent/guardian if the student has at least 5 days in which the student has missed 2 or more periods unexcused in a school year or has missed 5 or more school days unexcused in a school year. Each Principal or designee shall make a reasonable effort to meet with any student and the student’s parent/guardian if the student has five (5) or more unexcused absences in a school year to develop action steps to improve the student’s attendance. The actions steps shall be developed jointly by the Principal or designee, the student, and the student’s parent/guardian and may include input from other relevant school personnel or officials from relevant public safety, health and human service, housing, and nonprofit agencies. In cases where patterns of absences are not addressed through the action planning process, the principal or their designee may be required to report the absences to MA Juvenile Court and/or the Department of Children and Families.

### **Absences Due to Vacations/Travel**

FRCS recommends that parents/guardians schedule vacations from school during scheduled school breaks reflected on the annual school calendar. The guidelines and regulations set forth by DESE mandate that schools document student vacations taken on day/s of instruction (school days) as an unexcused absence/s. Vacations taken during school day/s cannot and will not be “approved” by FRCS in adherence to DESE attendance requirements. If a student misses one or more school days for vacation, it is the student’s responsibility, with parental/guardian support to attempt to obtain classwork, prior to the extended unexcused absence. Please note that FRCS teachers are not mandated to, nor should they

be expected to provide classwork to students for unexcused absences. If a teacher chooses to provide a list of assignments prior to the student's planned unexcused absence, the student is expected to submit the completed assignments immediately upon return, for consideration towards their overall grade. Parents/guardians should note that teachers are unlikely to be able to create "work packets" for students to complete during their unexcused absence.

### **Absences Due to Long Term Illness**

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

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

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

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

### **Absence Due to Short – Term Illness**

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

### **Homework Procedures**

Please refer to your child's grade level teacher for homework expectations, process, and procedure.

### **District Arrival Expectations and Procedures**

Students will be allowed to enter their designated school building each day at 7:15 AM. No student will be allowed in the school building until 7:15 AM. Please keep your student in your vehicle until that time. Breakfast is available free of charge to all students starting currently. All students arriving at 7:40 AM or later will be marked as tardy. Tardy students must report to their designated school building Main Office to obtain a "late pass" before entering their classroom.

Tardies may be excused in rare situations, such as:

- Medical appointments with a note from a physician's office designating the time of appointment. Parents/guardians should attempt to schedule appointments during out of school hours whenever possible.
- Bus delays.
- Family crisis or family emergency.

### **District Afterschool Expectations**

Students arrive to and leave school using a variety of modes of transportation including, but not limited to the school bus, FRCS specialized vans, private van, carpool, individual parent/guardian transport. All students, except those participating in structured afterschool programming i.e., YMCA Aftercare Program, Athletic Team or other district approved and/or sponsored extracurricular activity must be off campus by 3:00 PM due to no available adult supervision. This includes students waiting at the school basketball court, playground, or other common areas without supervision. Please note that parents/guardians are expected to make alternative childcare plans for supervision of siblings not enrolled in structured afterschool programming, as noted above. A pattern of failure to do so will result in a required meeting, with the building level administration and student support staff (as needed) to review after-school expectations for student pick up. This meeting is also an opportunity for the school to partner with the family, to develop or identify an alternate after-school plan.

### **District Early Dismissal Procedure**

- Students K-12 are not permitted to leave the school grounds at any time during the school day, without a note from a parent or guardian and approval /formal dismissal from their building level main office.
- Requests for early dismissal must be submitted in writing except in the case of an emergency.
- Dismissal notes must include the date the note was written, date of early dismissal, reason, and time of the early dismissal. The note must also include the parent's signature, and a telephone number so a parent/guardian can be reached to confirm the details of the dismissal request.
- Dismissal notes must be turned into the appropriate building level main office prior to the start of first period.
- Parent/guardian requesting earlier dismissal or a dismissal change must contact the main office of their child's school before 2:00 PM. Be sure to indicate your child's name, grade, and homeroom teacher in the body of the email or message for the office. The Note from Home found on the Transportation page of the FRCS Website is a convenient way to communicate your child's dismissal change. Download the form, complete it, and send it to the office via email prior to 2:00 PM.
- In some cases, the school nurse may contact parent/guardian to request early pick up/ dismissal due to student illness or suspected illness. The school nurse will monitor the student until the authorized adult arrives for pick up. The dismissal procedure described below is applicable to this scenario as well.
- Parents/ guardians and emergency contacts picking up a student/s for early dismissal are required to report to the building level main office to retrieve the student/s. Authorized adults picking up students should be prepared to show a picture ID and provide a signature as part of the dismissal process.
- Students cannot not be released to a person on the student's emergency contact list, without prior consent from the parent/guardian.
- Students will be released for early dismissal up to 15mins before the official end of the school day. Students not picked up by that time will **NOT** be eligible for early dismissal.
- High School students ages 18 or older who possess a valid driver's license and are eligible for student parking at the school and may dismiss themselves without the presence of a parent or guardian by signing out, per the



appropriate dismissal procedures in the main office.

### **District Class Attendance Expectations (Grades 5-12)**

It is the student's responsibility to arrive at each class on time. Tardiness to class can significantly impact a student's academic progress. Class attendance is taken every period within the first 5 minutes of class. Doing so provides administration and office staff with vital information for locating and maintaining the safety of all students. If a student does not report to class within the first 5 minutes of class, the teacher is expected to alert the main office by phone. The main office will contact the school culture team to assist with locating the student. Students who do not report to class on time or at all will be referred for intervention, which will include communication with parent/guardian and progressive disciplinary action. If a student is meeting with a teacher after class and believes they will not make it to his or her next class on time, the student should obtain a pass on the Smart Pass digital platform using their Chromebook or an available iPad.

### **School Communication**

School communication is critical to the success of our school community. FRCS uses several different means of communication to keep everyone informed. The school produces annual publications such as the student and family handbook, key dates calendar, weekly newsletters etc.; in addition to hosting events such as parent theme specific parent/guardian nights and parent teacher conferences throughout the year. The school also maintains a website, [www.foxboroughrcs.org](http://www.foxboroughrcs.org), with current activities, events, and news. Teachers, counselors and administrators can be easily contacted by email.

### **Flow of Communication for Problem Resolution**

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

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

### **School Breakfast and Lunch Program**

The school breakfast and lunch programs have been aligned with the FRCS Wellness Policy, which can be found on the school website. Students may bring breakfast or lunch from home to eat in the cafeteria, or they may choose to get breakfast and/or lunch at school free of charge courtesy of the state Universal Lunch Program. FRCS contracts with a local vendor to provide healthy school administered lunches. Lunch menus are posted on the website and the wall in the cafeteria. Paper copies of the school breakfast and lunch menu are available upon request. Peanut- free cafeteria tables are available for elementary students, with allergies to sit comfortably at to eat their lunch. These tables are labeled and cleaned with separate materials to prevent contamination from other tables. Under no circumstances is fast food or other outside food to be delivered to the school for students.

Parents/guardians should not send food, snacks or birthday treats to the classroom or cafeteria to share. Sharing food with classmates is not allowed due to the risk of allergic reaction. No food fundraising and sales of any kind are allowed during lunch periods. Foods sold and served at school during the school day are required to meet nutrition standards set by the state and federal guidelines. School administration will reach out to parents/guardians if there is an observed pattern of a student not meeting expectations during the breakfast or lunch programs.

### **Student Telephone Use**

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

### **Electronic Devices**

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

### **Cell Phones**

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

### **Reporting of Student Progress**

Ongoing efforts are made to keep parents informed about the educational program and their child's progress. The formal reporting system for Grades K-4 includes scheduled conferences in the fall and spring and report cards issued in December, March, and June. For Students in Grades 5-12, there are parent teacher conferences and report cards issued in November, January, April and June. See school specific section of the handbook for additional details.

### **Student Records**

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

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

why.

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

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

- D. **The right to file a complaint** concerning alleged failures by the District to comply with the regulations and laws governing student records. Complaints may be filed with the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148. In addition, complaints relative to federal statutes and regulations governing student records may be filed with the U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Avenue, SW, Washington DC, 20202-8520.
- E. **The right to be notified and receive copies of records before they are destroyed.** Regulations require that certain parts of the student record, such as the temporary record, be destroyed a certain period of time after the student leaves the school system. School authorities also are allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. Before any such information is destroyed, the parent must be notified and have an opportunity to receive a copy of any of the information.

Please know that FRCS does not collect information about any student or family's immigration status. The privacy and confidentiality of your information is of utmost importance, and student records are protected by federal law as outlined here. Therefore, FRCS does not release information to immigration enforcement authorities or any outside party unless ordered to do so by a judge or court magistrate. Before providing any information to U.S. Immigration and Customs Enforcement (ICE) or any other agencies, the school will consult with legal counsel to ensure that all actions align with applicable laws and policies.

### **Lost and Found**

Students may not bring toys or other valued possessions to school. The school will not be responsible for lost or stolen items. Each school building has a Lost and Found area where students/parents/guardians can periodically check for lost items. Please note that valuables found will be kept in the main office of each school building. Items lost on the school bus will be kept on the school bus, until retrieved by students/parents/guardians. Unclaimed items will be donated to a designated shelter/charity after a reasonable amount of time has passed without the items being claimed. **Student names should be written on ALL belongings.**

### **Lost Books**

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

**District Technology Use**

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

**Damaged or Lost Chromebooks**

Chromebooks and accessory equipment are the property of the FRCS District. The student, with the support of the parent/guardian, is responsible for the daily care and maintenance of the Chromebook both during and outside the school day. Students using Chromebooks agree to abide by the Technology Responsible Use Agreement. Failure to abide by this policy may result in loss of use of Chromebook and/or other disciplinary action.

- All Chromebook damages, or the theft/loss of the Chromebook, must be reported immediately to a school staff member, who will notify the appropriate school leader and technology department staff member.
- If a device is determined by the principal or their designee to have been damaged intentionally, the cost of the repair or replacement will be the responsibility of the student/parent/guardian. Costs of repairs and replacements will be set by repair professionals authorized to act in such a capacity as part of the agreement between the school district and the manufacturer.
- If a device is determined to have been damaged due to an accident:
  - The first repair is at no cost to the student or family.
  - The second accidental repair will cost the student or family \$25.00
  - The third accidental repair will cost the student or family \$50.00.
- All high school students must have their Chromebook charged and with them each day for class.

**Invitations and Notices for Non-FRCS Events**

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

**Emergency Closings**

During the school year, weather conditions or other circumstances may require the school to adjust its operating schedule. This decision will be made by the Executive Director after careful consideration of information from the National Weather Service, public safety and public works personnel, and school officials throughout the region.

Since we service a large regional section of southeastern Massachusetts, we evaluate the most current conditions and use the best information available to project anticipated conditions. Given the nature of our large geographic region, conditions in one area often may differ significantly from other areas. This is considered when making decisions to close or delay the opening of school, with the safety of our entire school community in mind. Parents/guardians should also consider the conditions in their local area and determine whether travel to school is safe and reasonable.

If the district is closed or opening is delayed due to inclement weather, a power outage, or other issues, the district will send a phone notification to primary phone numbers and email addresses listed in the school district database. The district will also post this information on the school's website, Facebook, and Twitter pages. Local television stations will also announce this information. Families can find information through the following media outlets:

WBZ Channel 4

WFXT Channel 25

WCVB Channel 5

WHDH Channel

These media outlets also publish changes to our normal operating hours on their respective websites and many provide text-messaging notifications, which is important especially during power outages. Only under extreme circumstances will the school close after students have arrived. If an early closing should occur, parents/guardians are expected to pick-up their children as soon as possible. In these cases, we will also cancel all after school activities. This is required so that our staff also may travel home safely. Closings during the day will be announced by a phone message and on local television stations. It is the responsibility of the parents/guardians to keep their contact information current in the school database. Always remember to report any changes to telephone numbers, addresses and approved contacts to the school-based main office.

### **Emergency Response and Preparedness**

FRCS partners with emergency management consultants, as well as the Foxborough Police and Fire Departments to maintain up-to-date policies, processes, and procedures. FRCS conducts emergency evacuation, shelter-in-place, lock down and fire drills throughout the school year. Please see the description of the drills below. Guidance for responding to each drill type is posted in each classroom.

- Emergency Evacuations Drills - Emergency evacuation is initiated when there is a threat on campus that requires evacuation of teachers and students from the FRCS campus. Students and teachers are directed to evacuate the school building and walk to designated safe meet/reunification location off campus.
- Evacuation Due to Fire and Drills - Evacuation due to fire is initiated when the building's existing fire alarm is activated, and the building is evacuated due to fire or some other emergency. Fire and Safety Drills are conducted three to four times per year according to regulations set by the Foxborough Fire and Police Departments. During a Fire or Fire Drill students and staff must exit the building with sector leader and walk to designated outdoor safe space, usually on campus.
- Shelter in Place/Stay Put and Drills - Shelter in place is initiated when school officials believe there is some type of emergency that does not directly impact the interior of the school. Shelter-in-place is typically used when police are engaged in an operation nearby outside of the school, when there is a medical emergency, student that needs to be located or when a national disaster has been declared. The goal of shelter in place is to keep students and staff safe and indoors. During a shelter-in-place staff and students are instructed to stay inside their classrooms. This measure is designed to prevent anyone from entering the rooms from outside and decrease the number of staff and students in unstructured areas such as the hallway. During shelter in place windows are shut, locked, and covered with blinds to obscure visibility, and people are encouraged to stay away from doors and windows.
- Lock Down Drills - Lockdown is initiated when there is a dangerous threat in the general or immediate vicinity of the school. A school lockdown prevents individuals from entering or exiting the facilities and keeps all students hidden inside classrooms. During a lockdown students and teachers immediately barricade themselves in the nearest room, with lights off and stay quiet. This includes silencing cell phones. Parents/guardians will be alerted by automated call and email if FRCS is on lockdown.

Under no circumstances should a parent/guardian come to the school campus when made aware of an emergency. FRCS in conjunction with law enforcement will remain in communication with updates and next steps through email and automated phone call. Parents/guardians will be contacted with information about student reunification, which may be off campus depending on the level severity and type of emergency.

### **Civil Rights, Harassment, and Bullying or Retaliation Grievance Procedures and Policies**

Title IX of the Education Amendments of 1972 is a federal law that protects individuals from discrimination based on sex, including sexual orientation and gender identity, in education programs or activities that receive federal financial assistance, such as public schools. The FRCS Non-Discrimination Notice, Civil Rights, and Safety Information for School Personnel, Parents, and Students policy and the Sexual Harassment Policy are located on the FRCS website. Parents/guardians with Civil Rights grievances should contact the FRCSs Title IX Coordinator listed at the front of this handbook to file a complaint and initiate an investigation.

Parents/guardians with bullying complaints should immediately contact the building-based Principal and Assistant Principal, unless they are the alleged aggressor, at which time the complaint should be forwarded to the Director of Teaching and Learning. The FRCS District Anti-Bullying Policy and the District Bullying Prevention and Intervention

Plan are all located on the FRCS website.

### **Academic Honesty**

Honesty and Integrity are key Shared Values at FRCS. Our students have a great deal of freedom to pursue individual research and writing. However, they are expected to do this work honestly and never to represent any other person's work as their own, to allow any other student to copy their work, or to obtain test information ahead of time or pass such information to others. As early as elementary school, teachers begin to explain to students the importance of using their own words when taking notes for a project, and the value of honesty in relaying information is reinforced at every level.

Teachers at the high school discuss plagiarism, cheating, and forgery at the beginning of each year and talk with students about the academic and ethical reasons for avoiding these behaviors. Students should also be aware that the use of artificial intelligence (AI) technologies in completing academic work should only be done with teacher approval and consultation. The use of AI technologies without teacher consent may be considered a violation of Academic Honesty. Teachers also make clear that they will be vigilant about plagiarism, cheating, and forgery in all forms, and that when permitted, there are required and appropriate ways to cite the use of AI in student work.

Consequences/penalties for plagiarism, cheating, and forgery: If a teacher or administrator believes that an offense has occurred, including using AI without permission or without proper citation, they will meet with the student. If they determine that the student has committed a first violation of Academic Honesty:

- The student will initially receive no credit for the assignment. The teacher and school leader consult on what will be expected of the student with regard to recovering learning and credit for the assignment and how the revised work will affect the term grade.
- After conferring with the school leader, the teacher:
  - informs the student; and
  - contacts the student's parent or guardian to explain the plagiarism, cheating, and/or forgery, and to explain the plan for redoing the work.
- The teacher school leader for that student then keeps records, by student, of each offense without putting an official letter in the student's file. The school leader may also meet with the student and contact the parent or guardian about potential future consequences for plagiarism, cheating, and/or forgery.
- If the student does not engage in any opportunities for making up the assignment, the typical course consequences for missing work will apply.

Further violations of Academic Honesty will include the process above, along with disciplinary consequences up to and including suspension, based on the Code of of Conduct.

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

FRCS boasts a diverse, multicultural, and multilingual student body. Many of our students and their families represent first- or second-generation immigrants from more than twenty-five countries, speaking a primary language other than English. The Massachusetts Department of Elementary and Secondary Education (DESE) requires all districts to screen students for multilingual learner (ML) support services whenever there is a language other than English indicated on a student's home language survey. FRCS utilizes a tool called the WIDA Screener to determine initial English proficiency and eligibility for ML services. Students who initially qualify for ML services are formally reassessed in January of each year using the ACCESS for ELLs 2.0 assessment until they have met the exit criteria set by the DESE. Parents are notified of the results after each assessment is administered. Once a student meets the exit criteria, they will no longer be classified as an ML, but the district will continue to monitor their progress to ensure a smooth transition to the general education program. Our goal is to provide the necessary language support while keeping families informed throughout the process.

To support the needs of our multilingual learners, FRCS employs instructors who work with students in grades K- 12. The ML program at FRCS is designed to provide an accessible and meaningful curriculum, to promote high academic standards, and to value the native languages and cultural backgrounds of each student. Students are serviced through a combination of Sheltered English Immersion instruction in a classroom with a general education teacher who has been trained in best practices for instructing ML students as well as small group intervention with a teacher certified

in teaching English as a Second Language. FRCS embraces the opportunity to build partnerships with parents and to provide support that will help all students be successful in their academic career. Parents/guardians requiring translation services or an interpreter may request the service through the building level Principal.

### **Special Education Department**

FRCS is committed to the enrichment of special education and related services to ensure that our students are learning in the least restrictive environment appropriate to meet their individual needs and that all students, regardless of disability status, receive the services they need. Federal and state laws and regulations guarantee a free, appropriate public education (FAPE) in the least restrictive environment (LRE) to every student with a disability who is eligible for an Individualized Education Program (IEP). To meet the diverse needs of our students, FRCS offers a full continuum of special education services, which may take place in the general education classroom or a separate setting, depending on each student's individual learning needs. Whenever possible, students with IEPs learn alongside their non-disabled peers, as required by law. Our team includes highly trained professionals, such as Special Education Teachers, Speech-Language Pathologists, an Occupational Therapist, a Physical Therapist, School Psychologists, Paraprofessionals, and a Board-Certified Behavior Analyst (BCBA). Together, they work to provide individualized support and services that help students thrive. At FRCS, parents and guardians are essential partners in the special education process. We value their input and collaboration as part of the IEP Team and encourage open communication to ensure the best outcomes for every student. Additional information on our procedures and supports for students with disabilities are found in our Special Education Process and Procedures Manual.

### **Section 504 Policy and Procedures**

Section 504 of the Rehabilitation Act of 1973 is a federal civil rights law that ensures students with disabilities have equal access to school programs and activities. It prohibits public schools from discriminating against students based on disability. A student is eligible for Section 504 protections if they have a physical or mental impairment that significantly limits one or more major life activities. These activities include, but are not limited to, self-care, walking, learning, reading, communicating, and other daily functions. When determining eligibility, schools cannot consider the effects of medications or other supports a student may use. If a student qualifies under Section 504, they may receive accommodations to help them fully participate in school. These accommodations are documented in a Section 504 Plan, which outlines the support the student needs. For questions about Section 504 Plans or to discuss your child's needs, please contact your school's principal.

# STUDENT CODE OF CONDUCT

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## **Philosophy of Discipline**

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

## **Code of Conduct**

The FRCS Code of Conduct is designed to promote a safe and orderly environment for learning to take place. Any member of the faculty observing a Code of Conduct violation is expected to respond consistently with the progressive discipline system described below. The FRCS Code of Conduct is a three-tiered disciplinary infraction system in which challenging student behaviors are categorized by offense and responded to with a corrective consequence or intervention consistent with the severity and frequency of the behavior. Classroom teachers manage Level 1 disciplinary offenses but are to refer Level 2 and Level 3 disciplinary offenses to the building-based school administration. FRCS teachers and Principals use two digital platforms, Educators Handbook and School Brains to record student code of conduct offenses and corrective actions and interventions. This assists FRCS with analyzing behavioral data, which in turn helps to inform school programs, practices, and procedures.

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

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

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

## **Discipline Procedure**

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

The Code of Conduct is in effect on school buses and school grounds as well as at school-sponsored events, whether or



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

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

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

Offense	Description	Level 1	Level 2	Level 3	Minor	Major
<b>Abusive Language Profanity/Obscenities</b>	Profanity	•	•		•	•
	Directed at an individual to bring ridicule		•			•
	A comment from a student that the teacher finds disruptive or inappropriate.	•	•		•	•
	Directed Cursing	•	•		•	•
	Threatening language or comments regarding religion, race, heritage, color, gender, sexual orientation, and/or disability.		•	•		•
<b>Academic Dishonesty (Cheating/Plagiarism)</b>	Any form of copying or cheating on assignments or assessments; Student copying another student’s work or using cheat sheets or an electronic device to get answers.		•	•		•
<b>Alcohol</b>	Possession, use, distribution, sale, or being under the influence of alcohol.			•		•
<b>Arson</b>	Setting a fire including, but not limited to, burning paper, school grounds, school building		•	•		
<b>Assault/Battery</b>	Assault is verbal threat or gesture that places another person in apprehension of harmful or offensive contact; battery involves unwanted touching of another person.			•		•
<b>Assault on Staff Member or Trustee</b>	Assault is verbal threat or gesture that places another person in apprehension of harmful or offensive contact; the threat does not have to be carried out to constitute an assault.			•		•

Offense	Description	Level 1	Level 2	Level 3	Minor	Major
<b>Bullying/Cyberbullying</b>	<p>Repeated use by one or more students or by a staff member of written, verbal, or electronic expression or physical act or gesture or any combination thereof, directed at a target that: causes physical or emotional harm to the target or damage to the target's property; places the target in reasonable fear of harm to self or of damage to target's property; creates a hostile environment at school for the target; infringes on the rights of the target at school; or materially and substantially disrupts education process or orderly operation of school. Bullying includes cyber-bullying which is defined in MGL ch. 71, s. 37O.</p> <p>Please also see FRCS Bullying Prevention &amp; Intervention Plan and Bullying Policy</p>			•		•
<b>Bus Misconduct</b>	While on district transportation, conduct that is inappropriate or unsafe. See District Bus Policy for more details.		•	•		•
<b>Cutting Class</b>	Students absent from any class without authorization from staff member.		•	•		•
<b>Detention (Cutting Teacher/Administrative Detention)</b>	Failing to attend detention as assigned.	•	•		•	•
<b>Disruptive or Non-Compliant Behavior</b>	Examples include failure to follow reasonable request by staff member; doing opposite of instructions; responding negatively to redirection; walking out of the learning environment without permission; arguing with staff.	•	•		•	•
<b>Dress Code Violation</b>	Student fails to wear clothing consistent with FRCS Dress Code Policy.	•	•		•	•
<b>Drugs</b>	Possession, use, distribution, sale, or being under the influence of a controlled substance (e.g. marijuana, cocaine, heroin or prescription drug not authorized by school nurse).			•		•

Offense	Description	Level 1	Level 2	Level 3	Minor	Major
<b>Electronic Devices— Inappropriate Use</b>	Use or possession of cell phone, headphones, or electronic device without specific medical or other authorized permission is prohibited during school day.		•	•		•
<b>False Alarm</b>	Student sets off any school alarm system without reasonable cause or collaborates with other student(s) in setting off false alarm.			•		•
<b>Fighting/Physical Aggression (K-12)</b>	Includes hitting, pushing, or kicking someone or throwing objects at someone		•	•		•
<b>Forgery, Alteration, or Misuse of Official School Documents or Parent/guardian Communication Forgery</b>	Changing written information from parent/guardians or school staff (e.g. building passes, parent/guardian notes for early dismissal, tardiness or absence, report cards).		•			•
<b>Gambling</b>	Playing games of chance/bet for money or desired reward		•			•
<b>Harassment</b>	Unwelcome conduct on the basis of race, color, sex, homeless status, gender identity, religion, national origin, sexual orientation, disability, or age that is sufficiently severe, persistent or pervasive to create a hostile environment for individual at school. Harassment may include insults, name-calling, off-color jokes, threats, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct which rises to the level of a hostile environment. Please also see FRCS Harassment policy.			•		•
<b>Hazing</b>	includes any conduct or method of initiation into any student organization that willfully or recklessly endangers the physical or mental health of any student or other person.			•		•

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

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

## **SUSPENSION & EXPULSION**

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

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

- 1.) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in M.G.L. c. 94C, including, but not limited to, marijuana, cocaine, and heroin.
- 2.) Any student who assaults any educational staff on school premises or at school-sponsored or school-related events, including athletic games.

### **Felonies (M.G.L. c. 71, § 37H1/2)**

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

- 1.) Suspension only: The issuance of a criminal complaint against a student charging that student with a felony or the issuance of a felony delinquency complaint against the student.
- 2.) Suspension or Expulsion: Student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency.

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

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

## **Due Process Rights**

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

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

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

The Principal shall send written notice to the student and parent/guardian about the in-school suspension, including the reason and the length of the in-school suspension and inviting the parent/guardian to a meeting with the Principal for the purpose set forth in 603 CMR 53.10(4), if such meeting has not already occurred. The written notice also shall include the right of the student to have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other schoolwork as needed to make academic progress during the in-school suspension. The Principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent/guardian for school communications, or other method of delivery agreed to by the Principal and the parent/guardian. In-school suspension determinations are final and not subject to appeal.

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

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

4) render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements for either a short-term or long-term suspension decisions, pursuant to 603 CMR 53.08(2)(c) and (d) or (3)(c) and (d), as applicable.

A Principal may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

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

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

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

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

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

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

The purpose of the short-term suspension hearing with the Principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other, remedies and

consequences may be appropriate as set forth in 603 CMR 53.05, including ways to re-engage the student in learning. The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student. Based on the available information, including mitigating circumstances, the Principal shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed. The Principal shall not suspend a student until alternative remedies have been employed and their use documented following and in response to the specific incident(s) in question unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive and in cases where the student's continued presence in the school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in the school. In any event, the Principal shall consider ways to reengage the student in learning.

The Principal shall notify the student and parent/guardian of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other schoolwork as needed to make academic progress during the period of removal, as provided in 603 CMR 53.13(1). The determination shall be in writing and may be in the form of an update to the original written notice.

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

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

Prior to imposing a long-term out-of-school suspension (meaning more than 10 consecutive or cumulative school days of suspension in a school year), the Principal must provide oral and written notice to the student and the parent/guardian in English and in the primary language of the home if other than English, or other means of communication where appropriate. The notice shall set forth in plain language all the rights afforded to students for short-term suspension hearings (see above) as well as the following additional rights: (a) in advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not; (b) the right to be represented by counsel or a lay person of the student's choice, at the student's/parent/guardian's expense; (c) the right to produce witnesses on the student's behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; (d) the right to cross-examine witnesses presented by the school; and (e) the right to request that the hearing be recorded by the Principal and to receive a copy of the audio recording provided to the student or parent/guardian upon request.

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

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

Based on the evidence, the Principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as set forth in 603 CMR 53.05, including ways to re-engage the student in learning, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. If the Principal decides to suspend the student, the written determination shall: a) Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; b) Set out the key facts and conclusions reached by the Principal; c) Identify the length and effective date of the suspension, as well as a date of return to school; d) Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as provided in 603 CMR 53.13(4)(a); e) Inform the student of the right to appeal the Principal's decision to the superintendent or designee, but only if the Principal has imposed a long-term suspension since short-term suspension decisions are final and not appealable.

The Principal shall not suspend a student until alternative remedies have been employed and their use documented following and in response to the specific incident(s) in question unless specific reasons are documented as to why such



alternative remedies are unsuitable or counter-productive and in cases where the student's continued presence in the school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in the school. In any event, the Principal shall consider ways to reengage the student in learning.

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

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

The student may appeal a long-term suspension decision by filing a written notice of appeal with the Executive Director within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent/guardian may request and receive from the Executive Director an extension of time for filing the appeal for up to seven (7) additional calendar days. The long-term suspension will remain in effect unless and until the Executive Director decides to reverse the Principal's determination on appeal. If the appeal is not timely filed, the Executive Director may deny the appeal or may allow the appeal in the Executive Director's discretion, for good cause.

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

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

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

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

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

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

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

- 1.) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in M.G.L. c. 94C, including, but not limited to, marijuana, cocaine, and heroin.
- 2.) Any student who assaults any educational staff on school premises or at school-sponsored or

school- related events, including athletic games.

Any student who is charged with a violation of either paragraph 1.) or 2.) shall be notified in writing of an opportunity for a hearing before the Principal prior to imposing of any suspension or expulsion in order for the Principal to determine if the student committed the offense charged and, if so, determine the appropriate disciplinary action. At the hearing, the student may have representation, along with the opportunity to present evidence and witnesses. The hearing notice must include these rights. After the hearing, the Principal may, in the Principal's discretion, decide to suspend rather than expel a student who has been determined by the Principal to have violated either paragraph 1.) or 2.). A decision to suspend or expel the student shall be provided to the student's parent/guardian in writing and, if the student is suspended or expelled, include notice of the opportunity to access educational services during the period of suspension or expulsion, under section 21 of chapter 76. Students may appeal expulsion decisions, but suspension decisions are final and not appealable.

If the Principal determines the student who is charged with a violation of either paragraph 1.) or 2.) poses a continuing danger to persons or property or is an ongoing threat to disrupt the academic process prior to the hearing, the Principal may remove the student on an emergency basis pending the disciplinary hearing, if the notice of hearing (described above) includes the notice of removal on an emergency basis and notice of the opportunity for a hearing scheduled within ten

(10) school days of the offense. The notice also must include notice of the right of the student to have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other schoolwork as needed to make academic progress during the removal on an emergency basis pending the hearing.

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

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

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

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

Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the Principal of a school in which the student is enrolled may expel said student if such Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such potential expulsion as well as the opportunity for a hearing with the Principal prior to such expulsion taking effect. After a hearing, if the Principal expels the student, the student shall receive written notification of the student's right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the Executive Director. If the student is expelled, the notice also must include notice of the opportunity to access educational services despite expulsion consistent with section 21 of chapter 76.

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

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

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

#### **Educational Services During Disciplinary Removal**

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

If the student moves to another school or school district during the period of suspension or expulsion, the new school district or school shall either admit the student to the school or provide educational services to the student in an education service plan, under section 21 of chapter 76.

#### **Disciplining Students on IEPs**

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

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

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

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

When determining if there is a pattern of behavior, the school considers similarity of behavior, proximity to previous

incidents, and length of removal.

**If the school determines there is no “change in placement,”** then the student may be disciplined just as other Students may be for the violation of school rules. However, the school must provide services to the extent necessary for the student to make progress in the general curriculum as well as progress towards the Student’s IEP goals. Also, if appropriate, the school must conduct a Functional Behavioral Assessment (FBA) and develop a positive Behavior Intervention Plan (BIP).

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

### **Manifestation Determination Review Meeting**

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

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

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

**If the Team determines that the conduct was a manifestation of the student’s disability, the IEP Team must propose conducting a Functional Behavioral Assessment (FBA) and implement a positive Behavior Intervention Plan (BIP) or, if a BIP already exists, then the IEP Team reviews and modifies the BIP, as necessary, to address the conduct that was in question.**

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

**Protections for Students Not Yet Eligible for an IEP**

The IDEA protections summarized above also apply to a child who has not yet been found eligible for an IEP if the school district is “deemed to have knowledge” that the child was eligible for such services **before the misconduct in question occurred**. A school district is “deemed to have knowledge” if: (1) the child’s parent/guardian had expressed concern in writing to school district administrative personnel/child’s teacher that the child needs special education and related services, (2) the child’s parent/guardian had requested an evaluation of the child to determine eligibility for special education services, or (3) the child’s teacher or other school district personnel had expressed specific concerns about a pattern of behavior of the child to the director of special education or supervisory personnel. A school district is not “deemed to have knowledge” if the parent/guardian refused to consent to an evaluation by the school district or refused special education services or if the child had been evaluated and determined to be ineligible for an IEP.

**Request for Evaluation While Student Subject to Discipline**

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

**Manifestation Determination Review: Contacts for students facing disciplinary action.**

Director of Student Services Elementary School Principal Middle School Principal High School Principal

**Disciplining Students on Section 504 Plans**

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

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

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

# ELEMENTARY SCHOOL

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## Arrival, Breakfast and Drop Off Expectations

The Elementary School doors open at 7:15 AM. FRCS offers free breakfast in the Elementary School cafeteria to all students beginning daily from 7:15 AM to 8:00 AM. The breakfast menu can be located on the FRCS website. Students who prefer to eat breakfast from home should do so, prior to coming to school. The cafeteria will be reserved for students eating school provided breakfast. We are **NOT** able to accommodate students prior to 7:15 AM, as we do not have supervision available. There are two drop options for students arriving by parent/guardian drop off at 7:15 AM. Parents/guardians can drop off students by driving down lanes 2 and 3, which are reserved for “drop off and drive” **ONLY**. Parents/guardians in this lane are expected to drive in a single line, along the curb down lanes 2 and 3, allow student/s to exit vehicle and continue to drive forward. Students will be greeted and safely guided across the street and into the building by supervising staff onsite. Parents/guardians also have the option of parking their vehicles in lanes 1 and 4 to walk with their student/s to the Elementary School main entrance located at door E1. Parents/guardians are **NOT** permitted to walk their student/s into the school building at drop-off. Parents/guardians walking with their student should walk on the divider island/curb and cross the street at the marked crosswalks. Our crossing guard will assist all members of the community in safely crossing the street. Students transported to school on the bus are expected to enter through door E2. After entering the school building these students have the option of going to the cafeteria to eat breakfast. If students are not interested in eating breakfast, they will be directed to the gym. Students’ grades K-2 arriving after 7:30 AM will be offered breakfast in the cafeteria and then guided to the gym to wait for staff to accompany them to their assigned classroom. Students grades 3- 4 arriving after 7:30 AM will report directly to their classrooms where they will be offered breakfast. Students arriving after 7:40 AM will be marked tardy. Students should be dropped off to school in enough time to be settled in their seats and ready to learn at 7:45 AM.

## Tardiness to School (Grades K-4): Quarterly Prevention and Intervention

Progressive Tardies	Corrective Consequences
<b>1st Tardy Warning</b> = 3 tardies to school	Verbal warning to parent through telephone call from Administrative Assistant of School Culture and Climate, Dean, Assistant Principal or Principal to remind parent/guardian about school start time and expectations.
<b>2nd Tardy Warning</b> = 7 tardies to school	Written warning/notice to parent/guardian to through US postal mail or electronically through email to inform them of the pattern of school tardies and a reminder about the school start time. Written warning/notice to be signed and returned to school based or district sender.
<b>3rd Tardy Warning</b> = 11 tardies to school	Parent/guardian meeting with Assistant Principal or Principal to review number of tardies, school arrival and start time, potential barriers to arriving at school on time and referral to Student Intervention Team (SIT) for development of action plan/agreement.
<p><b>*Note:</b> If tardiness to school continues to occur after the review by the Student Intervention Team and the development of an action plan (1) The family may referred to the MA Family Resource Center (FRC) or another community partner that can assist the family (2) Students with an excessive pattern of tardies will need to make up cumulative instructional time, before the last day of the school year.</p>	

## Dismissal Reminders and Expectations

Elementary School students are released through a staggered dismissal system. See staggered dismissal schedule below. Every student must be picked up by **3:00 PM**, unless enrolled in the Hockomock YMCA Aftercare program at FRCS. There is **NO** supervision for students after 3:00 PM. Parents/guardians must walk to their student/s outdoor designated class pick up area to exchange greeting with teacher and pick up their student/s at 2:50 PM. **ONLY** parents/guardians and emergency contacts listed on your students’ enrollments paperwork will be allowed to pick student/s up from school. For

safety reasons, students will **NOT** be released to anyone under the age of 18, including older siblings that attend FRCS. Parents/guardians picking up students may park in lanes 2 and 3 located outside of door E1. In the afternoon, all other lanes are blocked off near the school building for safety, so please exit the lane the way you entered. If you need to dismiss your child early for an appointment, you must do so by 2:00 PM. If a student is not picked up for early dismissal by 2:00 PM, then the parent/guardian must wait for parent/guardian pick up at 2:50 PM. During parent/guardian pick up, parent/guardian should park in the lot across from the main Elementary School entrance.

Elementary School Staggered Dismissal Schedule	
Time	Dismissal Cohort
2:25 PM	K-1 FRCS regional bus riders (Group A), specialized buses, and vans
2:32 PM	2-4 FRCS regional bus riders (Group A), specialized buses, and vans
2:35 PM	K-1 FRCS regional bus riders (Group B)
2:40 PM	2-4 FRCS regional bus riders (Group B)
2:42 PM	K-4 Foxborough Town Buses
2:45 PM	Carpool (including private vans) and YMCA Extended Day students
2:47 PM	K-1 Individuals
2:50 PM	2-4 Individuals

### Lunch

FRCS offers free lunch to all students daily. The lunch menu can be located on the FRCS website. Lunches are supervised by a combination of building level Principals, Deans, Teachers, and Behavior Support Staff. Students will be seated by class unless special accommodations documented. Students bringing snacks or lunch from home are **NOT** allowed to share food with classmates' due risk of allergic reaction. All students must receive permission from a supervising adult, prior to leaving the cafeteria for any reason. At the end of the lunch period, students are expected to clean up the area around them.

### Cell Phones

Cell phone use is prohibited during instructional time. During instructional times (7:30 AM – 3:00 PM), Elementary School students should have cell phones and **ALL** other electronic devices with the capability to send/receive text, make phone calls or voice messages i.e., smart watches **MUST BE** turned off and stored in their bookbags. We encourage parents/guardians to contact the Elementary School Main Office at (508) 543-2508 ext. 100. A student will be prompted once to put observed electronic device away in their book bag. If a student does not follow this request the electronic device may be confiscated by the teacher and parent/guardian contacted by Teacher, Principal, Assistant Principal, Dean or other behavior support staff member. If this occurs three or more times a parent/guardian **MUST** come to the school to pick up the confiscated device. Please be sure to review expectations with your student.

### Positive Behavior Interventions and Supports (PBIS)

Positive Behavioral Interventions and Supports (PBIS) is a proactive and data-driven approach to promoting positive behavior and preventing behavior problems in schools. FRCS Elementary School is committed to (1) Behavioral expectations and rules being clearly defined and communicated to all students (2) Behavioral expectations and rules being taught to all students (3) All students being consistently acknowledged for demonstrating positive behaviors. The ES focuses on promoting student development through the concept of **Falcon P.R.I.D.E**, which stands for **Positive Attitude, Responsibility, Integrity, Determination and Effort**. Students are expected to always demonstrate the following three core values throughout the school day (1) Be Considerate (2) Be Responsible (3) Be Safe. Students are taught how to self-regulate by managing difficult feelings and emotions, make good choices and demonstrating role behavior through use of the Stop, Think and Act Model. The following are some examples of strategies used to promote, reinforce, and acknowledge positive behavior and overall demonstration of **Falcon P.R.I.D.E** (1) Earning Falcon Tickets individually or as a class (2) Earning individual Falcon Stars (3) Public Announcement and Posting of Recipients of Falcon Stars (4) Clip Up Color Chart (5) Individual and Class Falcon Trophy Award. In addition, ES also has an Alternative Learning Center (ALC) where students can receive more individualized support for social emotional and behavioral needs.



### Reporting on Student Progress

Student report cards can be accessed by parents/guardians three times a year at the end of each trimester, by logging onto the School Brains Parent Portal. The Elementary School uses standards-based grading aligned to the Massachusetts Curriculum Frameworks. Our goal is to identify how students are performing on a set of clearly defined learning targets, that align with state standards. The purpose of standards-based grading is to measure students’ ongoing progress towards mastery of the learning targets. Students' progress will be communicated on their report card using the following indicators: Independent, Meeting, Progressing, Emerging (I, M, P, E). These indicators define the student's proficiency in specific content areas.

Letter Grade	Progress Category	Progress Definition
<b>I</b>	<b>Independent</b>	The student can independently demonstrate mastery beyond what is explicitly taught. Performance is characterized by the application of skills with consistency, accuracy, independence, and a high level of quality.
<b>M</b>	<b>Meeting</b>	The student is meeting the grade level standard currently. Performance is characterized by the application of skills with accuracy and quality. The student may require occasional support and direction.
<b>P</b>	<b>Progressing</b>	The student is progressing toward the grade level standard currently. Performance is characterized by the application of skills and strategies with support and direction.
<b>E</b>	<b>Emerging</b>	The student is demonstrating an emerging understanding of the grade level standard currently. Performance is characterized by limited application of skills and strategies and requires considerable support and direction.

### Grades K-4 (Elementary School) Promotion Guidelines

Promotion and retention are a building-based team decision. For promotion purposes, students must demonstrate overall progressing or higher on the grade level English Language Arts (ELA) and Math Standards. This will be determined based on a variety of benchmark data i.e., Dibels, MAP etc. from the lens of performance in comparison to same age peers. Additional factors, such as language acquisition, Individualized Education Program or 504 Plan, may be taken into consideration for promotion. Parents/guardians will be contacted during trimester 2 to discuss the possibility of retention, if applicable. FRCS reserves the right to consider other criteria such as social and emotional development in the final determination for grade level promotion. In the event of a disagreement among the building-based team regarding grade level promotion, the Principal will serve as a mediator using the guidelines above. In the event the parent/guardian and the building based team are unable to reach an agreement with the parent/guardian may appeal



to the Director of Teaching and Learning. In the event the parent/guardian and the Director of Teaching and Learning are unable to reach an agreement the parent/guardian may appeal to the Executive Director.

### **Recess**

All students are expected to participate in all aspects of the school day, including recess. Recess is an integral part of a student's school day as it provides additional opportunities for physical activity and social interaction. Recess is primarily held outdoors; therefore, we ask that parents/guardians monitor the weather and dress their student/s in the appropriate garments i.e., boots, scarf, gloves, hat, coat etc. accordingly. There may be times when the Elementary School administration moves recess indoors due to inclement weather or other factors; however, these decisions are made on a day-by-day basis therefore, we are NOT able to communicate this information to parents/guardians in advance.

Students will ONLY be excused from recess if (1) determined medically necessary by the school nurse due to illness or injury or (2) after the school nurse has received an excusal letter from a medical professional i.e., primary care physician (PCP). The school nursing team will communicate all recess excusals to each student's teacher. It should be noted that teachers are not responsible for applying sunscreen to students. We recommend that parents/guardians apply sunscreen to their student/s prior to arrival at school.

### **Playground Expectations**

Students are expected to exit the school building with the supervising adults in an orderly, calm, and safe manner, with a voice volume of silent/"0". While outdoors at recess all students are expected to:

- ✓ Play in the designated areas identified by the supervising adult/s.
- ✓ Get permission from supervising adult/s, before leaving the designated play area.
- ✓ Use play area equipment the way in which it was intended to be used. More specifically, students should be seated on swings moving in a back-and-forth motion only. Standing, twisting or side-ways movement are prohibited during swing use. Students should be climbing up the ladder or structure to use the slide. Slides are for going down only. Climbing or running up, laying, or jumping off slides is prohibited.
- ✓ Refrain from engaging in the following activities that have been deemed high risk/ dangerous by the Elementary School administration such as Tackle football, games played with a hard ball/s, rocks and/or sand, snowball throwing, climbing on snowbanks, pushing, shoving, grabbing, kicking, wrestling, and any other form of rough play that may result in student or staff injury.
- ✓ Listen and look for signal from supervising adult/s at that recess over.
- ✓ Line up in an orderly, calm, and safe manner
- ✓ Enter the school building with a voice volume on silent/ level "0."

### **Toys/Valuables Reminders and Expectations**

To decrease student distraction in the learning environment and prevent destruction or loss of personal property, students should **NOT** bring toys or other valuables to school i.e. toys, electronic devices, iPods/Music players, Yu-Ghi-O/Pokemon cards etc. Teachers and Administrators have the right to confiscate and safely store such items, until the end of the school day. If there becomes a pattern of bringing in toys and/or values parents/guardians will be expected to attend a school meeting to develop a plan for decreasing the frequency of such incidents. Students demonstrating a pattern of bringing toys and values to school may face disciplinary action.



# MIDDLE SCHOOL

## Arrival, Breakfast and Drop Off Expectations

FRCS opens to all students at 7:15 AM each morning. Middle School students arriving on all modes of transportation are expected to enter through door G from 7:15 AM to 7:30 AM. Students arriving after 7:30 AM should enter through the main Middle School entrance located at door I. Once students arrive on the FRCS campus, they are **NOT** allowed to leave school grounds for any reasons, including the purchase of food or beverage from nearby establishments. Students found leaving campus may be subject to disciplinary action, despite permission from parents/guardians. FRCS offers free breakfast to all students beginning daily at 7:15 AM. Students are expected to enter the school building, select breakfast, find a seat, eat, and clean up the area around them by 7:30 AM. Students are dismissed from the cafeteria to their lockers at 7:30 AM. Students who are unable to complete breakfast in the cafeteria by 7:30 AM may bring school provided breakfast up to their first period class; however, students must finish eating and discard trash by 7:50 AM. All students are expected to be seated in their first period class and ready to learn by 7:40 AM. Students who arrive to class or school after 7:40 AM will be marked tardy. See Bell Schedule below for additional details.

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

Progressive Tardies	Corrective Consequences
1st Tardy	Verbal warning and student reminder of school start time from main office staff
2nd Tardy	Verbal warning and reminder of school start time from school culture staff member and/or Assistant Principal; in addition to a parent phone from a school culture staff member and/or Assistant Principal.
3rd Tardy	Written warning/notice to parent/guardian through US postal mail or electronically through email to inform them of the pattern of school tardies and a reminder about the school start time. Written warning/notice to be signed and returned to school based or district sender.
4th Tardy	Parent/guardian meeting with Principal to review number of tardies, school arrival and start time, progressive discipline/consequences, potential barriers to arriving to school on time and referral to resources as needed.
5th Tardy	Afterschool, lunch, recess or Flex/LEGO detention (seat time make up) at discretion of school leader.
6th Tardy	Student Intervention Team (SIT) in conjunction with parent/guardian to determine validity of tardiness to school, continued barriers to arriving to school on time and action plan/agreement.

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

During each school day there are four grade level 24-minute lunch periods. Lunches are supervised by a combination of MIDDLE SCHOOL Principals, Deans, Teachers, and Behavior Support Staff. Students are expected to line up in the corridor outside of the cafeteria safely and quietly, at their designated lunch time. Students will be greeted by supervising staff members and directed to safely, and calmly sit down at a lunch table. Students interested in eating school lunch will be called up by their lunch table to choose a school lunch, from the available options. Students bringing snacks or lunch from home are **NOT** allowed to share food with classmates' due risk of allergic reaction. All students must receive permission from a supervising adult; in addition to using the onsite school electronic device i.e., iPad to create a smart pass, prior to leaving the cafeteria for any reason. At the end of the lunch period, students are expected to clean up the surrounding area by wiping up spills and discarding trash.

### Bell Reminders/Schedule

The Middle School follows a 6x6 schedule of 6 blocks of instruction (A through F) with a 6-day cycle (Day 1 through 6). Students are reminded what "day" it is each morning through signage and morning announcements. In the event of a "snow day", the rotation advances to the next "day" of the cycle. A bell sound is released over the public announcement system to signal the beginning and end of all blocks throughout the school day.

Early Morning Bell Reminder		
Progressive Bell Alert	Time	Student Expectation
1 <sup>st</sup> Alert	7:25am	Proceed to lockers.
2 <sup>nd</sup> Alert	7:35am	2-minute warning signaling that all students should be seated in their first homeroom.
3 <sup>rd</sup> Alert	7:40am	All students should be seated in their first period class. Students who are tardy to school must check in at the main office to get a tardy pass, before proceeding to locker and assigned class.

Full Day Bell Scheduled		
<b>AM Homeroom</b>	<b>7:25-7:40</b>	
<b>Period 1</b>	<b>7:43am - 8:27am</b>	*See student individualized schedule for details
<b>Period 2</b>	<b>8:30am - 9:14am</b>	*See student individualized schedule for details
<b>Period 3</b>	<b>9:17am - 10:01am</b>	*See student individualized schedule for details
<b>Period 4</b>	<b>10:04am - 10:55am</b>	8 <sup>th</sup> Grade Lunch/ Recess
<b>Period 5</b>	<b>10:58am - 11:49am</b>	7 <sup>th</sup> Grade Lunch/ Recess
<b>Period 6</b>	<b>11:55pm - 12:43pm</b>	5 <sup>th</sup> /6 <sup>th</sup> Grade Lunch/ Recess 5 <sup>th</sup> /6 <sup>th</sup> Grade Lunch/ Recess
<b>Period 7</b>	<b>12:46pm - 1:33pm</b>	*See student individualized schedule for details
<b>Period 8</b>	<b>1:36pm - 2:25pm</b>	*See student individualized schedule for details
<b>PM Homeroom</b>	<b>2:28-2:45</b>	

**Hallway Passes**

The FRCS Middle School has purchased the Smart Pass digital platform to monitor student movement throughout the school building, during the school day. All students are expected to use the Smart Pass system prior to leaving any assigned area. If a student fails to create a Smart Pass prior to leaving the assigned area, the student may receive disciplinary action.

**Tardy to Class**

Students are expected to attend all classes on time. Student class tardies will be monitored on a weekly basis. Students will receive progressive consequences for tardies based on the number of tardies accrued in a week and over the course of the school year.

Number of Class Tardies	Corrective Consequence/s
0 to 4	Verbal Warning and Telephone/ Email Contact
5 to 9	Telephone/ Email Contact with Parent and Lunch Detention.
10 to 14	Telephone/ Email Contact with Parent, Lunch Detention and Recess Detention.
15 or more	Telephone/ Email Contact with Parent, Parent Meeting and Afterschool Detention.

**Dismissal Reminders:**

Every student must be picked up by 3:00 PM, unless signed up for the YMCA afterschool program or registered to participate in an after-school club and/or athletic team. Every student must be picked up by **3:00 PM**, unless enrolled in the Hockomock YMCA Aftercare program onsite at FRCS Elementary School. There is **NO** supervision for students K-12 after 3:00 PM. Only guardians and emergency contacts listed on a students’ enrollment paperwork will be allowed to pick your student/s up from school. If you need to dismiss your student early for an appointment, you must do so by 2:00pm. If a student is not picked up for early dismissal by 2:00 PM, then the parent/guardian must wait for the carpool, private buses/vans, and individuals’ dismissal cohort, which happens each day at 2:45 PM. Middle School students are **NOT** allowed to walk down to the Elementary School at the close of the school day. Students riding regional buses are expected to exit door G and immediately board their assigned bus. Students riding the Foxborough Town Bus are expected to exit door I and board the school bus at door I. Students returning home by carpool, private bus/Van and Individuals are expected to exit door G and should be picked up from the parking lot adjacent to door G. Students are not allowed off campus to purchase food or beverage at dismissal. Students should be waiting patiently at their assigned pick-up location.

Middle School Staggered Dismissal Schedule	
Time	Dismissal Cohort
2:30pm	5th/8th Grade FRCS Regional Bus Students, Specialized Buses, and Vans
2:31pm	5th/8th Grade FRCS Regional Bus Students
2:33pm	7th Grade FRCS Regional Bus Students
2:35pm	6th Grade FRCS Regional Bus Students and Foxborough Town Bus Students
2:45pm	Carpool (including private van), Individuals and FRCS Hockomock YMCA Aftercare Program

**Cell Phone**

Cell phone use is prohibited during instructional time, which is considered 7:40 AM – 2:30 PM. Middle School students will no longer be allowed to carry/be in possession of their cell phones. All students are required to place their cell phones and all other electronic devices with the capability to make and receive phone calls or texts messages i.e., smart watches in their lockers. All student lockers are equipped with pad locks. If a student is found in possession of their cell phone during the school day, their cell phone will be confiscated and placed in a lock box in the Falcon Learning Center or MS Main Office located in a secure supervised area. Students can pick up cell phones that have been confiscated during the school day, at dismissal. If a student demonstrates a repeated pattern of disregard for the school expectations/rules for cell phones, the Principal or designee will request to meet with the parent/guardian to discuss concerns and develop a plan of action to decrease frequency of incidents. Students and families should note that repeated failure to follow school cell phone expectations/ rules will result in disciplinary action, despite permission from parent/guardian. If you need to contact your child during the school day, please call the Middle School main office at (508) 543-2508 ext. 200.

**Reporting on Student Progress**

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

letter for their parents/guardians. The final low-grade report will indicate that a student is in danger of failing two or more core content classes for the year.

**The school’s numerical grades correspond to letter grades as follows:**

<b>A+</b>	97% - 100%	<b>B+</b>	87% - 89%	<b>C+</b>	77%- 79%	<b>D +</b>	67% - 69%	<b>F</b>	59% - 0%
<b>A</b>	93% - 96%	<b>B</b>	83% - 86%	<b>C</b>	73% - 76%	<b>D</b>	63% - 66%		
<b>A -</b>	90% - 92%	<b>B -</b>	80% - 82%	<b>C -</b>	70% - 72%	<b>D -</b>	65% - 60%		

**Incompletes (“I”)**

“I” stays on the report card for a maximum of 3 weeks. At the end of the 3-week period, any assignments not made up are calculated as zeros. At the end of 3 weeks, all incompletes are recalculated and report cards for affected students are distributed via mail. For extenuating circumstances, families must meet with the school counselor in the guidance department to discuss the possibility of additional extensions.

**Honor Roll Awards Guidelines**

***Honor Roll: (Grades 5-8 only)***

To achieve Honor Roll status, the student must maintain at least an average of 80% (B-) or above in all classes; including specials classes. To receive honor roll consideration students must earn a “Pass” or “Satisfactory” grade in classes graded in this manner.

***High Honor Roll: (Grades 5-8 only)***

To achieve High Honor Roll status, the student must maintain an average of 90% (A-) or above in all classes. To receive honor roll consideration students must earn a “Pass” or “Satisfactory” grade in classes graded in this manner.

**Middle School Promotion Guidelines**

Promotion and retention are a building-based team decision. For promotion purposes, students must earn a passing final grade, which translate to a 60% or above in all core content classes (English Language Arts, Mathematics, Science, Spanish, and Social Studies). Students who fail the required core content classes may be endanger of being retained. Students can recover credits through summer school outside our school district. Additional factors, such as language acquisition, Individualized Education Program or 504 Plan, may be taken into consideration for promotion. FRCS reserves the right to consider other criteria such as social and emotional development in the final determination for grade level promotion. In the event of a disagreement among the building-based team regarding grade level promotion, the Principal will serve as a mediator using the guidelines above. In the event the parents/guardians and the building-based team are unable to reach an agreement the parents/guardians may appeal to the Director of Teaching and Learning. In the event the parents/guardians and the Director of Teaching and Learning are unable to reach an agreement the parents/guardians may appeal to the Executive Director.

**Athletic and Extracurricular Activities**

See Student Athletic Handbook

**Participation Requirements for Athletics and Extracurricular Activities**

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

**Dress Code and Dress Code Violations**

Progressive Dress Code Intervention (Grades 5-12)	Corrective Consequences
<b>1<sup>st</sup> Time out of Dress Code</b>	Disciplinary write up with the corrective action a verbal warning and opportunity to change clothes using clothing from the uniform donation center or parent/guardian drop off.
<b>2<sup>nd</sup> Time out of Dress Code</b>	Disciplinary write up with corrective action of 2 <sup>nd</sup> verbal warning, 1 <sup>st</sup> parent/guardian phone contact and 1 <sup>st</sup> lunch or recess (if applicable) detention.
<b>3<sup>rd</sup> Time out of Dress Code</b>	Disciplinary write up with corrective action of 3 <sup>rd</sup> verbal warning, 2 <sup>nd</sup> parent phone contact, 2 <sup>nd</sup> parent written contact and 1 <sup>st</sup> afterschool detention.
<b>4<sup>th</sup> Time out of Dress Code</b>	Disciplinary write up with corrective action of 4 <sup>th</sup> verbal warning, 3 <sup>rd</sup> parent phone contact, 3 <sup>rd</sup> parent written contact, 1 <sup>st</sup> in person parent meeting with behavior support staff and building Principal or designee to develop corrective action plan, as well as additional days of afterschool detention.

**Chromebook Update**

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

**\*Note:** See handbook section on lost or damaged Chromebook for more information.



# HIGH SCHOOL

## Arrival, Breakfast and Drop Off Expectations

FRCS opens to all students at 7:15 AM each morning. High School students arriving on all modes of transportation are expected to enter through door G from 7:15 AM to 7:30 AM. Students arriving after 7:30 AM should enter through the main High School entrance located at door A. Once students arrive on the FRCS campus, they are **NOT** allowed to leave school grounds for any reasons, including the purchase of food or beverage from nearby establishments, except for seniors that have earned senior privileges. See section on senior privileges for more information. Students found leaving campus may be subject to disciplinary action, despite permission from parents/guardians. FRCS offers free breakfast to all students beginning daily at 7:15 AM. Students are expected to enter the school building at the appropriate door, select breakfast, find a seat, eat, and clean up the area around them by 7:30 AM. Thereafter, students are expected to go to their locker and report to their first period class. All students should be seated in their first period class and ready to learn by 7:40 AM. Students who arrive to class or school after 7:40 AM will be marked tardy.

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

Progressive Tardies	Corrective Consequences
1st Tardy	Verbal warning and student reminder of school start time from main office staff
2 <sup>nd</sup> Tardy	Verbal warning and reminder of school start time from school culture staff member and/or Assistant Principal; in addition to a parent phone from a school culture staff member and/or Assistant Principal.
3rd Tardy	Written warning/notice to parent/guardian through US postal mail or electronically through email to inform them of the pattern of school tardies and a reminder about the school start time. Written warning/notice to be signed and returned to school based or district sender.
4th Tardy	Parent/guardian meeting with Principal to review number of tardies, school arrival and start time, progressive discipline/consequences, potential barriers to arriving to school on time and referral to resources as needed.
5 <sup>th</sup> Tardy	Afterschool, lunch, recess or Flex/LEGO detention (seat time make up) at discretion of school leader.
6th Tardy	Student Intervention Team (SIT) in conjunction with parent/guardian to determine validity of tardiness to school, continued barriers to arriving to school on time and action plan/agreement.

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

**Lunch**

During each school day there are two lunch periods. Lunches are supervised by a combination of High School Principals, Deans, Teachers, and Behavior Support Staff. Students interested in the school provided lunch will be called up by their lunch table to choose a school lunch, from the available options. Students bringing snacks or lunch from home are **NOT** allowed to share food with classmates’ due risk of allergic reaction. All students must receive permission from a supervising adult; in addition to using the onsite school electronic device i.e., iPad to create a smart pass, prior to leaving the cafeteria for any reason. At the end of the lunch period, students are expected to clean up the surrounding area by wiping up spills and discarding trash, prior to exiting the cafeteria.

High School Lunch Schedule		
<b>A LUNCH</b>	10:12am – 10:36am ( <b>Lunch</b> )	10:39am – 11:57am ( <b>Long Block</b> )
<b>B LUNCH</b>	10:12am – 11:30am ( <b>Long Block</b> )	11:30am – 11:57am ( <b>Lunch</b> )

**Hallway Passes**

The FRCS Middle School has purchased the Smart Pass digital platform to monitor student movement throughout the school building, during the school day. All students are expected to use the Smart Pass system prior to leaving any assigned area. If a student fails to create a Smart Pass prior to leaving the assigned area, the student may receive disciplinary action.

**Bell Reminders/Schedule**

The High School follows a 6x6 schedule of 6 blocks of instruction (A through F) with a 6-day cycle (Day 1 through 6). Students are reminded what “day” it is each morning through signage and morning announcements. In the event of a “snow day”, the rotation advances to the next “day” of the cycle. A bell sound is released over the public announcement system to signal the beginning and end of all blocks throughout the school day. See Bell Schedule below for additional details.

High School Daily Bell Schedule							
<b>Period 1</b>	LEGO	LEGO	LEGO	LEGO	LEGO	LEGO	7:40am - 8:26am
<b>Period 2</b>	A	F	E	D	C	B	8:29am - 9:17am
<b>Period 3</b>	B	A	F	E	D	C	9:20am - 10:09am
<b>Period 4</b>	C	B	A	F	E	D	10:12am -11:57am (Lunch Block/ Long Block)
<b>Period 5</b>	D	C	B	A	F	E	12:00pm -12:51pm
<b>Period 6</b>	E	D	C	B	A	F	12:54pm -1:42pm
<b>Period 7</b>	F	E	D	C	B	A	1:45pm - 2:35pm
<b>* FRCS Approved Official After School Activities i.e. clubs and athletic teams.</b>							<b>2:40pm-3:30pm</b>

High School Early Release Bell Schedule							
Period 1	A	F	E	D	C	B	7:40am - 8:28am
Period 2	B	A	F	E	D	C	8:31am - 9:19am
Period 3	C	B	A	F	E	D	9:22am - 10:10am
Period 4	D	C	B	A	F	E	10:13am - 11:00am
Early Dismissal							11:00am

**Reporting on Student Progress**

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

**The school’s numerical grades correspond to letter grades as follows:**

<b>A+</b>	97% - 100%	<b>B+</b>	87% - 89%	<b>C+</b>	77%- 79%	<b>D +</b>	67% - 69%	<b>F</b>	59% - 0%
<b>A</b>	93% - 96%	<b>B</b>	83% - 86%	<b>C</b>	73% - 76%	<b>D</b>	63% - 66%		
<b>A -</b>	90% - 92%	<b>B -</b>	80% - 82%	<b>C -</b>	70% - 72%	<b>D -</b>	65% - 60%		

**Incompletes (“I”)**

“I” remains on the report card for a maximum of three weeks. At the end of the three-week period, any assignments not made up are calculated as zeros. At the end of the three weeks period, all incompletes are recalculated, and grades adjusted. An updated report reflecting these changes can be can be accessed through the School Brains Parent Portal. For extenuating circumstances, families must meet with the teacher and School Counselor from the Guidance Department to discuss the possibility of additional extensions. All extensions must be approved by the Building Level Principal.

**Honor Roll Awards Guidelines**

- **Honor Roll:** To achieve Honor Roll status, the student must maintain an average of 80% (B-) or above for all classes.
- **High Honor Roll:** To achieve High Honor Roll status, the student must maintain an average of 90% (A-) for all classes.

**FRCS High School Promotion Guidelines**

A passing grade of 60% in core courses is required to successfully complete and receive credit for any class that is graded numerically. Students who fail the required core content courses may be endanger of being retained. Promotion and retention are a building-based team decision. For promotion purposes, students must earn a passing final grade, which translate to a 60% in four or more content courses (English Language Arts, Mathematics, Science, World Language, and History). Students can recover credits through summer school outside our school

district. Students must also accumulate sufficient credits to be able to meet graduation requirements as detailed below. Additional factors, such as language acquisition, Individualized Education Program or 504 Plan, may be taken into consideration for promotion. FRCS reserves the right to consider other criteria such as social and emotional development in the final determination for grade level promotion. In the event of a disagreement among the building-based team regarding grade level promotion, the Principal will serve as a mediator using the guidelines above. In the event the parents/guardians and the building-based team are unable to reach an agreement the parents/guardians may appeal to the Director of Teaching and Learning. In the event the parents/guardians and the Director of Teaching and Learning are unable to reach an agreement the parents/guardians may appeal to the Executive Director.

**FRCS High School Graduation Requirements**

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

Course	MA Department of Elementary and Secondary Education (DESE) and FRCS Requirements
English	Required all four years for graduation
Mathematics	Required all four years for graduation
Language (Spanish at FRCS)	Required all four years for graduation
Science	Required all four years* ( <i>three lab courses required for graduation</i> )
History	Required all four years* ( <i>3 years required for graduation per MA DESE</i> )
Physical Education	Required all four years
Electives	Required all four years ( <i>3 years required for graduation per FRCS programming</i> )
Health	Required for one year
Computer Technology	Required for one year
*Four years of either Science or History not required if approved for Senior Independent Enrichment, Virtual High School or Dual College/University Enrollment Program.	

**College/Career Planning Portfolio requirements for promotion and graduation**

Grade	FRCS College/Career Planning Portfolio Requirements
9 <sup>th</sup> Grade	Completion of: Personal Goals

<b>10<sup>th</sup> Grade</b>	Completion of: Career Interest Survey
<b>11<sup>th</sup> Grade</b>	Completion of: Common Application
<b>12<sup>th</sup> Grade</b>	Completion of: <ul style="list-style-type: none"> <li>● Senior Post-Secondary Planning Portfolio</li> <li>● At least two post-secondary education applications</li> <li>● One studentship application</li> <li>● Personal Vision project</li> <li>● Resume</li> <li>● Two or four-year college course plan</li> <li>● Post- secondary budget</li> </ul>

### **Valedictorian and Salutatorian**

These awards are defined by FRCS as the student who has earned the highest and the second highest overall cumulative, weighted GPA 66.5 credits. Final calculations of GPA to determine these awards are made at the conclusion of Quarter 3 of Senior Year. Valedictorian and salutatorians will be determined only after the Principal has certified that all grades have been updated with Q3 grades.

### **Make Up/Grading Policies and Procedures- Short Term Absence**

FRCS uses a report card system that scores each subject with a numerical score. All scores are based on 100% and no score can be entered that is higher than 100.

- All grades in the school brains grade book automatically export to the report card each term.
- Any student who is absent for only one day is responsible to complete missed assignments and assessments during the next full day of school attendance.
- Any student who is absent for 2-5 school days has the number of days he or she is absent to make up missed assignments and assessments (if a student is absent for 3 days, he or she has 3 days to make up missing assignments.).

### **Make Up/Grading Policies and Procedures- Long Term Absence**

For extended absences that span marking periods, the student should be given an “I” for “Incomplete” on the report card. Please contact the Principal or students’ school counselor (depending on grade level) to discuss a timeline for make ups. Once all make ups are completed or timeline expires, please follow up with Principal or school counselor to change the “I” to a grade. The grade of “I” typically stays on report card for a maximum of 3 weeks. At the end of 3 weeks, incomplete grades are recalculated and report cards for affected students are produced.

- Teachers should communicate any “I” to the student’s school counselor in the Guidance Department
- The school counselor will report the incomplete grade to the student’s parents/guardians.
- During and up to the 3 week “I” period, teachers submit a grade change form to the student’s school counselor (or Principal).
- At end of the 3-week period, the student’s school counselor will approve and make grade changes in School Brains
- The school counselor coordinates the distribution of affected replacement transcripts or report cards.

### **Course Withdrawals/Changes**

- If a student withdraws within the first week of school, grades earned will not be reflected on their transcript. Students are responsible for completing any previously covered material or assignments, prior to entry into the new course.
- If a student withdraws within the first week of a quarter, grades earned will not be reflected on their transcript. Students are responsible for completing any previously covered material or assignments, prior to entry into the

new course.

- If a student withdraws after the second week of a quarter, grades received from the previous course will transfer to the new course. Students will receive a single grade on the report card for the new course.

## **Virtual and Online High School Courses**

*Virtual High School Coordinator - Victoria Shulman*

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

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

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

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

To help our students navigate online learning, FRCS students may work with our virtual High School coordinator during the school day who helps them develop their online learning skills as they take their course(s). Students’ virtual High School courses and grades earned appear on the students’ report card and transcripts for college. VHS courses also may be taken for Honors and AP credit, depending on the course. If a student or parent/guardian is interested in VHS they should reach out the School Counselor located in the Guidance Department.

The fall semester grades will appear under Quarter 2 with a grade that is current at the time of the printing of Quarter 2 FRCS report card. The spring semester grades will appear under Quarter 4 on the student’s report card.

## **Dual Enrollment**

FRCS also provides juniors or seniors with the opportunity to enroll in an on-line or on-campus college level course. The course will be listed on the student’s transcript and allow the student to receive college credit. These credits may or may not be transferable depending on course and the policies of the college to which the student may enroll in after graduation. This course requires significant independence, maturity, and self-discipline. In most cases, students will be required to take two semester-long courses (i.e. Sept through Dec and Feb through May). Students will be solely responsible for all fees including tuition, books, materials, and mailing as well as all communication with the on-line provider including course registration and requesting exams. FRCS staff will proctor exams if necessary.

## **Student Leadership - Student Life Organization**

Student Life, led by the Dean of Student Life, provides opportunities for students, with staff support, are responsible for providing clubs, events, and leadership opportunities. At FRCS, extra-curricular activities are incorporated into our

school day as hands-on opportunities for students to develop leadership, communication, and organizational skills as they work on real-life projects. Student leaders initiate, drive and oversee projects for the school. Student leaders mobilize their peers to provide opportunities for leadership in grades K-12.

**Peer Tutoring and Peer Mentoring**

A student’s academic needs in a specific subject area are matched with the academic needs of a peer who has volunteered and been identified as having a firm understanding of the subject. The peer tutoring program creates an opportunity for peer mentors to further develop existing leadership skills.

**Athletics**

See Athletic Handbook

**Student Driving Regulations**

- Driving to school is a privilege, not a right.
- All student drivers must be registered with the school by completing a student Driver Request Form in the main office.
- All students will be issued a parking sticker that must be placed on their vehicle in the designated area.
- All students will park in the area designated according to the sticker issued.
- Students must observe all traffic regulations while on school grounds, including abiding by the 10 M.P.H. speed limit on school grounds.
- FRCS is not responsible for damage to motor vehicles/contents. Vehicles must be locked at all times.
- Upon arrival at school, the student must promptly enter the building.
- Once the vehicle is parked, no student is allowed to enter the vehicle until the driver is dismissed for the day. Lockers are provided for storing student belongings.

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

**Cell Phones**

Cell phone use is prohibited during instructional time. During instructional times, High School students are expected to store cell phones in the designated classroom caddy. Responses to violations of the cell phone policy will be as follows:

First Violation	Second Violation	Third Violation	Fourth Violation
Teacher keeps phone on desk until the end of the period	Teacher keeps phone in their possession until the end of the school day	Phone is turned into the main office where a parent or guardian can retrieve it	Student must leave their phone in the main office every morning for the remainder of the school year

**Senior Privileges**

It is the intent of FRCS to support students and encourage them to make good Choices and use their time wisely. Senior privileges are meant to help our students prepare for life after high school and support school pride. Seniors must apply for, and meet, the requirements of senior privileges before the privileges will be granted to them. If a senior has privileges, they will be able to leave the school premises during

free blocks **if they have no academic, club or activity responsibilities.**

**Requirements:**

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

**Loss of Senior Privileges:**

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

**Regaining Senior Privileges:**

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

**Dress Code and Dress Code Violations**

Progressive Dress Code Intervention (Grades 5-12)	Corrective Consequences
<b>1<sup>st</sup> Time out of Dress Code</b>	Disciplinary write up with the corrective action a verbal warning and opportunity to change clothes using clothing from the uniform donation center or parent/guardian drop off.
<b>2<sup>nd</sup> Time out of Dress Code</b>	Disciplinary write up with corrective action of 2 <sup>nd</sup> verbal warning, 1 <sup>st</sup> parent/guardian phone contact and 1 <sup>st</sup> lunch or recess (if applicable) detention.



<b>3<sup>rd</sup> Time out of Dress Code</b>	Disciplinary write up with corrective action of 3 <sup>rd</sup> verbal warning, 2 <sup>nd</sup> parent phone contact, 2 <sup>nd</sup> parent written contact and 1 <sup>st</sup> afterschool detention.
<b>4<sup>th</sup> Time out of Dress Code</b>	Disciplinary write up with corrective action of 4 <sup>th</sup> verbal warning, 3 <sup>rd</sup> parent phone contact, 3 <sup>rd</sup> parent written contact, 1 <sup>st</sup> in person parent meeting with behavior support staff and building Principal or designee to develop corrective action plan, as well as additional days of afterschool detention.



**Student/Family Handbook**  
**2025-26 School Year**

**DRAFT**

**District Contact Information**

131 Central St.  
Foxborough, MA 02035  
Phone: (508) 543-2508  
Fax: (508) 543-7982

Foxborough

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# TABLE OF CONTENTS

<u><a href="#">District Leadership</a></u> .....	<u><a href="#">3</a></u>
<u><a href="#">District Information</a></u> .....	<u><a href="#">4</a></u>
<u><a href="#">Student Code of Conduct</a></u> .....	<u><a href="#">18</a></u>
<u><a href="#">Elementary School</a></u> .....	<u><a href="#">33</a></u>
<u><a href="#">Middle School</a></u> .....	<u><a href="#">38</a></u>
<u><a href="#">High School</a></u> .....	<u><a href="#">44</a></u>

Deleted: [District Leadership](#) → [2](#)  
Deleted: [District Information](#) → [3](#)  
Deleted: [Student Services](#) → [18](#)  
Deleted: [Elementary School](#) → [19](#)  
Deleted: [Middle School](#) → [23](#)  
Deleted: [High School](#) → [29](#)  
Deleted: [Code of Conduct](#) → [36](#)

Revised August 2023

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# DISTRICT LEADERSHIP

## Board of Trustees

Sergio Martin	Chair
<a href="#">Anissia Vixamar</a>	<a href="#">Vice-Chair</a>
Matthew Yezukevich	Treasurer
Todd Tetreault	Secretary
<a href="#">Katie Breault</a>	<a href="#">Trustee</a>
Dr. Badawi Dweik	Trustee
<a href="#">Ryan Higgins</a>	Trustee
Mia Ortiz	Trustee

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

## District Leadership

Toby N. Romer	Executive Director
Heidi Berkowitz	Deputy Executive Director
Karen Calvert	Director of Finance
Tanisha Kimber	Director of Student Services
Kathleen Foley	Director of Teaching and Learning
Lesly Michelot	Director of Operations
<a href="#">Martine Albama</a>	Director of Human Resources

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## School Leadership

Nicole Ouimet	Elementary School Principal
Rebecca Austin	Elementary School Assistant Principal
Melissa Costa	Elementary School Assistant Principal
Alisa Diakite	Middle School Principal
Scott Johnson	Middle School Assistant Principal
Deserea Merestil	Middle School Assistant Principal
Bridget Lemieux	High School Principal
Alan Dias Martin	High School Assistant Principal
Lizz Pavao	High School Assistant Principal

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## District-Wide Specialized Coordinator Roles

Catherine Alix	McKinney-Vento Homeless Coordinator
Kathleen Foley	Title IX Coordinator
Kathleen Foley	Attendance Supervisor

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Revised September 2024

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# DISTRICT INFORMATION

## Mission

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

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

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

## **Vision**

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

## Shared 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](#)

## **Governance**

As public agents authorized by the State of Massachusetts Board of Education, the members of the Board of Trustees of the Foxborough Regional Charter School hold the charter and are responsible for governing the school. The Board of Trustees defines the mission and vision, develops and revises school policies when appropriate, provides oversight of the school's day-to-day operations, supports the Executive Leadership team, and hires as well as supervises the Executive Director. It is the role of the Board of Trustees to hold the Executive Leadership Team accountable for meeting established goals, providing operational oversight and system accountability, including adherence to the state approved charter school Accountability System and local Strategic Plan that ensure the school's continued stability. In addition to its many other responsibilities, the Board of Trustees must ensure that the school is complying with all Massachusetts and Federal laws and regulations that apply to the school and that the Board of Trustees itself is operating in accordance with the rules set out by all applicable. Finally, the Board is responsible for operating the school in accordance with its charter and with any approved amendments to its charter.

## **Educational Philosophy**

The Foxborough Regional Charter School (FRCS) was established as a charter public school district in 1998. FRCS accepts students through a lottery process from 22 surrounding cities and towns. FRCS is a diverse and inclusive community of students, staff and families. FRCS operates on the premise that assessment and screening; curriculum and instruction; community service-learning, and social, emotional and behavioral support must be student-centered,

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consistent, collaborative, purposeful and aligned with national best practices, as well as, state and federal laws, regulations and educational standards. FRCS believes that it is critical for our students to continuously demonstrate growth in fundamental knowledge and the development of essential skills for lifelong success. FRCS prides itself on graduating students with an in-depth understanding of themselves and the world around them. FRCS students are extraordinary young people that [Enter to Learn and Exit to Lead](#).

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FRCS strives to meet students' needs through the implementation of a Multi-Tiered System of Supports (MTSS). The Massachusetts Department of Elementary and Secondary Education (DESE) defines MTSS as "a framework for how school districts can build the necessary systems to ensure that each and every student receives a high-quality educational experience. It is designed to support schools with proactively identifying and addressing the strengths and needs of all students by optimizing data-driven decision-making, progress monitoring, and the use of evidence-based supports and strategies with increasing intensity to sustain student growth (DESE, 2020)." At FRCS we are committed to continuing efforts to strengthen our MTSS through Response to Intervention (RTI) for students; Positive Behavioral Interventions and Supports (PBIS) for students; staff professional development; student social emotional development, promotion of positive school culture and climate and collaboration amongst staff, students, families and the surrounding communities.

FRCS is dedicated to thoughtful and continuous data collection and analysis to consistently reveal students' strengths, as well as students' growth opportunities in the areas of academic, linguistic, social, emotional, and behavioral development. In response, students may be referred to the school-based Student Intervention Team (SIT) for development of an action plan. This multidisciplinary team consisting of a combination of Counselors, Behavior Interventionists, Deans, Administrators, Teacher/s, Instructional Coaches, Parent/Guardians, Students and Community Partners (when applicable) is tasked with proactively reviewing academic, social emotional and behavioral data, developing related goals, identifying interventions and supports, progress monitoring response to interventions and supports and making data based referrals to specialized teams.

#### Assessment and Screening

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At FRCS, we are committed to being active agents in our student's individual journey towards academic achievement and lifelong success. FRCS recognizes that an effective assessment plan is a crucial component in monitoring student progress and responding to student's individualized needs through implementation of academic, social and emotional tiered interventions and supports. FRCS strives to provide strong standards-based core instruction that allows students to reach their maximum potential. FRCS purposefully uses a balanced variety of assessments and screeners at all grade levels to meet students' needs and support their growth and development in pursuit of addressing opportunities gaps, and ultimately closing achievement gaps. FRCS intentionally creates multiple opportunities for students to demonstrate their learning.

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

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

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#### Curriculum and Instruction

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FRCS is committed to providing comprehensive and cohesive curricula that are aligned to National and Massachusetts Learning Standards. FRCS' Department of Teaching and Learning oversees the facilitation of creative, standard based and intentional instruction guided by curriculum that prepares students for success. Our students follow multiple pathways after graduation including 4-year college, 2 -year college, trade and certificate programs, military as well as immediate entry into the workforce. At FRCS, student-centered growth and development is at the heart of learning. To this end, our curriculum and instruction:

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

**Community Service Learning**

Community Service Learning (CSL) is an integral component of the FRCS mission and academic programming. CSL is designed to meet real needs within the community and provide students with ongoing opportunities to reflect on both the significance of their service and the skills required to meet the community's needs (Berman, 2005). CSL is a teaching and learning strategy that connects academic curriculum to community problem-solving (Youth.gov). CSL opportunities are embedded within K-12 instruction to enrich the learning experience, by teaching civic responsibility, and to strengthen the school community. CSL helps students to strengthen their critical thinking, problem solving and decision-making skills. Additionally, CSL opportunities contribute to our student's development of social emotional core competencies such as self-awareness and social awareness. CSL provides an array of opportunities for students to engage with the communities and the larger world around them building the skills necessary to Enter to Learn and Exit to Lead.

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**Social, Emotional and Behavioral Support**

At FRCS we believe that our students' social, emotional, and behavioral development are crucial components to their past, present, and future academic success (DESE, 2020). FRCS uses several evidence-based theoretical frameworks to assess student's strengths and respond to student's social, emotional, and behavioral needs. These frameworks include but are not limited to Multi-tiered System of Supports (MTSS), Restorative Practices, Positive Behavioral Interventions and Supports (PBIS), Safe and Supportive Schools, Collaborative for Academic, Social and Emotional Learning (CASEL) and Character Education. In addition to the multi-disciplinary Student Intervention Teams mentioned above, FRCS also prides itself on having:

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- Courses and curriculum geared towards strengthening student's character and social emotional learning competencies /skills.
- Universal Screening for Social, Emotional and Behavioral strengths and needs.
- Risk Assessments and Threat Assessment to ensure student safety.
- Assistance with mental/behavioral health service referrals.
- District, classroom, small group, and individual social, emotional and behavioral interventions and supports.
- Campus wide visuals and events to promote and support diversity, equity, inclusion, self-regulation, and positive behavior.
- Access to School Adjustment Counselors and School Counselors (Formally Guidance Counselor).

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**Mandated Reporting**

Under [G.L. c. 119, §51A](#), mandated reporters have a duty to report certain information to the Department of Children and Families ("DCF") or if they are a member of the staff of a school, they may instead notify the person or designated agent in charge of such school who becomes responsible for notifying DCF. The duty to report under [G.L. c. 119, §51A](#) is triggered when a mandated reporter, in their professional capacity, has reasonable cause to believe that a child under the age of eighteen years is suffering physical or emotional injury resulting from:

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- Abuse, which causes harm or substantial risk of harm to the child's health or welfare, including sexual abuse.
- Neglect, including malnutrition.
- Physical dependence upon an addictive drug at birth.
- Being a sexually exploited child
- Being a human trafficking victim as defined by [section 20M of chapter 233](#).

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The definition of "mandated reporters" in [G.L. c. 119, § 21](#) includes, among others, public and private school teachers, nurses, educational administrators, guidance counselors, psychologists, school attendance officers, social workers, child care workers, physicians, emergency medical technicians, and certain court and public safety officials, such as police officers.

In schools, mandated reporters must fulfill their mandatory reporting duty under [G.L. c. 119, §51A](#) by:

1. Immediately making an oral report directly to DCF and then following up with a written report (which can be filed online, by fax, or mail) to the DCF local area office within 48 hours; **or**
2. Immediately notifying the person in charge of the school (or that person's designee), in which case that individual becomes responsible for immediately making the oral report to DCF and submitting the written report (which can be filed online, by fax, or mail) to the DCF local area office within 48 hours.

**Dress Code.**

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All students are required to be in dress code daily, unless specified by the building administrator, with the understanding that students are always expected to wear attire that does not cause disruption or disorder in the school. The FRCS dress code policy is intended to contribute to maintaining a positive, safe, and inclusive learning environment for all. FRCS is dedicated to maintaining a dress code policy that allows students to appropriately represent and affirm their varied identities (e.g., ethnicity, race, gender, religion, sexual orientation, ability etc.). FRCS aims for all students to be comfortable at school, by authentically being who they are, while complying with the dress code policy.

Appropriate articles of clothing are listed below and must be worn in official school colors:

- Solid navy blue or tan pants (including sweatpants) or shorts (no higher than 3 inches from knee).
- Solid navy blue or white polo shirt, sweater, or sweatshirt preferably with the FRCS logo embroidered, silk screened or sewn on patch.
- Solid navy blue, tan, or designated plaid skirt or skort (no higher than 3 inches from knee)
- Tights in solid navy, tan, black, or white, as well as skin tone nylons and pantyhose.
- Long sleeved shirts worn under polos in black, navy blue, white or tan.
- Hats and wearing hoods are prohibited.
- Sneakers.
- Enclosed shoes or boots covering toes and heels.
- Crocs or similar footwear in sports mode, with straps worn securely over heel.

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Progressive Dress Code Intervention (Grades 5-12)

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\*See Full Dress Code Policy for Additional Information¶

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**District Attendance Expectations and Absence Notifications**

FRCS upholds the belief that learning is an ongoing process enriched through student's daily interactions with classmates, student support staff and teachers. Regular and punctual attendance is essential to our [students'](#) social,

7



emotional, behavioral, and academic success. Massachusetts compulsory school attendance law (G.L. c. 76, &1) [adn the FRCS Attendance Policy](#) requires children between the ages of 6 and 16 to “attend a public day school in the town the student resides in, or some other day school approved by the school committee...” The law recognizes the right of a parent/guardian to choose from among several educational options such as charter schools with the understanding that it is the parent/guardian’s responsibility to: (1) Ensure that a child in their care attends school and (2) Call the school the school’s attendance line #2 to report a student absence and reason for absence. Daily attendance is taken during students’ first period class of the day. Any student that fails to report to their first period class will be marked absent. All parents/guardians will be contacted daily on the telephone number filed through the automated student absence notification system, when their child has been marked absent. Attendance lists are produced daily and include the names of students who are absent, tardy or will be dismissed early for health, legal or other reasons.

FRCS firmly believes that the habits of being punctual and present can be developed by all students with the support of school staff, parents/legal guardians, community partners and most importantly, the commitment of our students. FRCS expects that all

- Student/s will attend school regularly, on time, ready to learn, with the appropriate instructional materials and completed assignments.
- Parent/guardian will make sure that each child of compulsory age for school attendance attends school regularly as defined by FRCS attendance policy and MA state law referenced above.
- Parents/ guardians will utilize the school attendance line number at (508) 543-2508 and press #2, also located on the FRCS website to report a student’s absence and reason for absence, prior to ~~7:40 AM~~ the official FRCS starting time for the first class/period of the day.
- Parents/ guardians will furnish the school with a telephone number where they can be reached during the school day. If the student is absent and the school has not been notified by the established time, the school shall call the number(s) provided.

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**Student Absences**

While students *may* have the opportunity to make up missed work, students cannot account for missed learning experiences. Students that miss 10% or more of the school days for which they are enrolled (e.g., 18 days absent if enrolled 180 days), regardless of whether the absences are considered excused, unexcused and/or for disciplinary reasons are considered chronically absent by DESE and FRCS. Being chronically absent can have a significant impact on a student’s ability to read at grade level, perform academically, and graduate on time. The state law and district attendance policy require that each Principal or designee notify a student’s parent/guardian by telephone and ~~in writing~~ within 3 days of a student’s absence in the event the parent/guardian has not informed the school of the absence.

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The Principal or their designee will notify a student’s parent/guardian if the student has at least 5 days in which the student has missed 2 or more periods unexcused in a school year or has missed 5 or more school days unexcused in a school year. Each Principal or designee shall make a reasonable effort to meet with any student and the student’s parent/guardian if the student has five (5) or more unexcused absences in a school year to develop action steps to improve the student’s attendance. The actions steps shall be developed jointly by the Principal or designee, the student, and the student’s parent/guardian and may include input from other relevant school personnel or officials from relevant public safety, health and human service, housing, and nonprofit agencies. In cases where patterns of absences are not addressed through the action planning process, the principal or their designee may be required to report the absences to MA Juvenile Court and/or the Department of Children and Families.

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

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**Absences Due to Vacations/Travel**

FRCS recommends that parents/guardians schedule vacations from school during scheduled school breaks reflected on the annual school calendar. The guidelines and regulations set forth by DESE mandate that schools document student vacations taken on day/s of instruction (school days) as an unexcused absence/s. Vacations taken during school day/s cannot and will not be “approved” by FRCS in adherence to DESE attendance requirements. If a student misses one or more school days for vacation, it is the student’s responsibility, with parental/guardian support to attempt to obtain classwork, prior to the extended unexcused absence. Please note that FRCS teachers are not mandated to, nor should they

8

be expected to provide classwork to students for unexcused absences. If a teacher chooses to provide a list of assignments prior to the student's planned unexcused absence, the student is expected to submit the completed assignments immediately upon return, for consideration towards their overall grade. Parents/guardians should note that teachers are unlikely to be able to create "work packets" for students to complete during their unexcused absence.

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**Absences Due to Long Term Illness**

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

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

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

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

**Absence Due to Short – Term Illness**

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

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**Homework Procedures**

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Please refer to your child’s grade level teacher for homework expectations, process, and procedure.

**District Arrival Expectations and Procedures**

Students will be allowed to enter their designated school building each day at 7:15 AM. No student will be allowed in the school building until 7:15 AM. Please keep your student in your vehicle until that time. Breakfast is available free of charge to all students starting currently. All students arriving at 7:40 AM or later will be marked as tardy. Tardy students must report to their designated school building Main Office to obtain a “late pass” before entering their classroom.

Tardies may be excused in rare situations, such as:

- Medical appointments with a note from a physician’s office designating the time of appointment. Parents/guardians should attempt to schedule appointments during out of school hours whenever possible.
- Bus delays.
- Family crisis or family emergency.

**District Afterschool Expectations**

Students arrive to and leave school using a variety of modes of transportation including, but not limited to the school bus, FRCS specialized vans, private van, carpool, individual parent/guardian transport. All students, except those participating in structured afterschool programming i.e., YMCA Aftercare Program, Athletic Team or other district approved and/or sponsored extracurricular activity must be off campus by 3:00 PM due to no available adult supervision. This includes students waiting at the school basketball court, playground, or other common areas without supervision. Please note that parents/guardians are expected to make alternative childcare plans for supervision of siblings not enrolled in structured afterschool programming, as noted above. A pattern of failure to do so will result in a required meeting, with the building level administration and student support staff (as needed) to review after-school expectations for student pick up. This meeting is also an opportunity for the school to partner with the family, to develop or identify an alternate after-school plan.

**District Early Dismissal Procedure**

- Students K-12 are not permitted to leave the school grounds at any time during the school day, without a note from a parent or guardian and approval /formal dismissal from their building level main office.
- Requests for early dismissal must be submitted in writing except in the case of an emergency.
- Dismissal notes must include the date the note was written, date of early dismissal, reason, and time of the early dismissal. The note must also include the parent’s signature, and a telephone number so a parent/guardian can be reached to confirm the details of the dismissal request.
- Dismissal notes must be turned into the appropriate building level main office prior to the start of first period.
- Parent/guardian requesting earlier dismissal or a dismissal change must contact the main office of their child’s school before 2:00 PM. Be sure to indicate your child’s name, grade, and homeroom teacher in the body of the email or message for the office. The Note from Home found on the Transportation page of the FRCS Website is a convenient way to communicate your child’s dismissal change. Download the form, complete it, and send it to the office via email prior to 2:00 PM.
- In some cases, the school nurse may contact parent/guardian to request early pick up/ dismissal due to student illness or suspected illness. The school nurse will monitor the student until the authorized adult arrives for pick up. The dismissal procedure described below is applicable to this scenario as well.
- Parents/ guardians and emergency contacts picking up a student/s for early dismissal are required to report to the building level main office to retrieve the student/s. Authorized adults picking up students should be prepared to show a picture ID and provide a signature as part of the dismissal process.
- Students cannot not be released to a person on the student’s emergency contact list, without prior consent from the parent/guardian.
- Students will be released for early dismissal up to 15mins before the official end of the school day. Students not picked up by that time will **NOT** be eligible for early dismissal.
- High School students ages 18 or older who possess a valid driver’s license and are eligible for student parking at the school and may dismiss themselves without the presence of a parent or guardian by signing out, per the

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Tardiness to School (Grades K-4): Quarterly Prevention and Intervention  
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appropriate dismissal procedures in the main office.

**District Class Attendance Expectations (Grades 5-12)**

It is the student’s responsibility to arrive at each class on time. Tardiness to class can significantly impact a student’s academic progress. Class attendance is taken every period within the first 5 minutes of class. Doing so provides administration and office staff with vital information for locating and maintaining the safety of all students. If a student does not report to class within the first 5 minutes of class, the teacher is expected to alert the main office by phone. The main office will contact the school culture team to assist with locating the student. Students who do not report to class on time or at all will be referred for intervention, which will include communication with parent/guardian and progressive disciplinary action. If a student is meeting with a teacher after class and believes they will not make it to his or her next class on time, the student should obtain a pass on the Smart Pass digital platform using their Chromebook or an available iPad.

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**School Communication**

School communication is critical to the success of our school community. FRCS uses several different means of communication to keep everyone informed. The school produces annual publications such as the student and family handbook, key dates calendar, weekly newsletters etc.; in addition to hosting events such as parent theme specific parent/guardian nights and parent teacher conferences throughout the year. The school also maintains a website, [www.foxboroughrcs.org](http://www.foxboroughrcs.org), with current activities, events, and news. Teachers, counselors and administrators can be easily contacted by email.

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**Flow of Communication for Problem Resolution**

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

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

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**School Breakfast and Lunch Program**

The school breakfast and lunch programs have been aligned with the FRCS Wellness Policy, which can be found on the school website. Students may bring breakfast or lunch from home to eat in the cafeteria, or they may choose to get breakfast and/or lunch at school free of charge courtesy of the state Universal Lunch Program. FRCS contracts with a local vendor to provide healthy school administered lunches. Lunch menus are posted on the website and the wall in the cafeteria. Paper copies of the school breakfast and lunch menu are available upon request. Peanut- free cafeteria tables are available for elementary students, with allergies to sit comfortably at to eat their lunch. These tables are labeled and cleaned with separate materials to prevent contamination from other tables. Under no circumstances is fast food or other outside food to be delivered to the school for students.

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Deleted: Under no circumstances are fast food, caffeinated beverages, sodas, or candy to be brought into or delivered to the school, including the cafeteria.¶ These expectations apply to student snacks as well. Parents/guardians may not bring birthday foods or treats to the classroom or cafeteria. Students bringing snacks or lunch from home are NOT allowed to share food with classmates due to the risk of allergic reaction. No low-nutrition foods may be served or sold by any student or staff group until school is over. School lunch

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Parents/guardians should not send food, snacks or birthday treats to the classroom or cafeteria to share. Sharing food with classmates is not allowed due to the risk of allergic reaction. No food fundraising and sales of any kind are allowed during lunch periods. Foods sold and served at school during the school day are required to meet nutrition standards set by the state and federal guidelines. School administration will reach out to parents/guardians if there is an observed pattern of a student not meeting expectations during the breakfast or lunch programs.

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**Student Telephone Use**

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

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**Electronic Devices**

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

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**Cell Phones**

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

Deleted: The use of cell phones and other personal electronic devices is at the discretion of faculty and staff for educational purposes only.

**Reporting of Student Progress**

Ongoing efforts are made to keep parents informed about the educational program and their child's progress. The formal reporting system for Grades K-4 includes scheduled conferences in the fall and spring and report cards issued in December, March, and June. For Students in Grades 5-12, there are parent teacher conferences and report cards issued in November, January, April and June. See school specific section of the handbook for additional details.

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**Student Records**

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

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

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

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

- D. **The right to file a complaint** concerning alleged failures by the District to comply with the regulations and laws governing student records. Complaints may be filed with the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148. In addition, complaints relative to federal statutes and regulations governing student records may be filed with the U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Avenue, SW, Washington DC, 20202-8520.
- E. **The right to be notified and receive copies of records before they are destroyed.** Regulations require that certain parts of the student record, such as the temporary record, be destroyed a certain period of time after the student leaves the school system. School authorities also are allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. Before any such information is destroyed, the parent must be notified and have an opportunity to receive a copy of any of the information.

Please know that FRCS does not collect information about any student or family’s immigration status. The privacy and confidentiality of your information is of utmost importance, and student records are protected by federal law as outlined here. Therefore, FRCS does not release information to immigration enforcement authorities or any outside party unless ordered to do so by a judge or court magistrate. Before providing any information to U.S. Immigration and Customs Enforcement (ICE) or any other agencies, the school will consult with legal counsel to ensure that all actions align with applicable laws and policies.

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**Lost and Found**

Students may not bring toys or other valued possessions to school. The school will not be responsible for lost or stolen items. Each school building has a Lost and Found area where students/parents/guardians can periodically check for lost items. Please note that valuables found will be kept in the main office of each school building. Items lost on the school bus will be kept on the school bus, until retrieved by students/parents/guardians. Unclaimed items will be donated to a designated shelter/charity after a reasonable amount of time has passed without the items being claimed. Student names should be written on ALL belongings.

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**Lost Books**

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

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**District Technology Use**

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

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**Damaged or Lost Chromebooks**

Chromebooks and accessory equipment are the property of the FRCS District. The student, with the support of the parent/guardian, is responsible for the daily care and maintenance of the Chromebook both during and outside the school day. Students using Chromebooks agree to abide by the Technology Responsible Use Agreement. Failure to abide by this policy may result in loss of use of Chromebook and/or other disciplinary action.

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- All Chromebook damages, or the theft/loss of the Chromebook, must be reported immediately to a school staff member, who will notify the appropriate school leader and technology department staff member.
- If a device is determined by the principal or their designee to have been damaged intentionally, the cost of the repair or replacement will be the responsibility of the student/parent/guardian. Costs of repairs and replacements will be set by repair professionals authorized to act in such a capacity as part of the agreement between the school district and the manufacturer.
- If a device is determined to have been damaged due to an accident:
  - The first repair is at no cost to the student or family.
  - The second accidental repair will cost the student or family \$25.00
  - The third accidental repair will cost the student or family \$50.00.
- All high school students students must have their Chromebook charged and with them each day for class.

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**Invitations and Notices for Non-FRCS Events**

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

Deleted: Unless instructed otherwise by a teacher, all students must have their Chromebook charged and with them each day for every class (High School). If after review by a building level administrator or behavior management/school culture staff member, it is determined that a student did not exercise proper care and/or take appropriate precautions and this behavior resulted in damage to the Chromebook, the cost of the repair will be the responsibility of the student/parent/guardian. There is a limit of 1 accidental incident, in the event there are additional accidents, any additional replacement costs will be the responsibility of the student/parent/guardian. The cost of the 2nd incident is \$25.00 and the cost of the 3rd incident is \$50.00. If a student’s Chromebook is stolen or lost, the student/parent/guardian must contact the building level administrator immediately. The cost to replace a lost or stolen Chromebook is \$299.

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**Emergency Closings**

During the school year, weather conditions or other circumstances may require the school to adjust its operating schedule. This decision will be made by the Executive Director after careful consideration of information from the National Weather Service, public safety and public works personnel, and school officials throughout the region.

Since we service a large regional section of southeastern Massachusetts, we evaluate the most current conditions and use the best information available to project anticipated conditions. Given the nature of our large geographic region, conditions in one area often may differ significantly from other areas. This is considered when making decisions to close or delay the opening of school, with the safety of our entire school community in mind. Parents/guardians should also consider the conditions in their local area and determine whether travel to school is safe and reasonable.

If the district is closed or opening is delayed due to inclement weather, a power outage, or other issues, the district will send a phone notification to primary phone numbers and email addresses listed in the school district database. The district will also post this information on the school’s website, Facebook, and Twitter pages. Local television stations will also announce this information. Families can find information through the following media outlets:

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

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These media outlets also publish changes to our normal operating hours on their respective websites and many provide text-messaging notifications, which is important especially during power outages. Only under extreme circumstances will the school close after students have arrived. If an early closing should occur, parents/guardians are expected to pick-up their children as soon as possible. In these cases, we will also cancel all after school activities. This is required so that our staff also may travel home safely. Closings during the day will be announced by a phone message and on local television stations. It is the responsibility of the parents/guardians to keep their contact information current in the school database. Always remember to report any changes to telephone numbers, addresses and approved contacts to the school-based main office.

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**Emergency Response and Preparedness**

FRCS partners with emergency management consultants, as well as the Foxborough Police and Fire Departments to maintain up-to-date policies, processes, and procedures. FRCS conducts emergency evacuation, shelter-in-place, lock down and fire drills throughout the school year. Please see the description of the drills below. Guidance for responding to each drill type is posted in each classroom.

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- **Emergency Evacuations Drills** - Emergency evacuation is initiated when there is a threat on campus that requires evacuation of teachers and students from the FRCS campus. Students and teachers are directed to evacuate the school building and walk to designated safe meet/reunification location off campus.
- **Evacuation Due to Fire and Drills** - Evacuation due to fire is initiated when the building's existing fire alarm is activated, and the building is evacuated due to fire or some other emergency. Fire and Safety Drills are conducted three to four times per year according to regulations set by the Foxborough Fire and Police Departments. During a Fire or Fire Drill students and staff must exit the building with sector leader and walk to designated outdoor safe space, usually on campus.
- **Shelter in Place/Stay Put and Drills** - Shelter in place is initiated when school officials believe there is some type of emergency that does not directly impact the interior of the school. Shelter-in-place is typically used when police are engaged in an operation nearby outside of the school, when there is a medical emergency, student that needs to be located or when a national disaster has been declared. The goal of shelter in place is to keep students and staff safe and indoors. During a shelter-in-place staff and students are instructed to stay inside their classrooms. This measure is designed to prevent anyone from entering the rooms from outside and decrease the number of staff and students in unstructured areas such as the hallway. During shelter in place windows are shut, locked, and covered with blinds to obscure visibility, and people are encouraged to stay away from doors and windows.
- **Lock Down Drills** - Lockdown is initiated when there is a dangerous threat in the general or immediate vicinity of the school. A school lockdown prevents individuals from entering or exiting the facilities and keeps all students hidden inside classrooms. During a lockdown students and teachers immediately barricade themselves in the nearest room, with lights off and stay quiet. This includes silencing cell phones. Parents/guardians will be alerted by automated call and email if FRCS is on lockdown.

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Under no circumstances should a parent/guardian come to the school campus when made aware of an emergency. FRCS in conjunction with law enforcement will remain in communication with updates and next steps through email and automated phone call. Parents/guardians will be contacted with information about student reunification, which may be off campus depending on the level severity and type of emergency.

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**Civil Rights, Harassment, and Bullying or Retaliation Grievance Procedures and Policies**

Title IX of the Education Amendments of 1972 is a federal law that protects individuals from discrimination based on sex, including sexual orientation and gender identity, in education programs or activities that receive federal financial assistance, such as public schools. The FRCS Non-Discrimination Notice, Civil Rights, and Safety Information for School Personnel, Parents, and Students policy and the Sexual Harassment Policy are located on the FRCS website. Parents/guardians with Civil Rights grievances should contact the FRCSs Title IX Coordinator listed at the front of this handbook to file a complaint and initiate an investigation.

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Parents/guardians with bullying complaints should immediately contact the building-based Principal and Assistant Principal, unless they are the alleged aggressor, at which time the complaint should be forwarded to the Director of

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Teaching and Learning. The FRCS District Anti-Bullying Policy and the District Bullying Prevention and Intervention Plan are all located on the FRCS website.

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**Academic Honesty**

Honesty and Integrity are key Shared Values at FRCS. Our students have a great deal of freedom to pursue individual research and writing. However, they are expected to do this work honestly and never to represent any other person's work as their own, to allow any other student to copy their work, or to obtain test information ahead of time or pass such information to others. As early as elementary school, teachers begin to explain to students the importance of using their own words when taking notes for a project, and the value of honesty in relaying information is reinforced at every level.

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Teachers at the high school discuss plagiarism, cheating, and forgery at the beginning of each year and talk with students about the academic and ethical reasons for avoiding these behaviors. Students should also be aware that the use of artificial intelligence (AI) technologies in completing academic work should only be done with teacher approval and consultation. The use of AI technologies without teacher consent may be considered a violation of Academic Honesty. Teachers also make clear that they will be vigilant about plagiarism, cheating, and forgery in all forms, and that when permitted, there are required and appropriate ways to cite the use of AI in student work.

Consequences/penalties for plagiarism, cheating, and forgery: If a teacher or administrator believes that an offense has occurred, including using AI without permission or without proper citation, they will meet with the student. If they determine that the student has committed a first violation of Academic Honesty:

- o The student will initially receive no credit for the assignment. The teacher and school leader consult on what will be expected of the student with regard to recovering learning and credit for the assignment and how the revised work will affect the term grade.
- o After conferring with the school leader, the teacher:
  - informs the student; and
  - contacts the student's parent or guardian to explain the plagiarism, cheating, and/or forgery, and to explain the plan for redoing the work.
- o The teacher school leader for that student then keeps records, by student, of each offense without putting an official letter in the student's file. The school leader may also meet with the student and contact the parent or guardian about potential future consequences for plagiarism, cheating, and/or forgery.
- o If the student does not engage in any opportunities for making up the assignment, the typical course consequences for missing work will apply.

Further violations of Academic Honesty will include the process above, along with disciplinary consequences up to and including suspension, based on the Code of of Conduct.

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 STUDENT SERVICES  
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**Supporting Multilingual Learners (ML)**

FRCS boasts a diverse, multicultural, and multilingual student body. Many of our students and their families represent first- or second-generation immigrants from more than twenty-five countries, speaking a primary language other than English. The Massachusetts Department of Elementary and Secondary Education (DESE) requires all districts to screen students for multilingual learner (ML) support services whenever there is a language other than English indicated on a student's home language survey. FRCS utilizes a tool called the WIDA Screener to determine initial English proficiency and eligibility for ML services. Students who initially qualify for ML services are formally reassessed in January of each year using the ACCESS for ELLs 2.0 assessment until they have met the exit criteria set by the DESE. Parents are notified of the results after each assessment is administered. Once a student meets the exit criteria, they will no longer be classified as an ML, but the district will continue to monitor their progress to ensure a smooth transition to the general education program. Our goal is to provide the necessary language support while keeping families informed throughout the process.

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To support the needs of our multilingual learners, FRCS employs instructors who work with students in grades K- 12. The ML program at FRCS is designed to provide an accessible and meaningful curriculum, to promote high academic standards, and to value the native languages and cultural backgrounds of each student. Students are serviced through a combination of Sheltered English Immersion instruction in a classroom with a general education teacher who has

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been trained in best practices for instructing ML students as well as small group intervention with a teacher certified in teaching English as a Second Language. FRCS embraces the opportunity to build partnerships with parents and to provide support that will help all students be successful in their academic career. Parents/guardians requiring translation services or an interpreter may request the service through the building level Principal.

**Special Education Department**

FRCS is committed to the enrichment of special education and related services to ensure that our students are learning in the least restrictive environment appropriate to meet their individual needs and that all students, regardless of disability status, receive the services they need. Federal and state laws and regulations guarantee a free, appropriate public education (FAPE) in the least restrictive environment (LRE) to every student with a disability who is eligible for an Individualized Education Program (IEP). To meet the diverse needs of our students, FRCS offers a full continuum of special education services, which may take place in the general education classroom or a separate setting, depending on each student's individual learning needs. Whenever possible, students with IEPs learn alongside their non-disabled peers, as required by law. Our team includes highly trained professionals, such as Special Education Teachers, Speech-Language Pathologists, an Occupational Therapist, a Physical Therapist, School Psychologists, Paraprofessionals, and a Board-Certified Behavior Analyst (BCBA). Together, they work to provide individualized support and services that help students thrive. At FRCS, parents and guardians are essential partners in the special education process. We value their input and collaboration as part of the IEP Team and encourage open communication to ensure the best outcomes for every student. Additional information on our procedures and supports for students with disabilities are found in our Special Education Process and Procedures Manual.

**Section 504 Policy and Procedures**

Section 504 of the Rehabilitation Act of 1973 is a federal civil rights law that ensures students with disabilities have equal access to school programs and activities. It prohibits public schools from discriminating against students based on disability. A student is eligible for Section 504 protections if they have a physical or mental impairment that significantly limits one or more major life activities. These activities include, but are not limited to, self-care, walking, learning, reading, communicating, and other daily functions. When determining eligibility, schools cannot consider the effects of medications or other supports a student may use. If a student qualifies under Section 504, they may receive accommodations to help them fully participate in school. These accommodations are documented in a Section 504 Plan, which outlines the support the student needs. For questions about Section 504 Plans or to discuss your child's needs, please contact your school's principal.

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# STUDENT CODE OF CONDUCT

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## Philosophy of Discipline

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

## Code of Conduct

The FRCS Code of Conduct is designed to promote a safe and orderly environment for learning to take place. Any member of the faculty observing a Code of Conduct violation is expected to respond consistently with the progressive discipline system described below. The FRCS Code of Conduct is a three-tiered disciplinary infraction system in which challenging student behaviors are categorized by offense and responded to with a corrective consequence or intervention consistent with the severity and frequency of the behavior. Classroom teachers manage Level 1 disciplinary offenses but are to refer Level 2 and Level 3 disciplinary offenses to the building-based school administration. FRCS teachers and Principals use two digital platforms, Educators Handbook and School Brains to record student code of conduct offenses and corrective actions and interventions. This assists FRCS with analyzing behavioral data, which in turn helps to inform school programs, practices, and procedures.

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

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

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

## Discipline Procedure

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

The Code of Conduct is in effect on school buses and school grounds as well as at school-sponsored events, whether or not such events take place on FRCS school property (including, but not limited to, any and all athletic activities and

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contests). Even misconduct that does not take place in school or at a school sponsored event may result in discipline if it is of a serious nature and has a direct relationship to the school or causes substantial disruption to the school environment.

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

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

Offense	Description	Level 1	Level 2	Level 3	Minor	Major
<b>Abusive Language Profanity/Obscenities</b>	Profanity	•	•		•	•
	Directed at an individual to bring ridicule		•			•
	A comment from a student that the teacher finds disruptive or inappropriate.	•	•		•	•
	Directed Cursing	•	•		•	•
	Threatening language or comments regarding religion, race, heritage, color, gender, sexual orientation, and/or disability.		•	•		•
<b>Academic Dishonesty (Cheating/Plagiarism)</b>	Any form of copying or cheating on assignments or assessments; Student copying another student’s work or using cheat sheets or an electronic device to get answers.		•	•		•
<b>Alcohol</b>	Possession, use, distribution, sale, or being under the influence of alcohol.			•		•
<b>Arson</b>	Setting a fire including, but not limited to, burning paper, school grounds, school building		•	•		
<b>Assault/Battery</b>	Assault is verbal threat or gesture that places another person in apprehension of harmful or offensive contact; battery involves unwanted touching of another person.			•		•

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<b>Assault on Staff Member or Trustee</b>	Assault is verbal threat or gesture that places another person in apprehension of harmful or offensive contact; the threat does not have to be carried out to constitute an assault.			•		•
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Offense	Description	Level 1	Level 2	Level 3	Minor	Major
<b>Bullying/Cyberbullying</b>	Repeated use by one or more students or by a staff member of written, verbal, or electronic expression or physical act or gesture or any combination thereof, directed at a target that: causes physical or emotional harm to the target or damage to the target's property; places the target in reasonable fear of harm to self or of damage to target's property; creates a hostile environment at school for the target; infringes on the rights of the target at school; or materially and substantially disrupts education process or orderly operation of school. Bullying includes cyber-bullying which is defined in MGL ch. 71, s. 37O.  Please also see FRCS Bullying Prevention & Intervention Plan and Bullying Policy			•		•
<b>Bus Misconduct</b>	While on district transportation, conduct that is inappropriate or unsafe. See District Bus Policy for more details.		•	•		•
<b>Cutting Class</b>	Students absent from any class without authorization from staff member.		•	•		•
<b>Detention (Cutting Teacher/Administrative Detention)</b>	Failing to attend detention as assigned.	•	•		•	•
<b>Disruptive or Non-Compliant Behavior</b>	Examples include failure to follow reasonable request by staff member; doing opposite of instructions; responding negatively to redirection; walking out of the learning environment without permission; arguing with staff.	•	•		•	•
<b>Dress Code Violation</b>	Student fails to wear clothing consistent with FRCS Dress Code Policy.	•	•		•	•

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<b>Drugs</b>	Possession, use, distribution, sale, or being under the influence of a controlled substance (e.g. marijuana, cocaine, heroin or prescription drug not authorized by school nurse).			•		•
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Offense	Description	Level 1	Level 2	Level 3	Minor	Major
<b>Electronic Devices— Inappropriate Use</b>	Use or possession of cell phone, headphones, or electronic device without specific medical or other authorized permission is prohibited during school day.		•	•		•
<b>False Alarm</b>	Student sets off any school alarm system without reasonable cause or collaborates with other student(s) in setting off false alarm.			•		•
<b>Fighting/Physical Aggression (K-12)</b>	Includes hitting, pushing, or kicking someone or throwing objects at someone		•	•		•
<b>Forgery, Alteration, or Misuse of Official School Documents or Parent/guardian Communication Forgery</b>	Changing written information from parent/guardians or school staff (e.g. building passes, parent/guardian notes for early dismissal, tardiness or absence, report cards).		•			•
<b>Gambling</b>	Playing games of chance/bet for money or desired reward		•			•
<b>Harassment</b>	Unwelcome conduct on the basis of race, color, sex, homeless status, gender identity, religion, national origin, sexual orientation, disability, or age that is sufficiently severe, persistent or pervasive to create a hostile environment for individual at school. Harassment may include insults, name-calling, off-color jokes, threats, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct which rises to the level of a hostile environment. Please also see FRCS Harassment policy.			•		•
<b>Hazing</b>	includes any conduct or method of initiation into any student organization that willfully or recklessly endangers the physical or mental health of any student or other person.			•		•

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

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

**SUSPENSION & EXPULSION**

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

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

- 1.) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in M.G.L. c. 94C, including, but not limited to, marijuana, cocaine, and heroin.
- 2.) Any student who assaults any educational staff on school premises or at school-sponsored or school-related events, including athletic games.

**Felonies (M.G.L. c. 71, § 37H1/2)**

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

- 1.) Suspension only: The issuance of a criminal complaint against a student charging that student with a felony or the issuance of a felony delinquency complaint against the student.
- 2.) Suspension or Expulsion: Student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency.

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

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

**Due Process Rights**

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

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

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

The Principal shall send written notice to the student and parent/guardian about the in-school suspension, including the reason and the length of the in-school suspension and inviting the parent/guardian to a meeting with the Principal for the purpose set forth in 603 CMR 53.10(4), if such meeting has not already occurred. The written notice also shall include the right of the student to have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other schoolwork as needed to make academic progress during the in-school suspension. The Principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent/guardian for school communications, or other method of delivery agreed to by the Principal and the parent/guardian. In-school suspension determinations are final and not subject to appeal.

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

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

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4) render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements for either a short-term or long-term suspension decisions, pursuant to 603 CMR 53.08(2)(c) and (d) or (3)(c) and (d), as applicable.

A Principal may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student’s safety and transportation.

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

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

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

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

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

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

The purpose of the short-term suspension hearing with the Principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other, remedies and

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consequences may be appropriate as set forth in 603 CMR 53.05, including ways to re-engage the student in learning. The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student. Based on the available information, including mitigating circumstances, the Principal shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed. The Principal shall not suspend a student until alternative remedies have been employed and their use documented following and in response to the specific incident(s) in question unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive and in cases where the student's continued presence in the school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in the school. In any event, the Principal shall consider ways to reengage the student in learning.

The Principal shall notify the student and parent/guardian of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other schoolwork as needed to make academic progress during the period of removal, as provided in 603 CMR 53.13(1). The determination shall be in writing and may be in the form of an update to the original written notice.

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

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

Prior to imposing a long-term out-of-school suspension (meaning more than 10 consecutive or cumulative school days of suspension in a school year), the Principal must provide oral and written notice to the student and the parent/guardian in English and in the primary language of the home if other than English, or other means of communication where appropriate. The notice shall set forth in plain language all the rights afforded to students for short-term suspension hearings (see above) as well as the following additional rights: (a) in advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not; (b) the right to be represented by counsel or a lay person of the student's choice, at the student's/parent/guardian's expense; (c) the right to produce witnesses on the student's behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; (d) the right to cross-examine witnesses presented by the school; and (e) the right to request that the hearing be recorded by the Principal and to receive a copy of the audio recording provided to the student or parent/guardian upon request.

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

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

Based on the evidence, the Principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as set forth in 603 CMR 53.05, including ways to re-engage the student in learning, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. If the Principal decides to suspend the student, the written determination shall: a) Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; b) Set out the key facts and conclusions reached by the Principal; c) Identify the length and effective date of the suspension, as well as a date of return to school; d) Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as provided in 603 CMR 53.13(4)(a); e) Inform the student of the right to appeal the Principal's decision to the superintendent or designee, but only if the Principal has imposed a long-term suspension since short-term suspension decisions are final and not appealable.

The Principal shall not suspend a student until alternative remedies have been employed and their use documented following and in response to the specific incident(s) in question unless specific reasons are documented as to why such

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alternative remedies are unsuitable or counter-productive and in cases where the student's continued presence in the school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in the school. In any event, the Principal shall consider ways to reengage the student in learning.

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

#### **Rights to Appeal Long-Term Suspensions under MGL c. 71, § 37H ½**

The student may appeal a long-term suspension decision by filing a written notice of appeal with the Executive Director within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent/guardian may request and receive from the Executive Director an extension of time for filing the appeal for up to seven (7) additional calendar days. The long-term suspension will remain in effect unless and until the Executive Director decides to reverse the Principal's determination on appeal. If the appeal is not timely filed, the Executive Director may deny the appeal or may allow the appeal in the Executive Director's discretion, for good cause.

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

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

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

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

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

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

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

- 1.) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in M.G.L. c. 94C, including, but not limited to, marijuana, cocaine, and heroin.
- 2.) Any student who assaults any educational staff on school premises or at school-sponsored or school-

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related events, including athletic games.

Any student who is charged with a violation of either paragraph 1.) or 2.) shall be notified in writing of an opportunity for a hearing before the Principal prior to imposing of any suspension or expulsion in order for the Principal to determine if the student committed the offense charged and, if so, determine the appropriate disciplinary action. At the hearing, the student may have representation, along with the opportunity to present evidence and witnesses. The hearing notice must include these rights. After the hearing, the Principal may, in the Principal's discretion, decide to suspend rather than expel a student who has been determined by the Principal to have violated either paragraph 1.) or 2.). A decision to suspend or expel the student shall be provided to the student's parent/guardian in writing and, if the student is suspended or expelled, include notice of the opportunity to access educational services during the period of suspension or expulsion, under section 21 of chapter 76. Students may appeal expulsion decisions, but suspension decisions are final and not appealable.

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

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

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

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

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

Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the Principal of a school in which the student is enrolled may expel said student if such Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such potential expulsion as well as the opportunity for a hearing with the Principal prior to such expulsion taking effect. After a hearing, if the Principal expels the student, the student shall receive written notification of the student's right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the Executive Director. If the student is expelled, the notice also must include notice of the opportunity to access educational services despite expulsion consistent with section 21 of chapter 76.

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

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

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

**Educational Services During Disciplinary Removal**

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

If the student moves to another school or school district during the period of suspension or expulsion, the new school district or school shall either admit the student to the school or provide educational services to the student in an education service plan, under section 21 of chapter 76.

**Disciplining Students on IEPs**

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

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

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

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

When determining if there is a pattern of behavior, the school considers similarity of behavior, proximity to previous

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incidents, and length of removal.

**If the school determines there is no “change in placement.”** then the student may be disciplined just as other Students may be for the violation of school rules. However, the school must provide services to the extent necessary for the student to make progress in the general curriculum as well as progress towards the Student’s IEP goals. Also, if appropriate, the school must conduct a Functional Behavioral Assessment (FBA) and develop a positive Behavior Intervention Plan (BIP).

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

**Manifestation Determination Review Meeting**

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

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

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

**If the Team determines that the conduct was a manifestation of the student’s disability, the IEP Team must propose conducting a Functional Behavioral Assessment (FBA) and implement a positive Behavior Intervention Plan (BIP) or, if a BIP already exists, then the IEP Team reviews and modifies the BIP, as necessary, to address the conduct that was in question.**

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

**Protections for Students Not Yet Eligible for an IEP**

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The IDEA protections summarized above also apply to a child who has not yet been found eligible for an IEP if the school district is “deemed to have knowledge” that the child was eligible for such services **before the misconduct in question occurred**. A school district is “deemed to have knowledge” if: (1) the child’s parent/guardian had expressed concern in writing to school district administrative personnel/child’s teacher that the child needs special education and related services, (2) the child’s parent/guardian had requested an evaluation of the child to determine eligibility for special education services, or (3) the child’s teacher or other school district personnel had expressed specific concerns about a pattern of behavior of the child to the director of special education or supervisory personnel. A school district is not “deemed to have knowledge” if the parent/guardian refused to consent to an evaluation by the school district or refused special education services or if the child had been evaluated and determined to be ineligible for an IEP.

**Request for Evaluation While Student Subject to Discipline**

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

**Manifestation Determination Review: Contacts for students facing disciplinary action.**

Director of Student Services Elementary School Principal Middle School Principal High School Principal

**Disciplining Students on Section 504 Plans**

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

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

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

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## ELEMENTARY SCHOOL

### Arrival, Breakfast and Drop Off Expectations

The Elementary School doors open at 7:15 AM. FRCS offers free breakfast in the Elementary School cafeteria to all students beginning daily from 7:15 AM to 8:00 AM. The breakfast menu can be located on the FRCS website. Students who prefer to eat breakfast from home should do so, prior to coming to school. The cafeteria will be reserved for students eating school provided breakfast. We are **NOT** able to accommodate students prior to 7:15 AM, as we do not have supervision available. There are two drop options for students arriving by parent/guardian drop off at 7:15 AM. Parents/guardians can drop off students by driving down lanes 2 and 3, which are reserved for "drop off and drive" **ONLY**. Parents/guardians in this lane are expected to drive in a single line, along the curb down lanes 2 and 3, allow student/s to exit vehicle and continue to drive forward. Students will be greeted and safely guided across the street and into the building by supervising staff onsite. Parents/guardians also have the option of parking their vehicles in lanes 1 and 4 to walk with their student/s to the Elementary School main entrance located at door E1. Parents/guardians are **NOT** permitted to walk their student/s into the school building at drop-off. Parents/guardians walking with their student should walk on the divider island/curb and cross the street at the marked crosswalks. Our crossing guard will assist all members of the community in safely crossing the street. Students transported to school on the bus are expected to enter through door E2. After entering the school building these students have the option of going to the cafeteria to eat breakfast. If students are not interested in eating breakfast, they will be directed to the gym. Students' grades K-2 arriving after 7:30 AM will be offered breakfast in the cafeteria and then guided to the gym to wait for staff to accompany them to their assigned classroom. Students grades 3- 4 arriving after 7:30 AM will report directly to their classrooms where they will be offered breakfast. Students arriving after 7:40 AM will be marked tardy. Students should be dropped off to school in enough time to be settled in their seats and ready to learn at 7:45 AM.

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### Tardiness to School (Grades K-4): Quarterly Prevention and Intervention

<u>Progressive Tardies</u>	<u>Corrective Consequences</u>
<u>1st Tardy Warning = 3 tardies to school</u>	Verbal warning to parent through telephone call from Administrative Assistant of School Culture and Climate, Dean, Assistant Principal or Principal to remind parent/guardian about school start time and expectations.
<u>2nd Tardy Warning = 7 tardies to school</u>	Written warning/notice to parent/guardian to through US postal mail or electronically through email to inform them of the pattern of school tardies and a reminder about the school start time. Written warning/notice to be signed and returned to school based or district sender.
<u>3rd Tardy Warning = 11 tardies to school</u>	Parent/guardian meeting with Assistant Principal or Principal to review number of tardies, school arrival and start time, potential barriers to arriving at school on time and referral to Student Intervention Team (SIT) for development of action plan/agreement.
<p><u>*Note: If tardiness to school continues to occur after the review by the Student Intervention Team and the development of an action plan (1) The family may referred to the MA Family Resource Center (FRC) or another community partner that can assist the family (2) Students with an excessive pattern of tardies will need to make up cumulative instructional time, before the last day of the school year.</u></p>	

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### Dismissal Reminders and Expectations

Elementary School students are released through a staggered dismissal system. See staggered dismissal schedule below. Every student must be picked up by 3:00 PM, unless enrolled in the Hockomock YMCA Aftercare program at FRCS. There is **NO** supervision for students after 3:00 PM. Parents/guardians must walk to their student/s outdoor designated class pick up area to exchange greeting with teacher and pick up their student/s at 2:50 PM. **ONLY** parents/guardians and emergency contacts listed on your students' enrollments paperwork will be allowed to pick student/s up from school.

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For safety reasons, students will NOT be released to anyone under the age of 18, including older siblings that attend FRCS. Parents/guardians picking up students may park in lanes 2 and 3 located outside of door E1. In the afternoon, all other lanes are blocked off near the school building for safety, so please exit the lane the way you entered. If you need to dismiss your child early for an appointment, you must do so by 2:00 PM. If a student is not picked up for early dismissal by 2:00 PM, then the parent/guardian must wait for parent/guardian pick up at 2:50 PM. During parent/guardian pick up, parent/guardian should park in the lot across from the main Elementary School entrance.

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Elementary School Staggered Dismissal Schedule	
Time	Dismissal Cohort
2:25 PM	K-1 FRCS regional bus riders (Group A), specialized buses, and vans
2:32 PM	2-4 FRCS regional bus riders (Group A), specialized buses, and vans
2:35 PM	K-1 FRCS regional bus riders (Group B)
2:40 PM	2-4 FRCS regional bus riders (Group B)
2:42 PM	K-4 Foxborough Town Buses
2:45 PM	Carpool (including private vans) and YMCA Extended Day students
2:47 PM	K-1 Individuals
2:50 PM	2-4 Individuals

**Lunch**

FRCS offers free lunch to all students daily. The lunch menu can be located on the FRCS website. Lunches are supervised by a combination of building level Principals, Deans, Teachers, and Behavior Support Staff. Students will be seated by class unless special accommodations documented. Students bringing snacks or lunch from home are NOT allowed to share food with classmates' due risk of allergic reaction. All students must receive permission from a supervising adult, prior to leaving the cafeteria for any reason. At the end of the lunch period, students are expected to clean up the area around them.

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**Cell Phones**

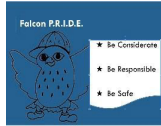
Cell phone use is prohibited during instructional time. During instructional times (7:30 AM – 3:00 PM), Elementary School students should have cell phones and ALL other electronic devices with the capability to send/receive text, make phone calls or voice messages i.e., smart watches MUST BE turned off and stored in their bookbags. We encourage parents/guardians to contact the Elementary School Main Office at (508) 543-2508 ext. 100. A student will be prompted once to put observed electronic device away in their book bag. If a student does not follow this request the electronic device may be confiscated by the teacher and parent/guardian contacted by Teacher, Principal, Assistant Principal, Dean or other behavior support staff member. If this occurs three or more times a parent/guardian MUST come to the school to pick up the confiscated device. Please be sure to review expectations with your student.

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**Positive Behavior Interventions and Supports (PBIS)**

Positive Behavioral Interventions and Supports (PBIS) is a proactive and data-driven approach to promoting positive behavior and preventing behavior problems in schools. FRCS Elementary School is committed to (1) Behavioral expectations and rules being clearly defined and communicated to all students (2) Behavioral expectations and rules being taught to all students (3) All students being consistently acknowledged for demonstrating positive behaviors. The ES focuses on promoting student development through the concept of **Falcon P.R.I.D.E.**, which stands for **Positive Attitude, Responsibility, Integrity, Determination and Effort.** Students are expected to always demonstrate the following three core values throughout the school day (1) Be Considerate (2) Be Responsible (3) Be Safe. Students are taught how to self-regulate by managing difficult feelings and emotions, make good choices and demonstrating role behavior through use of the Stop, Think and Act Model. The following are some examples of strategies used to promote, reinforce, and acknowledge positive behavior and overall demonstration of **Falcon P.R.I.D.E** (1) Earning Falcon Tickets individually or as a class (2) Earning individual Falcon Stars (3) Public Announcement and Posting of Recipients of Falcon Stars (4) Clip Up Color Chart (5) Individual and Class Falcon Trophy Award. In addition, ES also has an Alternative Learning Center (ALC) where students can receive more individualized support for social emotional and behavioral needs.

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**Reporting on Student Progress**

Student report cards can be accessed by parents/guardians three times a year at the end of each trimester, by logging onto the School Brains Parent Portal. The Elementary School uses standards-based grading aligned to the Massachusetts Curriculum Frameworks. Our goal is to identify how students are performing on a set of clearly defined learning targets, that align with state standards. The purpose of standards-based grading is to measure students' ongoing progress towards mastery of the learning targets. Students' progress will be communicated on their report card using the following indicators: Independent, Meeting, Progressing, Emerging (I, M, P, E). These indicators define the student's proficiency in specific content areas.

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Letter Grade	Progress Category	Progress Definition
<u>I</u>	<u>Independent</u>	<u>The student can independently demonstrate mastery beyond what is explicitly taught. Performance is characterized by the application of skills with consistency, accuracy, independence, and a high level of quality.</u>
<u>M</u>	<u>Meeting</u>	<u>The student is meeting the grade level standard currently. Performance is characterized by the application of skills with accuracy and quality. The student may require occasional support and direction.</u>
<u>P</u>	<u>Progressing</u>	<u>The student is progressing toward the grade level standard currently. Performance is characterized by the application of skills and strategies with support and direction.</u>
<u>E</u>	<u>Emerging</u>	<u>The student is demonstrating an emerging understanding of the grade level standard currently. Performance is characterized by limited application of skills and strategies and requires considerable support and direction.</u>

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**Grades K-4 (Elementary School) Promotion Guidelines**

Promotion and retention are a building-based team decision. For promotion purposes, students must demonstrate overall progressing or higher on the grade level English Language Arts (ELA) and Math Standards. This will be determined based on a variety of benchmark data i.e., Dibels, MAP etc. from the lens of performance in comparison to same age peers. Additional factors, such as language acquisition, Individualized Education Program or 504 Plan, may be taken into consideration for promotion. Parents/guardians will be contacted during trimester 2 to discuss the possibility of retention, if applicable. FRCS reserves the right to consider other criteria such as social and emotional development in the final determination for grade level promotion. In the event of a disagreement among the building-based team regarding grade level promotion, the Principal will serve as a mediator using the guidelines above. In the event the

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parent/guardian and the building based team are unable to reach an agreement with the parent/guardian may appeal to the Director of Teaching and Learning. In the event the parent/guardian and the Director of Teaching and Learning are unable to reach an agreement the parent/guardian may appeal to the Executive Director.

#### **Recess**

All students are expected to participate in all aspects of the school day, including recess. Recess is an integral part of a student's school day as it provides additional opportunities for physical activity and social interaction. Recess is primarily held outdoors; therefore, we ask that parents/guardians monitor the weather and dress their student/s in the appropriate garments i.e., boots, scarf, gloves, hat, coat etc. accordingly. There may be times when the Elementary School administration moves recess indoors due to inclement weather or other factors; however, these decisions are made on a day-by-day basis therefore, we are NOT able to communicate this information to parents/guardians in advance.

Students will ONLY be excused from recess if (1) determined medically necessary by the school nurse due to illness or injury or (2) after the school nurse has received an excusal letter from a medical professional i.e., primary care physician (PCP). The school nursing team will communicate all recess excusals to each student's teacher. It should be noted that teachers are not responsible for applying sunscreen to students. We recommend that parents/guardians apply sunscreen to their student/s prior to arrival at school.

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#### **Playground Expectations**

Students are expected to exit the school building with the supervising adults in an orderly, calm, and safe manner, with a voice volume of silent/"0". While outdoors at recess all students are expected to:

- ✓ Play in the designated areas identified by the supervising adult/s.
- ✓ Get permission from supervising adult/s, before leaving the designated play area.
- ✓ Use play area equipment the way in which it was intended to be used. More specifically, students should be seated on swings moving in a back-and-forth motion only. Standing, twisting or side-ways movement are prohibited during swing use. Students should be climbing up the ladder or structure to use the slide. Slides are for going down only. Climbing or running up, laying, or jumping off slides is prohibited.
- ✓ Refrain from engaging in the following activities that have been deemed high risk/ dangerous by the Elementary School administration such as Tackle football, games played with a hard ball/s, rocks and/or sand, snowball throwing, climbing on snowbanks, pushing, shoving, grabbing, kicking, wrestling, and any other form of rough play that may result in student or staff injury.
- ✓ Listen and look for signal from supervising adult/s at that recess over.
- ✓ Line up in an orderly, calm, and safe manner
- ✓ Enter the school building with a voice volume on silent/ level "0."

#### **Toys/Valuables Reminders and Expectations**

To decrease student distraction in the learning environment and prevent destruction or loss of personal property, students should NOT bring toys or other valuables to school i.e. toys, electronic devices, iPods/Music players, Yu-Gi-O/Pokemon cards etc. Teachers and Administrators have the right to confiscate and safely store such items, until the end of the school day. If there becomes a pattern of bringing in toys and/or values parents/guardians will be expected to attend a school meeting to develop a plan for decreasing the frequency of such incidents. Students demonstrating a pattern of bringing toys and values to school may face disciplinary action.

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## MIDDLE SCHOOL

### Arrival, Breakfast and Drop Off Expectations

FRCS opens to all students at 7:15 AM each morning. Middle School students arriving on all modes of transportation are expected to enter through door G from 7:15 AM to 7:30 AM. Students arriving after 7:30 AM should enter through the main Middle School entrance located at door I. Once students arrive on the FRCS campus, they are **NOT** allowed to leave school grounds for any reasons, including the purchase of food or beverage from nearby establishments. Students found leaving campus may be subject to disciplinary action, despite permission from parents/guardians. FRCS offers free breakfast to all students beginning daily at 7:15 AM. Students are expected to enter the school building, select breakfast, find a seat, eat, and clean up the area around them by 7:30 AM. Students are dismissed from the cafeteria to their lockers at 7:30 AM. Students who are unable to complete breakfast in the cafeteria by 7:30 AM may bring school provided breakfast up to their first period class; however, students must finish eating and discard trash by 7:50 AM. All students are expected to be seated in their first period class and ready to learn by 7:40 AM. Students who arrive to class or school after 7:40 AM will be marked tardy. See Bell Schedule below for additional details.

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

<u>Progressive Tardies</u>	<u>Corrective Consequences</u>
<u>1st Tardy</u>	<u>Verbal warning and student reminder of school start time from main office staff</u>
<u>2nd Tardy</u>	<u>Verbal warning and reminder of school start time from school culture staff member and/or Assistant Principal; in addition to a parent phone from a school culture staff member and/or Assistant Principal.</u>
<u>3rd Tardy</u>	<u>Written warning/notice to parent/guardian through US postal mail or electronically through email to inform them of the pattern of school tardies and a reminder about the school start time. Written warning/notice to be signed and returned to school based or district sender.</u>
<u>4th Tardy</u>	<u>Parent/guardian meeting with Principal to review number of tardies, school arrival and start time, progressive discipline/consequences, potential barriers to arriving to school on time and referral to resources as needed.</u>
<u>5th Tardy</u>	<u>Afterschool, lunch, recess or Flex/LEGO detention (seat time make up) at discretion of school leader.</u>
<u>6th Tardy</u>	<u>Student Intervention Team (SIT) in conjunction with parent/guardian to determine validity of tardiness to school, continued barriers to arriving to school on time and action plan/agreement.</u>

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

**Lunch**

During each school day there are four grade level 24-minute lunch periods. Lunches are supervised by a combination of MIDDLE SCHOOL Principals, Deans, Teachers, and Behavior Support Staff. Students are expected to line up in the corridor outside of the cafeteria safely and quietly, at their designated lunch time. Students will be greeted by supervising staff members and directed to safely, and calmly sit down at a lunch table. Students interested in eating school lunch will be called up by their lunch table to choose a school lunch, from the available options. Students bringing snacks or lunch from home are NOT allowed to share food with classmates' due risk of allergic reaction. All students must receive permission from a supervising adult; in addition to using the onsite school electronic device i.e., iPad to create a smart pass, prior to leaving the cafeteria for any reason. At the end of the lunch period, students are expected to clean up the surrounding area by wiping up spills and discarding trash.

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**Bell Reminders/Schedule**

The Middle School follows a 6x6 schedule of 6 blocks of instruction (A through F) with a 6-day cycle (Day 1 through 6). Students are reminded what "day" it is each morning through signage and morning announcements. In the event of a "snow day", the rotation advances to the next "day" of the cycle. A bell sound is released over the public announcement system to signal the beginning and end of all blocks throughout the school day.

<u>Early Morning Bell Reminder</u>		
<u>Progressive Bell Alert</u>	<u>Time</u>	<u>Student Expectation</u>
<u>1<sup>st</sup> Alert</u>	<u>7:25am</u>	<u>Proceed to lockers.</u>
<u>2<sup>nd</sup> Alert</u>	<u>7:35am</u>	<u>2-minute warning signaling that all students should be seated in their first homeroom.</u>
<u>3<sup>rd</sup> Alert</u>	<u>7:40am</u>	<u>All students should be seated in their first period class. Students who are tardy to school must check in at the main office to get a tardy pass, before proceeding to locker and assigned class.</u>

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<u>Full Day Bell Scheduled</u>		
<u>AM</u> <u>Homeroom</u>	<u>7:25-7:40</u>	
<u>Period 1</u>	<u>7:43am - 8:27am</u>	<u>*See student individualized schedule for details</u>
<u>Period 2</u>	<u>8:30am - 9:14am</u>	<u>*See student individualized schedule for details</u>
<u>Period 3</u>	<u>9:17am - 10:01am</u>	<u>*See student individualized schedule for details</u>
<u>Period 4</u>	<u>10:04am - 10:55am</u>	<u>8<sup>th</sup> Grade Lunch/ Recess</u>
<u>Period 5</u>	<u>10:58am - 11:49am</u>	<u>7<sup>th</sup> Grade Lunch/ Recess</u>
<u>Period 6</u>	<u>11:55pm - 12:43pm</u>	<u>5<sup>th</sup>/6<sup>th</sup> Grade Lunch/ Recess</u> <u>5<sup>th</sup>/6<sup>th</sup> Grade Lunch/ Recess</u>
<u>Period 7</u>	<u>12:46pm - 1:33pm</u>	<u>*See student individualized schedule for details</u>
<u>Period 8</u>	<u>1:36pm - 2:25pm</u>	<u>*See student individualized schedule for details</u>
<u>PM</u> <u>Homeroom</u>	<u>2:28-2:45</u>	

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**Hallway Passes**

The FRCS Middle School has purchased the Smart Pass digital platform to monitor student movement throughout the school building during the school day. All students are expected to use the Smart Pass system prior to leaving any assigned area. If a student fails to create a Smart Pass prior to leaving the assigned area, the student may receive disciplinary action.

**Tardy to Class**

Students are expected to attend all classes on time. Student class tardies will be monitored on a weekly basis. Students will receive progressive consequences for tardies based on the number of tardies accrued in a week and over the course of the school year.

<u>Number of Class Tardies</u>	<u>Corrective Consequence/s</u>
<u>0 to 4</u>	<u>Verbal Warning and Telephone/ Email Contact</u>
<u>5 to 9</u>	<u>Telephone/ Email Contact with Parent and Lunch Detention.</u>
<u>10 to 14</u>	<u>Telephone/ Email Contact with Parent, Lunch Detention and Recess Detention.</u>
<u>15 or more</u>	<u>Telephone/ Email Contact with Parent, Parent Meeting and Afterschool Detention.</u>

**Dismissal Reminders:**

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Every student must be picked up by 3:00 PM, unless signed up for the YMCA afterschool program or registered to participate in an after-school club and/or athletic team. Every student must be picked up by 3:00 PM, unless enrolled in the Hockomock YMCA Aftercare program onsite at FRCS Elementary School. There is NO supervision for students K-12 after 3:00 PM. Only guardians and emergency contacts listed on a students' enrollment paperwork will be allowed to pick your student/s up from school. If you need to dismiss your student early for an appointment, you must do so by 2:00pm. If a student is not picked up for early dismissal by 2:00 PM, then the parent/guardian must wait for the carpool, private buses/vans, and individuals' dismissal cohort, which happens each day at 2:45 PM. Middle School students are NOT allowed to walk down to the Elementary School at the close of the school day. Students riding regional buses are expected to exit door G and immediately board their assigned bus. Students riding the Foxborough Town Bus are expected to exit door I and board the school bus at door I. Students returning home by carpool, private bus/Van and Individuals are expected to exit door G and should be picked up from the parking lot adjacent to door G. Students are not allowed off campus to purchase food or beverage at dismissal. Students should be waiting patiently at their assigned pick-up location.

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Middle School Staggered Dismissal Schedule	
Time	Dismissal Cohort
2:30pm	5th/8th Grade FRCS Regional Bus Students, Specialized Buses, and Vans
2:31pm	5th/8th Grade FRCS Regional Bus Students
2:33pm	7th Grade FRCS Regional Bus Students
2:35pm	6th Grade FRCS Regional Bus Students and Foxborough Town Bus Students
2:45pm	Carpool (including private van), Individuals and FRCS Hockomock YMCA Aftercare Program

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**Cell Phone**

Cell phone use is prohibited during instructional time, which is considered 7:40 AM – 2:30 PM. Middle School students will no longer be allowed to carry/be in possession of their cell phones. All students are required to place their cell phones and all other electronic devices with the capability to make and receive phone calls or texts messages i.e., smart watches in their lockers. All student lockers are equipped with pad locks. If a student is found in possession of their cell phone during the school day, their cell phone will be confiscated and placed in a lock box in the Falcon Learning Center or MS Main Office located in a secure supervised area. Students can pick up cell phones that have been confiscated during the school day, at dismissal. If a student demonstrates a repeated pattern of disregard for the school expectations/rules for cell phones, the Principal or designee will request to meet with the parent/guardian to discuss concerns and develop a plan of action to decrease frequency of incidents. Students and families should note that repeated failure to follow school cell phone expectations/ rules will result in disciplinary action, despite permission from parent/guardian. If you need to contact your child during the school day, please call the Middle School main office at (508) 543-2508 ext. 200.

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**Reporting on Student Progress**

Student progress reports can be accessed by parents/guardians every two weeks by logging onto the School Brains Parent Portal. Official student progress reports can be accessed by parents/guardians four times a year mid-way through the quarter by logging onto the School Brains Parent Portal. Student report cards can be accessed by parents/guardians four times a year at the end of the quarter, by logging onto the School Brains Parent Portal. Teacher conferences will be held twice a year, once in the fall and once in the spring. Teacher conferences must be scheduled in advance using sign up genius or other approved digital scheduling platform. Teachers will provide conferences dates, time and directions for scheduling an appointment through sign up genius closer to the conference date. Low grade level reports are mailed to student's parents/guardians during quarter 1, 2 and 3. The low-grade report indicates that a student is failing or in danger of failing one or more core content classes for the quarter. During the middle of fourth quarter, the final low- grade report will be sent to parents/guardians by mail; in addition, students will be provided with a hard copy of the

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letter for their parents/guardians. The final low-grade report will indicate that a student is in danger of failing two or more core content classes for the year.

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

<b>A±</b>	97% - 100%	<b>B±</b>	87% - 89%	<b>C±</b>	77% - 79%	<b>D±</b>	67% - 69%	<b>F</b>	59% - 0%
<b>A</b>	93% - 96%	<b>B</b>	83% - 86%	<b>C</b>	73% - 76%	<b>D</b>	63% - 66%		
<b>A-</b>	90% - 92%	<b>B-</b>	80% - 82%	<b>C-</b>	70% - 72%	<b>D-</b>	65% - 60%		

**Incompletes ("I")**

"I" stays on the report card for a maximum of 3 weeks. At the end of the 3-week period, any assignments not made up are calculated as zeros. At the end of 3 weeks, all incompletes are recalculated and report cards for affected students are distributed via mail. For extenuating circumstances, families must meet with the school counselor in the guidance department to discuss the possibility of additional extensions.

**Honor Roll Awards Guidelines**

**Honor Roll: (Grades 5-8 only)**

To achieve Honor Roll status, the student must maintain at least an average of 80% (B-) or above in all classes; including specials classes. To receive honor roll consideration students must earn a "Pass" or "Satisfactory" grade in classes graded in this manner.

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**High Honor Roll: (Grades 5-8 only)**

To achieve High Honor Roll status, the student must maintain an average of 90% (A-) or above in all classes. To receive honor roll consideration students must earn a "Pass" or "Satisfactory" grade in classes graded in this manner.

**Middle School Promotion Guidelines**

Promotion and retention are a building-based team decision. For promotion purposes, students must earn a passing final grade, which translate to a 60% or above in all core content classes (English Language Arts, Mathematics, Science, Spanish, and Social Studies). Students who fail the required core content classes may be endanger of being retained. Students can recover credits through summer school outside our school district. Additional factors, such as language acquisition, Individualized Education Program or 504 Plan, may be taken into consideration for promotion. FRCS reserves the right to consider other criteria such as social and emotional development in the final determination for grade level promotion. In the event of a disagreement among the building-based team regarding grade level promotion, the Principal will serve as a mediator using the guidelines above. In the event the parents/guardians and the building-based team are unable to reach an agreement the parents/guardians may appeal to the Director of Teaching and Learning. In the event the parents/guardians and the Director of Teaching and Learning are unable to reach an agreement the parents/guardians may appeal to the Executive Director.

**Athletic and Extracurricular Activities**

See Student Athletic Handbook

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**Participation Requirements for Athletics and Extracurricular Activities**

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

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**Dress Code and Dress Code Violations**

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<u>Progressive Dress Code Intervention (Grades 5-12)</u>	<u>Corrective Consequences</u>
<u>1<sup>st</sup> Time out of Dress Code</u>	<u>Disciplinary write up with the corrective action a verbal warning and opportunity to change clothes using clothing from the uniform donation center or parent/guardian drop off.</u>
<u>2<sup>nd</sup> Time out of Dress Code</u>	<u>Disciplinary write up with corrective action of 2<sup>nd</sup> verbal warning, 1<sup>st</sup> parent/guardian phone contact and 1<sup>st</sup> lunch or recess (if applicable) detention.</u>
<u>3<sup>rd</sup> Time out of Dress Code</u>	<u>Disciplinary write up with corrective action of 3<sup>rd</sup> verbal warning, 2<sup>nd</sup> parent phone contact, 2<sup>nd</sup> parent written contact and 1<sup>st</sup> afterschool detention.</u>
<u>4<sup>th</sup> Time out of Dress Code</u>	<u>Disciplinary write up with corrective action of 4<sup>th</sup> verbal warning, 3<sup>rd</sup> parent phone contact, 3<sup>rd</sup> parent written contact, 1<sup>st</sup> in person parent meeting with behavior support staff and building Principal or designee to develop corrective action plan, as well as additional days of afterschool detention.</u>

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**Chromebook Update**

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

\*Note: See handbook section on lost or damaged Chromebook for more information.

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## HIGH SCHOOL

### Arrival, Breakfast and Drop Off Expectations

FRCS opens to all students at 7:15 AM each morning. High School students arriving on all modes of transportation are expected to enter through door G from 7:15 AM to 7:30 AM. Students arriving after 7:30 AM should enter through the main High School entrance located at door A. Once students arrive on the FRCS campus, they are **NOT** allowed to leave school grounds for any reasons, including the purchase of food or beverage from nearby establishments, except for seniors that have earned senior privileges. See section on senior privileges for more information. Students found leaving campus may be subject to disciplinary action, despite permission from parents/guardians. FRCS offers free breakfast to all students beginning daily at 7:15 AM. Students are expected to enter the school building at the appropriate door, select breakfast, find a seat, eat, and clean up the area around them by 7:30 AM. Thereafter, students are expected to go to their locker and report to their first period class. All students should be seated in their first period class and ready to learn by 7:40 AM. Students who arrive to class or school after 7:40 AM will be marked tardy.

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

Progressive Tardies	Corrective Consequences
<u>1st Tardy</u>	Verbal warning and student reminder of school start time from main office staff
<u>2nd Tardy</u>	Verbal warning and reminder of school start time from school culture staff member and/or Assistant Principal; in addition to a parent phone from a school culture staff member and/or Assistant Principal.
<u>3rd Tardy</u>	Written warning/notice to parent/guardian through US postal mail or electronically through email to inform them of the pattern of school tardies and a reminder about the school start time. Written warning/notice to be signed and returned to school based or district sender.
<u>4th Tardy</u>	Parent/guardian meeting with Principal to review number of tardies, school arrival and start time, progressive discipline/consequences, potential barriers to arriving to school on time and referral to resources as needed.
<u>5th Tardy</u>	Afterschool, lunch, recess or Flex/LEGO detention (seat time make up) at discretion of school leader.
<u>6th Tardy</u>	Student Intervention Team (SIT) in conjunction with parent/guardian to determine validity of tardiness to school, continued barriers to arriving to school on time and action plan/agreement.

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

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**Lunch**

During each school day there are two lunch periods. Lunches are supervised by a combination of High School Principals, Deans, Teachers, and Behavior Support Staff. Students interested in the school provided lunch will be called up by their lunch table to choose a school lunch, from the available options. Students bringing snacks or lunch from home are **NOT** allowed to share food with classmates’ due risk of allergic reaction. All students must receive permission from a supervising adult; in addition to using the onsite school electronic device i.e., iPad to create a smart pass, prior to leaving the cafeteria for any reason. At the end of the lunch period, students are expected to clean up the surrounding area by wiping up spills and discarding trash, prior to exiting the cafeteria.

High School Lunch Schedule		
<b>A LUNCH</b>	10:12am – 10:36am (Lunch)	10:39am – 11:57am (Long Block)
<b>B LUNCH</b>	10:12am – 11:30am (Long Block)	11:30am – 11:57am (Lunch)

**Hallway Passes**

The FRCS Middle School has purchased the Smart Pass digital platform to monitor student movement throughout the school building, during the school day. All students are expected to use the Smart Pass system prior to leaving any assigned area. If a student fails to create a Smart Pass prior to leaving the assigned area, the student may receive disciplinary action.

**Bell Reminders/Schedule**

The High School follows a 6x6 schedule of 6 blocks of instruction (A through F) with a 6-day cycle (Day 1 through 6). Students are reminded what “day” it is each morning through signage and morning announcements. In the event of a “snow day”, the rotation advances to the next “day” of the cycle. A bell sound is released over the public announcement system to signal the beginning and end of all blocks throughout the school day. See Bell Schedule below for additional details.

High School Daily Bell Schedule							
<b>Period 1</b>	LEGO	LEGO	LEGO	LEGO	LEGO	LEGO	7:40am - 8:26am
<b>Period 2</b>	A	E	E	D	C	B	8:29am - 9:17am
<b>Period 3</b>	B	A	F	E	D	C	9:20am - 10:09am
<b>Period 4</b>	C	B	A	F	E	D	10:12am -11:57am (Lunch Block/ Long Block)
<b>Period 5</b>	D	C	B	A	F	E	12:00pm -12:51pm
<b>Period 6</b>	E	D	C	B	A	F	12:54pm -1:42pm
<b>Period 7</b>	F	E	D	C	B	A	1:45pm - 2:35pm
* FRCS Approved Official After School Activities i.e. clubs and athletic teams.							2:40pm-3:30pm

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High School Early Release Bell Schedule							
Period 1	<u>A</u>	<u>F</u>	<u>E</u>	<u>D</u>	<u>C</u>	<u>B</u>	7:40am - 8:28am
Period 2	<u>B</u>	<u>A</u>	<u>F</u>	<u>E</u>	<u>D</u>	<u>C</u>	8:31am - 9:19am
Period 3	<u>C</u>	<u>B</u>	<u>A</u>	<u>F</u>	<u>E</u>	<u>D</u>	9:22am - 10:10am
Period 4	<u>D</u>	<u>C</u>	<u>B</u>	<u>A</u>	<u>F</u>	<u>E</u>	10:13am - 11:00am
<b>Early Dismissal</b>							<b>11:00am</b>

**Reporting on Student Progress**

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

**The school’s numerical grades correspond to letter grades as follows:**

<u>A+</u>	97% - 100%	<u>B+</u>	87% - 89%	<u>C+</u>	77%- 79%	<u>D+</u>	67% - 69%	<u>F</u>	59% - 0%
<u>A</u>	93% - 96%	<u>B</u>	83% - 86%	<u>C</u>	73% - 76%	<u>D</u>	63% - 66%		
<u>A-</u>	90% - 92%	<u>B-</u>	80% - 82%	<u>C-</u>	70% - 72%	<u>D-</u>	65% - 60%		

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**Incompletes (“I”)**

“I” remains on the report card for a maximum of three weeks. At the end of the three-week period, any assignments not made up are calculated as zeros. At the end of the three weeks period, all incompletes are recalculated, and grades adjusted. An updated report reflecting these changes can be accessed through the School Brains Parent Portal. For extenuating circumstances, families must meet with the teacher and School Counselor from the Guidance Department to discuss the possibility of additional extensions. All extensions must be approved by the Building Level Principal.

**Honor Roll Awards Guidelines**

- **Honor Roll:** To achieve Honor Roll status, the student must maintain an average of 80% (B-) or above for all classes.
- **High Honor Roll:** To achieve High Honor Roll status, the student must maintain an average of 90% (A-) for all classes.

**FRCS High School Promotion Guidelines**

A passing grade of 60% in core courses is required to successfully complete and receive credit for any class that is graded numerically. Students who fail the required core content courses may be endanger of being retained. Promotion and retention are a building-based team decision. For promotion purposes, students must earn a passing final grade, which translate to a 60% in four or more content courses (English Language Arts, Mathematics, Science, World Language, and History). Students can recover credits through summer school outside our school district. Students must also accumulate sufficient credits to be able to meet graduation requirements as detailed

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below. Additional factors, such as language acquisition, Individualized Education Program or 504 Plan, may be taken into consideration for promotion. FRCS reserves the right to consider other criteria such as social and emotional development in the final determination for grade level promotion. In the event of a disagreement among the building-based team regarding grade level promotion, the Principal will serve as a mediator using the guidelines above. In the event the parents/guardians and the building-based team are unable to reach an agreement the parents/guardians may appeal to the Director of Teaching and Learning. In the event the parents/guardians and the Director of Teaching and Learning are unable to reach an agreement the parents/guardians may appeal to the Executive Director.

**FRCS High School Graduation Requirements**

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

<u>Course</u>	<u>MA Department of Elementary and Secondary Education (DESE) and FRCS Requirements</u>
<u>English</u>	<u>Required all four years for graduation</u>
<u>Mathematics</u>	<u>Required all four years for graduation</u>
<u>Language (Spanish at FRCS)</u>	<u>Required all four years for graduation</u>
<u>Science</u>	<u>Required all four years* (three lab courses required for graduation)</u>
<u>History</u>	<u>Required all four years* (3 years required for graduation per MA DESE)</u>
<u>Physical Education</u>	<u>Required all four years</u>
<u>Electives</u>	<u>Required all four years (3 years required for graduation per FRCS programming)</u>
<u>Health</u>	<u>Required for one year</u>
<u>Computer Technology</u>	<u>Required for one year</u>
<u>*Four years of either Science or History not required if approved for Senior Independent Enrichment, Virtual High School or Dual College/University Enrollment Program.</u>	

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**College/Career Planning Portfolio requirements for promotion and graduation**

<u>Grade</u>	<u>FRCS College/Career Planning Portfolio Requirements</u>
<u>9<sup>th</sup> Grade</u>	<u>Completion of: Personal Goals</u>

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<b>10<sup>th</sup> Grade</b>	<u>Completion of: Career Interest Survey</u>
<b>11<sup>th</sup> Grade</b>	<u>Completion of: Common Application</u>
<b>12<sup>th</sup> Grade</b>	<u>Completion of:</u> <ul style="list-style-type: none"> <li>● <u>Senior Post-Secondary Planning Portfolio</u></li> <li>● <u>At least two post-secondary education applications</u></li> <li>● <u>One studentship application</u></li> <li>● <u>Personal Vision project</u></li> <li>● <u>Resume</u></li> <li>● <u>Two or four-year college course plan</u></li> <li>● <u>Post- secondary budget</u></li> </ul>

**Valedictorian and Salutatorian**

These awards are defined by FRCS as the student who has earned the highest and the second highest overall cumulative, weighted GPA 66.5 credits. Final calculations of GPA to determine these awards are made at the conclusion of Quarter 3 of Senior Year. Valedictorian and salutatorians will be determined only after the Principal has certified that all grades have been updated with Q3 grades.

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**Make Up/Grading Policies and Procedures- Short Term Absence**

FRCS uses a report card system that scores each subject with a numerical score. All scores are based on 100% and no score can be entered that is higher than 100.

- All grades in the school brains grade book automatically export to the report card each term.
- Any student who is absent for only one day is responsible to complete missed assignments and assessments during the next full day of school attendance.
- Any student who is absent for 2-5 school days has the number of days he or she is absent to make up missed assignments and assessments (if a student is absent for 3 days, he or she has 3 days to make up missing assignments.).

**Make Up/Grading Policies and Procedures- Long Term Absence**

For extended absences that span marking periods, the student should be given an “I” for “Incomplete” on the report card. Please contact the Principal or students’ school counselor (depending on grade level) to discuss a timeline for make ups. Once all make ups are completed or timeline expires, please follow up with Principal or school counselor to change the “I” to a grade. The grade of “I” typically stays on report card for a maximum of 3 weeks. At the end of 3 weeks, incomplete grades are recalculated and report cards for affected students are produced.

- Teachers should communicate any “I” to the student’s school counselor in the Guidance Department
- The school counselor will report the incomplete grade to the student’s parents/guardians.
- During and up to the 3 week “I” period, teachers submit a grade change form to the student’s school counselor (or Principal).
- At end of the 3-week period, the student’s school counselor will approve and make grade changes in School Brains
- The school counselor coordinates the distribution of affected replacement transcripts or report cards.

**Course Withdrawals/Changes**

- If a student withdraws within the first week of school, grades earned will not be reflected on their transcript. Students are responsible for completing any previously covered material or assignments, prior to entry into the new course.
- If a student withdraws within the first week of a quarter, grades earned will not be reflected on their transcript. Students are responsible for completing any previously covered material or assignments, prior to entry into the

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new course.

- If a student withdraws after the second week of a quarter, grades received from the previous course will transfer to the new course. Students will receive a single grade on the report card for the new course.

**Virtual and Online High School Courses**

Virtual High School Coordinator - Victoria Shulman

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

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

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

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

To help our students navigate online learning, FRCS students may work with our virtual High School coordinator during the school day who helps them develop their online learning skills as they take their course(s). Students' virtual High School courses and grades earned appear on the students' report card and transcripts for college. VHS courses also may be taken for Honors and AP credit, depending on the course. If a student or parent/guardian is interested in VHS they should reach out the School Counselor located in the Guidance Department.

The fall semester grades will appear under Quarter 2 with a grade that is current at the time of the printing of Quarter 2 FRCS report card. The spring semester grades will appear under Quarter 4 on the student's report card.

**Dual Enrollment**

FRCS also provides juniors or seniors with the opportunity to enroll in an on-line or on-campus college level course. The course will be listed on the student's transcript and allow the student to receive college credit. These credits may or may not be transferable depending on course and the policies of the college to which the student may enroll in after graduation. This course requires significant independence, maturity, and self-discipline. In most cases, students will be required to take two semester-long courses (i.e. Sept through Dec and Feb through May). Students will be solely responsible for all fees including tuition, books, materials, and mailing as well as all communication with the on-line provider including course registration and requesting exams. FRCS staff will proctor exams if necessary.

**Student Leadership - Student Life Organization**

Student Life, led by the Dean of Student Life, provides opportunities for students, with staff support, are responsible for providing clubs, events, and leadership opportunities. At FRCS, extra-curricular activities are incorporated into our

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school day as hands-on opportunities for students to develop leadership, communication, and organizational skills as they work on real-life projects. Student leaders initiate, drive and oversee projects for the school. Student leaders mobilize their peers to provide opportunities for leadership in grades K-12.

**Peer Tutoring and Peer Mentoring**

A student’s academic needs in a specific subject area are matched with the academic needs of a peer who has volunteered and been identified as having a firm understanding of the subject. The peer tutoring program creates an opportunity for peer mentors to further develop existing leadership skills.

**Athletics**

See Athletic Handbook

**Student Driving Regulations**

- Driving to school is a privilege, not a right.
- All student drivers must be registered with the school by completing a student Driver Request Form in the main office.
- All students will be issued a parking sticker that must be placed on their vehicle in the designated area.
- All students will park in the area designated according to the sticker issued.
- Students must observe all traffic regulations while on school grounds, including abiding by the 10 M.P.H. speed limit on school grounds.
- FRCS is not responsible for damage to motor vehicles/contents. Vehicles must be locked at all times.
- Upon arrival at school, the student must promptly enter the building.
- Once the vehicle is parked, no student is allowed to enter the vehicle until the driver is dismissed for the day. Lockers are provided for storing student belongings.  
*\*Failure to observe these regulations may result in suspension of parking privileges*

**Cell Phones**

Cell phone use is prohibited during instructional time. During instructional times, High School students are expected to store cell phones in the designated classroom caddy. Responses to violations of the cell phone policy will be as follows:

<u>First Violation</u>	<u>Second Violation</u>	<u>Third Violation</u>	<u>Fourth Violation</u>
<u>Teacher keeps phone on desk until the end of the period</u>	<u>Teacher keeps phone in their possession until the end of the school day</u>	<u>Phone is turned into the main office where a parent or guardian can retrieve it</u>	<u>Student must leave their phone in the main office every morning for the remainder of the school year</u>

**Senior Privileges**

It is the intent of FRCS to support students and encourage them to make good Choices and use their time wisely. Senior privileges are meant to help our students prepare for life after high school and support school pride. Seniors must apply for, and meet, the requirements of senior privileges before the privileges will be granted to them. If a senior has privileges, they will be able to leave the school premises during

free blocks if they have no academic, club or activity responsibilities.

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**Requirements:**

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

**Loss of Senior Privileges:**

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

**Regaining Senior Privileges:**

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

**Dress Code and Dress Code Violations**

<u>Progressive Dress Code Intervention (Grades 5-12)</u>	<u>Corrective Consequences</u>
<u>1<sup>st</sup> Time out of Dress Code</u>	<u>Disciplinary write up with the corrective action a verbal warning and opportunity to change clothes using clothing from the uniform donation center or parent/guardian drop off.</u>

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<u>2<sup>nd</sup> Time out of Dress Code</u>	<u>Disciplinary write up with corrective action of 2<sup>nd</sup> verbal warning, 1<sup>st</sup> parent/guardian phone contact and 1<sup>st</sup> lunch or recess (if applicable) detention.</u>
<u>3<sup>rd</sup> Time out of Dress Code</u>	<u>Disciplinary write up with corrective action of 3<sup>rd</sup> verbal warning, 2<sup>nd</sup> parent phone contact, 2<sup>nd</sup> parent written contact and 1<sup>st</sup> afterschool detention.</u>
<u>4<sup>th</sup> Time out of Dress Code</u>	<u>Disciplinary write up with corrective action of 4<sup>th</sup> verbal warning, 3<sup>rd</sup> parent phone contact, 3<sup>rd</sup> parent written contact, 1<sup>st</sup> in person parent meeting with behavior support staff and building Principal or designee to develop corrective action plan, as well as additional days of afterschool detention.</u>

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# Foxborough Regional Charter School Employee Handbook 2024-2025 v.2



## Section I Foxborough Regional Charter School

# **Employee Handbook**

## **Table of Contents**

**Section I – Overview**

**Section II – Employment Practices**

**Section III – Leaves of Absence and Benefits**

**Section IV – Code of Conduct and Ethics**

**Section V – Safety Procedures and Guidelines**

**Section VI – Professional Development**

**Section VII – Miscellaneous**

**Section VIII – Employee Handbook Acknowledgement**



## Section I Overview

### Welcome

Welcome to Foxborough Regional Charter School (FRCS). We are pleased to have you as a member of our team and recognize the important contributions you bring to our community.

The purpose of this handbook is to outline the FRCS's policies and procedures. Please note that the contents are a summary and may change without prior notice. A full list of FRCS policies is available on [our website](#). This handbook is intended for informational purposes only and should not be considered a contract of employment or a complete listing of employer policies. In the event of a discrepancy between this handbook and a collective bargaining agreement, a board-approved FRCS policy, or applicable law, the agreement, policy, or law shall take precedence. This handbook does not restrict employees' rights to voice concerns, file complaints, or participate in legal investigations.

This document supersedes all previous policies and may be revised as necessary. Any modifications will be communicated accordingly. Official amendments require written approval from Human Resources and the Executive Director.

Failure to adhere to these policies may result in disciplinary action, up to and including termination. We trust that all employees will always conduct themselves with professionalism and integrity.

### Our Values

We are the Foxborough Regional Charter School, and we uphold the following Shared Values:

- Transparent and Effective Communication
- Integrity and Accountability
- Diversity, Equity, and Inclusion
- Collaboration and Teamwork
- Mutual Respect
- Commitment to Continuous Growth and Learning

### Our Vision

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



## Our Mission

- To 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.
- To 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.
- To commit to providing a supportive, professional, and challenging environment for our 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.

## Educational Philosophy

At FRCS, we provide a well-structured curriculum aligned with National and Massachusetts learning standards. We ensure learning is purposeful, helping students build on their knowledge each year. Our goal is to develop skilled, confident learners who strive for excellence. Our students will “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

## Diversity, Equity, and Inclusion

FRCS is committed to fostering a welcoming and inclusive community where every individual feels valued and respected. We recognize that diversity strengthens our school and enhances our learning



environment. We appreciate the unique backgrounds, experiences, and perspectives of our employees and students, promoting a culture of mutual respect and understanding.

All employees are expected to uphold FRCS's shared values of diversity, equity, and inclusion. We are dedicated to continuous learning and growth in our pursuit of an anti-racist and anti-bias environment. Our objective is to actively contribute to a more just and equitable society, beginning with our school community.

We fully support all staff, including transgender and gender nonconforming individuals, by affirming their identities, respecting their pronouns, and providing restroom access and dress code flexibility within school guidelines.

We aim to create an environment where employees can thrive in their roles, take pride in their work, and contribute to the success of our students. We are committed to hiring, supporting, and retaining talented individuals who possess strong qualifications and experience. character to our school. Through ongoing professional development and support, we empower our employees to grow in their careers while making meaningful contributions to FRCS.

### **Employment Philosophy**

FRCS thrives because of its dedicated faculty and staff. We expect all employees to uphold high professional and personal standards while fostering a positive and supportive workplace. Our success relies on a team that is committed to excellence, continuous growth, and the success of every student.

The School Administration is devoted to hiring, supporting, and retaining skilled professionals who bring strong qualifications, experience, and integrity to our school. We offer opportunities for professional development, mentorship, and collaboration to ensure that all employees feel valued and empowered in their roles. Through a culture of respect, innovation, and shared purpose, we cultivate an environment where educators and staff can thrive and contribute meaningfully to our students' growth and success.



## Section II Employment Practices

### Equal Opportunity and Non-Discrimination Statement

FRCS is committed to providing equal employment opportunities to all employees and job applicants. We do not discriminate based on 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, the personal admission to a facility for the care and treatment of a mentally ill person, taking parental leave, crime victim status, or any other classification protected by applicable local, state, and federal laws.

This policy applies to all areas of employment, including but not limited to hiring, placement, promotion, termination, layoff, transfer, compensation, training, scheduling, and leaves of absence. FRCS has a zero-tolerance policy for harassment, discrimination, or retaliation of any kind related to these protected classes. The full policy, as well as other FRCS policies, are available on [our website](#).

If an employee feels they have been discriminated against, they should report the issue to their Principal, Supervisor, Human Resources, or the Executive Director.

FRCS does not discriminate against individuals with disabilities in employment or access to services and programs. To comply with applicable laws that ensure equal employment opportunities for individuals with disabilities, FRCS will provide reasonable accommodation for the known physical or mental limitations of otherwise qualified individuals with disabilities who are applicants or employees. This is provided unless it would cause undue hardship or pose a direct threat to the health and safety of the individual or others.

Any employee who requires an accommodation to perform the essential functions of their job, to enjoy equal opportunities, or to obtain equal job benefits should contact Human Resources to request such accommodations.

### Confidentiality

FRCS employees may be exposed to confidential and sensitive information regarding our students and staff. All employees are expected to act with discretion when dealing with confidential issues within the workplace, and this information should never be discussed outside the workplace. 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 per 603 CMR 23.00 et. seq. and the Family Educational Rights Privacy Act (FERPA). Any employee found violating this section could risk termination.



## Personnel Files

Employees should keep their personnel files up to date by completing the appropriate forms through [Employee Navigator](#) for changes of the following: address, telephone number, marital status, or other relevant personal data. However, additional documentation may be required before the change can be processed. If the information in a personnel file is incorrect, problems may arise concerning taxes, employee benefits, or other important matters. Employees are permitted to review their personnel files in the Human Resources Office. To do so, please schedule an appointment during normal business hours.

## Criminal Offender Records Information (CORI)

Per Massachusetts General Laws, Chapter 6, Section 172, all prospective employees who will work with children, either directly or indirectly, are required to complete FRCS's CORI & Fingerprinting form before employment. The full policy, as well as other FRCS policies, are available on [our website](#). In addition to the required CORI check, all public school employees must complete a Federal Background Check through fingerprinting via the Statewide Applicant Fingerprint Identification Services (SAFIS). There is a cost for fingerprinting, ranging from \$35 for non-licensed employees to \$55 for DESE license holders, including those with pending applications or licenses. FRCS does not cover or reimburse the cost of fingerprinting. To schedule fingerprinting appointments, please go to [IdentoGO Centers](#). You will be required to provide FRCS's Provider I.D., which is **04060000**.

## Term of Employment

We are classified as an "at-will" employer, except for positions recognized by the Foxborough Regional Charter School Teachers Association (FRCSTA). This "at-will" status means that employment at FRCS is not for a definite period and can be terminated by you or the School at any time, with or without cause, unless specified otherwise in the terms of your employment, such as in a collective bargaining agreement or other signed documentation by the Executive Director.

Additionally, it's important to note that no verbal statements, informal conduct, policies, or practices can establish an implied contract regarding employment decisions or conditions. This policy serves to confirm your understanding of the nature of the employment relationship between you and FRCS, emphasizing the mutual flexibility and obligations inherent in this arrangement.

## Job Opportunities & Stipend

FRCS is dedicated to hiring and retaining the most qualified candidates for all open positions. All job vacancies, including those with stipends, will be posted and filled on an annual basis for a specific stipend amount. Employees who wish to apply for a vacancy or request a transfer must complete an online application.

*\*Stipend payments will be based on an approved project or activity timeline. Payments will be made according to the terms outlined in the letter of agreement. If an employee does not meet the specified criteria, the stipend may be prorated, suspended, or recovered. If an employee leaves the School, they will receive a prorated stipend based on their termination date. Additionally, extracurricular stipends will expire at the end of the assignment period or the duration of the project.*





## Employment Applications and Resumes

FRCS requires all information provided during the hiring process, including applications and resumes, to be true and accurate. Any intentional misrepresentation or omissions may lead to exclusion from consideration or termination of employment.

## 90-Day Evaluation Period

The first ninety (90) days of employment are designated as an evaluation period. This time allows employees to gain a clearer understanding of their roles. To help you succeed, we may schedule a 90-day evaluation to review your progress and discuss any challenges or areas for improvement.

## Employment Classifications

FRCS clarifies employment classifications to help employees understand their status and benefit eligibility. These classifications do not guarantee employment for any specific duration. Employees are classified as either members of the collective bargaining FRCSTA (Union) or Non-Aligned (Non-Union) according to state and federal wage laws following the Fair Labor Standards Act (FLSA).

### *FRCS employs several categories of employees:*

- FRCSTA (Union)
- Non-Aligned 10-Month Employees (185 days) (Non-Union)
- Non-Aligned 10-Month Employees (195 days) (Non-Union)
- Non-Aligned 12 Month Employees (Non-Union)
- Hourly Employees (Nonexempt)
- Per-Diem Substitutes (Nonexempt)
- Long-term Substitutes (Nonexempt)
- Non-Regular Employees (Seasonal, Temporary)

Details about employment status and benefits, including paid time off, are provided in the employee's offer letter or the Handbook. Employees will be notified in writing of any classification changes.

FRCS may also hire Independent Contractors, who receive a 1099 form and are not considered employees. They have a contract for services and are not eligible for benefits.

## Work Schedules

FRCSTA staff working hours are defined by the collective bargaining agreement.

- Monday, Tuesday, Thursday, and Friday: From 7:30 A.M. until at least 3:00 P.M., ensuring ample time for instruction, collaboration, and professional development.
- Wednesday: From 7:30 A.M. until at least 4:00 P.M., providing extended opportunity for meetings, planning sessions, and additional support for students. This structured schedule is designed to promote a conducive learning environment while meeting the needs of both staff and students.

Staff not covered by collective bargaining agreements should adhere to their scheduled work hours,



which are Monday-Friday from 7:30 A.M. to 3:30 P.M. unless an alternative arrangement has been documented and approved by Human Resources.

For front office administrative assistants, the work hours are as follows:

- Elementary School Front Office Administrative Assistants:
  - Work Monday through Friday from 7:15 A.M. to 3:15 P.M., with a 45-minute lunch break.
- Middle and High School Front Office Administrative Assistants:
  - Work Monday through Friday from 7:15 A.M. to 3:00 P.M., with a 30-minute lunch break.

Additionally, employees may be required to work extra hours as necessary based on their position and as determined by the Principal or Supervisor.

### **Additional Assignments for All Staff**

As a member of the FRCS community, you may be asked to participate in a limited number of activities outside of regular work hours. This involvement is essential to support the needs of our students and their families based on your position.

Examples of these activities include:

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

### **Pay Schedule**

The workweek for payroll purposes runs from midnight on Sunday to 11:59 PM on Saturday. Employees are paid semi-monthly via direct deposit, with pay reflecting completed work. If payday falls on a holiday, employees will be paid on the last business day before. FRCS does not provide advances on unearned wages or 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 [Employee Forward](#)

### **Pay Corrections**

We are committed to ensuring that our employees are paid accurately. However, mistakes can happen, and when they do, it is imperative that you promptly report any discrepancies to the Payroll Team. We will take immediate action to correct any underpayments and will prioritize repayment. Additionally, it is your responsibility to report any overpayments. Failing to do so will result in disciplinary action, up to and including termination of employment.



# Foxborough Regional Charter School Employee Handbook

## Salary and Wage Adjustments

Salary adjustments for employees are based on promotions, job changes, internal equity, and market analysis, considering previous experience and education.

- FRCSTA members' step increments occur automatically each year of service.
- Employees may receive increases at the discretion of the Executive Director based on the Board-approved budget.
- 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 to correct 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.

## Break Periods

FRCS allows break time based on operational needs and Supervisor discretion. Short breaks (5-20 minutes) are paid as "hours worked." Meal breaks of 30 minutes or more are unpaid for nonexempt employees per federal law.

## Overtime

Overtime compensation for nonexempt employees is provided according to state and federal laws for hours worked over 40 in a week, paid at one and a half times the regular rate. Paid time off does not count toward overtime calculation. Nonexempt employees must obtain prior authorization from their supervisor for overtime, or they may face disciplinary action. Exempt employees are not eligible for overtime pay and do not need approval for additional hours worked.

## Notification & Documentation for Sick Time

If you need to call out sick, record your time in [Frontline](#) and notify your supervisor and the Substitute Coordinator **by 6:00 AM on the day of your absence**. If you miss this deadline, contact your Principal/Supervisor and email HR to arrange coverage. Advance notice is crucial for smooth operations and support for your colleagues. Per the CBA, sick leave shall be used by FRCSTA members in minimum increments of ½ workday, and medical documentation is required for sick leave exceeding twenty-four (24) consecutive hours or three (3) consecutive days.

## Attendance and Punctuality

FRCS expects all employees to arrive on time and work their scheduled hours. Employees are required to complete their contractual hours by remaining on-site until the end of the workday unless they have made prior arrangements for time off with their supervisor and have logged the time as sick leave, personal time, or vacation.



Teachers and student-facing staff must sign out at the front office when leaving the building. While running a quick errand off campus is acceptable, it should only be done during lunch breaks. Employees are not permitted to use prep periods for personal errands or offsite activities.

We understand that sometimes you may need time off due to illness or other personal reasons. If you're feeling unwell, please stay home to protect your health and the well-being of others. Good attendance is crucial for the performance of every employee and is essential for the success of our school. However, excessive unplanned absences can disrupt work, inconvenience colleagues, and negatively impact your performance, and it may lead to a conversation about attendance. Generally, excessive absenteeism is defined as three (3) or more unplanned absences. Three (3) or more consecutive sick days require a doctor's note and may also require additional medical clearance before returning to work. If a sick day is taken before or after a holiday, during the first or last week of school, or right after a performance review, a doctor's note will be required. This requirement applies only to FRCSTA members.

Teachers must keep an up-to-date substitute folder in their classroom with a class roster, schedule, seating chart (if applicable), and at least three weeks' worth of lesson plans in case of unexpected absences.

### **Alternative Work Arrangements**

From time to time, FRCS may allow temporary work-from-home arrangements or modified schedules on a case-by-case basis, depending on the employee's role. However, **working from home is a privilege, not a right**, and approval is at the school's sole discretion. Requests may be denied without explanation. Employees in student-facing roles, such as teachers, are not eligible for remote work. Employees must submit a request to their Principal/Supervisor, detailing the need for the arrangement. Human Resources must be informed of all requests and approvals to manage coverage and update personnel files. This arrangement does not change policies on accommodations for disabilities or PFML and FMLA leave.



## Section III

### Leaves of Absence and Benefits

Employees covered by a collective bargaining agreement or contract may have different agreements about vacation and leave time. You must consult your collective bargaining agreement for information concerning specific leave policies.

#### Sick Time

All employees will receive paid sick time per Earn Sick Time laws as follows:

Employee Category	Total Sick Days Earned Per School Year	Accrual Rate
FRCSTA (Union) Employees For additional protection, please refer to the CBA under Articles 18 and 19.	10 days	1 day/month
10-Month Employees (185 days) or 10-Month Employees (195 days)	10 days	1 day/month
12 Month Employees	12	1 day/month
Per Diem Substitutes, Long-Term Substitutes, and Non-regular Employees (i.e., temporary, and seasonal)	N/A	1 hour accrued for every 30 hours worked

#### Carry Forward & Pay Out

Employees hired before SY 2022-2023 can carry over all accrued sick time but will stop accruing it once they exceed 40 days. Employees hired in SY 2022-2023 or later can carry over only up to 40 hours and have a maximum accrual of 40 days. Unused sick time is not paid out upon separation.

#### 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 (185 days) or 10-Month Employees (195 days)	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.

Employees must give verbal notice to their Principal or Supervisor when requesting a personal day, along with a submission in the online portal at least two (2) days in advance. For FRCSTA members, personal leave shall not be taken on the day preceding or following a long weekend or school vacation, except in well-justified cases as determined by Human Resources. For other student-facing employees, taking personal leave is highly discouraged the day before or after a holiday or vacation.



Additionally, requesting personal time to extend an approved leave of absence is not allowed unless it meets established guidelines. Each case may be reviewed by the supervisor and Human Resources. Unused personal time will not be paid out upon separation from employment.

### **Paid Vacation**

12-month employees accrue paid vacation, while 12-month part-time staff earn a prorated amount based on their scheduled hours. Other employee types, like 10-month employees, take vacations during school breaks. Per diem and temporary staff do not receive paid vacation.

Vacation Accrual Schedule for 12-month Employees:

<b>Employee Category</b>	<b>Length of Service</b>	<b>Vacation Earned Per School Year</b>	<b>Accrual Rate</b>
Non-Administrators ( <i>typically Administrative and Operational staff</i> )	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 ( <i>typically, Directors and Principals*</i> )	N/A	20 days	1.67 days per month

### **Guidelines & Conditions:**

- Vacation accrues per benefit year (July 1 – June 30).
- Employees on approved leave of absence may request vacation time; approval is at the Principal/Supervisor's discretion.
- Vacation requests should be submitted with as much notice as possible and require supervisor approval.
- Vacation is tracked via the payroll-managed time & attendance system.
- Vacation pay is at the base rate and does not count toward overtime for nonexempt employees.
- Upon separation from employment (voluntary or involuntary), all accrued, unused vacation is paid out.
- July 4th week: Most 12-month employees receive this week off when the building is closed unless otherwise notified.
- Principals: Typically receive December break off unless otherwise notified.
- Longevity Bonus: Non-administrators receive an additional 5 vacation days after 5 years and again at 10 years (max of 20 days per year).
- Carryover Limit: Employees may carry over up to 5 days into the next fiscal year unless they receive written approval from the Executive Director and HR. Excess vacation days will be forfeited.
- Unpaid Vacation: Only allowed in rare cases with prior written approval from HR and the Principal/Supervisor. Unauthorized unpaid time off may lead to disciplinary action.



## Holidays

FRCS will publish a list of observed holidays each school year. Holidays differ from school breaks, such as spring, summer, or winter break. Certain employees may be required to work during such breaks, such as 12-month employees who work during holiday breaks in December, winter break, spring break, and summer; 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 receive holiday pay only if the holiday falls on a scheduled workday.
- Other employee categories are not eligible.
- Employees on continuous leave of absence or approved intermittent leave not working on a holiday are also ineligible.
- Holiday pay does not count toward overtime hours.

## 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.

## 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 an 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, the employee 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, PFstepchild, 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 the 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.

### **Jury Duty**

Employees are allowed time off for required jury duty; time must be submitted through [Frontline](#). Employees will receive their regular salary during this period of required service. Should an employee receive compensation from the government for such a service, he/she is responsible for reimbursing FRCS for any payment received, excluding mileage and expenses. An employee dismissed from jury duty during the workday is required to report to work for the balance of the day.

### **Voting Duty**

FRCS encourages all employees to vote in public elections and generally provides sufficient time to do so before or after shifts. If employees lack time to vote, they should discuss it with a Principal/Supervisor. FRCS will comply with all relevant voting time laws.

### **Military Leave**

Both state and federal law guarantee employees the right to military leave under the Uniformed Services Employment and Reemployment Rights Act (USERRA). FRCS complies with all military leave requirements per applicable laws.

### **Absent Without Leave (AWOL)**

Any employee who is absent for three (3) consecutive business days without notifying their immediate supervisor and/or Human Resources will be considered to have voluntarily abandoned their employment with FRCS. This will be treated as a resignation of employment, and their employment may be terminated accordingly.

If extenuating circumstances prevented the employee from contacting their supervisor or Human Resources, they must provide appropriate documentation to support the absence for reconsideration.





### **Small Necessities Leave Act**

Per MGL c. 149, § 52D, the Small Necessities Leave Act (“SNLA”) all employees will be permitted to take up to twenty-four (24) hours of unpaid leave in any twelve months for the purpose of participating directly or indirectly in school activities of a child; to accompany a child to routine medical and dental appointments; or to accompany an elderly relative to routine medical or dental appointments. Although the leave is unpaid, employees may use available vacation or sick time to compensate for the absence. SNLA Leave may be taken all at once, intermittently, or on a reduced work schedule. Employees wishing to take SNLA Leave must provide seven days' written notice to their supervisors, where possible. If seven (7) days' notice is not possible, notice must be provided as soon as practicable.

### **Domestic Violence Leave Act**

An employee may take up to 15 days of leave, either unpaid or paid leave using their sick time or personal time, from work in any 12 months if all the following criteria are met: (i) the employee, or a family member of the employee, is a victim of abusive behavior as defined in the Law; (ii) the employee is using the leave from work to: seek or obtain medical attention, counseling, victim services or legal assistance; secure housing; obtain a protective order from a court; appear in court or before a grand jury; meet with a district attorney or other law enforcement official; or attend child custody proceedings or address other issues directly related to the abusive behavior against the employee or family member of the employee; and (iii) the employee is not the perpetrator of the abusive behavior. The accrued paid leave may be used otherwise; the leave is unpaid.

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 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.

### **Paid Family 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.

To the fullest extent allowed by applicable law, leave taken under the PFML will run concurrently with any leave—whether paid or unpaid—taken under other relevant state and federal leave laws. This includes the Family and Medical Leave Act (FMLA), the Massachusetts Paid Family Leave Act



(PFMLA), the Americans with Disabilities Act (ADA), Workers' compensation, and any leave provisions outlined in applicable collective bargaining agreements.

MA PFML benefits are administered by our disability benefits provider, [Principal](#).

### **Family and Medical Leave Act (FMLA)**

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

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

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

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

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

**C. Definitions**

- **"Child,"** for purposes of Bonding Leave and Family Care Leave, means a biological, adopted, or foster child; stepchild; legal ward; or a child of a person standing in loco parentis, who is either under age 18, or age 18 or older and incapable of self-care because of a mental or physical disability at the time that the Family and Medical Leave is to commence. "Child," for purposes of Military Emergency Leave and Military Caregiver Leave, means a biological, adopted, or foster child; stepchild; legal ward; or a child for whom the person stood in loco parentis, and who is of any age.
- **"Parent,"** for purposes of this policy, means a biological, adoptive, step, or foster father or mother,



or any other individual who stood in loco parentis to the person. This term does not include parents “in law.” For Military Emergency Leave taken to provide care to a parent of a military member, the parent must be incapable of self-care, as defined by the FMLA.

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

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

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

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



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

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

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

#### ***Job Restoration***

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

**F. *Intermittent Leave for Non-Instructional Employees:*** Under some circumstances, you may take FMLA leave intermittently which means taking leave in blocks of time, or by reducing your normal weekly or daily work schedule. Employees who take leave intermittently or on a reduced work schedule basis for planned medical treatment must make a reasonable effort to schedule the leave so as not to unduly disrupt FRCS's operations. Please contact Human Resources prior to scheduling planned medical treatment. If Family and Medical Leave is taken intermittently or on a reduced



schedule basis due to foreseeable planned medical treatment, FRCS may require you to transfer temporarily to an available alternative position with an equivalent pay rate and benefits, including a part-time position, to better accommodate recurring periods of leave.

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

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

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

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

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

**H. *Recertification After Grant of Leave:*** In addition to the requirements listed above, if your Family and



Medical Leave is certified, FRCS may later require medical recertification in connection with an absence that you report as qualifying for Family and Medical Leave. For example, FRCS may request recertification if:

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

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

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

***K. Compensation During Leave:*** FMLA leave is unpaid. However, you may be eligible to receive benefits through state-sponsored or FRCS-sponsored wage-replacement benefit programs. If you are eligible to receive these benefits, you may also choose to supplement these benefits with the use of paid time off, to the extent permitted by law and FRCS policy. All such payments will be integrated so that you will receive no more than your regular compensation during this period. If you are not eligible to receive any of these wage-replacement benefits, FRCS may require you to use accrued paid time off to cover some or all the FMLA leave. The use of paid benefits will not extend the length of an FMLA leave.

***L. Benefits During Leave:*** FRCS will continue making contributions for your group health benefits during your leave on the same terms as if you had continued to work. This means that if you want your benefits coverage to continue during your leave, you must also continue to make any premium payments that you are now required to make for yourself or your dependents. Employees taking Bonding Leave, Family Care Leave, Serious Health Condition Leave, and Military Emergency Leave



will generally be provided with group health benefits for up to twelve (12) weeks. Employees taking Military Caregiver Leave may be eligible to receive group health benefits coverage for up to a maximum of twenty-six (26) workweeks. In some instances, FRCS may recover premiums it paid to maintain health coverage if you fail to return to work following an FMLA leave.

**M. *Coordination with other Leaves:*** Leave taken under the federal Family and Medical Leave Act (FMLA) will run concurrently with leave taken under the Massachusetts Paid Family and Medical Leave (PFML) and Massachusetts Parental Leave Act (MPLA) when the leave is for the same qualifying reason.

**N. *Job Reinstatement:*** Under most circumstances, you will be reinstated to the same position held at the time of the leave or to an equivalent position with equivalent pay, benefits, and other employment terms and conditions. However, you have no greater right to reinstatement than if you had been continuously employed rather than on leave. For example, if you would have been laid off had you not gone on leave, or if your position has been eliminated during the leave, then you will not be entitled to reinstatement. Prior to being allowed to return to work, an employee wishing to return from a Serious Health Condition Leave must submit an acceptable release from a health care provider certifying that the employee can perform the essential functions of the job as those essential functions relate to the employee's serious health condition. For an employee on intermittent FMLA leave, such a release may be required if reasonable safety concerns exist regarding the employee's ability to perform their duties, based on the serious health condition for which the employee took the intermittent leave.

**O. *Confidentiality:*** Documents relating to medical certifications or recertification will be maintained separately and treated by FRCS as confidential medical records, except that in some legally recognized circumstances, the records (or information in them) may be disclosed to a Principal/Supervisor's, first aid and safety personnel, or government officials.

**P. *Fraudulent Use of FMLA Prohibited:*** An employee who fraudulently obtains or remains on 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.

### **Benefit Eligibility**

Employees who work 30 or more hours per week are eligible for benefits. FRCS benefits are defined by formal plan documents, including insurance contracts and summary plan descriptions. In the event of any discrepancies between this Handbook and the official plan documents, the official plan documents will take precedence.



If applicable, plan documents are available for review. FRCS and its designated benefit administrators reserve the right to determine eligibility, interpret benefits, and manage plan administration.

### **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 must 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) instead of contributing to Social Security. The contribution percentage is determined by MTRS and is based on when an employee first enrolled. The pension will be based on years of service and salary. Please visit [MTRS](#) for further information on this benefit.





## Section IV

### Code of Conduct and Ethics

#### **Conflict of Interest Law**

As an employee, you must become familiar with Chapter 268A of the Massachusetts General Laws, the Conflict-of-Interest Law. 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.

#### **Employee Conduct & Work Rules**

To ensure orderly operations and provide the best possible work environment, employees are expected to follow rules of conduct that will protect the interests and safety of all employees and the school. Employees are expected to be respectful of other employees at all times while on the premises or while representing the district. Harsh language and rudeness are not acceptable. Professional and appropriate attitude and demeanor are expected at all times. It is not possible to list all the forms of behavior that are considered unacceptable in the workplace.

The following actions may result in disciplinary action, up to and including termination. This list is not exhaustive but provides examples of prohibited conduct:

- Theft, vandalism, or unauthorized possession/removal of property
- Falsification of records
- Working under the influence of alcohol or illegal drugs
- Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace
- Fighting or threatening violence
- Disruptive or boisterous workplace behavior
- Negligence or misconduct leading to damage of district-owned property
- Insubordination or disrespectful conduct
- Violation of safety or health rules
- Smoking in unauthorized areas
- Sexual or other unlawful harassment or discrimination
- Possession of dangerous or unauthorized materials (e.g., weapons, explosives, firearms, knives)
- Excessive absenteeism or absence without notice
- Unauthorized disclosure of confidential information
- Inappropriate language or profanity
- Violation of personnel policies
- Unsatisfactory performance or conduct
- Unexcused absenteeism or tardiness
- Negligence in the performance of duties

This list serves as a guideline and does not cover all possible infractions.



### **Smoke-Free Workplace**

Smoking and using tobacco products, including e-cigarettes and vaporizers, are prohibited on school grounds for everyone. Violations of this policy can be reported by employees to their Principal, Supervisor, or Human Resources.

### **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. All employees are expected to conscientiously follow this policy conscientiously 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 off-site 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 use, possession, or being under the influence of alcohol also poses unacceptable risks for safe, healthy, and efficient operations. This includes controlled substances such as 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 absences---, or inappropriate workplace behavior may result in disciplinary action, including termination. This policy is not intended to restrict the immediate notification of police or other appropriate authorities when the situation demands their immediate intervention. In circumstances when a person's behavior requires that they be restrained or removed from FRCS premises, the Principal/Supervisor should contact other local authorities.



### **Drug & Alcohol Testing**

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

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

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

### **No Solicitation or Distribution**

Employees must not solicit other employees or distribute literature or printed matter of any kind 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 to employees for any purpose at any time on School premises.

### **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.

### **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 reasonably be expected to lead to the formation of a consensual "romantic" or sexual relationship. Employees are required to disclose such relationships to Human Resources in writing immediately.

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

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

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

### **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. Employees are expected to refrain from fighting, "horseplaying," or other conduct that may be dangerous to others. Firearms, weapons, and other dangerous or hazardous devices or substances are prohibited from district 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 of 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 fully kept confidential 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 violates 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.

### **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.

### **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 the 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, which includes the right of employees to speak with others, engage in workplace debates, and protest about their terms and conditions of employment.

### **Reporting and Response**

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

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

### **Harassment and Retaliation Guideline**

FRCS is committed to maintaining a school environment free from discrimination, harassment, or retaliation based on race, color, religion, ancestry, national origin, sex, sexual orientation, gender identity, age, or disability.

Harassment, discrimination, and retaliation in any form are strictly prohibited. This policy applies to all individuals, including administrators, staff, students, vendors, and others in school or at school-related events. Retaliation against anyone who reports harassment or discrimination or participates in an investigation is unlawful and will not be tolerated. Potential consequences for violations for staff found to have engaged in harassment, discrimination, or retaliation may face disciplinary action, which may include reprimand, suspension with or without pay, termination or expulsion, or other sanctions as determined by school administration under applicable procedures.

FRCS is committed to ensuring a safe, inclusive, and respectful learning environment for all.



## 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.

Allegations of conduct that could, if proven, meet the definition of sexual harassment under Title IX shall be addressed through the District’s Title IX Sexual Harassment Grievance Procedure. Similarly, allegations of conduct that meet the definition of sexual harassment under Title IX and simultaneously meet the definitions of sexual harassment under Title VII of the Civil Rights Act of 1964 or M.G.L. c. 151B Unlawful Discrimination (staff), and/or M.G.L. c. 151C Fair Educational Practices (students) will also be addressed through the Title IX Sexual Harassment Grievance Procedure.

### Complaint Procedure

Any student or employee who believes that he/she has been discriminated against or harassed should report their concern promptly to the Principal/Supervisor or Civil Rights Coordinator.

Any staff member who observes or receives a report of discrimination, harassment, or retaliation shall promptly notify the Principal/Supervisor or Civil Rights Coordinator, identified below. Any staff member who observes discrimination, harassment, or retaliation against a student should intervene to stop the conduct and report it to the Principal/Supervisor. Upon receipt of a report of discrimination, harassment or retaliation, the Principal/Supervisor shall promptly inform the relevant Civil Rights Coordinator of the report, and the District will respond in a manner consistent with this Procedure. If the report involves an accusation against the Principal/Supervisor or Civil Rights Coordinator, the employee shall report the incident to the Executive Director or designee.

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

<p><b>Director of Human Resources</b>                  Foxborough Regional Charter School                  131 Central Street                  Foxborough, MA 02035                  508-698-7375</p>	<p><b>Executive Director</b>                  Foxborough Regional Charter School                  131 Central Street                  Foxborough, MA 02035                  508-698-7390</p>
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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 determination will be made and communicated to the



employee, as soon as practicable.

If a complaint of prohibited harassment or discrimination is substantiated, prompt and effective remedial action will be taken, including appropriate disciplinary action, up to and including termination of employment. If a complaint cannot be substantiated, FRCS may take appropriate action, such as additional training, to reinforce its commitment to providing a work environment free from harassment. A full list of FRCS policies is available on [our website](#)

### **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.





## Section V

### Safety Procedures and Guidelines

#### **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.

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.

#### **Maintaining Appropriate Boundaries with Students**

All school employees are responsible for serving as role models of appropriate behavior for students and for establishing and maintaining suitable boundaries at all times. While it is important to connect with students in a meaningful and effective way, some actions will always violate healthy boundaries and appropriate adult behavior. The school trusts that its employees have the insight and expertise needed to conduct themselves in a way that is educationally sound and acceptable both within the professional community and in the larger community.

#### **Physical Contact**

What is considered appropriate physical contact can vary greatly depending on the situation. The appropriateness of such contact will depend on various factors, including the student's reaction and the responses from other adults involved.

All physical contact between employees and students must have a valid educational purpose and should aim to meet the student's needs. Except in emergencies, physical contact (including touching) is strictly prohibited. The appropriateness of physical contact will be assessed on a case-by-case basis, taking into account various factors such as intent, context, location, circumstances, age, and gender. For example, holding or comforting a student who has fallen and is crying may be appropriate, while placing a hand on a child's head to redirect their attention to the front of the room may not be.

If a child or another employee explicitly requests not to be touched, that request must be honored without



question. If no such request has been made, the following types of contact 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 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)

### **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.

### **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.

### **Reporting Injuries and Accidents**

**Student Accidents & Injuries:** All non-emergency student injuries, including athletic-related incidents, must be reported to the Nurse within 24 hours using the Student Accident/Emergency Report.

**Vehicle-Related Accidents:** Any accident involving a school vehicle (used for student transportation or school business) must be reported immediately in writing to the Director of Operations. Reports must include who was involved, what happened, where and when it occurred, and how the incident took place. If the accident involves injury or death, it must be reported immediately from the scene to the Executive Director. Drivers must comply with all motor vehicle regulations.

**Faculty, Staff, and Visitor Accidents/Injuries:** Any accident involving faculty, staff, visitors, or other adults, including injuries that may qualify for Workers' Compensation, must be reported both in writing and in person to Human Resources within 24 hours. Employees should contact Human Resources for proper reporting procedures.

**All other injuries:** Any injury, whether minor or serious and whether medical attention is required or not, must be reported to FRCS within 24 hours to help identify and correct potential safety hazards. OSHA regulations require FRCS to maintain records of all workplace illnesses and injuries. Workers' Compensation laws may require employees to report any workplace illness or injury, regardless of severity. Failure to report an injury may jeopardize an employee's eligibility for workers' compensation benefits and health coverage. Employees with questions or concerns should contact their Principal, Supervisor, or Human Resources for further guidance.



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

## **Security Inspections**

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

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

## **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.

## **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.

### **Acceptable Use Technology 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 guide 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:

### ***Disclaimer***

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

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.

1. To remove a user account from the network.
2. 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.
3. 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.

4. To provide guidelines and make reasonable efforts to train staff and students in acceptable use and policies governing online communications.

### ***Staff Responsibilities***

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

### ***User Responsibilities***

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.
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.



## 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 an inappropriate social media accounts belonging to a member of the school community, it is his or her responsibility to share the information with Human Resources immediately and not to share the information or content with other staff members.**

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

### *Expectations for Use of Personal Social Media*

District employees are free to express themselves as private citizens on social media sites and pages to the degree that their speech does not violate state or federal law or 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. All contact between Faculty and Students and/or parents must remain respectful, professional, to the point, unambiguous.

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

1. Employees may not "friend", "follow", "like", or use any similar method to link themselves with their current classroom students and parents or their content on social media, which include but not are not limited to Facebook, Twitter, Instagram, Snap Chat, text, and other applications.
2. All electronic contact with students and parents should be through school-sanctioned modes of communication, except in emergencies.
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.

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 VI Professional Development**

**DRAFT**



## Section VII Miscellaneous

DRAFT



## Section VIII

### Employee Handbook Acknowledgment Form

I acknowledge that I have received a copy of the Foxborough Regional Charter School's (FRCS) Employee Handbook, as adopted by FRCS Board of Trustees. I understand that it is my responsibility to read and comply with these policies, particularly those regarding the prohibition of sexual harassment.

The purpose of this handbook is to outline the FRCS's policies and procedures. Please note that the contents are a summary and may change without prior notice. A full list of FRCS policies is available on [our website](#). This handbook is intended for informational purposes only and should not be considered a contract of employment or a complete listing of employer policies. In the event of a discrepancy between this handbook and a collective bargaining agreement, a board-approved FRCS policy, or applicable law, the agreement, policy, or law shall take precedence. This handbook does not restrict employees' rights to voice concerns, file complaints, or participate in legal investigations.

This document supersedes all previous policies and may be revised as necessary. Any modifications will be communicated accordingly. Official amendments require written approval from Human Resources and the Executive Director.

Failure to adhere to these policies may result in disciplinary action, up to and including termination. We trust that all employees will always conduct themselves with professionalism and integrity.

I also understand that if there is a conflict between these policies and a collective bargaining agreement, the terms of the collective bargaining agreement will take precedence.

If I have any questions regarding this Employee Handbook, I may seek guidance from my supervisor or the Director of Human Resources.

**Employee Name (Printed):** \_\_\_\_\_

**Employee Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

# Coversheet

## CORI Forms

**Section:** V. Administrative/Housekeeping (Trainings, Member Reminders)  
**Item:** A. CORI Forms  
**Purpose:**  
**Submitted by:**  
**Related Material:** Foxborough CORI Form.pdf



THE COMMONWEALTH OF MASSACHUSETTS  
EXECUTIVE OFFICE OF PUBLIC SAFETY AND SECURITY  
Department of Criminal Justice Information Services 200  
Arlington Street, Suite 2200, Chelsea, MA 02150  
TEL: 617-660-4640 | TTY: 617-660-4606 | FAX: 617-660-5973  
MASS.GOV/CJIS



**This form is not to be faxed. Please return form to organization .**

**Criminal Offender Record Information (CORI)  
Acknowledgement Form**

To be used by organizations conducting CORI checks for employment or licensing purposes.

\_\_\_\_\_ is registered under the  
(Organization)  
provisions of M.G.L. c.6, § 172 to receive CORI for the purpose of screening current and otherwise qualified prospective employees, subcontractors, volunteers, license applicants, or current licensees.

As a prospective or current employee, subcontractor, volunteer, license applicant or current licensee, I understand that a CORI check will be submitted for my personal information to the DCJIS. I hereby acknowledge and provide permission to

\_\_\_\_\_  
(Organization)  
to submit a CORI check for my information to the DCJIS. This authorization is valid for one year from the date of my signature. I may withdraw this authorization at any time by providing \_\_\_\_\_  
(Organization)

with written notice of my intent to withdraw consent to a CORI check.

I also understand, that \_\_\_\_\_ may conduct  
(Organization)  
subsequent CORI checks within one year of the date this Form was signed by me.

By signing below, I provide my consent to a CORI check and affirm that the information provided on Page 2 of this Acknowledgement Form is true and accurate.

\_\_\_\_\_  
*Signature of CORI Subject*

\_\_\_\_\_  
*Date*

Foxborough Regional Charter School has been certified by the Criminal History Systems Board of access to all criminal case data including conviction, non-conviction and pending. As an applicant/employee for the position of:

**Please CHECK one box:**

- Trustee/Board Member
- New Hire Staff
- Existing Staff Member
- Substitute Teacher
- Bus Driver
- Volunteer/Speaker/Intern

I understand that a criminal record check will be conducted for conviction, non-conviction and pending criminal case only and that it will not necessarily disqualify me.



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**SUBJECT INFORMATION**

Please complete this section using the information of the person whose CORI you are requesting.  
The fields marked with an asterisk (\*) are required fields.

\* First Name: \_\_\_\_\_ Middle Initial: \_\_\_\_\_

\* Last Name: \_\_\_\_\_ Suffix (Jr., Sr., etc.): \_\_\_\_\_

Former Last Name 1: \_\_\_\_\_

Former Last Name 2: \_\_\_\_\_

Former Last Name 3: \_\_\_\_\_

Former Last Name 4: \_\_\_\_\_

\* Date of Birth (MM/DD/YYYY): \_\_\_\_\_ Place of Birth: \_\_\_\_\_

\* Last **SIX** digits of Social Security Number: \_\_\_\_ -- \_\_\_\_  No Social Security Number

Sex: \_\_\_\_\_ Height: \_\_\_\_ ft. \_\_\_\_ in. Eye Color: \_\_\_\_\_ Race: \_\_\_\_\_

Driver's License or ID Number: \_\_\_\_\_ State of Issue: \_\_\_\_\_

Father's Full Name: \_\_\_\_\_

Mother's Full Name: \_\_\_\_\_

**Current Address**

\* Street Address: \_\_\_\_\_

Apt. # or Suite: \_\_\_\_\_ \*City: \_\_\_\_\_ \*State: \_\_\_\_\_ \*Zip: \_\_\_\_\_

**SUBJECT VERIFICATION**

The above information was verified by reviewing the following form(s) of government-issued identification:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Verified by:

\_\_\_\_\_  
*Print Name of Verifying Employee*

\_\_\_\_\_  
*Signature of Verifying Employee*

\_\_\_\_\_  
*Date*