

Thayer handbook 2020-2021
Additions/modifications summary

Addition on page 3: ***Student Rights and Responsibilities - School Committee Policy JI***

Addition on page 3: ***Equal Educational Opportunities - School Committee Policy JB***

Addition on page 4: ***Gender Identity Support - School Committee Policy JBD***

Addition on page 7 under "School Counseling"

Add link to counseling homepage: Please visit the FHS School Counseling page [here](#).

Addition on page 8: ***School Attendance - School Committee Policy JH***

Addition on page 9: ***Attendance Policy Regulations - School Committee Policy JH-R***

Addition on page 12: ***Student Conduct - School Committee Policy JK***

Addition on page 17: ***Physical Restraint***

Addition on page 24: ***Student Conduct On School Buses - School Committee Policy JICC***

Addition on page 30 under "Reporting" for Bullying section

Add link to filing report as FHS handbook does: *The Bullying Incident Report Form can be located by visiting the Framingham Public Schools website at <https://www.framingham.k12.ma.us//cms/lib/MA01907569/Centricity/Domain/993/bullyingprevention.pdf>.*

Addition on page 29: ***Policy And Grievance Procedure For Discrimination - School Committee Policy ACAB***

Addition on page 39: ***Student Dress Code - School Committee Policy JICA***

Addition on page 40: ***Prohibition Of Hazing - School Committee Policy JICFA***

Addition on page 41: ***Empowered Digital Use - School Committee Policy IJNDB***

Addition on page 42: **PROTECTIVE REGULATIONS**

Modification on page page 48 under "Bus Transportation"

Modify how to access bus transportation request: Bus transportation to and from school is provided to those students who **are eligible and make a request through the front office** (delete “purchase a pass through the Parent Information Center, 454 Water Street, (508) 424-3410”)

Addition on page 49 under “Athletic and Co Curricular Eligibility”

Add link to extra curricular offerings as FHS handbook does: *For information about club meeting times and advisors, please refer to the Extra-Curricular tab on our homepage or [click this link](#)*

Thayer Campus

Of Framingham High School



2020-2021 Parent and Student Handbook

Thayer Campus - Alternative High School
Framingham Public Schools
50 Lawrence Street
Framingham, MA 01702
508-626-9191

MISSION STATEMENT

It is the mission of Thayer Campus to provide our students with a safe and caring learning environment that encourages academic achievement, personal growth, and a sense of responsibility. Our school is built around the belief that mutual respect is essential to our students' success and that every person possesses the potential to achieve.

CORE BELIEFS OF THAYER CAMPUS AND THE FRAMINGHAM PUBLIC SCHOOLS

Learning is the central purpose of schools.

For Thayer Campus this means that:

- All students can learn.
- Learning is an active, not passive activity.
- The purpose of assessment is to improve instruction.
- All decisions are made to further the academic success of every student.
- Professional conversations/meetings focus on instructional topics and student needs.

Human differences are to be respected.

For Thayer Campus this means that:

- Each person will be made to feel valued, respected and safe within the Thayer Campus community.
- Understanding and respect for diversity is an integral part of Thayer's program of study.
- Thayer Campus will reflect the diversity of our community.

Individuals are responsible for their behavior and decisions.

For Thayer Campus, this means that:

- Each individual is responsible for modeling behaviors consistent with the core beliefs of the district and expectations of Thayer Campus.
- Each individual is accountable for creating a positive and safe learning environment.
- Each individual accepts responsibility for his/her decisions and actions.
- Collegiality and professionalism characterize the school community.

Student Rights and Opportunities

Student Rights and Responsibilities - School Committee Policy JJ:

The School Committee has the responsibility to afford students the rights that are theirs by virtue of guarantees offered under the federal and state constitutions and statutes. In connection with rights, there are responsibilities that must be assumed by students.

Among these rights and responsibilities are the following:

1. Civil rights-including the rights to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others.
2. The right to attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school.
3. The right to due process of law with respect to suspension, expulsion, and decisions the student believes injure his rights.
4. The right to free inquiry and expression; responsibility to observe reasonable rules regarding these rights.
5. The right to privacy, which includes privacy with respect to the student's school records.

It is the School Committee's belief that as part of the educational process students should be made aware of their legal rights, and of the legal authority of the School Committee to make and delegate authority to its staff to make rules regarding the orderly operation of the schools.

Students have the right to know the standards of behavior that are expected of them, and the consequences of misbehavior.

The rights and responsibilities of students, including standards of conduct, will be made available to students and their parents through handbooks distributed annually.

LEGAL REFS.: M.G.L. [71:37H](#); [71:82](#) through [71:86](#)

Equal Educational Opportunities - School Committee Policy JB

In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, color, sex, gender identity, religion, national origin, sexual orientation or physical and intellectual differences.

To accomplish this, the Committee and its staff will make every effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law which prohibits discrimination in public school admissions and programs. The law reads as follows:

No child shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and course of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation.

This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, guidance, and extracurricular and athletic activities.

All implementing provisions issued by the Board of Elementary and Secondary Education in compliance with this law will be followed.

LEGAL REFS.: Title VI, Civil Rights Act of 1964, Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972; Executive Order 11246, as amended by E.O. 11375; Title IX, Education Amendments of 1972; M.G.L. [76:5](#); [76:16](#); BESE regulations 603 CMR [26:00](#); BESE regulations 603 CMR [28.00](#)

CROSS REF.: [AC](#), Nondiscrimination

Gender Identity Support - School Committee Policy JBD

The Framingham Public Schools strive to provide a safe, respectful, and supportive learning environment in which all students can thrive and succeed. All students need and deserve a safe and supportive learning environment to progress developmentally and academically.

Framingham Public Schools support and respect students' individual differences. For students who identify as gender nonconforming and/or transgender a supportive strategic plan to address legal and social emotional issues will be developed by a team of school personnel who are familiar with the student. This team will include the school administrator, school counselor, social worker and nurse. The plan will address the student's needs for the entire educational program, including before and after school activities.

A critical component of the student's support plan may include name changes and gender identity markers used in communication with and about the student and in written communication with the family or legal guardian/s. Framingham Public Schools will not require legal documentation to change the student's name or gender on the educational record.

Framingham Public School's administration and staff will follow the referenced procedures for supporting the student and developing the support plan. The plan will be reviewed and revised on an as needed basis.

References: <http://www.doe.mass.edu/ssce/GenderIdentity.pdf>

An Act Relative to Gender Identity (Chapter 199 of the Acts of 2011) MGL c.4, s5

MGL c. 76, § 5

603 CMR [26.00](#)

603 CMR [1.00](#)

603 CMR [23.00](#)

603 CMR § [23.04](#)

603 CMR §§[23.01](#) and [23.07](#).

The federal Family Educational Rights and Privacy Act, 20 USC 1232g

First reading: January 19, 2016; second reading: February 2, 2016

THAYER CAMPUS COMMUNITY EXPECTATIONS AND RESPONSIBILITIES FOR ALL STAFF, STUDENTS AND FAMILIES

- Arrive in a timely manner and attend all scheduled classes.
- Complete all tasks and assignments to the best of your ability.
- Treat everyone with kindness and respect.
- Help promote and maintain the acceptable use policy involving handheld electronic devices in classrooms.
- Help promote and maintain a safe environment, free of weapons, threats, intimidation and bullying.
- Help promote and maintain an alcohol, drug and tobacco free environment.
- Respect and tolerate diversity in ethnicity, culture, language, religion, gender identity and sexual orientation.
- Be accountable and responsible for your actions and words.
- Communicate and engage individuals in a constructive and appropriate manner.
- Seek out and utilize non-violent methods for conflict resolution.

THAYER CAMPUS CORE VALUES = RESPECT

Responsibility

Excellence

Self esteem

Persistence

Effort

Community

Tolerance

THAYER STAFF DIRECTORY AND COMMUNICATION LIST

| Name | Position | Email | Phone |
|-------------------|--------------------------------|---------------------------------|--------------|
| Caitlin Baker | English Teacher | cbaker@framingham.k12.ma.us | 508-626-9191 |
| Lauren Carreiro | Director | lcarreiro@framingham.k12.ma.us | 508-626-9191 |
| Chris Collins | Science Teacher | ccollins@framingham.k12.ma.us | 508-626-9191 |
| Kerry Connors | Social Worker | kconnors@framingham.k12.ma.us | 508-782-7823 |
| Sandra Dickie | Nurse/Wellness | sdickie@framingham.k12.ma.us | 508-782-7822 |
| Gina Hauck | Asst Office Manager | ghauck@framingham.k12.ma.us | 508-626-9191 |
| Charles Kelly | Mathematics Teacher | ckelly@framingham.k12.ma.us | 508-626-9191 |
| Ronaldo Negrini | Asst Special Ed Teacher | rnegrini@framingham.k12.ma.us | 508-626-9191 |
| Corinne Nye | Special Ed/Life Skills Teacher | cnye@framingham.k12.ma.us | 508-782-7829 |
| Matthew Scheffler | History/Social Studies Teacher | mscheffler@framingham.k12.ma.us | 508-626-9191 |

THAYER CAMPUS SCHOOL RESOURCES

SCHOOL COUNSELING

Thayer Campus has access to all of the guidance services provided at Framingham High School. Framingham High School's School Counseling Department provides Thayer with an academic and college/career transition planning program for all Thayer students as needed with our Careers/Work Study program. This program consists of classroom curriculum, small group sessions, and individual appointments. Thayer also has access to the Career Center at Framingham High School and Career Specialists are available on an as needed basis. Please visit the FHS School Counseling page [here](#).

HEALTH SERVICES

Health Services are provided at Thayer Campus by our part time nurse who maintains health records on every student and monitors students' health needs and immunizations. She also coordinates and arranges vision, hearing, postural, and physical exams. The nurse serves as a resource for staff on medical matters as well. The full time health staff at Framingham High School is also available on an as needed basis. Our nurse and our social worker both work with the Teen Pregnancy/Parenting Program at Framingham High School. This program provides confidential assistance, support and education for pregnant and parenting students as well as those who think they may be pregnant. Both male and female students involved in a pregnancy or parenting relationship are encouraged to utilize the program.

SCHOOL RESOURCE OFFICERS

The school resource officers are full time police officers responsible for maintaining a safe, positive learning environment at Framingham High School and Thayer Campus. The school resource officers work closely with individual students and our professional staff to achieve this goal. The school resource officers are located at Framingham High School and can be contacted by calling the main office at 508-620-4963.

SPECIAL EDUCATION

Some of the Students at Thayer Campus require Special Education services for identified special needs. These services are provided by our certified teaching staff and coordinated by our lead Special Educator. Some of these services include: assessment, learning in small group settings, modified curriculum, and other specialized accommodations. Our lead Special Educator also acts as a liaison to students, parents and school personnel around the area(s) of identified special needs. We provide both direct and indirect support for students in all of our classes, as well as consultation to teaching staff concerning curriculum modifications and student learning styles.

GRADUATION REQUIREMENTS (Minimum Standard)

1. Credit Requirements

- Successful completion of a semester course (half year) earns a student 0.50 credit
- To enter the next grade, students must earn the required credits:
 - Grade 10 - 5.0 credits
 - Grade 11 - 11.0 credits
 - Grade 12 - 17.0 credits
 - Graduation - 22.0 credits per FHS standards

2. Subject Area Requirements

The following subject credits must be earned as a part of the graduation requirement:

- English - 4.0 credits
- History & Social Sciences - 3.0 credits
- Mathematics - 3.0 credits
- Science - 3.0 credits
- Physical Education and Health - 2.0 credits

3. MCAS Testing - Students who do not meet the standards of the Massachusetts Department of Elementary and Secondary Education (DESE) on these exams will be granted a certificate of achievement upon completion of Framingham High School course requirements. MCAS testing opportunities are offered at Thayer Campus throughout the school year, per the DESE schedule.

AGE OF MAJORITY

Any student reaching the age of 18 has age of majority status. **Students who wish to exercise this right must complete an application that can be obtained in the Thayer office and speak to the Director.** The Director will contact parents to confirm this provision. Age of majority allows the student to be recognized by the school as an adult so that he/she may be accorded the privileges of an adult - signing of attendance records to include dismissal notes, requesting records, and/or other similar type activities. However, the student must have any dismissals, tardies, and absences approved by the administration. A student with age of majority must call himself/herself out sick as early as possible on the day absent. The administration will take corrective measures if the age of majority student is using this status to abuse the rules and regulations of the school.

School Attendance - School Committee Policy JH

The Framingham Public Schools believes in the importance of regular attendance by all students. Our objective is that every student attend school every day on time, for the full day. Massachusetts General Law (School Attendance, Chapter 76) requires that all children between the ages of six and sixteen attend school daily. A public school district may excuse up to seven day sessions or fourteen half day sessions in any period of six months. The law requires that schools annually provide parents/guardians with instructions for calling a designated phone number at a designated time to inform the school of a student's absence and the reason for the absence. In addition, parents/guardians must provide the

school with a home, work or other emergency telephone number so that they may be contacted during the school day to inquire about said absence.

The Framingham Public Schools pursuant to M.G.L. c. 76, § 1B, will notify the parent/guardian of a student who has for at least 5 days, missed 2 or more periods unexcused in a school year or who has missed 5 or more school days unexcused in a school year. The building principal/designee will make a reasonable effort to meet with the parent/guardian of a student who has 5 or more unexcused absences to develop action steps to support the student's regular daily attendance. The action steps shall be developed jointly and agreed upon by the building principal/a designee, the student and the student's parent/guardian and with input from other relevant school personnel and officials from relevant public safety, health and human service, housing and nonprofit agencies. Upon any further absences, the school may schedule a parent conference to discuss and/or investigate the issue further.

First reading: December 20, 2017; second reading: January 3, 2017

Attendance Policy Regulations - School Committee Policy JH-R

The impact of school attendance on student academic success and social, emotional, and health outcomes is well documented. Emerging research shows that chronic absence can start as early as preschool and affect performance in later grades. Attending school regularly is essential for students to gain the academic and social skills they need to succeed in life. The long-term consequences of chronic absenteeism can lead to a population that is less educated, underemployed, less financially stable, and less healthy.

Starting as early as preschool and kindergarten, students' chronic absence - missing 10 percent of school days in an academic year for any reason, excused or unexcused - is a primary cause of low academic achievement and a powerful predictor of which students will eventually drop out of school. Students who have poor attendance over multiple years will struggle to make up for the lost time in the classroom. Students' chronic absenteeism can leave third graders unable to read proficiently, sixth graders struggling with coursework and high school students off track for graduation.

Punctuality is a valued habit and life skill. On-time arrival to school is based on both personal responsibility for one's actions and respect for the rules. Parents/guardians should make every effort to support and facilitate their students' on-time arrival to school in the morning and to each class during the day. Parents/guardians should make every effort to schedule medical and dental appointments or recreational activities outside of regular school hours. Excessive tardies and early dismissals from school have a cumulative impact.

Excused/Unexcused Absences Guidelines:

Every absence matters, regardless whether it is excused, unexcused, a tardy, or an early dismissal. Considered together, absences for any reason can have an impact on student learning and academic and social emotional outcomes.

Framingham Public Schools recognizes that students will, at times, have legitimate reasons to be absent. These reasons are referred to as excused absences. The parent/guardian shall provide the school with

notice explaining the absence within 5 days of the return to school. Excused absences include the following:

- Student's illness or injury

To be deemed excused, an absence of more than 3 consecutive days must be documented in writing by an appropriately licensed medical professional, e.g. physician, nurse practitioner, physician's assistant, or dentist who has physically assessed the student.

A student may accrue 5 excused individual days (not consecutive) for illness or injury during each school year. All subsequent absences for illness or injury following the 5 individual days will be considered unexcused unless accompanied by written documentation from an appropriately licensed medical professional, e.g. physician, nurse practitioner, physician's assistant, or dentist who has physically assessed the student.

- Death of a close family member
- Observance of a major religious holiday
- Court summons (student's name must appear on the summons)
- School approved activities
- College visits (documentation required)
- Suspension
- Legal, immigration, military or other similar obligations

Unexcused Absences:

An absence is considered unexcused when a student misses school for reasons that are not accepted by the school, with or without parent permission. A student with many unexcused absences is considered truant.

Examples of unexcused absences are:

- Attending parental/guardian appointments (e.g. medical, dental, etc.)
- Attending parent/guardian court summons
- Family/travel vacation
- Staying home to take care of or visit with family members
- Missing the school bus
- Sleeping too late
- Undocumented illness/injury that exceeds more than three days
- Weather-related absences other than those when the district has canceled school

Students absent from school may not attend school-sponsored activities on the day or evening of the absence.

Parent/Guardian and School Responsibilities:

Parents/guardians are legally responsible for ensuring that a child under their control attends school daily.

Pursuant to M.G.L. c. [76, § 1B](#), the school will notify the parent/guardian of a student who missed 2 or more periods unexcused over at least 5 days in a school year, or has missed 5 or more school days unexcused in a school year. The school administrator/designee will make a reasonable effort to meet

with the parent/ guardian of a student who has 5 or more unexcused absences to develop action steps for student attendance. The action steps shall be developed jointly and agreed upon by the school principal, or a designee, the student and the student's parent/guardian and with input from other relevant school personnel and officials from relevant public safety, health and human service, housing and nonprofit agencies. Framingham Public Schools exercises its rights to enforce M.G.L. [76, §1](#) or Chapter [119, §51A](#).

Vacations when School is in Session:

Students are expected to attend school 180 days each academic year. Three vacation periods are built into the school calendar. Except in cases of illness and extenuating circumstances, students are expected to be present when school is in session. Parents/guardians are strongly discouraged from scheduling vacations/trips when school is in session, or extending the scheduled vacation periods. At the middle and high school levels, it is the student's responsibility for identifying and completing missed work. Teachers are not required to provide advance assignments to students. The school and the individual teacher(s) are not required to assume responsibility for providing individual tutoring or extensive individual help for the student when he/she returns.

Truancy

A student will be considered truant when they are absent from school without permission of parent/guardian or school administration, or when a student is deliberately late to school. Parents/guardians will be notified if a student is suspected of being truant.

Educational services due to absences for illness/injury:

For absences of several days due to illness or injuries, students and families should contact teachers to establish a reasonable schedule for making up missed work. Students in middle and high school are strongly encouraged to seek out extra help before or after school, or at some other mutually agreeable time if they need assistance from a teacher as the result of an absence.

Per 603 CMR [28.03](#)(3)(c) and [28.04](#)(4), parents/guardians of students who are absent because of illness or injury for 14 consecutive school days, or 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 eligible for home or hospital educational services if they are requested and the medical need is documented by the treating physician. In these cases, the parent/guardian should contact the Department of Health and Wellness to set up educational services that will enable the student to keep up in his/her courses of study and minimize the educational loss that might occur during the period of confinement at home or hospital.

REF: Chapter [119, §51A](#); M.G.L. [76, §1](#); M.G.L. [76, §2](#); 603 CMR [28.03](#)(3)(c); www.attendanceworks.org/research/

First reading: December 20, 2016 Second reading: January 3, 2017

Observance Of Major Religious Holidays - School Committee Policy JHE

1. Excused absences from school are allowed on major religious holidays so that students may freely participate in their religious activities without conflict with their school obligations. Due to differences in religious practices, observance by individual students will not be uniform. Parents may, in writing,

excuse their students from school for any religious days important to the child's religious beliefs. In addition, schools will be closed for Yom Kippur, Rosh Hashanah, and Good Friday.

2. All students in the Framingham Public Schools are required to make up work covered and assignments made during an excused absence from school. This practice shall be applicable to students who are absent due to religious observance. Such work shall be made up at the student's initiative without loss of credit no later than five (5) school days following their return to school after absence.

3. Students are responsible for turning multi-day projects on time.

4. New classroom work may be introduced on the day of a major religious holiday, but consideration should be given to planning such new work around the holiday.

5. At the student's request, assistance in the introduction of new work for students absent on religious holidays will be afforded by the teacher concerned.

6. No homework should be given the next day if the next day is a major religious holiday as defined by the school calendar.

STUDENT CONDUCT

Student Conduct - School Committee Policy JK

The Massachusetts General Laws require the School Committee to adopt written policies, rules and regulations not inconsistent with law, which may relate to study, discipline, conduct, safety and welfare of all students, or any classification thereof, enrolled in the public schools of the District. Framingham Public Schools is committed to partnering with parents and guardians in order to promote optimal, safe learning environments.

The safety of students and staff is of paramount importance, effective teaching and learning is based on respect and consideration for the rights, property, others and of self. Students will be expected to conduct themselves in a way that the rights and safety of others are not violated. They will be required to respect constituted authority, and to conform to school policies, rules, and provisions of law that apply to their conduct.

The implementation of the general rules of conduct is the responsibility of the Principal and the professional staff of the building. In order to do this, each school staff in the District shall develop specific rules not inconsistent with the law nor in conflict with School Committee policy. These building rules shall be an extension of the District policies by being more specific as they relate to the individual schools.

The purpose of disciplinary action is to restore acceptable behavior. When disciplinary action is necessary, it shall be administered with fairness and shall relate to the individual needs and the individual circumstances.

Students violating any of the policies on student conduct and control will be subject to disciplinary action. The degree, frequency, and circumstances surrounding each incident shall determine the

method used in enforcing these policies. Most of the situations which require disciplinary action can be resolved within the confines of the classroom or as they occur by reasonable but firm reprimand, and/or by teacher conferences with the student and/or parents or guardians.

If the situation should arise in which there is no applicable written policy, the staff member shall be expected to exercise reasonable and professional judgment.

All student handbooks shall contain the provisions of M.G.L. c.71:37H, 37H1/2 and 37H ¾.

Copies of the handbooks will be distributed to each student entering school at the beginning of the school year and to any student enrolling during the school year. Parents of students in grades K-12 will acknowledge receipt of said handbooks.

REF: MASC

LEGAL REF.: M.G.L. [71:37H](#); 71:37H1/2; 71:37H3/4; 71:[37L](#); [76:16](#); [76:17](#); 603 CMR 53.00

First reading: April 12, 2016, second reading April 25, 2016

MASSACHUSETTS GENERAL LAWS

M.G.L. Section 37H: Policies relative to conduct of teachers or students; student handbooks

Section 37H. The superintendent of every school district shall publish the district's policies pertaining to the conduct of teachers and students. Said policies shall prohibit the use of any tobacco products within the school buildings, the school facilities or on the school grounds or on school buses by any individual, including school personnel. Said policies shall further restrict operators of school buses and personal motor vehicles, including students, faculty, staff and visitors, from idling such vehicles on school grounds, consistent with section 16B of chapter 90 and regulations adopted pursuant thereto and by the department. The policies shall also prohibit bullying as defined in section 37O and shall include the student-related sections of the bullying prevention and intervention plan required by said section 37O. Copies of these policies shall be provided to any person upon request and without cost by the principal of every school within the district.

Each school district's policies pertaining to the conduct of students shall include the following: disciplinary proceedings, including procedures ensuring due process; standards and procedures for suspension and expulsion of students; procedures pertaining to discipline of students with special needs; standards and procedures to assure school building security and safety of students and school personnel; and the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons, the use of force, vandalism, or violation of a student's civil rights. Codes of discipline, as well as procedures used to develop such codes shall be filed with the department of education for informational purposes only.

In each school building containing the grades nine to twelve, inclusive, the principal, in consultation with the school council, shall prepare and distribute to each student a student handbook setting forth the rules pertaining to the conduct of students. The student handbook shall include an age-appropriate summary of the student-related sections of the bullying prevention and intervention plan required by section 37O. The school council shall review the student handbook each spring to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy changes at any time. The annual review shall cover all areas of student conduct, including but not limited to those outlined in this section.

Notwithstanding any general or special law to the contrary, all student handbooks shall contain the following provisions:

(a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

(b) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

(c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

(d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

(e) Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.

(f) Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.

(g) Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

Section 37H1/2: Felony complaint or conviction of student; suspension; expulsion; right to appeal

Section 37H1/2. Notwithstanding the provisions of section eighty-four and sections sixteen and seventeen of chapter seventy-six:

(1) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the

student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decisions shall be the final decision of the city, town or regional school district with regard to the suspension.

(2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decisions shall be the final decision of the city, town or regional school district with regard to the expulsion.

Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student under an education service plan, under section 21 of chapter 76.

Section 37H3/4: Suspension or expulsion on grounds other than those set forth in Sections 37H or 37H1/2

Section 37H3/4. (a) This section shall govern the suspension and expulsion of students enrolled in a public school in the commonwealth who are not charged with a violation of subsections (a) or (b) of section 37H or with a felony under section 37H1/2.

(b) Any principal, headmaster, superintendent or other person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student, shall exercise discretion; consider ways to re-engage the student in the learning process; and avoid using expulsion as a consequence until other remedies and consequences have been employed.

(c) For any suspension or expulsion under this section, the principal or headmaster of a school in which the student is enrolled, or a designee, shall provide, to the student and to the parent or guardian of the student, notice of the charges and the reason for the suspension or expulsion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal or headmaster, or a designee, to discuss the charges and reasons for the suspension or expulsion prior to the suspension or expulsion taking effect. The principal or headmaster, or a designee, shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the principal or headmaster, or a designee, can document reasonable efforts to include the parent or guardian in that meeting. The department shall promulgate rules and regulations that address a principal's duties under this subsection and procedures for including parents in student exclusion meetings, hearings or interviews under this subsection.

(d) If a decision is made to suspend or expel the student after the meeting, the principal or headmaster, or a designee, shall update the notification for the suspension or expulsion to reflect the meeting with the student. If a student has been suspended or expelled for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year, the student and the parent or guardian of the student shall also receive, at the time of the suspension or expulsion decision, written notification of a right to appeal and the process for appealing the suspension or expulsion in English and in the primary language spoken in the home of the student; provided, however, that the suspension or expulsion shall remain in effect prior to any appeal hearing. The principal or headmaster or a designee shall notify the superintendent in writing, including, but not limited to, by electronic means, of any out-of-school suspension imposed on a student enrolled in kindergarten through grade 3 prior to such suspension taking effect. That notification shall describe the student's alleged misconduct and the reasons for suspending the student out-of-school. For the purposes of this section, the term "out-of-school suspension" shall mean a disciplinary action imposed by school officials to remove a student from participation in school activities for 1 day or more.

(e) A student who has been suspended or expelled from school for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year shall have the right to appeal the suspension or expulsion to the superintendent. The student or a parent or guardian of the student shall notify the superintendent in writing of a request for an appeal not later than 5 calendar days following the effective date of the suspension or expulsion; provided, that a student and a parent or guardian of the student may request, and if so requested, shall be granted an extension of up to 7 calendar days. The superintendent or a designee shall hold a hearing with the student and the parent or guardian of the student within 3 school days of the student's request for an appeal; provided that a student or a parent or guardian of the student may request and, if so requested, shall be granted an extension of up to 7 calendar days; provided further, that the superintendent, or a designee, may proceed with a hearing without a parent or guardian of the student if the superintendent, or a designee, makes a good faith effort to include the parent or guardian. At the hearing, the student shall have the right to present oral and written testimony, cross-examine witnesses and shall have the right to counsel. The superintendent shall render a decision on the appeal in writing within 5 calendar days of the hearing. That decision shall be the final decision of the school district with regard to the suspension or expulsion.

(f) No student shall be suspended or expelled from a school or school district for a time period that exceeds 90 school days, beginning the first day the student is removed from an assigned school building.

Physical Restraint

[603 CMR 46.00](#). Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. School personnel shall use physical restraint with two goals in mind:

- (a) To administer a physical restraint only when needed to protect a student and/or a member of the school community from assault or imminent, serious, physical harm; and
- (b) To prevent or minimize any harm to the student as a result of the use of physical restraint.

De-escalation practices are the first and preferred approach to managing challenging behaviors. In circumstances when de-escalation may be necessary to maintain the safety for all involved, trained personnel will use specific practices to prevent, minimize, and manage potentially unsafe situations in a manner that is least to most restrictive. Most of these practices center around communication and teaching techniques that are likely to prevent or reduce challenging or unsafe behavior. Some of these practices include physical safety and physical restraint that are intended to be used infrequently, practically, and safely. These procedures are only carried out by personnel who have been certified by a district approved training program.

STUDENT DISCIPLINE

Student Conduct - School Committee Policy JIC

The Framingham School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others, as well as respect for self. Students will be expected to conduct themselves in a way that the rights, property and safety of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Each Principal shall include prohibited actions in the student handbook or other publication and made available to students and parents.

Principals and staff shall not use academic punishment of any form as a consequence of inappropriate behaviors/actions by students. The expectation is for all students to receive equitable treatment from staff.

The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.

General Principles

The goal of student discipline is to teach students to behave in ways that contribute to academic achievement and school success, and to promote a school environment where students and staff are responsible and respectful. When disciplinary action is necessary, it shall be administered with fairness and shall relate to the individual needs and the individual circumstances. Successful school discipline is guided by the following principles:

- Effective and engaging instruction and classroom management are the foundation of effective discipline.
- School discipline is best accomplished by preventing misbehavior before it occurs, and using effective interventions after it occurs.
- School safety and academic success are formed and strengthened when all school staff and personnel build positive relationships with students.
- School staff will promote high standards of behavior by teaching, modeling, and monitoring behavior, and by fairly and consistently connecting misbehavior as necessary.
- School discipline that is paired with meaningful instruction and guidance offers students an opportunity to learn from their mistakes and contribute to the school community, and is more likely to result in getting the student re-engaged in learning.
- Effective school discipline maximizes the amount of time students spend learning and minimizes the amount of time students are removed from their classrooms due to misbehavior.
- If a situation should arise in which there is no applicable written policy or rule, school staff shall exercise reasonable and professional judgment.

Strategies in Using Interventions

Teachers and administrators should consider utilizing different types of strategies, or multiple strategies simultaneously, to deal with misbehavior, especially for the 2nd or 3rd instance of the same misbehavior.

Reasonable Consequences

Students violating any of the policies on student conduct will be subject to disciplinary action. The degree, frequency and circumstances surrounding each incident shall determine the method used in enforcing these policies. In all instances, school discipline should be reasonable, timely, fair, age-appropriate, and should match the severity of the student's misbehavior.

School staff will make reasonable efforts to correct student misbehavior through school-based resources at the lowest possible level, and to support students in learning the skills necessary to enhance a positive school environment and avoid misbehavior. Most of the situations which require disciplinary action can be resolved within the confines of the classroom or as they occur by reasonable but firm reprimand, and/or by teacher conferences with the student and/or parents or guardians.

Use of Out-of-School Suspensions Should Be Minimized

All students have a right to a high quality education. Punitive measures that result in the loss of valuable instructional time should be reserved for infractions that cannot be appropriately addressed through other interventions and disciplinary responses.

Principals shall ensure that students who are suspended from school for ten or fewer consecutive days, whether in or out of school, shall have an opportunity to make academic progress during the period of suspension, to make up assignments and earn credits missed including, but not limited to, homework, quizzes, exams, papers, and projects. Students shall receive full academic credit, according to the quality of their work, for made-up assignments.

Relevant Factors in Making Discipline Decisions

When choosing consequences for students' misbehaviors, teachers, administrators, and staff must consider the following:

- Age, health and special education status of the student;
- Student's academic program;
- Student's prior conduct and record of behavior;

- Student's willingness to repair the harm and accept responsibility;
- Seriousness of the offense and the degree of harm caused; and
- Impact of the incident on the overall school community.

Notice of Suspension

Except for emergency removal or an in-school suspension of less than 10 days, a Principal must provide the student and the parent oral and written notice, and provide the student an opportunity for a hearing and the parent an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to student and parent(s)/guardian(s) in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent/guardian present, the Principal must be able to document reasonable efforts to include the parent/guardian.

Emergency Removal

A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption. The Principal shall immediately notify the Superintendent in writing of the removal including a description of the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall: Make immediate and reasonable efforts to orally notify the student and the student's parent(s)/guardian(s) of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice as referenced in the applicable regulation; Provide written notice to the student and parent(s)/guardian(s) as required above; Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent(s)/guardian(s) an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent(s)/Guardian(s); Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation. A principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

In School Suspension: Not More Than 10 Days Consecutively or Cumulatively

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

The Principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the Principal follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation.

Principal's Hearing: Short Term Suspension of up to 10 days

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including

mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student

The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the short term suspension takes effect

Principal's Hearing: Long Term Suspension of more than 10 days but less than 90 days (consecutive or cumulative)

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not; the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense; the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; The' right to cross-examine witnesses presented by the school district; the right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long term suspension. The Principal shall send the written determination to the student and parent/guardian by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the Principal and the parent/guardian.

If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; set out the key facts and conclusions reached by the Principal; identify the length and effective date of the suspension, as well as a date of return to school; include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information: The process for appealing the decision, including that the student or parent/guardian must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long term suspension; provided that within the five (5) calendar days, the student or parent/guardian may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.

Superintendent's Hearing

A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent.

The student or parent shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing Suspension of more than 10 days). If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension.

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

The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension.

The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's

decision. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

Expulsion (Long Term Suspension)

Expulsion (long term suspension) is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Any student alleged to have committed one of these acts shall be afforded the same due process rights as for a long term suspension. Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and parent/guardian of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parent(s)/guardian(s) of the services and managing such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

The Principal shall notify the parent/guardian and student of the opportunity to receive education services at the time the student is expelled or placed on long term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

Reporting

The school district shall collect and annually report data to the DESE regarding in-school suspensions, short and long term suspensions, expulsions, emergency removals, access to education services, and

such other information as may be required by the DESE. This report will be given to the Framingham School Committee no later than September 1st of the following academic year.

The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, sexual orientation/gender identity, socioeconomic status, and English language learner status in accordance with law and regulation.

LEGAL REF: M.G.L. [71:37H](#); [71:37H](#); [71:37H3/4](#); [76:17](#); 603 CMR [53.00](#)

First reading: April 12, 2016, second reading: April 25, 2016

SUSPENDABLE OFFENSES

In accordance with the student's right to Due Process as defined below, Thayer Campus may suspend a student for any of the following behaviors:

Mandatory minimum 5-day suspension from school, school sponsored activities and bus privileges, denial of participation in graduation exercises, notification of police, and possible expulsion from the Framingham Public Schools by the principal:

- Possession of a dangerous weapon, or threatened use of any object as a weapon
- Assaulting a teacher or any other school personnel
- Possession, sale, distribution, use, or manufacture of illegal drugs or alcohol
- Setting fires or the unauthorized sounding of a fire alarm

Mandatory minimum 1-day suspension from school, school sponsored activities and bus privileges, denial of participation in graduation exercises, possible notification of police, and possible expulsion from the Framingham Public Schools by the principal:

- Fighting or any assault or act of violence committed against another student
- Violence, intimidation, or extortion, or threat of violence, intimidation, or extortion, directed toward another student or school personnel
- Being under the influence of illegal drugs or alcohol, or in the possession of any drugs or paraphernalia.

The following behaviors may serve as grounds for suspension or other disciplinary action which may include, but not be limited to, denial of participation in graduation exercises or school-sponsored activities:

- Harassment or hazing of another student or school personnel on the basis of, but not limited to, race, color, sex, national origin, religion, handicap or sexual orientation
- Stealing and/or willful destruction of school or personal property
- Use of obscene, abusive, or profane language or gestures, or rude or defiant behavior, either of which disrupts the educational process or school activity
- A pattern of defiant or insubordinate behavior towards any school personnel or policy.
- Behavior which endangers persons or property or substantially disrupts the educational process or school activity.
- Leaving school grounds without administrative permission or prior knowledge.
- Giving off a strong odor of marijuana or alcohol

- Violation of any criminal law of the Commonwealth of Massachusetts, including, but not limited to, gambling or stalking, not already covered by these rules
- Smoking in any school building or bus or on school grounds

STUDENT CONDUCT ON SCHOOL BUSES

Student Conduct On School Buses - School Committee Policy JICC

The School Committee and its staff share with students and parents the responsibility for student safety during transportation to and from school and to and from school-related events. The authority for enforcing School Committee requirements of student conduct on buses will rest with the Principal or designee.

To ensure the safety of all students who ride in buses, it may occasionally be necessary to revoke the privilege of transportation from a student who abuses this privilege and forfeiture of any fees paid. Parents/guardians of children whose behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of transportation privileges in accordance with regulations approved by the School Committee.

Student Conduct On School Buses - School Committee Policy EEAEC-R-1

Students utilizing school bus transportation enjoy a privilege accorded by the Town rather than an inherent right to transportation. As such, students are to conduct themselves in such a way as not to interfere with the safe operation of the vehicle, cause personal injury to others, cause damage to the vehicle, or infringe upon the rights of others as set forth by the school administration.

If a student's conduct is determined by the operator to be detrimental to the safe operation of the vehicle, or if it is determined that a student has caused personal injury to others or damage to a vehicle, a conference will be arranged with the student and Principal or his/her designee, after which the parents and student will be notified in writing and by telephone, that future incidents will result in the curtailing of bus privileges. Subsequent offenses shall carry the following penalties: **Second offense - Bus privileges suspended for three days at the middle school and high school levels and up to 3 days at the elementary level; Third offense - Bus privileges suspended for up to 10 days; Fourth offense - Bus privileges suspended for up to 20 days; Fifth offense - Bus privileges suspended for up to the remainder of the school year.** Parents have the option of requesting a hearing with the driver and Principal regarding any discipline report about their student. The Principal may require a parent conference for any student reported for bus discipline infractions.

In addition to the penalties provided above, a student disciplined under this policy shall be subject to applicable sanctions under the Student Discipline Code, and shall be afforded such rights as are set forth therein. The School Resource Officer of the Framingham Police Department will be notified when a student causes personal injury to others or causes damage to the bus. The Principal will have final authority over the-disposition of all disciplinary matters, including bus discipline.

In the event that damage is caused by a student, the student and his/her parents and/or guardian will be liable for all reasonable costs incidental to the repair of the vehicle. Note: If the parent does not attend the conference, he/she will be informed in writing of the problem and any action taken or proposed.

Although the safe operation of the vehicle may warrant the immediate suspension of the student's busing privileges, revocation of busing privileges shall occur only after consultation with the driver, student, Principal, and parents, and in no instance will a student's busing privileges be revoked without prior notification to parents. Written notice will be sent to parents within two school days. The Transportation Department will work with the building principals on a possible reward system promoting good bus behavior.

A representative from the Bus Vendor will have an opportunity to meet with the Superintendent or designee twice a year to review the implementation of this policy and if needed, forward recommendations for changes to this policy.

First reading: January 3, 2017; second reading, January 10, 2017

DISCIPLINE OF SPECIAL NEEDS STUDENTS

All students are expected to meet the requirements for behavior as set forth in this handbook. Chapter 71B of the Massachusetts General Laws, known as Chapter 766, requires that additional provisions be made for students who have been found by a TEAM evaluation to have special needs and whose program is described in an Individual Educational Plan (I.E.P.). The following additional requirements apply to the discipline of special needs students:

1. The I.E.P. for every special needs student will indicate whether the student can be expected to meet the regular discipline code or if the student's handicapping conditions require modification. Any modification to the discipline code expectations for a special needs student will be described in the I.E.P.
2. The Director (or designee) will notify the Special Education Office of the suspendable offense of a special needs student and a record will be kept of such notices.
3. When it is known that a special education student is being considered for a long-term suspension, the TEAM will make a finding as to the relationship between the student's misconduct and his/her handicapping condition. This process, known as a "manifestation determination", will consider whether to: a.) design a modified program for the student, or b.) write an amendment to provide for the delivery of special education services during the suspension and any needed modification of the I.E.P. relative to discipline code expectations.
4. In the absence of a modified discipline code (as described in #1 above), and a manifestation determination, all suspensions which are less than 10 days (cumulative) in a school year shall be subject to the requirements described in this handbook.

FRAMINGHAM PUBLIC SCHOOLS and THAYER CAMPUS BULLYING PREVENTION

Bullying Prevention - School Committee Policy JICFB

Framingham Public Schools is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyber-bullying.

“Bullying” is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target’s property;
- places the target in reasonable fear of harm to him/herself, or of damage to his/her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

For purposes of this section, bullying shall include cyber-bullying. Cyber-bullying means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a:

- wire
- radio
- electromagnetic
- photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications, and social media.

Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected.

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber-bullying. “Perpetrator”, a student or member of a school staff including, but not limited to, an

educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engages in bullying or retaliation.

Bullying is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds
- At school bus stops;
- On school buses or other vehicles owned, leased or used by the school district; or,
- Through the use of technology or an electronic device owned, leased or used by the Framingham Public Schools;

Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the Framingham school district if the act or acts in question:

- create a hostile environment at school for the target;
- infringe on the rights of the target at school; and/or
- materially and substantially disrupt the education process or the orderly operation of a school.

Prevention and Intervention Plan

The Superintendent and/or his/her designee shall oversee the development, adherence to and updating of a bullying prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The plan shall apply to students and members of a school staff, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals. The consultation shall include, but not be limited to, notice and a public comment period. The bullying prevention and intervention plan shall be reviewed and updated at least biennially.

The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.

Reporting

Students, who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying.

Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school principal or their designee.

The Bullying Incident Report Form can be located by visiting the Framingham Public Schools website at <https://www.framingham.k12.ma.us/cms/lib/MA01907569/Centricity/Domain/993/bullyingprevention.pdf>.

Investigation Procedures

The Principal or their designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed.

The school Principal or a designee shall promptly investigate the report of bullying, using a Bullying/Cyber-bullying Report Form which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

Support staff shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of physical and emotional safety for that student.

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school Principal or a designee determines that bullying has occurred he/she shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the perpetrator, the principal shall consult with the school's resource officer and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within fourteen school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum the Principal or his/her designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee. A monthly report shall be provided to the Superintendent.

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

Retaliation: Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying, shall be prohibited.

Target Assistance: The Framingham Public Schools shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, affected by bullying, as necessary.

Training and Assessment: Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K through 12 students. Publication and Notice: Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

The bullying prevention and intervention plan shall be posted on the Framingham Public Schools website.

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended
Federal Regulation 74676 issued by EEO Commission
Title IX of the Education Amendments of 1972
603 CMR [26.00](#)
M.G.L. [71:370](#); [265:43](#), [43A](#); [268:13B](#); [269:14A](#)
M.G.L. [70:370](#), subsection (d)

CROSS REFS.: [AC](#), Nondiscrimination
[ACAB](#), Sexual Harassment
[JBA](#), Student-to-Student Harassment
[JICFA](#), Prohibition of Hazing
[JK](#), Student Discipline Regulations

REFS.: Massachusetts Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan

First reading: October 22, 2013; second reading: November 19, 2013

POLICY AND GRIEVANCE PROCEDURE FOR DISCRIMINATION, INCLUDING HARASSMENT AND RETALIATION

Policy And Grievance Procedure For Discrimination - School Committee Policy ACAB

I. GENERAL STATEMENT OF POLICY

It is the policy of the Framingham School Committee to maintain a work and education environment in the Framingham Public Schools that is free of discrimination, including harassment, based on race, color, national origin, ancestry, age, gender, sexual orientation, gender identity, religion, disability, veteran's status, or any other status protected by federal or state law. The Framingham Public Schools will not tolerate unlawful discrimination, sexual harassment and other forms of harassment. The Framingham School Committee also treats retaliation as a form of discrimination. Retaliation as defined by this policy is prohibited.

The Framingham School Committee takes allegations of discrimination, including harassment and retaliation, seriously. The District will respond promptly and equitably to all complaints or reports that a violation of this policy has occurred. Where a violation is found, the Framingham Public Schools will take appropriate disciplinary and corrective action to eliminate the conduct and prevent its recurrence.

This policy sets forth our goals of promoting a school and workplace environment free of discrimination, including harassment and retaliation. The policy, however, is not designed or intended to limit the authority of the District or its schools to take disciplinary, corrective or remedial action for school or workplace conduct that otherwise constitutes a violation of an applicable code of conduct. Nor does this policy limit the authority of the District or its schools to take immediate interim disciplinary action as set forth in applicable disciplinary codes or policy. The Superintendent, District Title IX/Equity Coordinator and school principals are ultimately responsible for the implementation of this policy, and they are authorized to delegate their responsibilities under this policy to a designee.

II. POLICY DEFINITIONS

For purposes of this Policy and Grievance Procedure:

1. "DISCRIMINATION" means interfering with or preventing a student from enjoying the advantages, privileges or courses of study of a school, or discriminating against an employee in compensation or in terms, conditions or privileges of employment, because of that person's race, color, national origin, ancestry, sex, sexual orientation, gender identity, disability or religion, or any other status as protected under state and federal nondiscrimination laws.
2. "HARASSMENT" means unwelcome or inappropriate verbal, written, electronic or physical conduct relating to an individual's actual or perceived race, color, national origin, ancestry, sex, sexual orientation, gender identity, disability or religion that creates a hostile environment for the individual. A hostile environment is created when the conduct is sufficiently severe, persistent or pervasive so that it interferes with or limits the ability of a student to participate in or benefit from the district's programs, or the ability of an individual to work in the Framingham Public Schools.

Below are examples of violations of this Policy in circumstances where the verbal, written, electronic or physical conduct has the purpose or effect of creating a hostile environment:

A. "SEXUAL HARASSMENT" is unwelcome or inappropriate conduct of a sexual nature. It includes unwelcome sexual advances, requests for sexual favors and other verbal, non-verbal, electronic or physical conduct of a sexual nature.

"SEXUAL HARASSMENT" also means any sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when such advances, requests or conduct has the purpose or effect of unreasonably interfering with an individual's work or education by creating an intimidating, hostile, humiliating or sexually offensive work or educational environment.

"SEXUAL HARASSMENT" also includes acts of verbal, non-verbal or physical aggression, intimidation or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

B. "RACE OR COLOR HARASSMENT" includes but is not limited to unwelcome or inappropriate verbal, written, electronic or physical conduct that denigrates, demeans or stereotypes a person based on his/her actual or perceived race or color, including characteristics of a person's race or color, such as racial slurs or insults, racial graffiti or symbols, nicknames based on racial stereotypes, negative comments about appearance, imitating mannerisms, taunting, or invading personal space to intimidate.

C. "NATIONAL ORIGIN OR ANCESTRY HARASSMENT" includes but is not limited to unwelcome or inappropriate verbal, written, electronic or physical conduct which denigrates, demeans or stereotypes a person based on his/her actual or perceived national origin, ancestry, or ethnic background, such as ethnic slurs or insults; negative comments, graffiti or symbols about surnames, country of origin, customs, language, accents, immigration status, or manner of speaking.

D. "DISABILITY HARASSMENT" includes but is not limited to unwelcome or inappropriate verbal, written, electronic or physical conduct which denigrates, demeans or stereotypes a person based on his/her disability or perceived disability, including damaging or interfering with use of necessary equipment, imitating manner of movement, using slurs like "retard," or invading personal space to intimidate.

E. "RELIGIOUS HARASSMENT" includes but is not limited to unwelcome or inappropriate verbal, written, electronic or physical conduct which denigrates, demeans or stereotypes a person based on his/her religion, including derogatory negative comments, graffiti or symbols about religious beliefs, traditions, practices (including non-belief), or religious clothing.

F. "SEXUAL ORIENTATION HARASSMENT" includes but is not limited to unwelcome or inappropriate verbal, written, electronic or physical conduct which denigrates, demeans or stereotypes a person based on his/her actual or perceived sexual orientation, such as anti-gay slurs or insults, graffiti or symbols, imitating mannerisms, taunting, or invading personal space to intimidate.

G. "GENDER IDENTITY HARASSMENT" includes unwelcome or inappropriate verbal, written, electronic or physical conduct which denigrates or demeans a person based on gender identity, appearance or behavior, including anti-transgender slurs or insults, or taunting for gender nonconforming behavior or expression, clothing, hairstyles, activities, voice or mannerisms.

3 . "QUID PRO QUO SEXUAL HARASSMENT" means any sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

(1) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of the provision of the benefits, privileges or placement services for a student or as a basis for evaluation of academic achievement; or

(2) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of employment or as a basis for employment decisions.

4. "OTHER PROHIBITED CONDUCT" means any unwelcome or inappropriate verbal, written, electronic or physical conduct relating to an individual's actual or perceived race, color, national origin, ancestry, sex, sexual orientation, gender identity, disability or religion that does not involve severe, persistent or pervasive behavior, but will likely create a hostile educational or work environment if it persists, by interfering with or limiting the ability of a student(s) to participate in or benefit from the district's programs or activities, or the ability of an individual to work in the Framingham Public Schools.

5. "RETALIATION" means an adverse action against any person for opposing any act or practice reasonably believed to be discriminatory as prohibited by applicable law and/or this policy, or for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, or for cooperating in an investigation of discrimination, including harassment or retaliation. Retaliatory acts include overt or covert acts of reprisal, interference, punishment or harassment against an individual or group.

6. "COMPLAINANT" means an individual who is the alleged victim of conduct covered by this policy and grievance procedure, or if a student, his/her parent(s)/guardian(s).

7. "COMPLAINT" means an individual's oral or written report to a school or district employee alleging that s(he) is the victim of conduct covered by this policy, or if a student, his/her parent(s)/guardian(s).

8. "REPORT" means an oral or written report by anyone other than the alleged victim (or the parent(s)/guardian(s) of the alleged student victim) alleging a violation of this policy.

III. POLICY APPLICATION

This policy applies to all sites and activities the Framingham Public Schools supervises, controls, or where it has jurisdiction under the law, including on school grounds; on property immediately adjacent to school grounds; at school-sponsored or school-related activities; at functions or programs whether on or off school grounds; at school bus stops; on school buses or other vehicles owned, leased or used by the school district; or through the use of technology or an electronic device owned, leased or used by the Framingham Public Schools. This policy also applies to conduct at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the Framingham school district if the act or acts in question create a hostile environment at a school; infringe on the rights of others at a school; and/or materially and substantially disrupt the education process or the orderly operation of a school or school-sponsored activity or event.

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IV. HOW TO MAKE A COMPLAINT OR REPORT

STUDENT REPORTING

1. Any student (or his/her parent/guardian) who believes s(he) or another student has been the victim of any act(s) in violation of this policy is strongly encouraged to promptly report the alleged act(s) to the principal or designee, or the District Title IX/Equity Coordinator. The student, however, shall report the act(s) within one hundred twenty (120) calendar days of the alleged occurrence, or from the date the student reasonably becomes aware of the occurrence. The reporting time may be extended for good cause. 2 The Principal or designee shall immediately notify the District Title IX/Equity Coordinator of the complaint or report. If the student is more comfortable reporting the alleged act(s) to a person other than the principal or designee, or the District Title IX/Equity Coordinator, the student (or his/her parent/guardian) may report the alleged act(s) to any school or district employee. That employee shall

report that information to the principal or designee. Where requested or needed, students, or his/her parent(s)/guardian(s), will be provided assistance in preparing and filing a complaint or report.

2. If the complaint or report is against a building Principal, it shall be filed directly with the District Title IX/Equity Coordinator or designee.

3. The District encourages the reporting party or complainant to use the report/complaint form available from the principal or designee of each building, from the Superintendent's office, or on the District's Website. Use of the formal reporting form, however, is not mandatory.

STAFF REPORTING

4. Any Framingham Public Schools employee, volunteer or independent contractor who witnesses, receives a complaint or report of, or has knowledge or belief that a student, employee or volunteer has been the subject of discrimination, including harassment or retaliation, or other prohibited conduct, under this policy, (a) shall inform the principal or designee, or the District Title IX/Equity Coordinator, as soon as possible, but by no later than the end of that school day, and (b) shall also transmit a written report to the principal or designee by no later than the beginning of the next school day. If the complaint or report involves the building principal, it shall be filed directly with the District Title IX/Equity Coordinator.

RECEIPT OF COMPLAINTS AND REPORTS

5. SCHOOL-LEVEL: The principal or designee is the person responsible for receiving oral or written reports or complaints at the building level for discrimination, including harassment or retaliation, or other prohibited conduct, under this policy and grievance procedure.

6. DISTRICT-LEVEL: The Superintendent or District Title IX/Equity Coordinator is the person to receive reports or complaints of discrimination, including harassment or retaliation, or other prohibited conduct, under this policy, against the District, a district-level employee, or a building principal. If the report or complaint involves the Superintendent, it shall be filed directly with the School Committee.

V. PROCEDURE UPON RECEIPT OF COMPLAINT OR REPORT

1. COMPLAINTS AGAINST STUDENTS: Upon receipt of a complaint or report against a student under this policy, the principal or designee shall commence an investigation consistent with the provisions of Section VI of this Policy and forward a copy of the written complaint or report to the District Title IX/Equity Coordinator within one school day.

2. COMPLAINTS AGAINST SCHOOL EMPLOYEES: Any report or complaint against a school employee, volunteer, contractor or adult visitor shall promptly be referred to the District's Director of Human Resources, with a copy to the principal or District Title IX/Equity Coordinator. The Human Resources Director will conduct the investigation, in consultation with the principal and/or District Title IX/Equity Coordinator, in accordance with this policy. Complaint resolution may include but is not limited to training, counseling, transfer of the employee, and progressive discipline (including a written reprimand, suspension and dismissal).³

3. CIRCUMSTANCES FOR REFERRING INVESTIGATION: In the event of a conflict or other circumstance that prevents the principal and designee from investigating the report or complaint, including where the principal and designee are directly and personally involved with a complaint or are closely related to a party to the complaint, then the Superintendent or District Title IX/Equity Coordinator shall direct another district employee to conduct the investigation. If the report or complaint is against the principal, the District Title IX/Equity Coordinator or designee shall investigate the report or complaint.

4. NON-COOPERATION OF ALLEGED VICTIMS: After receipt of a complaint or report, the principal or designee will attempt to identify and obtain the cooperation of the person who is the victim of the

alleged conduct, if there is one. An investigation shall proceed even if an alleged victim chooses not to fill out the written complaint or reporting form. Even where the principal or designee does not obtain the identity of or cooperation by the alleged victim(s), the principal or designee will investigate the allegations, to the extent feasible.

5. NOTIFICATION OF PARENTS/GUARDIANS: Within 48 hours (not including weekends or holidays) of receiving a complaint or report under this policy, the principal or designee shall notify the parents/guardians of a student who has been reported as a victim and to the parents/guardians of a student who has been reported as a perpetrator. Such notification may be made by telephone, writing or in-person. The date, time, method, and location (if applicable) of such notification and communication shall be noted in the investigative report. All notifications shall be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

6. WAIVER OF NOTIFICATION REQUIREMENT: The Superintendent or District Title IX/Equity Coordinator may, within a 48 hour time period (not including weekends or holidays), grant the principal or designee a waiver from the requirement that the parents/guardians of the alleged victim and the alleged perpetrator be notified of the filing of a complaint or report. A waiver may only be granted if the Superintendent or District Title IX/Equity Coordinator deems such a waiver to be in the best interest of the victim or perpetrator, such as where it may place the student at risk. Any waiver granted by the Superintendent or District Title IX/Equity Coordinator shall be in writing to the principal.

VI. RESOLUTION PROCESS: DETERMINING WHETHER TO APPLY THE FORMAL OR INFORMAL PROCEDURE

A. SELECTING APPROPRIATE RESOLUTION PROCEDURE

1. After the principal or designee receives a complaint or report, (s)he shall determine whether to resolve the complaint or report through a Formal or Informal Resolution Procedure.

2. The INFORMAL RESOLUTION PROCEDURE is applicable only where it involves an allegation of "other prohibited conduct," as defined in Section II, and where the parties agree to voluntarily participate. Informal Resolution is optional. If the parties do not agree to voluntarily participate, or an Informal Resolution Procedure is not deemed appropriate, the principal or designee shall determine whether to address the matter under the Formal Resolution Procedure or the student code of conduct.

3. The principal or designee shall commence a FORMAL RESOLUTION PROCEDURE and investigation under Section C, if any one of the following apply:

(1) the complaint or report involves an allegation of severe, persistent or pervasive harassment, or other serious form of discrimination or retaliation;

(2) there is a pending Formal Resolution Procedure against the alleged perpetrator;

(3) the alleged perpetrator has previously been found to have violated this policy after a Formal Resolution Procedure;

(4) the alleged conduct involves physical harm to a person or is serious enough that it may place a person at physical risk;

(5) the incident has resulted in a criminal charge;

(6) the alleged perpetrator is an employee, volunteer or independent contractor;

(7) the incident involves a referral to the Massachusetts Department of Children & Families; or

(8) where a Formal Resolution Procedure is otherwise deemed appropriate under the circumstances.

B. INFORMAL RESOLUTION PROCEDURE

1. MEETING SEPARATELY WITH PARTIES: Where an Informal Resolution Procedure is initiated, the principal or designee will promptly meet separately with the complainant and the alleged perpetrator (by no later than 2 school days from receipt of the complaint or report), to review and explain the informal resolution procedures, answer any questions, and explain the prohibition against retaliation.

2. VOLUNTARY RESOLUTION: If appropriate, after completing any initial information gathering or investigation the principal or designee deems necessary to reach a voluntary resolution, (s)he will propose a resolution. The principal or designee shall invite the parents/guardians of the complainant and the alleged perpetrator to attend the resolution meeting. If the complainant, the alleged perpetrator and their parent(s)/ guardian(s) agree with the proposed resolution, the principal or designee will write down the resolution, and the complainant and the alleged perpetrator, and their parent(s)/guardian(s), if present, will sign it, and each person will receive a copy. At the meeting, the principal or designee will again explain the prohibition against retaliation. The primary focus of the voluntary resolution is to effectively correct the problem and end the reported conduct, which may include and result in disciplinary action.

3. FAILURE OF VOLUNTARY RESOLUTION: If the complainant and alleged perpetrator cannot agree to an informal resolution, or if at any time after the informal resolution, the principal or designee determines that the problem is not corrected, the principal or designee will apply the student code of conduct or initiate a Formal Resolution Procedure.

C. FORMAL RESOLUTION PROCEDURE

INVESTIGATION AND RESOLUTION PROCEDURES

1. MEETING SEPARATELY WITH PARTIES: The principal or designee will promptly meet separately with the complainant and the alleged perpetrator (by no later than 2 school days of receipt of the complaint or report), to inform them about the formal resolution procedures and explain the prohibition against retaliation. The principal or designee shall also ask the complainant what (s)he believes may help make him/her feel safe from discrimination, including harassment or retaliation, or other prohibited conduct, pending the conclusion of the investigation. A student complainant may request that a meeting concerning his/her complaint be held with the District's Title IX/Equity Coordinator. The alleged perpetrator is expected to cooperate with the investigation.

2. PROMPT INVESTIGATIONS: Upon receipt of a complaint or report, the principal or designee shall promptly (by no later than 2 school days), initiate an investigation into the alleged act(s). The nature and duration of an investigation will depend on the circumstances, including the type, severity and frequency of the alleged conduct. The principal or designee will complete the investigation as soon as practicable, generally not to exceed ten (10) school days after receipt of the complaint or report, except for good cause (as documented in the investigatory file). If the principal or designee needs more than ten (10) school days to complete the investigation, the Superintendent or District Title IX/Equity Coordinator may grant an extension of time, with a specific completion date. In the event such extension is granted, the principal or designee shall notify in writing all parties involved in granting the extension.

A. Law Enforcement's Request To Delay A School Investigation

Where the police chief or designee makes a request for deferral of an investigation pending a law enforcement criminal investigation, the principal, upon approval of the Superintendent, shall delay the investigation temporarily, for a limited period of time, until notified that the police department has completed its gathering of evidence. Any such delay, however, does not limit the responsibility of the principal or designee to promptly take interim measures (s)he determines are necessary and/or

advisable to ensure the safety and well being of the complainant and the school community, to the extent practicable, while the police department's fact-gathering is in progress.

3. INVESTIGATION ACTIVITIES: The investigation may consist of documented personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint or report. The parties shall have the opportunity to identify witnesses and other evidence. The investigation may also consist of a visit to the incident site and review of documents and physical evidence deemed pertinent by the investigator, including information regarding any prior incident(s) committed by the alleged perpetrator. The alleged victim and alleged perpetrator will be interviewed separately. Interviews will be conducted in a manner that protects the privacy of individuals to the extent practicable under the circumstances.

4. COMMUNICATION DURING INVESTIGATION: The principal will make reasonable efforts to regularly inform the complainant and the alleged perpetrator(s) and their parents/guardians of the status of the complaint, the anticipated conclusion of the investigation, and the determination.

5. INTERIM MEASURES TO PROTECT SAFETY: The principal or designee shall promptly take reasonable steps (s)he determines are necessary and/or advisable to protect the complainant, other students and employees, to the extent practicable, from further incidents or from retaliation pending the outcome of the investigation. This may include separating the parties, issuing a stay-away order, providing counseling or making academic adjustments. Interim measures should not penalize the alleged victim. The principal or designee shall document the interim measures taken.

6. VICTIM ASSISTANCE: The principal or designee will make appropriate referrals for victim assistance, including counseling and crisis intervention, if requested, or as needed.

7. CONFIDENTIALITY: The District will respect the privacy of the complainant, the alleged perpetrator(s), and the witnesses to the extent possible, consistent with this policy, federal and state civil rights laws and confidentiality laws and regulations, and with the District's Education Records Policies.

8. FINDINGS AND RECOMMENDATIONS: Upon completion of an investigation, the principal or designee will evaluate the evidence and determine whether the allegations have been substantiated and whether the policy has been violated by a preponderance of the evidence; that it is more likely than not that a violation of this policy has occurred. The principal or designee will prepare a final investigative report that includes his or her findings, and when a violation is found, recommend appropriate disciplinary, corrective and remedial measures. At the conclusion of the investigation, the principal or designee will obtain the signature of the District Title IX/Equity Coordinator indicating his/her knowledge of the investigation, and its findings and recommendations.

9. BASIS FOR DETERMINING WHETHER POLICY VIOLATED: In making a determination of whether it is more likely than not that a violation of this policy has occurred, the principal or designee will consider all the facts and surrounding circumstances, including, for example, the context, nature, frequency and severity of the behavior, how long the wrongful conduct continued, where the incident(s) occurred, the number of persons involved in the wrongful conduct, the ages of and relationships between the parties, past incidents or patterns of behavior, and the extent to which the conduct adversely affected the education or school environment of the victim and other school community member(s).

10. REPORTING SUBSTANTIATED INCIDENTS TO SUPERINTENDENT: Upon completion of the investigation, the Principal or designee shall report all substantiated incidents under the Formal Resolution Procedure to the Superintendent and the District Title IX/Equity Coordinator.

11. COMMUNICATION WITH PARTIES UPON COMPLETION OF INVESTIGATION: Once the investigation concludes, and a determination made, the principal or designee shall promptly notify the students

involved of the findings and the result of the investigation. Within twenty four (24) hours of making the determination, the principal will attempt to notify via telephone the parents/guardians of the alleged victim and alleged perpetrator of the results of the investigation, and will also send a letter to the parents/guardians notifying them of the results of the investigation, and, as appropriate, any action taken. The principal shall offer a meeting to the parents/guardians. If the parent(s)/guardian(s) requests, the principal shall schedule a separate meeting with the parties to further explain his/her findings and reasons for his/her actions. Any information provided under this policy shall be provided in accordance with the confidentiality requirements of the Family Educational Rights Privacy Act (FERPA) and other laws concerning student privacy, and the Framingham Public Schools Education Records policy.

VII. POST-INVESTIGATION RESPONSE

A. TAKING APPROPRIATE DISCIPLINARY, CORRECTIVE AND REMEDIAL ACTION

1. TAKING APPROPRIATE ACTION: If a complaint or report is substantiated, the principal or designee shall promptly decide on the appropriate action, based on the investigative findings. Such action shall include imposing discipline and/or corrective and remedial action reasonably calculated to end the conduct, deter future conduct, and remedy the effects of the discrimination, including harassment or retaliation, or other prohibited conduct, on the student victim(s) and the school community, as applicable. Should the Human Resources Director or principal recommend discipline more serious than a written reprimand for a school employee, such discipline is subject to review by the Superintendent.

B. DISCIPLINARY CONSEQUENCES AND RELATED ACTIONS FOR VIOLATING POLICY

1. IMPOSING DISCIPLINE ON STUDENTS: The District reserves the right to impose disciplinary measures or other consequences against any student who violates this policy, intentionally falsely accuses another student of violating this policy, or retaliates against any student or witness in violation of this policy. Discipline of a student may include, but is not limited to, a written warning; short-term or long-term suspension, or expulsion, or any other action authorized by and consistent with the school handbook and student code of conduct. Students facing discipline will be afforded due process as required by law.

2. DISCIPLINE FOR STUDENTS WITH DISABILITIES: The District complies with federal and state law requirements that apply to disciplining students with disabilities, including the federal "Individuals with Disabilities Education Act" and Section 504 of the Rehabilitation Act of 1973.

3. ACTION CONCERNING EMPLOYEES: Disciplinary and corrective action concerning an employee may include, but is not limited to, an oral or written warning or reprimand, providing supervision and training, and suspension or termination of employment.

4. ACTION CONCERNING SCHOOL VOLUNTEERS: Disciplinary and corrective action concerning a school volunteer may include, but is not limited to, supervision and training, a written warning, limiting or denying access to school premises or school-related programs or activities, and suspending or terminating the volunteer relationship.

5. ACTION CONCERNING INDEPENDENT CONTRACTORS: Disciplinary and corrective action for an independent contractor may include, but is not limited to, a request to the employer to train, warn, suspend or terminate its employee; limiting or denying the individual contractor access to school premises or school-related programs or activities; and terminating the contract.

6. ACTION CONCERNING OTHER SCHOOL COMMUNITY MEMBERS: Corrective action concerning any other school community member, including parents/guardians, and visitors to Framingham Public Schools, may include, but is not limited to, a warning; counseling; and limiting or denying the parent, guardian or visitor access to school premises or school-related programs or activities.

C. APPLYING CORRECTIVE AND REMEDIAL MEASURES FOR STUDENTS

1. **APPLYING CORRECTIVE ACTION:** Corrective action concerning a student victim may include, but is not limited to, adopting a written safety plan to identify protective measures. Corrective action for the perpetrator may include, but is not limited to, classroom transfer; exclusion from participation in school sponsored functions, after-school programs, and/or extracurricular activities; limiting or denying access to a part or area of a school; increased adult supervision on school premises; complying with a non-contact order, parent/guardian conferences; a voluntary apology to the victim; counseling for the perpetrator; awareness training (to help the student perpetrator understand the impact of the behavior); and/or any other action consistent with the student code of conduct.
2. **PREVENTION AND REMEDIATION:** The District will employ prevention and remediation strategies reasonably calculated to remedy the effects of the discrimination, including harassment and retaliation, or other prohibited conduct, on the victim and the school community and to provide a safe school climate. Remedial action may include providing or referring the student complainant for counseling or victim assistance services and/or tutoring; or special educational support for students with disabilities. Remedial action may also include modifying school-wide policies or practices and sponsoring anti-harassment, anti-discrimination, or related training for school staff and/or students. It may also include informing the broader school community of issues that affect it as a whole.

VIII. APPEALS

1. **FIRST LEVEL APPEAL FOR THE COMPLAINANT:** The complainant may appeal the investigative determination, or the corrective or remedial action taken for him/her, if any, to the principal or designee within ten (10) calendar days of receipt of notice of the determination. The principal or designee will review the case and determine whether to reopen the investigation. Written notice of the principal or designee's decision shall be provided to the complainant within ten (10) calendar days of the filing of the appeal, except for good cause, as documented in writing.
2. **SECOND LEVEL APPEAL FOR THE COMPLAINANT:** The complainant may appeal, in writing, the principal or designee's decision to the Superintendent or designee within ten (10) calendar days. The Superintendent or designee shall review the case and determine whether to reopen the investigation. Written notice of the decision shall be provided to the complainant within ten (10) calendar days of the filing of the appeal, except for good cause, as documented in writing.
3. **APPEAL FOR THE PERPETRATOR:** A student disciplined under this policy is referred to the student code of conduct, and for employees, applicable collective bargaining agreements; and for students and employees, to applicable federal and Massachusetts state laws.

IX. OTHER LEGAL REMEDIES

1. At any time, whether or not an individual files a complaint or report under this policy, an individual may file a complaint with the Office for Civil Rights, U.S. Department of Education, or with other governmental agencies, or may initiate a civil action. If a complaint is filed with the Office for Civil Rights, U.S. Department of Education, it must be filed in writing no later than 180 days after the alleged act(s) of discrimination. OCR may waive its 180 day time limit based on OCR policies and procedures.
 - A. Office for Civil Rights, U.S. Department of Education ("OCR")
 - 5 Post Office Square, Suite 900, 8th floor, Boston, MA 02109
 - Website: www.ed.gov/ocr; Email: OCR.Boston@ed.gov
 - Tel: (617) 289-0111; Fax: (617) 289-0150; TTY/TDD: (877) 521-2172
 - B. Equal Employment Opportunity Commission ("EEOC")
 - John F. Kennedy Federal Building
 - 475 Government Center Boston, MA 02203

Tel: 800-669-4000; Fax: 617-565-3196; TTY: 1-800-669-6820

C. Massachusetts Commission Against Discrimination ("MCAD")

One Ashburton Place, Boston, MA 02108

Tel: (617) 994-6000; Fax: 617-994-6024

D. Massachusetts Department of Elementary and Secondary Education

Program Quality Assurance Services

75 Pleasant Street, Malden MA 02148; Email: compliance@doe.mass.edu

Tel: 781-338- 3700; Fax: 781-338-3710; TTY: N.E.T. Relay: 1-800-439-2370

2. Notwithstanding any other remedy, any person may contact the police or pursue a criminal prosecution under state or federal criminal law.

X. POLICY DISSEMINATION

In September of each school year this policy will be disseminated to all employees and students of the Framingham Public Schools, and their parent(s)/guardian(s).

Any concern related to the implementation of this policy, or a request for a copy of the full policy may be addressed to the building principal, the Superintendent or the District Title IX/Equity Coordinator.

Legal References

Title IV of the Civil Rights Act of 1964, 42 U.S.C. § 2000d; Title VII of the Civil Rights Act of 1964, 42, U.S.C. §2000e;

Title IX of the Education Amendments of 1972, 20 U.S.C. §1681; Section 504 of the

Rehabilitation Act of 1973, 29 U.S.C. § 794; Title II of the Americans with Disabilities Act of 1990, 42, U.S.C. § 12134;

M.G.L. Chapter 151B; M.G.L. Chapter 151C.

CROSS REFS.: [ACAB-E](#), Title IX/Equity Coordinator, JBA, Student-to-Student Harassment

Revised First Reading: October 22, 2013, Second Reading: November 19, 2013

DRESS CODE

Student Dress Code - School Committee Policy JICA

1. Student dress codes are outlined in the student handbooks.

2. When a particularly extreme form of dress contributes in any way to disruption of the school, to the drawing of attention of the students from their studies or contributes to noticeable and boisterous conduct as determined by the principal or designee, the student may be temporarily suspended from attendance pending a conversation with the parents of the pupil.

Thayer Campus Dress Code

Thayer Campus is a learning environment and a place of business. As such, our expectation is that students will exercise maturity and responsibility with respect to behavior including their choice of attire. Parents are also expected to monitor how their children dress for school. Students should take pride in their appearance and dress appropriately. At any time during the school day, if a student is wearing an item of clothing that is distracting from or not conducive to a healthy learning environment, parents/guardians may be contacted to bring a change of clothing to school or the school will provide

clothing if necessary. This includes but is not limited to: clothing or jewelry displaying messages or illustration of a profane nature, sexual connotation, violence, or suggestive statement relating to drugs, alcohol or any illegal substances, accessories that could reasonably be considered detrimental to student health and safety (chains, sharp objects etc...); clothing that exposes the midriff, navel, cleavage, or undergarments; and/or clothing linked to and/or associated with gang affiliation and activity (this may result in police notification according to the FPS Memorandum of Understanding with the Framingham Police Department). The student will not resume his/her regular schedule until his/her clothing is modified.

FIRE DRILLS/ALARMS

Periodic fire drills are conducted to ensure a rapid and safe evacuation of the building. The sounding of a false alarm is a violation of state law. Persons responsible for false alarms will be subject to suspension and legal proceedings.

GAMBLING

Betting, card-playing, flipping-coins, using dice or other games of chance are prohibited on school grounds. Failure to comply may result in suspension and/or legal action.

PROHIBITION OF HAZING

Prohibition Of Hazing - School Committee Policy JICFA

In accordance with Massachusetts General Laws, Chapter 536 of the Acts of 1985, the School Committee hereby deems that no student, employee or school organization under the control of the School Committee shall engage in the activity of hazing a student while on or off school property, or at a school sponsored event regardless of the location. No organization that uses the facilities or grounds under the control of the School Committee shall engage in the activity of hazing any person while on school property.

Any student who observes what appears to them to be the activity of hazing another student or person should report such information to the Principal including the time, date, location, names of identifiable participants and the types of behavior exhibited. Students and employees of the District are obligated by law to report incidents of hazing to the police department.

Any student who is present at a hazing has the obligation to report such an incident. Failure to do so may result in disciplinary action by the school.

Any student who participates in the hazing of another student or other person will be disciplined.

Any student determined by the Principal to be the organizer of a hazing activity may be recommended for expulsion from school but will receive no less disciplinary action than that of a participant.

In all cases relating to hazing, students will receive procedural due process.

INTERNET USAGE GUIDELINES

The purpose of Framingham Public Schools' Internet access is to facilitate communications in support of research, education, and personal and professional development. All use of the Internet must be in support of and consistent with the educational objectives of the school system.

The Framingham Public Schools is pleased to provide Internet access to the district. With access to a global network also comes the potential of access to material that may not be considered to be appropriate in an educational environment. However, we believe that the advantages of providing this access far outweigh the possible disadvantages of users accessing such material. A properly functioning computer network relies on the appropriate use of the Internet. Specific guidelines may be obtained from the Director or from the library at FHS. In general, these guidelines require efficient, appropriate, ethical, and legal use of the network resources. The rules of the Framingham Public Schools apply to the use of these electronic resources in the same way that they apply to other resources of the school. Violation of any of these provisions may result in termination of computer privileges, suspension, and/or legal action. All students at Thayer must use their own account for accessing computer resources. By logging onto the FPS network, you agree to abide by the policies and guidelines governing its use.

Empowered Digital Use - School Committee Policy IJNDB

The Framingham School Committee recognizes the need for students to be prepared to contribute to and excel in a connected, global community. To that end, the district provides ongoing student instruction that develops digital citizenship skill sets for using technology as a tool. Information and communication technology are an integrated part of our curriculum across subjects and grades in developmentally appropriate ways and are aligned with the Massachusetts Curriculum Frameworks and standards, including seeking knowledge and understanding; thinking critically and solving problems; listening, communicating, and interacting effectively; and engaging and competing in a global environment.

Availability

The Superintendent or designee shall implement, monitor, and evaluate the district's system/network for instructional and administrative purposes.

All users shall acknowledge that they understand that using digital devices, whether personal or school owned, and the school district network is a privilege and when using them in accordance with School District guidelines they will retain that privilege.

The Superintendent or designee shall develop and implement administrative guidelines, regulations, procedures, and user agreements, consistent with law and policy, which shall include but not be limited to the following:

- Digital devices, software, and networks shall be used in school for educational purposes and activities.
- An individual's personal information (including home/mobile phone numbers, mailing addresses, and passwords) and that of others shall be kept private.
- Individuals will show respect for themselves and others when using technology including social media.
- Users shall give acknowledgement to others for their ideas and work.

- Users shall report inappropriate use of technology immediately.
- These procedures shall be reviewed annually by district administration together with students and teachers and shall provide a springboard for teaching and learning around topics such as internet safety, digital citizenship, and ethical use of technology.

PARENT/GUARDIAN NOTIFICATION AND RESPONSIBILITY

- The Framingham Public Schools Empowered Digital Use Policy contains restrictions on accessing inappropriate material. There is a wide range of material available on the Internet, some of which may not be in concert with the particular values of the families of students. It is not practically possible for the Framingham Public Schools to monitor and enforce a wide range of social values in student use of the Internet. Further, the District recognizes that parents/guardians bear primary responsibility for communicating their particular set of family values to their children. The district will encourage parents/guardians to specify to their children what material is and is not acceptable for their children to access through The Network.
- Framingham Public Schools will provide students and parents with guidelines for the student's personal safety while using the Internet.

DISTRICT LIMITATION OF LIABILITY

Framingham Public Schools makes no warranties of any kind, either expressed or implied, that the functions or the services provided by or through its Network will be error-free or without defect. The district will not be responsible for any damages users may suffer, including but not limited to loss of data, interruptions of service, or physical, psychological, or monetary damages. The District is not responsible for the accuracy or quality of the information obtained through or stored on the system. The District will not be responsible for unauthorized financial obligations arising through the use of the system.

SEARCH AND SEIZURE

- The Network is the property of the Framingham Public Schools and its storage systems are therefore subject to inspection by the administration at any time. System users have a limited privacy expectation in the contents of their personal files on The Network.
- Routine maintenance and monitoring of the system may lead to discovery that the user has violated or is violating the Framingham Public Schools Empowered Digital Use District Policy, or the law.
- An individual search will be conducted if there is suspicion that a user has violated the Empowered Digital Use District Policy or the law. The nature of the investigation will be in the context of the nature of the alleged violation.

SOURCE: MASC

First reading: January 19, 2016; second reading: February 2, 2016

SEARCH AND SEIZURE

Any search and seizures will be conducted solely for the safety and well-being of the students and adults in the Framingham Public Schools. In order for the director or designee to conduct a search of a student's person, or possessions, there must be a reasonable suspicion that the student has violated school policy in regards to the health and safety of the school community. Student personal belongings

and vehicles parked on school grounds are subject to search if the administration has reasonable suspicion to believe that contraband, illegal substance/material, weapons or stolen goods are present. A Student Resource Officer may also search students at the request of an administrator when safety is an issue.

PROTECTIVE REGULATIONS

The Framingham Public Schools does not discriminate based on race, color, age, gender, sexual orientation, religion, ethnic or national origin, disability, veteran's status or any other status protected by law.

Section 504 Of The Rehabilitation Act Of 1973

The Framingham Public Schools complies with Section 504 of the Rehabilitation Act of 1973 which protects the rights of individuals with disabilities in programs and activities that receive federal funding. Section 504 regulations require the provision of free and appropriate public education to eligible students, reasonable accommodations and procedural safeguards.

Section 504 provides a broad spectrum of protections against discrimination on the basis of a disability. Under Section 504, an individual with a disability is defined as a person who: (1) has a physical or mental impairment that substantially limits a major life activity; (2) has a record of such an impairment; or (3) is regarded as having such an impairment. The determination of whether a student has a physical or mental impairment that substantially limits a major life activity (and therefore has a disability) must be made on a case by case basis.

Under Section 504, school districts must conduct an evaluation in a timely manner of any student who needs or is believed to need special education or related services because of a disability. If a parent believes his or her child has a disability, the parent may request an evaluation of the student. The evaluation of the student must be individualized. Through the Section 504-complaint evaluation process, a team of school staff who are knowledgeable about the student will determine if the student has a disability and, if so, what accommodations the student needs to access the district's programs. "Notice of Parent and Student Rights Under Section 504" (also known as Section 504 Procedural Safeguards) are available from your school counselor or the **District 504 Coordinator, Ms. Judith Styer, Director of Health & Wellness for the Framingham Public Schools, 73 Mount Wayte Avenue, Second Floor, Framingham, MA 01702, 508-626-9197, styer@framingham.k12.ma.us**

Americans With Disabilities Act

Program applicants, participants, members of the general public, employees, job applicants and others are entitled to participate in and benefit from all Framingham Public Schools' programs, activities, and services without regard to disability.

Chapter 622 Of M.G.L.

Regulations governing the application of Chapter 622 of the Massachusetts General Laws, Acts of 1971, were issued in June of 1975. Chapter 622 states "No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges, and

courses of study in such public school on account of race, color, sex, religion, national origin, or sexual orientation.” These regulations focus on the services, programs and opportunities offered to students.

The Chapter 622 Regulations address five areas of school policy: school admissions, admission to courses of study, guidance, course content, and extra-curricular and athletic activities.

Title IX Of The Federal Education Amendments Of 1972

Title IX of the Educational Amendments of 1972 became effective in July of 1975 and concerns discrimination on account of sex, while extending protection against sex discrimination to the employment practices of a school or school district. Title IX states “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under an education program or activity receiving federal assistance.” Title IX rules and regulations require education institutions receiving federal assistance to adopt a notification policy concerning Title IX.

Title IX Coordinator

The Title IX Coordinator is the responsible district employee who provides leadership and direction in expediting full compliance with the provisions of Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, Chapter 622 of Massachusetts General Law and Title IX of the Educational Amendments of 1972, all of the above state and federal regulations require equal opportunity regardless of race, color, national origin, age, sex, sexual orientation, gender identity, disability, and religion in curricular, co- curricular and extracurricular activities.

Any student or employee who believes that he/she has been discriminated against or harassed should report their concern promptly to the school principal or the Title IX Coordinator. Copies of these notices, policies and/or any regulations or inquiries regarding the Americans with Disabilities Act, Title IX, and/or Chapter 622 are available, upon request. They are also available in alternative print formats (large print, audio tape, Braille, computer disk, etc.). Moreover, the District’s policy and grievance procedure ([School Committee Policy ACAB](#)) and self-evaluation are also available. Inquiries, requests, and/or complaints should be directed to: **Joseph Corazzini, Title IX Coordinator for the Framingham Public Schools, 73 Mount Wayte Avenue, Second Floor, Framingham, MA 01702, 508-782-6890.**

Nondiscrimination Policy Statement - The Framingham Public Schools and Thayer Campus do not discriminate based on race, color, age, gender, sexual orientation, religion, ethnic or national origin, disability, veteran’s status, or any other status protected by law. Any concern related to the implementation of this policy may be addressed directly to the Superintendent of Schools. The Boston Office of the Massachusetts Commission against Discrimination is located at One Ashburton Place, Boston, MA 02108.

Bus Transportation

Bus transportation to and from school is provided to those students who are eligible and make a request through the front office. Students should carry their bus pass with them at all times. Students are expected to ride their assigned bus to school each day. Students are NOT permitted to ride buses to which they are not assigned. Riding the bus is considered a privilege that can be revoked for

inappropriate behavior. Appropriate behavior is expected on all busses including those used for field trips.

CELL PHONES AND OTHER ELECTRONIC DEVICES

Cell phones and other personal electronic devices are a distraction to the learning environment at Thayer Campus. It is the student's responsibility to meet the following expectations:

1. All electronic devices and components should be **turned off** and **not visible once a student enters the building** during the school day (8:30 AM – 2:15 PM). Any contact between parent/guardian and student should occur through the main office phone (508-626-9191).
2. Electronic devices necessary for **educational purposes** may be used under the direction and with the approval of the supervising teacher or staff member.
3. Violators of this policy will be asked to hand over their device to an administrator. If the student chooses to comply, he/she may return to class and recover his/her device at the end of the school day.
4. Refusal to comply with the requests of teachers and/or administrators is insubordinate and subject to more severe disciplinary actions which may include suspension for the remainder of the day.

Note: The school will not assume responsibility for lost or stolen devices under any circumstances.

ATHLETIC AND CO CURRICULAR ELIGIBILITY

Athletics and Co-curricular activities are privileges at Framingham High School. Our standards exceed MIAA standards as a minimum requirement for participation. Therefore, participants are required to be in good standing with regard to academics, attendance and student wellness. Standards for participation are outlined below. Administration reserves the right to deny participation on an individual basis for failure to meet these standards. For a more complete description of MIAA athletic eligibility, please refer to www.miaa.net.

For information about club meeting times and advisors, please refer to the Extra-Curricular tab on our homepage or [click this link](#).

Academics

To be eligible to participate in athletics and co-curricular activities, a student must pass a minimum of four major subjects and must have a minimum 70 cumulative average for each term immediately preceding the activity. If a student is ineligible for athletics, he/she may not participate in any team events, games, or practices. If a student is ineligible for co-curricular activities, he/she may not participate in meetings, rehearsals, or any club-sponsored activities. All freshmen are eligible for fall sports, but must meet the above criteria beginning in the winter season of their ninth grade year.

Attendance

A student who is absent, or suspended out of school may not participate in a game, rehearsal, practice, event, or meeting held on that day without the Director's permission. If this occurs on Friday, the student may not participate in any activity held on Saturday or Sunday without the Director's permission. For purposes of attendance, students must be present for at least half of the school day (8:30 am-11:15 am, or 11:15 am - 2:00 pm) to be considered present for that day. Students with extenuating circumstances who will be absent for more than half the day must request prior approval from their Vice Principal to participate on that day.

Waiver Process for Participation in Co-Curricular Activities

If a student does not achieve the Framingham High School academic eligibility standard but meets the MIAA standard, the student will be entitled to two waivers. One waiver can be used during the first two years at FHS (9/10) and the second waiver during the last two years (11/12). The procedure to be issued a waiver is as follows:

- Student completes the waiver form and creates a plan for academic improvement prior to the end of the following term. The form will be available in the main office and grade offices. The waiver form is due within three (3) calendar days after report cards are issued. Requests that are made beyond the 3 calendar days will not be honored.
- The Principal and/or grade level Vice Principal, administrator associated with the program (arts/athletics), school counselor, advocate for the student (educator, coach, counselor chosen by the student) and the student will meet to review the academic improvement plan and make edits as appropriate. Absenteeism, tardiness, and behavior issues may be included as actionable items in the improvement plan as warranted.
- Once the plan of action has been approved, the student and advocate will meet each cycle to monitor progress.







Students who fall below the MIAA standard are not eligible for a waiver.

Students and parents will be notified of ineligibility status with a designation on the term report cards.

Wellness

It is the goal of the Thayer Campus community to assist students in decreasing the harmful effects of drug use. All students who participate in any co-curricular activity or other functions, such as school dances, during the school year shall not use, possess, buy/sell or give away any alcoholic beverage, any tobacco products, vaping/e-cigarettes, or any controlled substance legal (unless prescribed by a doctor) or illegal drug. Violation of the chemical health rule will result in disciplinary action as well as expectation of compliance with recommendations by the student support team. All faculty members are responsible for adhering to the wellness policy and holding students accountable. The Vice Principal and/or Director will verify the student's compliance with their individual plan. For further information, please refer to the MIAA's Athletics Substance Use Policy on www.miaa.net.

VISION OF THE GRADUATE

Responds Thoughtfully & Collaboratively
Responder de forma cuidadosa y colaborativa • Responder de forma cuidadosa e colaborativa


Improves the School & Community
Mejorar la escuela y la comunidad a través del compromiso activo • Melhorar a escola e a comunidade através de engajamento ativo

Skillfully Communicates
Comunicar con claridad • Comunicar com habilidade

Effectively Articulates Thinking
Articular el pensamiento de manera efectiva, crítica y creativa • Articular efetivamente o pensamento de forma crítica e criativa

Utilizes Resources Strategically
Emplear los recursos estratégicamente para resolver problemas • Utilizar recursos estrategicamente para resolver problemas

Perseveres in Facing Challenges
Perseverar en enfrentar los desafíos • Perseverar ao enfrentar desafios



All policies for Thayer Campus comply with, and are a subset of, handbook policies for Framingham High School and Framingham Public Schools, and all students and staff are responsible for abiding by the Framingham High School handbook for any and all policies not listed here.