



Scholar / Family Handbook

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DISTRICT LEADERSHIP

The Board of Trustees

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

Kathleen Crawford - Chair
Matthew Yezukevich - Treasurer
Susanna Girard – Secretary
Dr. Badawi Dweik – Trustee
Sergio Martin - Trustee

School Contact Information

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

District Leadership

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

School Leadership

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

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

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

Building Based Contacts for Reporting Student Bullying and/ or Retaliation

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

DISTRICT INFORMATION

Educational Philosophy

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

Our scholars Enter to Learn and Exit to Lead.

Curriculum and Instruction

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

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

Community Service Learning

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

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

Assessment

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

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

Multi-tiered System of Support (MTSS)

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

School Attendance

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

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

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

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

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

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

Daily Attendance Records

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

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

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

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

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

Early Dismissal Procedure

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

The school nurse dismisses scholars for illnesses.

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

Tardiness to School

Per Term:

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

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

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

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

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

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

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

School Communication

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

Flow of Communication

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

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

School Lunch Program

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

Telephone Use

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

Partners in Education (PIE)

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

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

Emergency Closings

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

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

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

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

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

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

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

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

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

Emergency Evacuations

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

Fire and Evacuation Drills

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

District References

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

District Policies

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

District Procedures

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

District Notices and Laws

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

SCHOLAR SERVICES

Multilingual Learners (ML)

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

Special Education Department

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

Manifestation Determination Review: Contact for scholars receiving discipline

Ms. Lori Obenchain, Director of Student Services

Ms. Christiana Benson, Elementary School Principal

Ms. Alisa Diakite, Middle School Principal

Mr. Michael Cournoyer, High School Principal

Scholars Who Have Not Yet Been Determined for Special Education

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

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

Section 504 Policy and Procedures

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

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

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

ELEMENTARY SCHOOL

Before School

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

Reporting of Scholar Progress

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

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

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

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

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

Grades K-4 (Elementary School) promotion guidelines

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

Homework Procedures

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

MIDDLE SCHOOL

Before School

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

Reporting of Scholar Progress

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

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

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

Incompletes ("I")

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

Honor Roll Awards Guidelines

Honor Roll: (Grades 5-8 only)

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

High Honor Roll: (Grades 5-8 only)

In order to achieve High Honor Roll status, the scholar must maintain an average of 90% (A-) or above with no grade below an 85% (B) in all core subjects. These courses are defined as English, Mathematics, Science, Spanish, and Social Studies. A grade below a C+ in any non-core course will preclude a scholar from the Honor Roll.

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

Distinguished Scholar: (Grades 5-8 only)

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

Homework Procedures

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

Middle School Promotion Guidelines:

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

Grades 5-8 (Middle School) promotion guidelines

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

Athletic and Extracurricular Activities

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

Participation Requirements for Athletics and ExtraCurricular Activities

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

HIGH SCHOOL

Before School

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

Reporting of Scholar Progress

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

Grades

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

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

Incompletes ("I")

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

Course Withdrawals/Changes (Middle and High schools)

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

Honor Roll Awards Guidelines

Honor Roll: (Grades 9-12 only)

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

High Honor Roll: (Grades 9-12 only)

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

Distinguished Scholar: (Grades 9-12 only)

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

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

Homework Procedures

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

FRCS Promotion Guidelines:

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

Grades 9-12 (High School) promotion guidelines

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

Graduation Requirements (Grades 9-12)

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

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

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

College/Career Planning Portfolio requirements for promotion and graduation

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

Valedictorian and Salutatorian

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

Virtual and Online High School Courses

Virtual High School Coordinator - Victoria Shulman

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

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

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

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

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

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

Dual Enrollment

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

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

Scholar Leadership - Scholar Life Organization

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

Community Service Learning and Leadership

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

Peer Tutoring and Peer Mentoring

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

Athletic and Extracurricular Activities

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

Participation Requirements for Athletics and Extracurricular Activities

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

Scholar Driving Regulations

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

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