



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**

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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	Clerk

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

District Leadership

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
Dana L. Benton-Johnson	Title IX Coordinator
Dana L. Benton-Johnson	Attendance Supervisor

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DISTRICT INFORMATION

Mission

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

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

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

Vision

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

Governance

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

Educational Philosophy

The Foxborough Regional Charter School (FRCS) was established as a charter public school district in 1998. FRCS accepts students through a lottery process from 22 surrounding cities and towns. FRCS is a diverse and inclusive community of students, staff and families. FRCS operates on the premise that assessment and screening; curriculum and instruction; community service-learning, and social, emotional and behavioral support **Must Be** student-centered, consistent, collaborative, purposeful and aligned with national best practices, as well as, state and federal laws, regulations and educational standards. FRCS believes that it is critical for our students to continuously demonstrate growth in fundamental knowledge and the development of essential skills for lifelong success. FRCS prides itself on

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graduating students with an in-depth understanding of themselves and the world around them. FRCS students are extraordinary young people that enter to Learn and Exit to Lead.

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

Assessment and Screening

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

As mandated by state law, all children entering Kindergarten are screened to evaluate motor, cognitive, visual, perceptual, and language development. Kindergarten screening is scheduled for kindergarten students, prior to the start of school. Additionally, the districts participates in the Massachusetts Comprehensive Assessment Skills (MCAS) testing program in 3rd-10th through tenth grade. The MCAS assesses students in the core content areas of English, Mathematics and Science. It is a state requirement that all high school students must pass the high school level English, Mathematics, and Science portions of the MCAS tests to be eligible for graduation. FRCS also utilizes several other continuous improvement measures at all levels to assess academic, linguistic, social, emotional and behavioral growth through administration of nationally normed assessments and screeners such as Amplify, World-Class Instructional Design and Assessment (WIDA), Freckle, National Assessment of Educational Progress (NAEP), i-Ready, Behavior Intervention Monitoring Assessment System (BIMAS-2) and many more. To this end, our data collection is:

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

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Curriculum and Instruction

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

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

Community Service Learning

Community Service Learning (CSL) is an integral component of the FRCS mission and academic programming. CSL is designed to meet real needs within the community and provide students with ongoing opportunities to reflect on both the significance of their service and the skills required to meet the community's needs (Berman, 2005). CSL is a teaching and learning strategy that connects academic curriculum to community problem-solving (Youth.gov).

CSL opportunities are embedded within K-12 instruction to enrich the learning experience, by teaching civic responsibility, and to strengthen the school community. CSL helps students to strengthen their critical thinking, problem solving and decision-making skills. Additionally, CSL opportunities contribute to our student's development of social emotional core competencies such as self-awareness and social awareness. CSL provides an array of opportunities for students to engage with the communities and the larger world around them building the skills necessary to Enter to Learn and Exit to Lead.

Social, Emotional and Behavioral Support

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

- Courses and curriculum geared towards strengthening student's character and social emotional learning competencies /skills.
- Universal Screening for Social, Emotional and Behavioral strengths and needs.
- Risk Assessments and Threat Assessment to ensure student safety.
- Assistance with mental/behavioral health service referrals
- District, classroom, small group, and individual social, emotional and behavioral interventions and supports.

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- Campus wide visuals and events to promote and support diversity, equity, inclusion, self-regulation, and positive behavior.
- Access to School Adjustment and School Counselors

Mandated Reporting

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

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

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

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

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

Dress Code Expectations

The FRCS dress code policy is intended to contribute to maintaining a positive, safe, and inclusive learning environment for all. FRCS is dedicated to maintaining a dress code policy that allows students to appropriately represent and affirm their varied identities (e.g., ethnicity, race, gender, religion, sexual orientation, ability etc.). FRCS aims for all students to be comfortable at school, by authentically being who they are, while complying with the dress code policy. 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:

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

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- Sneakers
- Enclosed shoes or boots covering toes and heels.
- Crocs or similar footwear in sports mode, with straps worn securely over heel.

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

Progressive Dress Code Intervention (Grades 5-12 Only)

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

District Attendance Expectations and Absence Notifications

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

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

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

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Student Absences

While students *may* have the opportunity to make up missed work, students cannot account for missed learning experiences. Students that miss 10% or more of the school days for which they are enrolled (e.g., 18 days absent if enrolled 180 days) regardless of whether the absences are considered excused, unexcused and/or for disciplinary reasons are considered chronically absent by DESE and FRCS. Being chronically absent can have a significant impact on a student's ability to read at grade level, perform academically, and graduate on time." The state law and district attendance policy require that each principal or designee notify a student's parent/guardian by telephone and "in writing" within 3 days of a student's absence in the event the parent/guardian has not informed the school of the absence. 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 the student's attendance. The actions steps shall be developed jointly by the principal or designee, the student, and the student's parent/guardian and may include input from other relevant school personnel or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

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

Absences Due to Vacations/Travel

FRCS recommends that parents/guardians schedule vacations from school during scheduled school breaks reflected on the annual school calendar. The guidelines and regulations set forth by 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 FRCS in adherence to DESE attendance requirements. If a student misses one or more school days for vacation, it is the student's responsibility, with parental/guardian support to attempt to obtain classwork, prior to the extended unexcused absence. Please note that FRCS teachers are not mandated to, nor should they be expected to provide classwork to students for unexcused absences. If a teacher chooses to provide a list of assignments prior to the student's planned unexcused absence, the student is expected to submit the completed assignments immediately upon return, for consideration towards their overall grade. Parents/guardians should note that teachers are unlikely to be able to create "work packets" for students to complete during their unexcused absence. ***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

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

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

Progressive Tardies	Corrective Consequences
1st Tardy	Verbal warning and student reminder of school start time from main office staff
2nd Tardy	Verbal warning and reminder of school start time from school culture staff member and/or Assistant Principal; in addition to a parent phone from a school culture staff member and/or Assistant Principal.
3rd Tardy	Written warning/notice to parent/guardian 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.

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

District Afterschool Expectations

Students arrive to and leave school using a variety of modes of transportation including, but not limited to the school bus, FRCS specialized vans, private van, carpool, individual parent/guardian transport. All students, except those participating in structured afterschool programming i.e., YMCA Aftercare Program, Athletic Team or other district approved and/or sponsored extracurricular activity **MUST** be off campus by 3:00pm due to no available adult supervision. Please note that parents/guardians are expected to make alternative childcare plans for supervision of siblings not enrolled in structured afterschool programming, as noted above. A pattern of failure to do so will result in a required meeting, with the building level administration and student support staff (as needed) to review after-school expectations for student pick up. This meeting is also an opportunity for the school to partner with the family, to develop or identify an alternate after-school plan.

District Early Dismissal Procedure

- Students K-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 an emergency.
- Dismissal notes must include the date the note was written, date of early dismissal, reason, and time of the early dismissal. The note must also include the parent’s signature, and a telephone number so a parent/guardian can be reached to confirm the details of the dismissal request.
- Dismissal notes must be turned into the 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.
- Students will be released for early dismissal up to 15mins before the official end of the school day. Students not picked up by that time will **NOT** be eligible for early dismissal.

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- High school students ages 18 or older who possess a valid driver's license and are eligible for student parking at the school and may dismiss themselves without the presence of a parent or guardian by signing out, per the appropriate dismissal procedures in the main office.

District Class Attendance Expectations

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.

School Communication

School communication is critical to the success of our school community. FRCS uses several different means of communication to keep everyone informed. The school produces annual publications such as the student 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 reached by email.

Flow of Communication for Problem Resolution

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

1. The parent/guardian should address the concern with the staff member most directly involved, (i.e. school counselor, teacher etc).
2. If the matter is not resolved at this level, the parent/guardian should bring the concern to the attention of the Assistant Principal.
3. If the matter is not resolved at this level, the parent/guardian should bring the concern to the attention of the Principal.
4. If the matter is not resolved at this level, the parent /guardian should bring the concern to the attention of an Executive Leadership Team Member 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 programs have been aligned with the FRCS Wellness Policy, which can be found on the school website. Students may bring breakfast or lunch from home to eat in the cafeteria, or they may choose to get breakfast and/or lunch at school free of charge courtesy of the State Universal Lunch Program. FRCS contracts with a local vendor to provide 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 cafeteria. Students bringing snacks or lunch from home are NOT allowed to share food with classmates due to the risk of allergic reaction. No low-nutrition foods may be served or sold by any student or staff group until school is over. School lunch 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.

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Allergen free cafeteria tables are available for students with allergies to sit comfortably at to eat their lunch. These tables are labeled and cleaned with separate materials to prevent contamination from other tables. School administration will reach out to parents/guardians if there is an observed pattern of a student not complying with the expectations of the district wellness policy.

Student Telephone Use

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

Electronic 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.

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. See school specific section of the handbook for additional details.

Student Records

The Family Educational Rights and Privacy Act (FERPA) and the Massachusetts Student Records Regulations (“Regulations”) together provide parents/guardians and eligible students (those who have reached the age of 14 or who

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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

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

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Lost Books

Students are responsible for replacing any lost 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.

District Technology Use

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

Damaged or Lost Chromebooks

Chromebooks and accessory equipment are the property of the FRCS District. The student, with the support of the parent/guardian, is responsible for the daily care and maintenance of the Chromebook. Students using Chromebooks agree to abide by the Technology Responsible Use Agreement. Failure to abide by this policy-may result in loss of use of Chromebook and/or other disciplinary action. All Chromebook damages, or the theft/loss of the Chromebook, must be reported 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 FRCS technology staff member. Student/parent/guardian will be responsible for all repair/replacement charges associated with Chromebook damage 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 for Non-FRCS Events

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

Emergency Closings

During the school year, weather conditions or other circumstances may require the school to adjust its operating schedule. This decision will be made by the Executive 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.

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

- | | |
|----------------|-----------------|
| WBZ Channel 4 | WFXT Channel 25 |
| WCVB Channel 5 | WHDH Channel 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 any changes to telephone numbers, addresses and approved contacts to the school-based main office.

Emergency Response and Preparedness

FRCS has partnered with Synergy, as well as the Foxborough Police and Fire Departments to maintain up to date policies, processes, and procedures. Synergy conducts annually active shooter training at FRCS with all FRCS staff, prior to the start of the school year using the Locate, Lock Down, Leave, Live model. FRCS conducts emergency evacuation, stay put, lock down and fire drills throughout the school year. Please see description of the drills below. Guidance for responding to each drill type is posted in each classroom.

Emergency Evacuations Drills

Emergency evacuation is initiated when there is a threat on campus that requires evacuation of teachers and students from the FRCS campus. Students and teachers are directed to evacuate the school building and walk to designated safe meet/reunification location off campus.

Evacuation Due to Fire and Drills

Evacuation due to fire is initiated when the building’s existing fire alarm is activated, and the building is evacuated due to fire or some other emergency. Fire and Safety Drills are conducted three to four times per year according to regulations set by the Foxborough Fire and Police Departments. During a Fire or Fire Drill students and staff must exit the building with sector leader and walk to designated outdoor safe space, usually on campus.

Shelter in Place/Stay Put and Drills

Shelter in place is initiated when school officials believe there is some type of emergency that does not directly impact the interior of the school. Shelter-in-place is typically used when police are engaged in an operation nearby outside of the school, when there is a medical emergency, student that needs to be located or when a national disaster has been declared. The goal of shelter in place is to keep students and staff safe and indoors. During a shelter-in-place staff and students are instructed to stay inside their classrooms. This measure is designed to prevent anyone from entering the rooms from outside and decrease the number of staff and students in unstructured areas such as the hallway. During shelter in place windows are shut, locked, and covered with blinds to obscure visibility, and people are encouraged to stay away from doors and windows.

Lock Down Drills

Lockdown is initiated when there is a dangerous threat in the general or immediate vicinity of the school. A school lockdown prevents individuals from entering or exiting the facilities and keeps all students hidden inside classrooms. During a lockdown students and teachers immediately barricade themselves in the nearest room, with lights off and stay

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quiet. This includes silencing cell phones. Parents/guardians will be alerted by automated call and email if FRCS is on lockdown.

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

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

Title IX of the Education Amendments of 1972 is a federal law that protects individuals from discrimination based on sex, including sexual orientation and gender identity, in education programs or activities that receive federal financial assistance, such as public schools. The FRCS Non-Discrimination Notice, Civil Rights, and Safety Information for School Personnel, Parents, and Students policy and the Sexual Harassment Policy are located on the FRCS website.

Parents/guardians with Civil Rights grievances should contact the FRCSs Title IX Coordinator Dana L. Benton-Johnson, Director of School Culture and Climate to file a complaint and initiate an investigation.

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

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)

FRCS boasts a diverse, multicultural, and multilingual student body. Many of our students and their families represent first- or second-generation immigrants from more than twenty-five countries, speaking a primary language other than English. 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

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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. FRCS 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

FRCS (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: Nicole Ouimet, Elementary School Principal; Alisa Diakite, Middle School Principal and Michael Cournoyer, High School Principal.

ELEMENTARY SCHOOL

Arrival, Breakfast and Drop Off Expectations

The elementary school doors open at 7:15 a.m. FRCS offers free breakfast in the elementary school cafeteria to all students beginning daily from 7:15am to 8:00am. The breakfast menu can be located on the FRCS website. Students who prefer to eat breakfast from home should do so, prior to coming to school. The cafeteria will be reserved for students eating school provided breakfast. We are **NOT** able to accommodate students prior to 7:15am, as we do not have supervision available. There are two drop options for students arriving by parent/guardian drop off at 7:15am. Parents/guardians can drop off students by driving down lanes 2 and 3, which are reserved for “drop off and drive” **ONLY**. Parents/guardians in this lane are expected to drive single file, along the curb down lanes 2 and 3, allow student/s to exit vehicle and continue to drive forward. Students will be greeted and safely guided across the street and into the building by supervising staff onsite. Parents/guardians also have the option of parking their vehicles in lanes 1 and 4 to walk with their student/s to the elementary school main entrance located at door E1. Parents/guardians are **NOT** permitted to walk their student/s into the school building at drop-off. Parents/guardians walking with their student

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should walk on the divider island/curb and cross the street at the marked crosswalks. Our crossing guard will assist all members of the community in safely crossing the street.

Students transported to school on the bus are expected to enter through door E2. After entering the school building these students have the option of going to the cafeteria to eat breakfast. If students are not interested in eating breakfast, they will be directed to the gym. Students’ grades K-2 arriving after 7:30am will be offered breakfast in the cafeteria and then guided to the gym to wait for staff to accompany them to their assigned classroom. Students grades 3- 4 arriving after 7:30am will report directly to their classrooms where they will be offered breakfast. Students arriving after 7:45am will be marked tardy. Students should be dropped off to school in enough time to be settled in their seats and ready to learn at 7:45am.

Dismissal Reminders and Expectations

Elementary School students are released through a staggered dismissal system. See staggered dismissal schedule below. Every student must be picked up by **3:00pm**, unless enrolled in the Hockomock YMCA Aftercare program at FRCS. There is **NO** supervision for students after 3:00pm. Parents/guardians must walk to their student/s outdoor designated class pick up area to exchange greeting with teacher and pick up their student/s at 2:50pm. **ONLY** parents/guardians and emergency contacts listed on your students’ enrollments paperwork will be allowed to pick student/s up from school. For safety reasons, students will **NOT** be released to anyone under the age of 18, including older siblings that attend FRCS. Parents/guardians picking up students may park in lanes 2 and 3 located outside of door E1. In the afternoon, all other lanes are blocked off near the school building for safety, so please exit the lane the way you entered.

If you need to dismiss your child early for an appointment, you must do so by 2:00pm. If a student is not picked up for early dismissal by 2:00pm, then the parent/guardian must wait for parent/guardian pick up at 2:50pm. During parent/guardian pick up, parent/guardian should park in the lot across from the main elementary school entrance.

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

Lunch

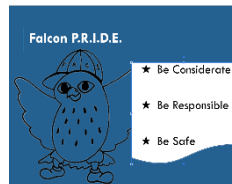
FRCS offers free lunch to all students daily. The lunch menu can be located on the FRCS website. Lunches are supervised by a combination of building level Principals, Deans, Teachers, and Behavior Support Staff. Students will be seated by class unless special accommodations documented. Students bringing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

Cell Phones

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

Positive Behavior Interventions and Supports (PBIS)

Positive Behavioral Interventions and Supports (PBIS) is a proactive and data-driven approach to promoting positive behavior and preventing behavior problems in schools. FRCS elementary school is committed to (1) Behavioral expectations and rules being clearly defined and communicated to all students (2) Behavioral expectations and rules being taught to all students (3) All students being consistently acknowledged for demonstrating positive behaviors. The ES focuses on promoting student development through the concept of **Falcon P.R.I.D.E**, which stands for **Positive Attitude, Responsibility, Integrity, Determination and Effort**. Students are expected to always demonstrate the following three core



values throughout the school day (1) Be Considerate (2) Be Responsible (3) Be Safe. Students are taught how to self-regulate by managing difficult feelings and emotions, make good choices and demonstrating role behavior through use of the Stop, Think and Act Model. The following are some examples of strategies used to promote, reinforce, and acknowledge positive behavior and overall demonstration of **Falcon P.R.I.D.E** (1) Earning Falcon Tickets individually or as a class (2) Earning individual Falcon Stars (3) Public Announcement and Posting of Recipients of Falcon Stars (4) Clip Up Color Chart (5) Individual and Class Falcon Trophy Award. In addition, ES also has an Alternative Learning Center (ALC) where students can receive more individualized support for social emotional and behavioral needs.

Reporting on Student Progress

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

Letter Grade	Progress Category	Progress Definition
I	Independent	The student can independently demonstrate mastery beyond what is explicitly taught. Performance is characterized by the application of skills with consistency, accuracy, independence, and a high level of quality.

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M	Meeting	The student is meeting the grade level standard currently. Performance is characterized by the application of skills with accuracy and quality. The student may require occasional support and direction.
P	Progressing	The student is progressing toward the grade level standard currently. Performance is characterized by the application of skills and strategies with support and direction.
E	Emerging	The student is demonstrating an emerging understanding of the grade level standard currently. Performance is characterized by limited application of skills and strategies and requires considerable support and direction.

Grades K-4 (Elementary School) Promotion Guidelines

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

Homework Procedures

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

Recess

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

Students will ONLY be excused from recess if (1) determined medically necessary by the school nurse due to illness or injury or (2) after the school nurse has received an excusal letter from a medical professional i.e., primary care physician (PCP). The school nursing team will communicate all recess excusals to each student’s teacher. It should be noted that

teachers are not responsible for applying sunscreen to students. We recommend that parents/guardians apply sunscreen to their student/s prior to arrival at school.

Playground Expectations

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

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

Toys/Valuables Reminders and Expectations

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

MIDDLE SCHOOL

Arrival, Breakfast and Drop Off Expectations

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

Lunch

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

Bell Reminders/Schedule

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

Early Morning Bell Reminder		
Progressive Bell Alert	Time	Student Expectation
1st Alert	7:30am	Proceed to lockers.
2nd Alert	7:38am	2-minute warning signaling that all students should be seated in their first period class.
3rd Alert	7:40am	All students should be seated in their first period class. Students who are tardy to school must check in at the main office to get a tardy pass, before proceeding to locker and assigned class.
Full Day Bell Scheduled		
Period 1	7:40am - 8:28am	*See student individualized schedule for details
Period 2	8:31am - 9:19am	*See student individualized schedule for details
Period 3	9:21am - 10:09am	*See student individualized schedule for details
Period 4	10:12am - 11:03am	8 th Grade Lunch/ Recess
Period 5	11:06am - 11:57am	7 th Grade Lunch/ Recess
Period 6	12:00pm - 12:24pm	5 th /6 th Grade Lunch/ Recess
	12:27pm - 12:51pm	5 th /6 th Grade Lunch/ Recess
Period 7	12:54pm - 1:42pm	*See student individualized schedule for details
Period 8	1:45pm - 2:33pm	*See student individualized schedule for details

Hallway Passes

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

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Tardy to Class

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

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

Dismissal Reminders:

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

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

Cell Phone

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

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Reporting on Student Progress

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

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

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

Incompletes (“I”)

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

Honor Roll Awards Guidelines

Honor Roll: (Grades 5-8 only)

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

High Honor Roll: (Grades 5-8 only)

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

Middle School Promotion Guidelines

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

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and the building-based team are unable to reach an agreement the parents/guardians may appeal to the Director of Teaching and Learning. In the event the parents/guardians and the Director of Teaching and Learning are unable to reach an agreement the parents/guardians may appeal to the Executive Director.

Athletic and Extracurricular Activities

See Athletic Handbook

Participation Requirements for Athletics and Extracurricular Activities

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

Dress Code Violations- Corrective Consequences Reminder

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

Chromebook Update

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

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

HIGH SCHOOL

Arrival, Breakfast and Drop Off Expectations

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

Lunch

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

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

Hallway Passes

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

Bell Reminders/Schedule

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

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

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

Reporting on Student Progress

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

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

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

Incompletes (“I”)

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

Honor Roll Awards Guidelines

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

FRCS HS Promotion Guidelines

A passing grade of 60% in core courses is required to successfully complete and receive credit for any class that is graded numerically. Students who fail the required core content courses may be endanger of being retained. Promotion and retention are a building-based team decision. For promotion purposes, students must earn a passing final grade, which translate to a 60% in four or more content courses (English Language Arts, Mathematics, Science, World Language, and History). Students can recover credits through summer school outside our school district. Students must also accumulate sufficient credits to be able to meet graduation requirements as detailed below. Additional factors, such as language acquisition, Individualized Education Program or 504 Plan, may be taken into consideration for promotion. FRCS reserves the right to consider other criteria such as social and emotional development in the final determination for grade level promotion. In the event of a disagreement among the building-based team regarding grade level promotion, the principal will serve as a mediator using the guidelines above. In the event the parents/guardians and the building-based team are unable to reach an agreement the parents/guardians may appeal to the Director of Teaching and Learning. In the event the parents/guardians and the Director of Teaching and Learning are unable to reach an agreement the parents/guardians may appeal to the Executive Director.

FRCS HS Graduation Requirements

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

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

College/Career Planning Portfolio requirements for promotion and graduation

Grade	FRCS College/Career Planning Portfolio Requirements
9th Grade	Completion of: Personal Goals
10th Grade	Completion of: Career Interest Survey
11th Grade	Completion of: Common Application
12th Grade	Completion of: <ul style="list-style-type: none"> • Senior Post-Secondary Planning Portfolio • At least two post-secondary education applications • One studentship application

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- | | |
|--|---|
| | <ul style="list-style-type: none"> • Personal Vision project • Resume • Two or four-year college course plan • 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 cumulative, weighted GPA 66.5 credits. Final calculations of GPA to determine these awards are made at the conclusion of Quarter 3 of Senior Year. Valedictorian and salutatorians will be determined only after the principal has certified that all grades have been updated with Q3 grades.

Make Up/Grading Policies and Procedures- Short Term Absence

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

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

Make Up/Grading Policies and Procedures- Long Term Absence

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

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

Course Withdrawals/Changes

- ❑ If a student withdraws within the first week of school, grades earned will not be reflected on their transcript. Students are responsible for completing any previously covered material or assignments, prior to entry into the new course.
- ❑ If a student withdraws within the first week of a quarter, grades earned will not be reflected on their transcript. Students are responsible for completing any previously covered material or assignments, prior to entry into the new course.
- ❑ If a student withdraws after the second week of a quarter, grades received from the previous course will transfer to the new course. Students will receive a single grade on the report card for the new course.

Virtual and Online High School Courses

Virtual High School Coordinator - Victoria Shulman

FRCS offers nearly 100 unique concentration courses across every subject area through our virtual high school (VHS) program! You can get a complete list of all of the courses currently available to FRCS students by clicking on the Catalog choice under the Programs & Courses tab at <http://thevhscollaborative.org/>. Students can select either two semester long courses or one year-long course. 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 may work with our virtual high school coordinator during the school day who helps them develop their online learning skills as they take their course(s). Students’ virtual

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

Dual Enrollment

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

Student Leadership - Student Life Organization

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

Peer Tutoring and Peer Mentoring

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

Athletics

See Athletic Handbook

Student Driving Regulations

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

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

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Cell Phones

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

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

Dress Code Corrective Consequences (5-12) Reminder

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

Senior Privilege

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

REQUIREMENTS:

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

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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)
 - 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.