



DRAFT Student / Family Handbook 23-24SY

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

District Contact Information

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DISTRICT LEADERSHIP

Board of Trustees

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

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

District Leadership

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

School Leadership

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

Additional ContCatherine Alix District McKinney-Vento Homeless Coordinator

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

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DISTRICT INFORMATION

Educational Philosophy

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

Curriculum and Instruction

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

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

Celebrates and motivates our students as they take academic risks and build confidence

Community Service Learning

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

Assessment

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

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Assessment Skills (MCAS) testing program in grades 3-10 in English, Mathematics and Science. As a state requirement, all students must pass the high school English, Mathematics, and Science portions of the MCAS tests to be eligible for graduation. Additionally, our continuous measures of academic growth include rigorous nationally normed assessments. To this end, our assessments are:

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

Social, Emotional and Behavioral Development and Support

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

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

Dress Code Expectations

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

General Dress Code

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

Footwear

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

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

District School Attendance Expectations

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

- Foxborough Regional Charter School firmly believes that the habits of being punctual and present can be developed by all students with the support of school staff, parents/legal guardians, community partners and most importantly, the commitment of our students. It is the expectation of Foxborough Regional Charter School that students and families commit to: Student attend school regularly, on time, ready to learn, with the appropriate instructional materials and completed assignments.
- Parents or legal guardians shall be responsible for ensuring that each child of compulsory age for school attendance as defined by policy and law shall attend school regularly.
- Parents or legal guardians of each student shall, annually, at the beginning of the school year, be notified of a telephone number (or website) where parents must notify the school of the absence and reason. Such notification shall be made prior to the official starting time of homeroom period.
- Parents or legal guardians shall be required to furnish the school with a telephone number where they can be reached during the school day. If the student is absent and the school has not been notified by the established time, the school shall call the number(s).

District Student Absence Notification Program

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

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

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

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

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

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

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

Absences Due to Vacations/Travel:

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

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

Absences Due to Long Term Illness

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

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

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

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

Absence Due to Short – Term Illness

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

Absences Due to Disciplinary Issues (JOAN)

**See Student Code of Conduct*

District Arrival Expectations and Procedures

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

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

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

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

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

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

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

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

Commented [DBJ8]: Think, more about this

District Afterschool Expectations

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

District Early Dismissal Procedure

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

Commented [DBJ10]: confirm

District Class Attendance Expectations

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

District Tardiness to Class Quarterly Prevention and Intervention

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

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

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

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

Flow of Communication for Problem Resolution

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

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

Medical Care

School Breakfast and Lunch Program

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

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

Commented [KF11]: Check with Lesly

Commented [DBJ12]: Dana add language from behavior matrix

Cafeteria Behavioral Expectations (Matrix)

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

Commented [DBJ13]: Dana

	Responsible			
Cafeteria	•			

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

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

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

Telephone Use

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

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Electronic Device

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

Cell Phones

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

District Technology Use

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

State Mandated Testing

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

Additional Testing and Screening

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

Reporting of Student Progress

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

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

Student Records

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

- A. **The right to access the student’s education records.** Parents or eligible students should submit their request for access to the building principal. Access generally is provided within ten days of a request. However, **Massachusetts General Laws c. 71, § 34H** provides specific procedures that must be followed prior to release of records to a parent who does not have physical custody of a child. Information about these procedures can be obtained from the building principal.
- B. **The right to request amendment of the student’s education records.** Parents or eligible students should direct their request to the principal, clearly identifying the part of the record they wish to have amended, and why.
- C. **The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA and the Massachusetts regulations authorize disclosure without consent.** One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests in the records. Such school officials include professional, administrative and clerical staff who are employed by or under agreement with the FRCS and who need access to a record in order to fulfill their duties. FRCS also discloses student records without parent/eligible student consent to officials of other elementary or secondary schools in which a student enrolls, or seeks or intends to enroll, upon receipt of a request from such school officials.

Consistent with the laws governing education records, FRCS routinely releases without consent (1) the name, address and telephone listing of secondary school students to military recruiters and to institutions of higher learning upon request and (2) directory information, which is information that generally would not be considered harmful or an invasion of privacy if disclosed. FRCS considers the following to be “directory information:” the student’s name, parents’ names, student’s and parents’ addresses, parent’s email address, telephone listing, date of birth, grade level/class, dates of attendance, weight and height of athletic teams, participation in recognized activities and sports, honors and awards, and post-high school plans. In the event a parent or eligible student objects to the release of any of the above information, the parent or eligible student may state that objection in writing to the building principal no later than October 1 of each school year. Absent receipt of a written objection for the parent or eligible student by that date, this information will be released without further notice or consent.
- D. **The right to file a complaint** concerning alleged failures by the District to comply with the regulations and laws governing student records. Complaints may be filed with the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148. In addition, complaints relative to federal statutes and regulations governing student records may be filed with the U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Avenue, SW, Washington DC, 20202-8520.
- E. **The right to be notified and receive copies of records before they are destroyed.** Regulations require that certain parts of the student record, such as the temporary record, be destroyed a certain period of time after the student leaves the school system. School authorities also are allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. Before any such information is destroyed, the parent must be notified and have an opportunity to receive a copy of any of the information.

Lost and Found

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

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

Lost Books

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

Damaged or Lost Chromebooks

Invitations and Notices

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

Emergency Closings

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

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

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

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

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

Only under extreme circumstances will the school close after students have arrived. If an early closing should occur, parents are expected to pick-up their children as soon as possible. In these cases, we also will cancel all after school activities. This is required so that our staff also may travel home safely. Closings during the day will be announced by a phone message and on local television stations. It is the responsibility of the families to keep their contact information current in the school database. Contact the main office to make any changes.

Emergency Evacuations

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

Fire and Evacuation Drills

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

Lockdown Drills

Commented [DBJ14]: @Lesly Michelot

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

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

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

Commented [DBJ16R15]: @Heidi Berkowitz please see

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

Structured Family Engagement Opportunities

Partners in Education (PIE)

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

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

Board of Trustees Sub Committee's

Commented [DBJ18]: Dana

Spirit Days

STUDENT SERVICES

Multilingual Learners (ML)

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

Special Education Department

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

Section 504 Policy and Procedures

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

Commented [DBJ19]: Dana

ELEMENTARY SCHOOL

Commented [DBJ20]: Revision in process

Before School

Revised August 2023

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

Reporting of Student Progress

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

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

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

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

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

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

Recess

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

Playground Rules

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

Toys

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

Grades K-4 (Elementary School) promotion guidelines

- Overall Progressing or higher in reading comprehension

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

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

Homework Procedures

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

Cell Phones

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

MIDDLE SCHOOL

Arrival/Breakfast

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

Lunch

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

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

Recess

Dismissal

Hallway Passes

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

Cell Phone

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

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

Bell Schedule

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

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

Full Day Bell Schedule	

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Reporting of Student Progress

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

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

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

Incompletes (“I”)

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

Honor Roll Awards Guidelines

Honor Roll: (Grades 5-8 only)

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

High Honor Roll: (Grades 5-8 only)

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

Middle School Promotion Guidelines

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

Students who fail required core content courses may not be promoted to the next grade level. Students can recover credits through summer school outside our school district. Additional factors, such as language acquisition, Individualized Education Program or 504 Plan, may be taken into consideration for promotion. FRCS reserves the right to consider other criteria such as social and emotional development in the final determination for grade level promotion. In the event of a disagreement among the building-based team regarding grade level promotion, the principal will serve as a mediator. using the guidelines above. In the event the parent/guardian and the building based team are unable to reach an agreement the parent/guardian may appeal to the Director of Teaching and Learning. In the event the parent/guardian and the Director of Teaching and Learning are unable to reach an agreement the parent/guardian may appeal to the Executive Director.

Athletic and Extracurricular Activities

See Athletic Handbook

Participation Requirements for Athletics and Extracurricular Activities

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

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Dress Code Violations

Dress Code Progressive Discipline Process

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

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

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

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

Chromebook Update

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

HIGH SCHOOL

Before School

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

Reporting of Student Progress

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

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Grades

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

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

Incompletes ("I")

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

Course Withdrawals/Changes (Middle and High schools)

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

Honor Roll Awards Guidelines

Honor Roll: (Grades 9-12 only)

In order to achieve Honor Roll status, the student must maintain an average of 85% (B) or above with no grade below an 80% (B-) in all core subjects. These courses are defined as English, Mathematics, Science, Spanish, History and Social Sciences, concentration courses and all online/virtual courses including dual enrollment courses (high school). A grade below a C- in any non-core course will preclude a student from the Honor Roll. Courses or subjects modified to "Pass/Fail" or "Satisfactory/Unsatisfactory" status as outlined by a student's Individualized Educational Program or 504 Plan are also considered for this distinction and a passing or satisfactory mark is required to earn this academic award.

High Honor Roll: (Grades 9-12 only)

In order to achieve High Honor Roll status, the student must maintain an average of 90% (A-) or above with no grade below an 85% (B) in all core subjects. These courses are defined as English, Mathematics, Science, Spanish, History and Social Sciences, concentration courses and all online/virtual courses including dual enrollment courses (high school). A grade below a C+ in any non-core course will preclude a student from the High Honor Roll. Courses or subjects modified to "Pass/Fail" or "Satisfactory/Unsatisfactory" status as outlined by a student's Individualized Educational Program or 504 Plan also are considered for this distinction and a passing or satisfactory mark is required to earn this academic award.

Distinguished Student: (Grades 9-12 only)

In order to achieve Distinguished Student status, the student must maintain an average of 95% (A) or above with no grade below a 90% (A) in all core subjects. These courses are defined as English, Math, Science, Spanish, History and Social Sciences, concentration courses and all online/virtual courses including dual enrollment courses (high school).

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

FRCS Promotion Guidelines

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

Grades 9-12 (High School) promotion guidelines

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

Graduation Requirements (Grades 9-12)

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

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

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

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

College/Career Planning Portfolio requirements for promotion and graduation

9 th Grade:	Completion of Personal Goals
10 th Grade:	Completion of Career Interest Survey
11 th Grade:	Completion of Common Application

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12th Grade: Completion of Senior Post-Secondary Planning Portfolio, at least two post-secondary education applications, one studentship application, Personal Vision project, resume, two or four-year college course plan, and post- secondary budget.

Valedictorian and Salutatorian

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

Virtual and Online High School Courses

Virtual High School Coordinator - Victoria Shulman

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

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

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

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

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

The fall semester grades will appear under Term 1 with a grade that is current at the time of the printing of Term 1 FRCS report card. When the grade is finalized in early January, an updated grade will replace the earlier grade. The

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spring semester grades will appear under Term 2 (first half of the spring semester) and Term 3, the finalized grade for the whole spring semester.

Dual Enrollment

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

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

Student Leadership - Student Life Organization

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

Community Service Learning and Leadership

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

Peer Tutoring and Peer Mentoring

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

Athletic and Extracurricular Activities

[See Athletic Handbook](#)

Student Driving Regulations

- Driving to school is a privilege, not a right.
- All student drivers must be registered with the school by completing a student Driver Request Form.
- All students will be issued a parking sticker that must be placed on their vehicle in the designated area.
- All students will park in the area designated according to the sticker issued.
- Students must observe all traffic regulations while on school grounds.
- 10 M.P.H. speed limit on school grounds.
- The school does not assume responsibility for damage to motor vehicles or contents. Vehicles should be locked at all times.

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- Upon arrival at school, the student must promptly leave the vehicle and enter the building.
- Once the vehicle is parked, no student is allowed to enter the vehicle until the driver is dismissed for the day. Seniors may earn exceptions to this rule.

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

Cell Phones

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

Senior Privilege

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

REQUIREMENTS:

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

LOSS OF SENIOR PRIVILEGE:

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

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

REGAINING SENIOR PRIVILEGES:

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