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**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

Vacant Trustee

Vacant Trustee

Christine Barraford

*\*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

Pamela Casna Director of Student Services

Mallory St. Brice Director of Human Resources

**School Leadership**

Nicole Ouimet Elementary School Principal

Rebecca Austin Elementary School Assistant Principal

Melissa Costa Elementary Dean of School Culture

Alisa Diakite Middle School Principal

Michaela Vuolo-Nieves Middle School Dean of School Culture

Scott Johnson Middle School Assistant Principal

Michael Cournoyer High School Principal

Christopher Garth High School Assistant Principal

**District Wide Specialized Coordinator Roles**

Catherine Alix McKinney-Vento Homeless Coordinator

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Title IX Coordinator

Dana L. Benton-Johnson Attendance Supervisor

**DISTRICT INFORMATION**

**Mission**

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

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

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

**Vision**

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

**Educational Philosophy**

Foxborough Regional Charter School District is an inclusive community that operates on the premise that curriculum and instruction; assessment and screening; community service-learning, and social, emotional and behavioral student support **Must Be** student- centered, consistent, collaborative, purposeful and aligned with national best practices and state/federal educational standards. We believe that it is critical for our students to continuously demonstrate growth in fundamental knowledge and the development of essential skills for lifelong success. Foxborough Regional Charter School prides itself on graduating students with an in-depth understanding of themselves and the world around them. Foxborough Regional Charter School students are extraordinary young people that enter to Learn and Exit to Lead.

Foxborough Reginal Charter School strives to meet students through implementation of a Multi-Tiered System of Supports (MTSS). The Massachusetts Department of Elementary and Secondary Education defines MTSS as “a framework for how school districts can build the necessary systems to ensure that each and every student receives a high-quality educational experience. It is designed to support schools with proactively identifying and addressing the strengths and needs of all students by optimizing data-driven decision-making, progress monitoring, and the use of evidence-based supports and strategies with increasing intensity to sustain student growth (DESE, 2020).” At Foxborough Regional Charter School we are committed to continuing efforts to strengthen our MTSS through Response to Intervention (RTI) for students; Positive Behavioral Interventions and Supports (PBIS) for students: staff professional development; positive school culture and climate; school, family and community collaboration; social emotional learning and more. Foxborough Regional Charter School is dedicated to thoughtful and continuous data collection and analysis to consistently reveal students’ strengths, as well as students’ growth opportunities in the areas of academics, social, emotional, behavioral development. In response, students may be referred to the school-based Student Intervention Team (SIT) for development of an action plan. This multidisciplinary team consisting of a combination of Counselors, Behavior Interventionist, Deans, Administrators, Teacher/s, Instructional Coaches, Parent/Guardians, Students and Community Partners (when applicable) is tasked with proactively identifying interventions and supports for student success.

**Curriculum and Instruction**

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

* Enables our students to engage in self-discovery that builds toward community service.
* Empowers our students to make a difference as empathetic, responsible, and global citizens through character education and integration of social emotional learning.
* Taps 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.

#### Assessment and Screening

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

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

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

**Community Service Learning**

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

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

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

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

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

**Dress Code Expectations**

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

**General Dress Code**

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

**Footwear**

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

**\*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 students attending school regularly, on time, ready to learn and 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 parents/guardians will be contacted daily on the telephone number filed through the automated student absence notification system, when their child has been marked absent. Attendance lists are produced daily and include the names of students who are absent or tardy. This list also includes the names of students who have an early dismissal for health, legal or other reasons.

The state law and district attendance policy require that each principal or designee notify a student's parent/guardian within 3 days of a student’s absence in the event the parent/guardian has not informed the school of the absence. In addition, each Principal or designee will notify a student’s parent/guardian if the student has at least 5 days in which the student has missed 2 or more periods unexcused in a school year or has missed 5 or more school days unexcused in a school year.

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

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

**Absences Due to Vacations/Travel:**

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

If a student misses one or more school days for vacation, it is the student’s responsibility, with parental/guardian support to attempt to obtain classwork, prior to the extended unexcused absence. Please note that Foxborough Regional Charter School teachers are not mandated to, nor should they be expected to provide classwork to students for unexcused absences. If a teacher chooses to provide a list of assignments prior to the student’s planned unexcused absence, the student is expected to submit the completed assignments immediately upon return, for consideration towards their overall grade. Parents/guardians should note that teachers are unlikely to be able to create “work packets” for students to complete during their unexcused absence. \***Please see district attendance policy for more information.**

**Absences Due to Long Term Illness**

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

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

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

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

**Absence Due to Short – Term Illness**

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

**District Arrival Expectations and Procedures**

Students will be allowed to enter their designated school building each day at 7:15am. Breakfast is available free of charge to all students starting at this time. *All students arriving at 7:40am or later will be listed as tardy*. 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 crisis or family emergency
* Driver’s License/ permit tests with documentation from the registry

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

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

**\*Note:** If tardiness to school continues to occur after the review by the Student Intervention Team and the development of an action plan (1) The family may 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.

**District Afterschool Expectations**

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

**District Early Dismissal Procedure**

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

**District Class Attendance Expectations**

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

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

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

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

**School Communication**

School communication 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 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.

#### 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 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

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#### Telephone Use

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

**Electronic 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 principal or designee. Students found using any of the above electronic devices will be in violation of this policy and directed to the school culture staff member, principal or designee. The responding staff member will immediately alert the parent/guardian of the incident and remind them of the policy. The parent/guardian will also be alerted if the device has been temporarily confiscated from the student, until the end of the school day. The school culture staff member, principal and/or designee has the right to adapt or modify any consequences on a case-by-case basis. It should also be noted that the school is not in any way responsible for lost or stolen property; therefore, it is our expectation that students who find items of value, such as electronic devices, return them to their buildings main office immediately. Failure to do so will subject a student to the disciplinary consequences associated with being in possession of stolen property.

**Cell Phones**

School based expectations for storage of cell phones and cell phone use, during school hours can be located in the school specific sections of this handbook. Cell phone use is defined as, but not limited to social media, making/receiving calls, text messaging, emailing, taking photographs, and recording video. 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 when determining whether an exception needs to be made for a student. For more information see the building-based sections of the handbook for details about additional processes and procedures being implemented at each building level.

**District 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 Admininstrators, 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 tom ensure then safety nof all.

**Reporting of Student Progress**

On-going efforts are made to keep parents informed about the educational program and their child's progress. The formal reporting system for Grades K-4 includes scheduled conferences in the fall and spring and report cards issued in December, March and June. For Students in Grades 5-12, there are parent teacher conferences and 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.

1. **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.
2. **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.
3. **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.

1. **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.
2. **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**

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

**Lost Books**

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

**Damaged or Lost Chromebooks**

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

**Invitations and Notices**

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

**Emergency Closings**

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

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

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

WBZ Channel 4 WFXT Channel 25

WCVB Channel 5 WHDH Channel 7

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

**Emergency Evacuations**

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

**Fire and Evacuation Drills**

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

**Reporting 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 Foxborough Regional Charter Schools Title IX Coordinator: For the reporting structure of district or building-based concerns regarding bullying and/ or retaliation of students or staff, please see the District Anti- Bullying Policy, District Bullying Prevention and Intervention Plan should be directed to the building-based Principal and Assistant Principal.

**Structured Family Engagement Opportunities**

**Partners in Education (PIE)**

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

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

**STUDENT SERVICES**

**Multilingual Learners (ML)**

Foxborough Regional Charter School boasts a diverse, multicultural, and multilingual student body. Many of our students and their families represent first- or second-generation immigrants from more than twenty-five countries, speaking a primary language other than English. To support the needs of our Multilingual Learners (MLs), FRCS employs ML instructors who work with students in grades K-12. The ML program at FRCS is designed to provide an 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.

**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 line up outside the cafeteria safely and quietly at their designated lunch time. Students will be greeted by the supervising staff members and directed to safely, and calmly sit down at a lunch table. Students interested in eating school lunch will be called up by lunch table to choose a school lunch, from the options available. Students bringing snacks or lunch from home are **NOT** allowed to share food with classmates due to the risk of allergic reaction. All students must receive permission from a supervising adult; in addition to using the onsite school electronic device i.e. iPad to create a smart pass, prior to leaving the cafeteria for any reason. At the end of the lunch period, students are expected to clean up the surrounding area by wiping up spills and discarding trash.

**Hallway Passes**

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

**Cell Phone**

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

**Bell Schedule**

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

* 1st Bell Alert (7:30am): Students are to proceed to their 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.

**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. 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, time 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:

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| --- | --- | --- | --- | --- | --- |
| 97-100% | A+ | 83-86% | B | 70-72% |  |
| 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)***

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)***

To achieve High Honor Roll status, the student must maintain an average of 9% (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 and building based team are unable to reach an agreement the parent/guardian may appeal to the Director of Teaching and Learning. In the event the parent/guardian and the Director of Teaching and Learning are unable to reach an agreement the parent/guardian may appeal to the Executive Director.

**Athletic and Extracurricular Activities**

[See Athletic Handbook](https://4.files.edl.io/cb5f/08/11/21/130400-79117668-861f-4a4b-a23a-f4f6148596f5.pdf)

**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.

**Dress Code Violations Prevention and Intervention**

**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 lunch or recess detention

**3rd Violation:** Disciplinary write up with, with corrective action of parent phone and written contact, afterschool 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. **\*Note:** See handbook section on lost or damaged Chromebooks for more information.

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