



Framingham High School 2021-2022

Student and Parent Handbook

Framingham High School
115 A Street

Framingham, MA 01701

(508) 620-4963

<http://www.framingham.k12.ma.us/Domain/11>

RECEIPT OF STUDENT – PARENT HANDBOOK

School Committee Policy JK - Student Conduct states “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.”

This form should be completely filled out and returned to your student’s homeroom teacher. By signing this, you acknowledge that you have received and read the Student or Student-Family Handbook.

I, _____, am the parent or guardian of

_____, grade _____, and I acknowledge that I have received and

have read the Student or the Student-Family Handbook for my child’s school.

_____(SIGNATURE)

_____(DATE)

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Mission Statement and Core Values

MISSION

The mission of Framingham Public Schools, a system that understands and values our diversity, is to educate each student to learn and live productively as a critically thinking, responsible citizen in a multicultural, democratic society by providing academically challenging instructional programs taught by highly-qualified and diverse staff and supported by comprehensive services in partnership with our entire community.

CORE BELIEFS OF THE FRAMINGHAM PUBLIC SCHOOLS

Learning is the central purpose of schools.

For Framingham, 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.

Human differences are to be respected.

For Framingham, this means that:

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

Collegiality and professionalism characterize the school community.

For Framingham, this means that:

- Frequent, continuous, concrete and precise talk occurs about teaching and between teachers.*
- Teachers plan, prepare and evaluate teaching materials together.*
- Teachers teach each other about the practice of teaching.*
- Everyone in the Framingham school community will be actively engaged in professional growth through reflective study and professional evaluation.
- Schools actively engage parents/guardians in the child's education.

Individuals are responsible for their behavior and decisions.

For Framingham, this means that:

- Each individual is responsible for modeling behaviors consistent with the core beliefs of the district.
- Each individual is accountable for creating a positive and safe learning environment.
- Each individual accepts responsibility for his/her decisions.
- Professional growth is achieved through identifying personal goals, taking appropriate actions and evaluating the results of these actions.

* Courtesy of Judith Warren Little, University of California.

STUDENT RIGHTS AND OPPORTUNITIES

Student Rights and Responsibilities - School Committee Policy JI

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](#).

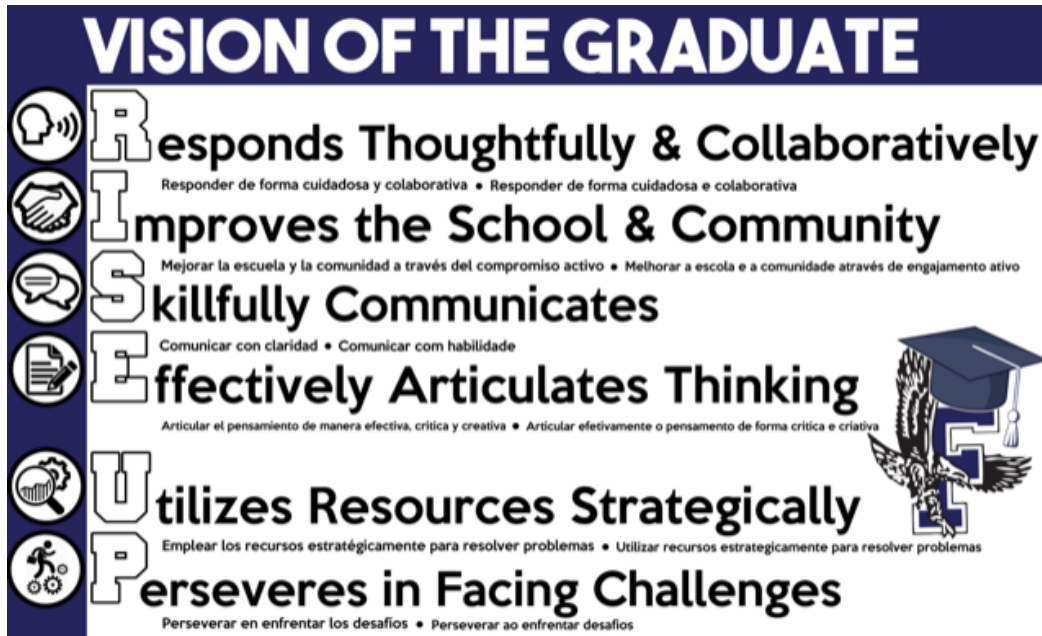
The federal Family Educational Rights and Privacy Act, 20 USC 1232g

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

EXPECTATIONS FOR STUDENT LEARNING

Framingham High School will provide students with a comprehensive, challenging and diverse learning environment, which will enable our students to become successful members of the global community.

Our Vision of the Graduate is:



ACCREDITATION STATEMENT

Framingham High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering postgraduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the Association at 3 Burlington Woods Drive, Suite 100 Burlington, Massachusetts 01803, telephone number (781) 425-7700.

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, 508-626-9197, jstyer@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, 508-782-6890.

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. ¹

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

Bullying Prevention - School Committee Policy JICFB

The 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, and/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/or 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 plan shall recognize that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics.

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.

Investigation Procedures

The Principal or their designee, upon receipt of a 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. [71:37O](#); [265:43](#), [43A](#); [268:13B](#); [269:14A](#) M.G.L. [70:37O](#), 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

Revised - First Reading: March 5, 2020 Second Reading: March 18, 2020

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

EDUCATION LAWS AND REGULATIONS

Federal

(Note: “U.S.C.” refers to the United States Code, available at <http://www4.law.cornell.edu/uscode/>. “CFR” refers to the Code of Federal Regulations. “Et seq.” means “and following.”)

Title VI: Title VI of the Civil Rights Act of 1964: Prohibits discrimination, exclusion from participation, and denial of benefits based on race, color or national origin in programs or activities receiving federal financial assistance. Title VI is codified at 42 U.S.C. 2000d et seq.; regulations have been promulgated under it in the Code of Federal Regulations at 34 CFR Part 100 (available at <http://www.ed.gov/policy/rights/reg/ocr/edlite-34cfr100.html>).

EEOA: the Equal Educational Opportunities Act of 1974: Prohibits the denial of equal educational opportunity in public schools on account of race, color, sex, or national origin. The EEOA is codified at 20 U.S.C. 1701 et. seq.

Title IX: Title IX of the Education Amendments of 1972: Prohibits discrimination, exclusion from participation, and denial of benefits based on sex in educational programs and activities receiving federal financial assistance. Title IX is codified at 20 U.S.C. 1681 et seq.; regulations have been promulgated under it at 34 CFR Part 106 (available at <http://www.ed.gov/policy/rights/reg/ocr/edlite-34cfr106.html>).

Section 504: Section 504 of the Rehabilitation Act of 1973: Prohibits discrimination, exclusion from participation, and denial of benefits based on disability in programs or activities receiving federal financial assistance. Section 504 is codified at 29 U.S.C. 794; regulations have been promulgated under it at 34 CFR Part 104 (available at <http://www.ed.gov/policy/rights/reg/ocr/edlite-34cfr104.html>).

Title II: Title II of the Americans with Disabilities Act of 1990: Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in public entities. Title II is codified at 42 U.S.C. 12131 et seq; regulations have been promulgated under it at 28 CFR Part 35 (available at <http://www.ed.gov/policy/rights/reg/ocr/edlite-28cfr35.html>).

IDEA 2004: Individuals with Disabilities Education Act of 2004: (available at [About IDEA - Individuals with Disabilities Education Act](#)). Governs special education. Most of IDEA 2004 is codified at 20 U.S.C. 1400 et seq.; regulations have been promulgated under it at 34 CFR 300 (available at <https://sites.ed.gov/idea/regs/b>), effective October 13, 2006.

Title X, Part C is the McKinney-Vento Homeless Education Assistance Improvements Act of 2001: information on this act is available in the Massachusetts Department of Elementary and Secondary Education’s Homeless Education Advisories at <http://www.doe.mass.edu/sfs/mv>

FERPA: the Family Educational Rights and Privacy Act of 1974: Protects the privacy of student education records and gives parents certain rights with respect to those records. FERPA is codified at 20 U.S.C. § 1232g; regulations have been promulgated under it at 34 CFR Part 99 (available at [FERPA](#))

State (Massachusetts)

(Note: Massachusetts education laws are available at

<http://www.doe.mass.edu/lawsregs/statelaws.html>; Massachusetts education regulations are available at <http://www.doe.mass.edu/lawsregs/stateregs.html>.)

Mass. Const. amend. art. 114: Article CXIV of the Amendments to the Massachusetts Constitution

Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in any program or activity in the Commonwealth.

<http://www.doe.mass.edu/lawsregs/603cmr27.html>

M.G.L. c. 69: Massachusetts General Laws, Chapter 69: Establishes the powers and duties of the Department of Elementary and Secondary Education. Section 1G requires the Board of Elementary and Secondary Education to set the minimum length for a school day and the minimum number of days in the school year for Massachusetts public schools. Regulations have been promulgated under Section 1G at 603 CMR 27.00.

<http://www.doe.mass.edu/lawsregs/603cmr27.html>

M.G.L. c. 71: Massachusetts General Laws, Chapter 71: Governs public schools. Section 34D requires promulgation by the Board of Elementary and Secondary Education of student record regulations. Such regulations have been promulgated at 603 CMR 23.00. Section 34H concerns the provision of information by schools to noncustodial parents. Section 37G provides for the use of reasonable force to protect pupils, school personnel, and other persons from assault by a pupil and requires the promulgation by the Board of regulations regarding the use of physical restraint on students. Such regulations have been promulgated at 603 CMR 46.00. Section 37H relates to codes of conduct and handbooks. Section 38Q ½ requires every school district to adopt and implement a curriculum accommodation plan.

<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section71>

M.G.L. c. 71A: Massachusetts General Laws, Chapter 71A: Governs the education of English learners. Regulations have been promulgated under it at 603 CMR 14.00.

<http://www.doe.mass.edu/lawsregs/603cmr14.html>

M.G.L. c. 71B: Massachusetts General Laws, Chapter 71B: Governs the education of children with special needs. Section 6 relates to the assignment of children to special education classes. Regulations have been promulgated under c. 71B at 603 CMR 28.00.

<http://www.doe.mass.edu/lawsregs/603cmr28.html>

M.G.L. c. 71, s. 37H, as amended by Chapter 92 of the Acts of 2010. M.G.L. c. 71, s. 37O(e)(1) & (2). M.G.L. c. 71, s. 37O(d): Governs bullying prevention and intervention.

<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section37H>

M.G.L. c. 76: Massachusetts General Laws, Chapter 76: Governs school attendance. Section 5 prohibits discrimination in all public schools on the basis of race, color, sex, religion, national origin, or sexual orientation. Regulations have been promulgated under section 5 at 603 CMR 26.00. Section 18 requires notice to students permanently leaving school. 603 CMR 26.00 was further amended by Chapter 199 of the Acts of 2011.

<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter76>

St. 1965, c. 741: Chapter 741 of the Massachusetts Acts of 1965: Established the maximum age for compulsory school attendance as sixteen. <https://archives.lib.state.ma.us/handle/2452/15329>

M.G.L. c. 269 sections 17-19: An Act Prohibiting the Practice of Hazing:
<https://malegislature.gov/Laws/GeneralLaws/PartIV/TitleI/Chapter269/Section17>
<https://malegislature.gov/Laws/GeneralLaws/PartIV/TitleI/Chapter269/Section19>

M.G.L. c. 71, section 34A: Governs non custodial parents, receipt of information for children enrolled in elementary or secondary schools; notice to custodial parent.
<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section34H>

Education Laws and Regulations

603 CMR 23.00 - Student Records

Section:

[23.01:](#) Application of Rights

[23.02:](#) Definition of Terms

[23.03:](#) Collection of Data: Limitations and Requirements

[23.04:](#) Personal Files of School Employees

[23.05:](#) Privacy and Security of Student Records

[23.06:](#) Destruction of Student Records

[23.07:](#) Access to Student Records

[23.08:](#) Amending the Student Record

[23.09:](#) Appeals

[23.10:](#) Notification

[23.11:](#) Monitoring

[23.12:](#) Severance Clause

[View All Sections](#)

Most Recently Amended by the Board of Education: August 15, 2006

Nondiscrimination Policy Statement

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. Any concern related to the implementation of this policy may be addressed directly to the building Principal or the Superintendent of Schools. The Boston Office of the Massachusetts Commission Against Discrimination is located at One Ashburton Place, Boston, MA 02108.

Homeless Students

Homeless Students: Enrollment Rights And Services - School Committee Policy JFABD:

To the extent practical and as required by law, the district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable preschool programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing or economic hardship;
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Being abandoned in hospitals;
5. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
6. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;
7. Migratory children living in conditions described in the previous examples.

The superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families.

To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in the attendance area in which the student is actually living, or other schools. Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families resident in the district. If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district's decision and their appeal rights in writing. The district's liaison will carry out dispute resolution as provided by state rule. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to district policies. If the student does not have immediate access to immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school shall be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student, or will divide the costs equally.

The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in schools, family shelters and soup kitchens. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students.

LEGAL REFS.: Title I, Part C, No Child Left Behind Act, 2002, Every Student Succeeds Act 12/10, 2016

First reading: January 3, 2017, Second reading: January 10, 2017

Homeless Students: Enrollment Rights and Services

What homeless families need to know:

- Homeless children have the right to free and adequate education.
- They do not need a permanent address to enroll their child in school.
- Homeless children have the right to stay in their school of origin if the parents choose.
- A child may not be denied school enrollment just because school records or other enrollment documentation are not immediately available.
- The district will ensure that a homeless child or youth is able to enroll in school immediately regardless of their ability to provide the proper documentation for enrollment by following the requirements of the McKinney-Vento Homeless Assistance Act.
- The district will provide transportation to and from the school of origin.
- The district agrees not to stigmatize or segregate students on the basis of their homelessness status.

Enrollment may not be denied on the basis of the student lacking any of the following documentation:

- Previous school records;
- Medical or immunization records;
- Proof of residency;
- Birth certificate; or
- Proof of guardianship.

Once a student is determined to be homeless, the school will ensure the student receives the following services, as necessary:

- Transportation;
- Educational services for which the student meets eligibility criteria, such as education programs for disadvantaged students, students with disabilities and gifted and talented students;
- Title I services, including free school meals;
- Preschool programs;
- Before-and-after school care programs; and
- Programs for students with limited English proficiency.

Placement and Enrollment of Homeless Students

The district will:

1. When deciding placement, presume that allowing the homeless student to remain in their school of origin is in the student's best interest, except when doing so is contrary to the request of the student's parent or guardian or unaccompanied youth;
2. If the parent/guardian contests the district's decision, make a best interest determination based on factors such as the impact of mobility on the student's educational achievement, health and safety. If the best interest determination is requested by an unaccompanied youth, the process will give priority to the views of the youth;
3. Pending resolution of disputes that arise over eligibility, school selection or enrollment, immediately enroll a homeless student in the school in which the parent, guardian or unaccompanied youth seeks enrollment;
4. Avoid delay or denial of enrollment of homeless students, even if they have missed application or enrollment deadlines during any period of homelessness or are unable to produce records required for enrollment (e.g., previous academic records, immunization records, health records, proof of residency, proof of guardianship, birth certificates);
5. Avoid requirements for student contact information to be in a form or manner that creates a barrier for homeless students;
6. Provide transportation for homeless students to their school or preschool of origin. Once the student has obtained permanent housing, the district will continue to provide such transportation until the end of the academic year.
7. Continue to provide transportation to their school of origin pending the outcome of the enrollment or transportation disputes.

ORGANIZATION AND COMMUNICATION

General School Information:

Framingham High School

115 A Street

Framingham, MA 01701

Phone - (508) 620-4963

Attendance Line – (508) 620-4963, option 1.0.

Fax – (508) 877-6603

Website – <http://www.framingham.k12.ma.us/Domain/11>

Twitter - Follow us! @FHSFlyers

Framingham Public School [Office of Translation Services](#).

First level:

The first level for communicating a concern is to contact *the specific teacher*. (Framingham High School: 508-620-4963). Please note that teachers have more regular access to email than voice-mail. Please reference the FHS Website at:

<http://www.framingham.k12.ma.us/Domain/236>

Should the matter require additional attention, the courteous and proper sequence for contact is the following:

Second level:

Appropriate Department Chair or contact person:

Department	Name	Extension	Email
Athletics	Paul Spear	27650	pspear@framingham.k12.ma.us
Bilingual/ESL	Cynthia Villanueva	27752	cvillanu@framingham.k12.ma.us
Counseling	Emily Taylor	27500	etaylor03@framingham.k12.ma.us
English	Peter Eliot	27700	peliot@framingham.k12.ma.us
Family and Consumer Sciences	Ellen Makynen	27760	emakynen@framingham.k12.ma.us
Fine Arts	Christopher Brindley	27770	cbrindley@framingham.k12.ma.us
Health and Physical Education	Michael Foley	27520	mpfoley@framingham.k12.ma.us
History and Social Sciences	Erin Powers	27710	epowers@framingham.k12.ma.us
Mathematics	Mary Fitterer	27539	mfitterer@framingham.k12.ma.us
Phoenix Program	Andrew Benedetti	27484	abenedetti@framingham.k12.ma.us
Science Education	Matthew Corcoran	27757	mcorcoran@framingham.k12.ma.us

Special Education	Sheryl Stacey	27660	sstacey@framingham.k12.ma.us
Technology Education	Peter Erbland	27566	perbland@framingham.k12.ma.us
World Languages	Cheryl Jones	27740	cjones@framingham.k12.ma.us
Thayer Campus	Lauren Carreiro	508-626-9191	lcarreiro@framingham.k12.ma.us
Resiliency for Life	Mark Goldschmidt	27583	mgoldschmidt@framingham.k12.ma.us

Third level:

House Administrator:

Gold House: Last Name A-De O Vice Principal Administrative Assistant	Greg Lagan Luz Santiago	27640 27502	glagan@framingham.k12.ma.us lsantiago@framingham.k12.ma.us
Green House: Last Name De P-La Vice Principal Administrative Assistant	Jon Kanavich Maria Medina	27630 27611	jkanavich@framingham.k12.ma.us mmedina98@framingham.k12.ma.us
Blue House: Last Name Lb-P Vice Principal Administrative Assistant	Mark Albright Jaqueline Scheidt	27620 27641	malbright@framingham.k12.ma.us jscheidt@framingham.k12.ma.us
Silver House: Last Name Q-Z Vice Principal Administrative Assistant	Jeff Convery Isabel Rossetti	27610 27501	jconvery@framingham.k12.ma.us irossetti@framingham.k12.ma.us

Fourth level:

Associate Principal	Mark McGillivray	27602	mmcgillivray@framingham.k12.ma.us
Principal Executive Assistant to the Principal Office Manager	Carolyn Banach Ana Linda Garcet Renata Hingston	27600 27631 27601	cbanach@framingham.k12.ma.us agarcet@framingham.k12.ma.us rhingston@framingham.k12.ma.us

Fifth level:

Assistant Superintendent for PreK-12	Amy Bright	508-626-9132	abright@framingham.k12.ma.us
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Sixth level:

Superintendent	Dr. Robert Tremblay	508-626-9117	rtremblay@framingham.k12.ma.us
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STUDENT GOVERNMENT

The Student Government is a representative body of students with members elected from the student body on a volunteer/interest basis. It acts as a liaison between the student body, the administration, and the community.

CLASS STEERING COMMITTEES

Led by the class officers, this committee serves as a core group to communicate the varied interests of class members to the entire class. Elections for grades 10-12 are in May of each year. Elections for grade 9 are in October each year.

STUDENT ADVISORY COUNCIL TO THE SCHOOL COMMITTEE

Student Advisory Council members are elected to represent their fellow students on issues of importance in the school community. One student is elected to attend the School Committee meetings on behalf of the Student Advisory Council to the School Committee. Student representatives focus on school strengths and areas for growth from the perspective of the student body. The elected student representative presents to the School Committee at the designated meetings.

PARENT-TEACHER ORGANIZATION (P.T.B.O.)

The P.T.B.O. exists in order to broaden the involvement of students, families, teachers, and administrators in an effort to support the availability of quality educational and extracurricular programs at Framingham High School. The P.T.B.O. encourages active participation of as many interested persons as possible from the school community. Meetings are generally the first Monday of each month beginning at 7:00 pm in the Library.

CO-CURRICULAR ACTIVITIES

ATHLETICS

The following interscholastic sports are offered at FHS:

<u>Fall</u>		<u>Winter</u>		<u>Spring</u>	
<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>
Cross Country	Cross Country	Basketball	Basketball	Baseball	Softball
Football	Field Hockey	Indoor Track	Indoor Track	Lacrosse	Lacrosse
Golf	Swimming	Hockey	Hockey	Tennis	Tennis
Soccer	Soccer	Swimming	Gymnastics	Outdoor Track	Outdoor Track
	Volleyball	Wrestling		Volleyball	
		Alpine Ski	Alpine Ski		

Athletic Director:

Assistant Athletic Director:

Athletics Assistant:

Paul Spear 508-620-4963 x27650

Ashley Paulsen x 27493

Karen Fimlaid x 27510

EXTRA-CURRICULAR

For information about club meeting times and advisors, please refer to the Extra-Curricular tab on our homepage or click:

<https://www.framingham.k12.ma.us/site/Default.aspx?PageType=1&SiteID=11&ChannelID=161&DirectoryType=6>.

SCHOOL RESOURCES

Framingham High School is a comprehensive school with expanded and updated facilities offering numerous resources to students beyond those mentioned in this handbook. Please check with respective departments to obtain information regarding time and availability of such resources.

BRIDGE PROGRAM

To provide short-term, intensive supports to students returning to or transitioning into FHS after an experience that has had significant mental health impact in addition to resulting in loss of school time. Supports include: clinical services, care coordination, academic support, and family engagement.

COLLEGE AND CAREER CENTER

The FHS College and Career Center (CACC) is located in the library. It is staffed by a school counselor, two part-time career specialists, and two part-time staff from the College and Career Center at Framingham State University. The CACC coordinates services for students throughout the year such as college and professional representative visits, SAT preparation classes, career fairs, and On-The-Spot-Admissions with state colleges and universities. The CACC is also able to provide students with college and career related support in small group and one-on-one settings.

FLYER NEWS

The Emmy Award winning Flyer News is a live, daily morning show broadcast to homerooms every morning at 7:15 am. The show is completely written, directed, and hosted by FHS Television Production students and consists of important announcements, dates, sports highlights and live interviews with news-making members of the school community. The show is repeated each night at 5:00 pm and 8:00 pm on Comcast channel 8, RCN channel 15, and Verizon channel 43.

SCHOOL COUNSELING

School counselors (formerly known as “guidance counselors”) support FHS students in the academic, personal/social, and college and career domains through classroom and small group lessons, individual appointments, and evening events. Examples of programs that have been offered during the year are: “Career and Personality Exploration” classroom lessons with sophomores, “Future Planning” small group sessions with all juniors, and “College and Career Planning Night” for seniors. School counselors also work collaboratively with vice principals, social workers, school nurses, and school psychologists to provide comprehensive support for students with academic and/or social/emotional challenges on an individual basis.

LANGUAGE LEARNING CENTERS

The Language Learning Centers are state-of-the-art facilities that allow students to utilize technology in order to refine their communication skills in various languages. The Language Learning Centers offer the opportunity for interactive lessons and learning. Parents must sign a contract in order for a student to access the Language Learning Centers (A-200 and A-202).

LIBRARY

Telephone: 508-620-4963, extension 27588

Hours: Monday, Wednesday, Friday: 7:15 am - 2:15 pm
 Tuesday, Thursday: 7:15 am - 3:45 pm
 Days preceding holidays: 7:15 am - 2:15 pm

The library provides resources and services to support student learning by promoting information literacy and research skills, effective use of technology, and reading for academic and personal interests. The librarian teaches individuals and classes, including a freshman research skills program.

The library has computers, chromebooks, and tens of thousands of print and media materials for our students and staff. An electronic Library Folder contains links to school and public library catalogs, an online encyclopedia, and information databases. You need your school I.D. card to check out materials. Reference and reserved books must be used in the library; however, you can use the photocopier to reproduce articles you want to take with you. Other books are loaned for 3 weeks, media for 1 week. Students with overdue materials may not borrow more and must pay to replace damaged or lost items.

Respect is the rule in the library – for people, materials and equipment. Classes have first priority for computers; when computers are available, students using them for schoolwork get first priority. Study hall students must sign in and remain the entire period. Because we value an atmosphere where everyone can think, it is important to speak quietly. Cell phones must be turned off and other electronic devices must not disturb other people. In order to maintain our materials, equipment and furnishings, food and drinks are not allowed in the library.

OTI – OPPORTUNITY TO IMPROVE

OTI is a quiet place for students to complete school work. Student tutors are available for assistance. Students will have access to computers, textbooks and supplies needed for project work. OTI is available in A107 on Tuesdays, Wednesdays, and Thursdays from 2:00 pm - 3:15 pm.

MAZIE MEMORIAL FOUNDATION MENTORING PROGRAM

The John Andrew Mazie Memorial Foundation was established to carry on the legacy of John Mazie, who at age 26, was killed by a drunk driver in 1997. Framingham High School sophomores are paired by the Foundation with Mentors from Metrowest area companies. Faculty members nominate students annually. Mentors and mentees are asked to commit for one year and to spend a minimum of 8 hours per month together in activities that will encourage academic achievement and exploration of career options. Mentees set goals around community service, post-secondary education, and career options. The Foundation presents achievement awards, including scholarships upon high school graduation. Coordinator/Director of Mentoring and Social Worker offices are in the library.

WELCOME ACADEMY

The Welcome Academy provides short term individualized transition assistance to those who are new to Framingham High School by orienting all students with tours, social-emotional support, and adequate academic placement services. The Welcome Academy services give all new students knowledge and resources that will support a successful transition into a large urban high school.

WELLNESS POLICY

Wellness Policy - School Committee Policy ADF:

Students are the first concern of the district and must receive the primary attention of the School Committee and all staff members. In pursuit of this primary goal, it is imperative that the health and wellness of the individual student, and the student body as a whole, be considered an important part of the educational process. Good health fosters student attendance and education. Children need access to healthful foods and opportunities to be physically active in order to grow, learn and thrive.

To this end, the School Committee will work with the Health Advisory Council, staff, students and community members to initiate and implement the Wellness Policy.

I. Nutrition Guidelines for All Foods on Campus

Framingham Public Schools will provide students with access to a variety of "affordable, nutritious and appealing foods that meet the health and nutrition needs of students: will incorporate ethnic and cultural foods into the meal plan that reflect the Framingham Public School's diverse student body; and, in collaboration with the building principals, will provide clean, safe and pleasant settings and adequate time for students to eat.

1. All foods made available on campus will comply with the current USDA's Dietary Guidelines for Americans.
2. The following will also comply with the current Massachusetts A La Carte Food and Beverage Standards: food and beverages sold in vending machines and school stores; a la carte items; beverage contracts.
3. Nutrition information for products offered in snack bars, a la carte, vending machines and school stores will be readily available near the point of purchase.
4. Nutritional information on all school foods will be provided to each school and made available either in hard copy or in electronic form.
5. Framingham Public Schools encourages families who do not participate in the school lunch program to try to maintain the USDA guidelines.
6. Food Service Directors are recommended to have a background in nutrition.

II. Nutrition Education statements and goals for the Framingham Public Schools

1. Students will receive nutrition education that teaches the skills they need to adopt and maintain healthy eating behaviors.
2. Nutrition education will be taught within the comprehensive health education program taught in the Framingham Public Schools. The district will strive to develop an organized, sequential, system-wide nutrition education program to be implemented in grades pre-K through 12, as outlined in the Massachusetts Curriculum Frameworks.
3. The Family and Consumer Science Department at Framingham High School will also teach nutrition education.
4. Nutrition education will be offered in the school cafeteria as well as in the classroom, with collaboration between the food service staff and other school personnel including teachers.
5. Staff who provide nutrition education will have appropriate training.
6. Students will receive consistent nutrition messages from all aspects of the school program.

III . Physical Activity and Fitness offered by the Framingham Public Schools

The following list contains statements and goals for physical activity for students in the Framingham Public Schools.

1. Framingham Public Schools recognizes the importance of offering physical education instruction throughout the entire school year. All elementary school students in the Framingham Public Schools will have formal physical education class every week. All middle school students will receive a consistent amount of time in formal physical education class, with two 45-minute classes per cycle. The district will strive to increase present physical education offerings at the high school and to increase

participation in all four years. Opportunities for physical activity shall be incorporated into other subject lessons when possible.

2. A state license is required for all teachers of physical education classes.
3. Recess is a necessary break in the day for optimizing a child's social, emotional, physical, and cognitive development. In essence, recess should be considered a child's personal time, and it should not be withheld for punitive reasons. All elementary students will engage in a daily recess period for a minimum of 15-minutes. Recess may be withdrawn only as a consequence of a student's behavior when that behavior jeopardizes the health and safety of the student or others, and only after all other means of addressing the behavioral issue have been exhausted. Recess should not be withheld for entire classes based on behavior issues. It is the expectation that other more effective interventions will be utilized to address classroom behavior. Whenever possible recess should be planned before lunch since research indicates that physical activity prior to lunch can increase the student's nutrient intake, increase student attention to academic work, and reduce food waste.
4. The district will broaden opportunities for physical activity for students at all levels through a variety of before and/or after school programs including, but not limited to, intramurals, interscholastic athletics and physical activity clubs. Framingham Public Schools, along with the Massachusetts Department of Education, recognizes that the above named activities are not to be used in place of formal physical education classes, which are part of structured learning time..
5. The district will support walk-to-school initiatives.
6. Schools will encourage parents and guardians to support their children's participation in physical activity; to be physically active role models; and to include physical activity in family events.
7. Schools should discourage extended periods of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.

IV. Evaluation

1. The Health Advisory Council will collaborate with building principals to ensure that faculty and staff are in compliance with this Wellness Policy.
2. The Health Advisory Council will provide necessary updates and report annually to the Superintendent and assessments relative to the goals will be on an annual basis and publicly posted.

References:

Child Nutrition and WIC Reauthorization Act of 2004; Action for Healthy Kids: Massachusetts A La Carte Food and Beverage Standards; USDA Dietary Guidelines for Americans; National Association for Sport & Physical Education (NASPE); School Nutrition Association Wellness Policy Guidelines; Massachusetts Association of School Committees Wellness Policy Guidelines

LEGAL REFS.: The Child Nutrition and WIC Reauthorization Act of 2004, Section 204, P.L. 108-265; The Richard B. Russell National School Lunch Act, 42 U.S.C. §§ 1751 - 1769h; The Child Nutrition Act of 1966, 42, U.S.C. §§ 1771 - 1789

CROSS REFS.: EFC, Free and Reduced-Cost Food Services; IHAMA, Teaching About Alcohol, Tobacco and Drugs;

SCHOOL HEALTH SERVICES

Student Health Services And Requirements - School Committee Policy JLC

School Health Services support the school's academic mission while promoting and improving students' health. Using a coordinated approach, School Health Services personnel shall deliver a complex range of services, including assessment and treatment of acute and chronic illnesses, medication administration, providing care for students with medical technology, providing first aid and emergency care for a range of injuries and health conditions, completing all state mandated health screenings, infectious disease surveillance, prevention and control, health and safety education, and maintenance of a safe, healthy school environment.

School Health Services programs shall be delivered with close collaboration among district support personnel, teachers, administrators, external health care providers, and local public health and safety officials.

The district shall provide the services of a pediatric/family school physician who shall render medical and administrative consultative services for School Health Services personnel, excluding athletics. The School Physician provides consultation to all schools and school nurses regarding the medical needs of students. This includes acute medical issues as they impact education, discussing complex conditions with primary care providers, providing information on medical conditions and input into school policies and protocols. Occasionally, this entails direct student/patient care as a medical consultant. It does not include medical supervision or care of students as they participate in school-based athletics. Nor does it entail supervision of the athletic trainers or availability during athletic events. Extracurricular athletics should have its own physician consultant trained in sports medicine.

Procedures for Emergency at School

School personnel shall give only emergency care to students who become ill or injured on school property, buses, or while under school supervision.

At the beginning of each academic year and as changes occur, parents/guardians shall provide information to be used in the event of an emergency including: the name, address, and phone number of persons to be contacted if the parent/guardian is not available.

In the event that a significant illness or injury requires emergency transport, any expense incurred as a result, will be the responsibility of the parent/guardian.

During the COVID pandemic, the superintendent or principal of a school may revise or suspend provisions of policy to facilitate the education of students at risk or with special physical needs or their family caregivers, including, but not limited to caring for or educating students with disabilities, illness, pregnancy, childrearing responsibilities, or special education needs consistent with law and regulation.

LEGAL REF.: M.G.L. 71:53;54;54A;54B;55;55A;55B;56;57

CROSS REF.: [EBB](#), First Aid

School Nurses

School nurses promote the health and well being of every student in Framingham Public Schools by providing high quality nursing care in each school during school hours. All school health programs and requirements stated below comply with state and federal laws, Massachusetts Department of Public Health regulations, and Framingham Public Schools policies which are available from your school nurse or can be accessed on the School Health Services website.

Physical Examinations

Every student in Framingham Public Schools must provide documentation of a physical examination performed by a healthcare provider, conducted within 12 months prior to entry to school or within 30 days after school entry. Students must also provide documentation of physical examinations in kindergarten, Grades 1, 4, 7, and 10.

School Health Screenings

- **Vision and Hearing Screening:**

All students receive regular vision and hearing screenings. Your school nurse will notify you with any concerns or abnormal findings and refer your child to your healthcare provider for further evaluation.

Medication Policy

Prescription medication may be given in school only after the school nurse receives written orders from the student's healthcare provider/dentist and signed consent from the parent/guardian. New medication orders are required at the start of the school year and expire at the end of each school year. Only medications in original prescription containers, currently prescribed by a physician and brought to the nurse's office by a parent or other adult, will be given at school. All medications taken during the school day must be stored in the Nurse's office and be picked up by a parent/guardian before the close of the school year. Any medications that are not picked up by the close of school each year, will be disposed of.

Under certain circumstances, in consultation with the school nurse, a student may self-administer asthma inhalers, insulin, or Epi-pens® during the school day. Contact your school nurse for more information.

Over the counter (OTC) medications including Advil, Tylenol, etc. can be given during the school day after the parent/guardian completes an OTC medication permission form available on the School Health Services website or from your school nurse. The form must be completed each school year.

Students with Special Health Care Needs

Families are strongly encouraged to communicate any student health concerns to the school nurse. If your child has asthma, allergies, diabetes, seizures, attention deficit disorder, or any other medical or mental health issues requiring special health services during school hours and/or is assisted by medical technology, please meet with your school nurse prior to school entry.

Preventive Measures

When should I keep my child home from school because of illness?

Often the way a child looks and acts can make the decision an obvious one. The following guidelines should be considered when making the decision. If your child has:

Fever: The child should remain at home with a fever greater than 100. The child can return to school after he/she has been fever free for 24 hours (without fever-reducing medicine such as Tylenol or Motrin).

Diarrhea/Vomiting: A child with diarrhea and/or vomiting should stay at home and return to school only after being symptom-free for 24 hours.

Conjunctivitis: Following a diagnosis of conjunctivitis, the child may return to school 24 hours after the first dose of prescribed medication.

Rashes: Common infectious diseases with rashes are most contagious in the early stages. A child with a suspicious rash should return to school only after a health care provider has made a diagnosis and authorized the child's return to school.

Colds: Consider keeping your child at home if he/she is experiencing significant discomfort from cold symptoms, such as nasal congestion and cough. A continuous green discharge from the nose may be a sign of infection. Consider having the child seen by your healthcare provider.

A sick child cannot learn effectively and is unable to participate in classes in a meaningful way. In addition, keeping a sick child home prevents the spread of illness in the school community and allows the child opportunity to rest and recover. Remember the essentials of good health are good nutrition, plentiful fluids, regular exercise and plenty of rest. If your student develops a communicable disease or condition, (e.g. chicken pox, strep-throat, scarlet fever, fifth's disease, or head lice) please notify your school nurse. This will enable us to monitor your child's progress and other student/staff exposure.

If my child is experiencing a certain infectious disease, when do I send them back to school?

Your child should be kept out of school for certain infectious diseases, and can return to school as discussed below.

- Pink eye (conjunctivitis): Your child can return to school when the crusty discharge has cleared, usually after 24 hours of an appropriate eye antibiotic.
- Impetigo (bacterial infection of the skin, occurs in areas around the mouth and nose): Your child can return to school after the lesions have dried up, usually 24 hours or so after appropriate treatment has begun, consult with your pediatrician.
- Strep throat: Your child can return 24 hours after starting antibiotics.
- Chickenpox: Your child can return to school after all the skin lesions are crusted over and your pediatrician has authorized their return.

Sending a sick contagious child to school will only put his/her classmates at risk. If you have questions about your child's illness please contact your school nurse.

When you wish to discuss a medical problem with the School Nurse please feel free to call. Also, please be sure to regularly check Framingham Public Schools' health website (<http://www.framingham.k12.ma.us/>) for the most current health information.

Immunization of Students - School Committee Policy JLCB

To attend Framingham Public Schools, all students in grades Pre-K-12 must be fully immunized against vaccine preventable diseases in accordance with MA DPH regulations and requirements. Official documentation of required immunizations from a child's health care provider must be provided to the school nurse before a child of any age can begin attendance to school.

There are two situations in which children who are not appropriately immunized may be admitted to school:

1) a medical exemption is permitted if a physician submits documentation attesting that immunization is medically contraindicated; and

2) a religious exemption is allowed if a parent/guardian submits a written statement that immunizations conflict with their sincere religious beliefs.

Medical exemptions must be presented at the beginning of each school year. Annual renewal of religious exemptions must be presented at the beginning of each school year.

Massachusetts law does not permit philosophical exemptions, even if signed by a licensed physician. Only medical and religious exemptions are acceptable. These exemptions must be kept in the student record (105 CMR 220.000 and M.G.L. c.76, ss. 15, 15C and 15D).

The only exception for exclusion of unimmunized or partially immunized children who do not have documentation of a medical or religious exemption is in the case of homeless children and children in foster care, whereby they cannot be denied entry to school if they do not have their immunization records.

Exclusion During Disease Outbreaks

In situations when one or more cases of a vaccine-preventable or any other communicable disease are present in a school, all susceptibles, including those with medical or religious exemptions, are subject to exclusion as described in the Reportable Diseases and Isolation and Quarantine Requirements (105 CMR 300.000).

LEGAL REF.: M.G.L. 76:15; Every Student Succeeds Act (ESSA);

<http://www.mass.gov/eohhs/docs/dph/cdc/immunization/guidelines-vaccine-exclusions-school.pdf>

CROSS REF.: JF, School Admissions

School Committee Date Accepted: June 20, 2018

The state immunization laws make immunization against the following diseases mandatory before entrance to school:

- Diphtheria, Pertussis, Tetanus
- Measles, Mumps Rubella
- Polio
- Hepatitis B
- Tuberculosis test within 6 months of entry to the US OR written risk assessment indicating low risk.
- Varicella or written documentation of Chicken Pox Disease
- Proof of lead testing

School Health Services are provided while students are in school. Full time nursing staff provide care for accidents, illnesses and other medical situations. They maintain health records on every student, monitor health needs, immunizations, vision, hearing, postural defects, and physical exams. They are part of the delivery team for the Health Curriculum and they serve as a resource for all staff

on medical matters. Students can access these services for legitimate health issues at any time during the day with a pass from a staff member.

SENIORS HELPING FRESHMEN

A program whereby upper-class students are trained to serve as leaders, ambassadors, and mentors for members of the incoming freshman class. At the start of the year seniors are available each morning in homerooms to assist in the transition to high school and to assure that the start of freshman year will be as successful as possible.

STUDENT RESOURCE OFFICER

The student resource officers are full-time grant funded police officers responsible for maintaining a safe positive learning environment at Framingham High School. The SRO works closely with individual students and professional staff to achieve this goal. Contact the main office for more information.

STUDENT SUPPORT/GUIDANCE CENTERS

Our Student Support Centers provide a place for students, parents, or staff to seek help or consultation for a variety of issues. Four school counselors, a social worker, a psychologist and a school nurse provide a coordinated approach to services for the FHS community. Meetings of the Student Support Center members and the house Vice principal occur once per cycle to review student cases.

SUPERVISOR OF ATTENDANCE

Our major emphasis is on the prevention of problems that cause students to stay out of school. Consequently, the supervisor of attendance works closely with a wide variety of persons in the school and the community: school counselors, teachers, psychologists, social workers, principals, parents and staff from community agencies. The supervisor of attendance also serves as a resource for questions relating to child abuse, court appearances, welfare assistance, and legal problems relating to school attendance. The supervisor of attendance may be contacted at 508-424-3420 x8422.

TEEN PREGNANCY/PARENTING PROGRAM

The program provides confidential assistance, support and education for pregnant and parenting students as well as those who think they may be pregnant. Male students involved in a pregnancy or parenting relationship are encouraged to utilize the program. Referrals from staff are welcomed and encouraged. The school's responsibility for all school age children includes the pregnant student, married or unmarried. These students shall be allowed to remain in school, and services for them shall be made a regular part of the school program. For more information contact the health office: 508-620-4963 x27743 or x27488 (Room D-107).

WELLNESS CENTER

The Russell Teres Wellness Center is a 4,300 square foot state of the art facility. Equipped with 19 Life Fitness and Hammer Strength weight machines, 23 pieces of Life Fitness cardiovascular equipment, 4 power racks, a large array of free weights, 5 televisions, as well as a great sound system, the Wellness Center is the perfect place to achieve your fitness goals. The center is open for operation after school Monday-Friday (No Holidays) until 5 PM for students, faculty, and athletes.

WORK PERMITS

Students who need a work permit should contact the Main Office or at employmentpermits@framingham.k12.ma.us. Students between the ages of 14 and 18 must have a job before they can be issued a work permit.

SCHOLASTIC PROGRAMS AND INFORMATION

ACADEMIC DEVELOPMENT CENTER

The Academic Development Center is a center for student academic support services: the ADC tutoring program, the Career Development Program and Directed Study.

The ADC Program is a semester-long course wherein referred academically “at risk” students receive tutoring services from peer tutors. The belief is that these peer tutors can affect positive academic and social changes in their tutees. Credit (.5) is awarded on a per semester basis for both tutors and tutees in the ADC Program.

ACADEMIC ETHICS

Framingham High School strives to provide a program of academic excellence and the opportunities for each individual student to excel. In keeping with this goal, a high standard of academic ethics must be also maintained. Students will thereby learn to value and demonstrate ethical behavior; will be better prepared to deal with such expectations outside the school environment; and will be assured that the integrity and value of their academic achievements will not be diminished.

Therefore, CHEATING, COPYING, PLAGIARISM, FORGERY, AND ALTERING SCHOOL DOCUMENTS IN ANY MANNER ARE NOT TOLERATED. Plagiarism is: “stealing and passing off the ideas or words of another as one’s own; to use without crediting the source; to commit literary theft.” **PLEASE NOTE:** This applies to information acquired electronically.

Academic Ethics elicits the following responsibilities of the groups listed:

Responsibilities of students:

1. To maintain a personal standard of academic ethics.
2. To understand clearly the instructions, classroom management and rules and expectations of their individual teachers.
3. To in no way participate or give the appearance of contributing to any cheating, copying or plagiarizing.

Responsibilities of teachers:

1. To communicate clearly their classroom management policies and expectations.
2. To expect and maintain a high standard of academic ethics.
3. To **immediately** report **all** breaches of academic ethics to the department head and house administrator.
4. To fully inform the student and parent of the resolution to the incident.

Penalty: Students who violate the standards of academic ethics will automatically receive no credit and will be assigned a consequence determined by the Vice Principal and/or Dean of Students.

Additional offenses will result in more severe and progressive disciplinary action up to and including suspension.

ADVANCED PLACEMENT TEST ELIGIBILITY

Students who enroll in an Advanced Placement (AP) course are expected to register for and complete the AP Exam for that course. Students who are NOT enrolled in an AP course offered at FHS are NOT allowed to take that AP exam at FHS unless they have obtained a letter of support from the appropriate FHS Department Head. This letter of approval should be presented to the student's Vice Principal at the time of registration. Testing fee assistance is available for those students who are eligible for free or reduced lunch. Contact your child's school counselor or vice principal for more information.

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.

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, suspended in-house, or suspended out of school may not participate in a game, rehearsal, practice, event, or meeting held on that day without the house administrator's permission. If this occurs on Friday, the student may not participate in any activity held on Saturday or Sunday without the house administrator's permission. For purposes of attendance, students **must be present for at least half of the school day** (7:25 am-10:45 am, or 10:45 am - 1:55 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 \(pg. 56\)](#), 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 house 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 Framingham High School 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, e-cigarettes, vapes, jules, or any controlled substance legal (unless prescribed by a doctor) or illegal. Framingham High School has adopted a year-round policy. Violation of the chemical health rule will result in disciplinary action as well as expectation of compliance with recommendations by the student support team. For further information, please refer to the MIAA's Athletics Substance Use Policy on www.miaa.net.

CAREER CONNECTIONS

Career Connections is a federally funded program that serves eligible students who may require additional assistance in completing their high school graduation requirements. Students are offered comprehensive case management that focuses on their individual strengths and needs. Once assessed, students work with the case manager and a career specialist. They are linked to community employers, placed in paid/unpaid internships and develop work-based learning plans. Students are closely monitored to develop appropriate and successful work related skills. For more information visit the College and Career Center in room J020A (Lower J hall).

CAREER DEVELOPMENT PROGRAM

The Career Development Program (CDP), a semester-long course, provides an opportunity for students to complete their graduation requirements, while at the same time, work under school supervision. It is a selective program requiring multi-level approval. A student must be 16 years old to be considered for acceptance. Program participants must maintain a passing academic average as well as a satisfactory job performance in order to remain in the CDP. Poor school attendance or chronic tardiness is grounds for loss of credit.

For more information – Room D108

CHANGING COURSES

The course selection process is one that should be a cooperative venture among the student, the parent, the teacher, and the counselor. It is expected that when these course selections are made, the student will have the fortitude to adhere to the decision. The master schedule, teachers, and material resources are assigned and committed to classes based on specific student course requests. Teacher recommendations are a thoughtful process based on student performance in the current class.

Students and parents who are considering a level change must understand the increased expectations, commit to these expectations, and seek help from the teacher as needed. It will not be possible to switch back to a different level if those classes are full. Changing levels will be dependent on student efforts to succeed and the space available. Students must also be aware of the academic eligibility policy and be in compliance with this policy to participate in co-curricular activities.

All students will remain in the classes that they chose for the first 10 days of the school year. If a schedule change is warranted, a course override form must be completed. Please note, however, that any such change must be discussed with the student's parents/guardians, teachers involved in the change, department head, and the school counselor. Although some changes may be made, **it should be clearly understood that the reason has to be valid and that the request will not be automatically honored. Evidence must exist that the student has fully engaged in academic supports (after school help, ADC, OTI, etc.) and that there is a seat in an available section.** Any level changes resulting from course overrides are final, and may not be undone once the student enters the new class.

A request to drop a course for junior/senior privileges will not be honored. Any student withdrawing from a course after Term 1 Progress Reports will not receive credit and a W will be recorded on the official transcript. Students are expected to remain in the courses that they requested during the course selection process. The master schedule is created based on student primary requests. Our school budget, teacher assignments, and material resources are allocated as a result of this process.

When a student requests to change a level (AP, Honors, ACP, CP) after starting a course, the academic grades and attendance records from the initial course automatically transfer directly to the subsequent course placement. Appeals for modifications to this policy must be directed to and approved by the department head. Note: Students must return books and materials to the teachers whose classes they have dropped.

CLASS RANK/GRADE POINT AVERAGE

Framingham High School uses a 4.0 scale for grades, weighting advanced placement, honors, advanced college preparatory and college preparatory courses with separate weight value. We will rank students by percentiles, closely reflecting the intervals that colleges request for application. The top 30% of a class will be identified with 5% gradations. From 30% and below, the gradations will be identified in 10% increments.

Course Level	Transcript Designation	GPA Adjustment Factor
Advanced Placement	AP	+0.75
Honors	HON	+0.50
Advanced College Prep	ACP	+0.25
College Prep	CP	+0
Unweighted	U	Not included in rank

COURSE LEVEL SELECTION

The AP, Honors, Advanced College Prep, and College Prep levels are differentiated by the degree of difficulty, independence of learning, and pace. All course levels are designed to provide maximum intellectual challenge for each student. Placement decisions are made by each student's educational team, which includes but is not limited to the student, his or her parents or guardians, teachers, and

FHS support staff. Teachers make recommendations for appropriate course level based on a student's academic potential and prior academic performance. Student effort is assumed; low grades are not automatically a basis for dropping levels. Placement levels may vary in different academic disciplines, and appropriate attempts at upward placement are encouraged. Students attempting upward placement or overriding a teacher's recommendation are expected to have the academic stamina and perseverance to seek extra help when needed and access the after school academic support programs.

Course levels are designated as follows:

- Advanced Placement-AP: These courses present challenging college-level curriculum material and require significant independent learning. Students will be expected to think critically, creatively, and analytically. These rigorous courses will follow the syllabi approved by The College Board.
Students are expected to register for and complete the corresponding Advanced Placement exam in May. Students not enrolled in an AP course offered at Framingham High School are not permitted to take the AP exam in that course without written permission of the Department Head and Vice Principal.
- Honors: These courses present challenging standards-based curriculum material and require independent learning. Students will be expected to think critically, creatively, and analytically. (HON)
- Advanced College Prep: These courses present challenging standards-based curriculum material and require high-order thinking skills. Students will be expected to show a capacity for independent learning and strong academic skills. (ACP)
- College Prep: These courses present challenging standards-based curriculum material and require high-order thinking skills with scaffolding supports. Students will be expected to strengthen their independent learning and academic skills. (CP)
- Unleveled: These courses present challenging standards-based curriculum that build specific skills and content through activity-based instruction. These courses are not factored into GPA. Self-contained Special Education courses are also unleveled and offer specially designed instruction. (U)

DUAL ENROLLMENT

Seniors may enroll in part time Dual Enrollment institutions to earn both college and FHS course credits. Students will receive information through their FPS emails, but can also seek information through school counselors or the director of the College and Career Center. Traditional Dual Enrollment students will be charged according to the participating institutions tuition and fees. Partner High School Dual Enrollment (in conjunction with MassBay Community College) is a special dual enrollment program offered using Commonwealth Dual Enrollment Program (CDEP) funding for participating high schools and is free for those students who qualify and participate. College courses are predetermined in consultation with the High School and offered in a cohort delivery method.

Please Note: Dual Enrollment courses will not factor into a student's cumulative GPA appearing on FHS transcripts.

EXAMS

Teachers may elect to assign an end of the semester/year cumulative exam weighted no more than a “normal” term exam grade for their course. In such instances, seniors will be exempt from those exams if they meet all of the following requirements:

1. Attain an average of B+ (86.5) or higher in the given course
2. Have no recorded class cuts
3. Have not exceeded the maximum of absences (10/semester or 20/full year)

GRADE REPORTING DATES

Progress Reports Issued

Term 1-October 7, 2021
 Term 2-December 10, 2021
 Term 3-March 4, 2022
 Term 4-May 13, 2022

Grades Close

Term 1-November 5, 2021
 Term 2-January 21, 2022
 Term 3-April 1, 2022
 Term 4-June 20, 2022

Report Cards Issued

Term 1-November 19, 2021
 Term 2-January 28, 2022
 Term 3-April 14, 2022
 Term 4-Late June

GRADING SYSTEM

<u>Grade</u>	<u>Numerical Equivalent</u>	<u>Grade</u>	<u>Numerical Equivalent</u>
A+	4.3	C+	2.3
A	4.0	C	2.0
A-	3.7	C-	1.7
B+	3.3	D+	1.3
B	3.0	D	1.0
B-	2.7	D-	0.7

Defining letter grades

Grade A: This grade is received by students who demonstrate superior achievement in the attainment of course objectives.

Grade B: This grade is received by students who consistently meet the objectives of the course.

Grade C: This grade is received by students who have demonstrated an acceptable level of achievement for the course objectives with some demonstrable deficiency in performance.

Grade D: This grade represents a deficiency in student achievement. While credit is awarded, a final grade of D indicates a minimal and unsatisfactory level of achievement for the course objectives.

Grade P: This grade is used in circumstances where standard grading practices do not apply. Credit is awarded.

Grade F: This grade indicates that the student had failed to meet the minimum objectives of the course. No credit is awarded for this final grade.

Grade I: This grade indicates that the student must complete some assignment(s) in order to receive a grade for credit. Please refer to the Guidelines for Incompletes. **Teachers must obtain the approval of the house administrator prior to issuing an incomplete.**

Grade N: This grade indicates that the student has not been in the class long enough to earn a term grade.

Grade W: This grade indicates that the student withdrew from a course after the add/drop review period.

GRADUATION REQUIREMENTS (Minimum Standard)

1. Credit Requirements

- Successful completion of a full-year course earns a student 1.0 credit
- Successful completion of a half-year course 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

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 (Modern World, U.S. History I & II)	3.0 credits
Mathematics	3.0 credits
Science	3.0 credits
World Languages	2.0 credits
Practical Arts*	1.0 credit
Fine Arts*	1.0 credit
Physical Education	1.5 credits
Health	0.5 credit

* Students must be enrolled in a Health or Physical Education (PE) class each year.

* Refer to page 4 of the *FHS Program of Studies* for a list of courses that satisfy this requirement

3. Senior Year Credit Total Requirement

Every senior must register for 5 credits in their senior year regardless of how many credits were previously earned.

4. MCAS Testing

Students who do not meet the standards of the Massachusetts Department of Education on these exams will be granted a certificate of achievement upon completion of Framingham High School course requirements.

GRADUATING EARLY

There are a number of alternative methods for students to pursue early graduation. It is the policy of the Framingham School Committee that:

Upon the written request of a student and with the approval of the student's parents/guardians, school counselor and appropriate house administrator, a student may be considered for early

graduation following the completion of his/her junior year if he/she has been accepted to an institution of higher learning or is actively employed, engaged in independent study or some form of acceptable community activity. If a student meets the above criteria and has completed the requirements for the diploma, the School Committee will, upon recommendation of the Superintendent of Schools, award the diploma.

Students interested in graduating early should contact their house administrator or school counselor by the end of first term.

GRADUATING WITH DEPARTMENTAL HONORS

To graduate with honors in core courses (English, Math, Science, History and Social Sciences, World Languages), a student must:

- A. Take a minimum of 4 years (8 semesters) of courses in that content area.
- B. Achieve a final grade no lower than an A-, regardless of level.
- C. Achieve senior year first semester grades of A- or higher.

Note:

1. Electives will determine their own recipients.
2. Appeals may be directed through the respective vice principal.
3. Course weighting **does not factor into** Honors designation.
4. Departmental Honors are recognized in the commencement program at graduation.

GUIDELINES FOR MAKE-UP WORK/INCOMPLETES

Students are responsible for making up class work, homework, or exams assigned by the teacher within the following time frames:

- A. Upon return from an excused absence, two days will be allowed for make-up work. It is the responsibility of the student to seek out and obtain missing work or obligations.
- B. Up to three consecutive days, the make-up time will double the absence.
- C. Extended absences beyond these limits will require special arrangements provided by the teacher to the individual student. It is the student's responsibility to clarify arrangements shortly after his/her return. The make-up schedule must be adhered to. On rare occasions, with an administrator's prior approval, permission may be granted for an incomplete. Unless previously arranged, incomplete work will be changed to an "F" in two weeks.
- D. If previously announced, students are expected to make up exams or submit projects, term papers, or homework the first day the student returns to class.
- E. Family vacation absences are not excused under our attendance policy. Make up arrangements must be made with each specific teacher in advance.
- F. Students receiving incompletes will have two weeks from the end of the term to complete make-up work.

HOMEWORK GUIDELINES

Homework refers to work assigned by a teacher to be completed outside of class time.

Homework serves many purposes:

- improves academic performance
- helps students organize time
- extends learning and critical thinking beyond the school day
- develops individual responsibility, decision making skills and independence

- provides additional time for the application of new skills
- keeps parents involved and informed about curriculum and skills being taught
- enhances grades

Since the effectiveness of these guidelines depends upon the cooperation of all concerned, the following responsibilities are stated:

Students:

1. Record assignments daily in agenda book
2. Gather materials necessary for completion of the assignment
3. Ask for clarification or help if an assignment is not understood
4. Complete assignments on time
5. Plan adequate time for long term assignments
6. Establish a homework partner in each class/course
7. Be prepared to attend homework detention if assignments are not completed

Teachers:

1. Provide a thorough explanation of how to do an assignment
2. Comment upon, grade, or acknowledge in some way each assignment
3. Vary the types of assignments given
4. Ensure that homework assignments are meaningful
5. Plan the assignment of homework to avoid overload
6. Provide ample time for long term assignments throughout the school year
7. Communicate consequences for not completing homework to students and parents
8. May assign students after-school detention for not completing assignments.

Parents:

1. Establish homework as a priority
2. Communicate with teacher if there is a question about homework
3. Foster pride in completed tasks
4. Provide a quiet place, time and materials to complete assignments
5. Encourage consistent daily routine
6. If student says that assignments are completed, see that the time is devoted to reading, reviewing, or other academic pursuits
7. Support the consequences when homework is not completed

Average Homework Times (if homework is assigned):

Average homework times are not hard minimums or maximums. Some assignments and some students may require more or less than the amount of time indicated above. Study time for assessments or long term project work will be balanced with daily work.

- Grades 9-12: Approximately 20-30 minutes per course per night
- AP: Approximately 45 minutes per course per night

No-Homework Days:

Framingham Public Schools has designated the following days as No-Homework Days:

9/23/2021

12/2/2021

2/10/2022

4/28/2022

Notes Regarding Homework:

- Advanced Placement (AP) classes may require additional hours. When selecting these courses, families and students should be mindful that self-discipline, judgment and the ability to manage time effectively will be necessary for success. AP courses will have summer homework to be completed prior to the school year
- The amount of homework assigned on a weekend should not exceed that of a weeknight
- Learning is a year-round process. However, families and students need the summer vacation time for other opportunities and therefore summer reading and other assignments should be meaningful and limited in scope.
- With the exception of AP level courses, the amount of homework that is assigned over December, February, and April breaks should not exceed that of a weeknight
- Homework cannot be assigned during MCAS and ACCESS for those who are testing.
- Students can ask for an extension on an assignment with appropriate reasoning.
- Giving an extension is up to the teacher's discretion.
- Resource links will be incorporated into the Framingham Public Schools website.

HONOR ROLL

There are three categories of honors. All subjects are treated equally.

High Honors: Students must earn a minimum of all A-'s with the exception of one course that cannot be a grade lower than B.

Honors: Students must earn grades no lower than B- in each of their courses.

Merit: Students must earn grades no lower than B- in each of their courses with the exception of one course which cannot be a grade lower than C.

INTERNSHIP PROGRAM

The After-School Internship Program is available to juniors and seniors wishing to explore the world of work in an interest-related career field. Participants are required to maintain a journal, develop a project for the host organization, where appropriate, write a reflection summary of the experience, and complete 60 hours at the site. An in-school coordinator will monitor the internship and evaluate its progress.

The Summer Internship Program is available to rising sophomores and juniors and the program's requirements are the same as the After-School Internship Program. Participants are able to participate in an internship and have a paying job as well. Satisfactory completion of either of these two programs will result in a notation on one's transcript listing the type of internship experience the student completed.

The Senior Internship Program is a second semester course during combined periods E, F & G and is only available to approved seniors. The Program's requirements are the same as the After-School Internship Program. In addition, participants will research and select their own organization to intern with. Upon successful completion, a student may earn up to 1.5 academic credits.

METROWEST EARLY SCHOLARS

This early college program engages students in college-going activities in preparation for college credit bearing classes while in high school. Students who are underrepresented in higher education,

economically disadvantaged or first generation students apply to be in this program in the 8th grade. Students will participate in college and career awareness courses, followed by advising and counseling to support students in choosing a pathway at the end of the sophomore year. The college and career pathways are in business management, education, sociology and criminal justice, and STEM.

Note: Students must apply in 8th grade unless the student is new to FPS in the 9th grade. New students must apply in the 9th grade. See the School Counseling Department Head if you are interested.

NATIONAL HONOR SOCIETY

The National Honor Society is an organization that recognizes students considered to be outstanding in scholarship, character, leadership, and service. Students are considered for membership in the fall after completion of the sophomore or junior year. The minimum academic average required for membership is an Adjusted Grade Point Average (AGPA) of at least 3.75. This average is based on weighted courses only and is adjusted for the level of each course (see AGPA guide on page 31). Candidates will be required to fill out an Information Form in order to determine their level of involvement in high school activities and community service projects. Candidates will also be evaluated in the areas of scholarship, character, leadership and service.

The guidelines found at <http://www.nhs.us/> will give further help in the definition of leadership, service, and character.

POST-SECONDARY REQUIREMENTS

Massachusetts State College and University Admissions Standards

Required Courses

To be considered for acceptance to a Massachusetts state college or any of the four university campuses, you need to successfully complete the following 16 courses in high school. A course is equal to one full school year of study.

English	4 courses
Mathematics	4 courses (algebra 1 & 2 and geometry or trigonometry or comparable course work)
Science	3 courses (including two with laboratory work)
History and Social Studies	2 courses (including one in U.S. History)
World Languages	2 courses (in the same language)
Electives	2 courses (from the above subjects or from the arts and humanities or computer sciences)

These courses must be college preparatory level – if you are not sure whether a course is college preparatory, check with your guidance counselor to be sure it will count toward the 16 courses that you need. (See Framingham High School Graduation Requirements on page 33.)

NCAA REQUIREMENTS FOR STUDENT ATHLETES

Students who plan to participate in varsity athletics at a National Collegiate Athletic Association Division I or II institution should consult their guidance counselor and the Athletic Director. For more information, ncaaclearinghouse.net

RESILIENCY FOR LIFE PROGRAM

A voluntary program designed to meet the academic, social, and emotional needs of students who have experienced difficulty with the traditional school schedule and setting. The program is designed to ensure that selected students have the opportunity to learn and develop trusting relationships with adults and their peers. Components include tutoring, mentoring, counseling, team building activities, academic monitoring, community service, and consistent parental involvement.

SPECIAL EDUCATION

Special Education provides assessment via the system wide and parent referral process. Educators provide special education instruction services in a small group setting in the four academic areas using a modified curriculum and specialized techniques. They act as a liaison to student, parent and school personnel around the area(s) of identified special needs. Special Education provides both direct and indirect support for students in regular education classes. They provide consultation to staff concerning curriculum modifications and student learning styles. (Special Education Office, Room E-215)

STEP UP TO EXCELLENCE

The Step Up To Excellence program is a three-year program of mentoring and academic enrichment experiences for high school students demonstrating financial need. Step Up to Excellence was created to broaden student horizons, strengthen their academic and personal skills, and encourage them to realize their potential. The program helps individual students find and access opportunities that address unique interests and needs. Each student works with his/her individual mentor, who is a member of the school staff, to set goals and to learn how to reach those goals. The commitment to Step Up To Excellence begins in the fall of the sophomore year and lasts through graduation.

STUDENT RECORDS

The policy for obtaining student records is available in the counseling office. The temporary record contains the majority of information about the student. This record is returned to students upon graduation. The student transcript is retained for 60 years. Transcripts will be sent by the guidance office upon written request of the student. Parents and secondary students have the option of requesting that such information not be released to recruiters without prior written authorization.

SUMMER INSTITUTE

In the Framingham High School Summer Institute (<https://www.framingham.k12.ma.us/Page/8304>), students are able to take courses (for a tuition fee) for original or makeup credit. Not all students are eligible for summer school. Eligibility is determined by the Vice Principal and teacher, and is based on attendance and/or reasons for failing the course. Students who do not complete a major project (i.e. research paper) will not qualify for summer school. The amount of credit earned per summer school course will be determined by the House Administrator. **Courses taken anywhere but Framingham High School Summer Institute must be pre-approved by the appropriate department head and house administrator.** NOT ALL COURSES ARE OFFERED IN SUMMER SCHOOL.

WRITING CENTER

The FHS Writing Center is located in E207, next door to the English/History Department Office. Students can drop in any time during the day for help with any kind of writing for any subject area. English teachers staff the Writing Center every period of the day and are there to help with planning, organizing, proofreading, editing, and revising. Chromebooks and a printer are available for student

use. Teachers often volunteer to keep the Writing Center open after school for those students who are unable to drop in during the school day.

Students do not need a pass from a teacher to enter the Writing Center, but students do need to sign-in on the electronic log when they arrive. Before the period ends, a Writing Center teacher gives each student a pass to take back to his or her teacher or directed study teacher. Students must return to their scheduled class or directed study before the end of the period.

POLICIES AND PROCEDURES

FRAMINGHAM PUBLIC SCHOOLS ANTI-BULLYING INFORMATION

Framingham Public Schools believe that all students have a right to a safe and healthy school environment. Bullying of any type is a major distraction from learning and has no place in a school setting.

Bullying is defined as REPEATED conduct that causes or creates:

- Physical or emotional harm
- Damage to a victim's property
- A hostile environment at school for the victim
- An infringement on the rights of the target at school
- A material or substantial disruption to the education process or the orderly operation of the school

Bullying may involve but is not limited to:

1. Unwanted teasing
2. Threatening/intimidating behavior
3. Stalking or cyberstalking
4. Cyber bullying (including cell phones)
5. Physical violence
6. Theft or destruction of school or personal property
7. Sexual, religious, or racial harassment
8. Public humiliation
9. Social exclusion, including incitement and/or coercion
10. Rumor or spreading of falsehoods

Off-school grounds bullying may be dealt with at school when:

- It creates a hostile environment at school for the victim or
- Materially and substantially disrupts the educational process or the orderly operation of the school

How Parents/Guardians Can Help:

- Talk to a school staff member regarding the incidences that your child has reported to you
- Closely monitor your child's use of technology in the home including computers and cell phones:
 - Have technology in a common area of the home
 - Know with whom your child is communicating
 - Block access to technology when appropriate
 - Check Internet search history when circumstances warrant suspicion
- Assure your child that the problem will be addressed
- Reinforce your child's self-esteem

- Make sure your student understands that he/she should tell a staff member so the appropriate action will be taken
 - Encourage your child to appropriately self-advocate
- Bullying reports may be made anonymously; however no disciplinary action shall be taken against a student solely on the basis of an anonymous report. A student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action. 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>.

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.

CONDUCT AND DISCIPLINE CODE INFORMATION

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. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights, properties, and safety of others are not violated. They will be required to respect constituted authority, and conform to school policies, rules, and provisions of the 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 a 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 [37H3/4](#).

Copies of the handbooks will be distributed to each student entering school in 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.

The "back to school" plan recommended by the superintendent and subject to the approval of the school committee shall contain protocols for serving students who are disciplined or suspended during the pandemic emergency.

Further, the superintendent shall provide in these "back to school" plans provisions for students were disciplined or suspended or who may elect to remain at home under the provisions of the policies related to home schooling, or who may elect remote learning in the interests of safety or health concerns.

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](#)

Policy Revised: COVID-19 Emergency Specific Policy Passed by the School Committee August 5, 2020

Each student will be responsible for providing a positive and healthy environment for others by maintaining self-respect and self-discipline, while having consideration for the rights and property of others. Each student will bear the responsibility for his or her own conduct whenever students are:

- in school
- on school property
- at school sanctioned events, including dances and athletic events
- on school buses or other school sponsored transportation
- charged or convicted of a felony for conduct which would represent a danger or health hazard within the school setting
- involved in a conflict outside of school which may have originated in school or on the way to or from school

Students who fail to accept these responsibilities will be subject to a progression of disciplinary actions that may include:

- teacher detention
- administrative detention
- after school detention
- in-school suspension
- out of school suspension
- revocation of junior/senior privileges
- revocation of the privilege to attend school activities including graduation ceremonies
- long-term suspension
- expulsion

In accordance with the student's right to due process as defined below, Framingham High School may suspend a student for any of the following behaviors.

Suspension from school, school sponsored activities and bus privileges, denial of school privileges including participation in graduation exercises, notification of police, and possible exclusion/expulsion from the Framingham Public School:

- M1 - Possession of a dangerous weapon*, or threatened use of any object as a weapon
- M2 - Assaulting a teacher or any other school personnel
- M3 - Possession, sale, distribution, use, or manufacture of illegal drugs** or alcohol
- M4 - Setting fires
- M5 - The unauthorized sounding of a fire alarm

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:

- D0 -Being under the influence of illegal drugs** or alcohol, or in the possession of any drug paraphernalia.
- D1 -Failure to truthfully identify oneself upon request of any school personnel
- D2 -Violation of any Framingham Public Schools Policy
- D3 -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
- D4 - Stealing and/or willful destruction of school or personal property
- D5 - Persistent or excessive truancy and/or tardiness to class and class cutting
- D6 - Cheating, plagiarism, or forgery
- D7 - Use of obscene, abusive, or profane language or gestures, or rude or defiant behavior, either of which disrupts the educational process or school activity
- D8 - A pattern of defiant or insubordinate behavior towards any school personnel or policy
- D9 - Behavior which endangers persons or property or substantially disrupts the educational process or school activity
- D10 - Giving off a strong odor of marijuana or alcohol
- D11 - Presence in an unauthorized area
- D12 - Smoking in any school building or bus or on school grounds, which includes vaping or possession of paraphernalia including but not limited to vapes, e-cigarettes, vaping accessories and cartridges.

- D13 - Violation of any criminal law of the Commonwealth of Massachusetts, including, but not limited to, gambling or stalking, not already covered by these rules
- D14 - Unauthorized possession or use of school materials, equipment, or property

The designation of “M” and “D” serves to distinguish between rules for which the penalty is mandatory suspension from school and rules for which the penalty is at the discretion of the principal or his/her designee.

* The term “dangerous weapon” shall include, but not be limited to, any type of firearm, knife or martial arts equipment, explosive device (including fireworks), ammunition, or any replica of a dangerous weapon. Any dangerous weapon in the possession of a student shall be removed from the student’s custody and any illegal weapon shall be turned over to the Framingham Police. All other weapons shall be returned to the student or parent at the discretion of the principal or his/her designee.

** The term “illegal drugs” shall include all controlled substances as defined in M.G.L. c. 94C, including, but not limited to, marijuana (including THC containing products) and cocaine or prescription drugs for which the student does not have a valid prescription.

DUE PROCESS

FRAMINGHAM PUBLIC SCHOOLS CODE OF CONDUCT

In an effort to address the disproportionate use of discipline, including in-school out-of-school suspension for students of color, students with disabilities, and students with low economic status, and to promote safe, civil, and accountable climate and culture in each of our schools, the district has embarked on a process of developing and implementing an approach to discipline that will transition our school community from a punitive to a more restorative approach to managing behaviors. Through a comprehensive systematic process, a Code of Character, Conduct, and Support (CCCS) that is respectful, fair, restorative, accountable, and viable, will be designed and implemented with integrity. The new CCCS will provide equal access to a wide range of supports and interventions that promote positive behavior, help students develop self-discipline and social emotional efficacy, and enable students to improve and correct inappropriate, unacceptable and unskillful behaviors in a safe, civil and caring environment. The CCCS will be completed by June 2021. Implementation will begin in August 2021, at which time, the new code will supersede that which is delineated in this handbook.

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 to 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 effort 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 and 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.

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

Expulsion 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 educational 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 Schools 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.

The "back to school" plan recommended by the superintendent and subject to the approval of the school committee shall contain protocols for serving students who are disciplined or suspended during the pandemic emergency.

Further, the superintendent shall provide in these "back to school" plans provisions for students who were disciplined or suspended or who may elect to remain at home under the provisions of the

policies related to home schooling, or who may elect remote learning in the interests of safety or health concerns.

REF: MASC

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

Policy Revised: COVID-19 Emergency Specific Policy Passed by the School Committee August 5, 2020

MASSACHUSETTS GENERAL LAWS

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 (including THC containing products), 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 a decision 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 a decision 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.

Appeals of student discipline actions can be made to the Office of the Principal or the Office of the Superintendent as outlined in M.G.L. 71:37H; 71:37H1/2 ; 71:37H3/4.

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 principal (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:
 - i. design a modified program for the student, or
 - ii. 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.

Discipline of Students with a 504 Educational Plan

All students are expected to meet the requirements for behavior as set forth in this handbook. Section 504 of the Rehabilitation Act of 1973, the American Disabilities Act, and the Individuals with Disabilities Education Act (IDEA) requires that additional provisions be made for students who have been found by a TEAM evaluation to have a disability and whose program requires accommodations through a 504 educational plan. The following additional requirements apply to the discipline of students with a 504 educational plan:

1. The 504 for every disabled student will indicate whether the student can be expected to meet the regular discipline code or if the student's handicapping conditions require accommodations. Any accommodations to the discipline code expectations for a disabled student will be described in the 504.
2. The principal (or designee) will notify the building 504 coordinator and school counselor of the suspendable offense of a disabled student and a record will be kept of such notices.
3. When it is known that a disabled 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 disabling condition. This process is similar to a "manifestation determination" and will consider whether to:
 - i. design a modified program for the student, or
 - ii. write an amendment to the 504 with new accommodations and any needed modification of the 504 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.

TEACHER DETENTION

Teachers may require students to attend detentions outside of the regularly scheduled school day. The period of time will be at the discretion of the teacher.

Detentions take precedence over co-curricular activities and work commitments. Students are allowed a one school day reprieve in the event that they have an unavoidable conflict that cannot be changed on short notice.

Failure to attend a scheduled detention will result in the student being referred to their house administrator for appropriate action.

ADMINISTRATIVE DETENTION

Administrators may require students to attend detentions outside of the regularly scheduled school day. The period of time will be at the discretion of the administrator.

Detentions take precedence over co-curricular activities and work commitments. Students are allowed a one school day reprieve in the event that they have an unavoidable conflict that cannot be changed on short notice. Failure to attend a scheduled detention will result in the student being referred to their house administrator for appropriate action.

AFTER SCHOOL INTERVENTION

After School Interventions are scheduled from 2:15 pm - 3:55 pm on Thursdays. After school late busses are provided. This program is designed to provide consequences for disciplinary, academic and attendance problems and to encourage proper behavior in the regular high school setting. Students are supervised at all times by teaching faculty. It is the student's responsibility to come with 2 hours of work. A parent/guardian will be notified about the action taken concerning a student's assignment to ASI. Students having religious or family obligations must make alternative arrangements with the appropriate house administrator. All school (conduct) rules apply to ASI's. Students who fail to attend their scheduled ASI who arrive late, and/or who are unable to conform by the regulations described herein, may result in suspension.

Time spent in ASI is strictly business. Socializing is not permitted. Academics will be emphasized with the appropriate resource materials made available. Students will work on school assignments throughout the morning. Students who arrive without appropriate work will be asked to leave and referred to their house administrator.

AGE OF MAJORITY

Any student reaching the age of 18 has age of majority status. **Students who wish to exercise this right should complete an application that can be obtained in their house office.** House Offices 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 administration. A student with age of majority must call the attendance line 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.

The school reserves the right to inform parent/guardian despite the completion of the age of majority form for each tardy, dismissal, absence that the student has accrued. The school also reserves the right to contact parent/guardian regarding academic and behavioral issues.

ALCOHOL AND USE OF ILLEGAL DRUGS/POLICIES AND PROCEDURES

The use and/or abuse of all substances including alcohol and illegal drugs (including steroids), as well as the inappropriate use and/or abuse of legal substances (inhalants, vapes, "juuls", herbal supplements, prescription medications, dietary aids and over-the-counter medications) in school is both a violation of law and harmful to the educational purposes of our schools.

It is the policy of the Framingham School Committee that the schools will respond to the use and/or abuse of substances including alcohol and illegal drugs (including steroids), as well as the

inappropriate use and/or abuse of legal substances (inhalants, electronic cigarettes, vapes, herbal supplements, prescription medications, dietary aids and over-the-counter medications) through education, medical/health assistance, and discipline.

An education/medical/health approach will be the first step in an attempt to help students decide not to use and/or abuse substances and to assist students who are involved. Every effort will be made by teachers and counselors to educate students about substance use and/or abuse and to create an atmosphere of knowledge, confidence, and trust that will encourage young people to seek help in overcoming problems in substance abuse. The comprehensive K-12 health curriculum addresses this issue.

In-service programs will be provided to enhance staff awareness of the scope of substance abuse as related to our schools, community, and society; to provide knowledge of scientific and medical findings; knowledge of laws relating to substance abuse and legal penalties for violation of the law; and to familiarize teachers with available educational resources. Those who will work in specific drug education areas will be trained for that responsibility.

The school system will make every effort to inform parents and other citizens of its approach to the elimination of substance abuse and also provide opportunities for adults to receive qualified instruction about substance abuse.

The school system will maintain liaisons with rehabilitation, treatment, judicial, law enforcement, and legislative agencies to help ensure that the total community capability is brought to bear on the elimination of substance abuse problems.

The school system will not accept any donations that have been raised through activities that tolerate the underage use of alcohol and/or other illegal drugs.

The use and/or abuse of any substance including alcohol and illegal drugs (including steroids), as well as the inappropriate use and/or abuse of legal substances (inhalants, electronic cigarettes, vapes, herbal supplements, prescription medications, dietary aids and over-the-counter medications) is strictly prohibited on school grounds. Any possession, use or sale of illegal drugs or drug paraphernalia, legal substances intended for misuse or alcoholic beverages on the school grounds, at school functions or on school buses is prohibited at all times. The rule regarding alcoholic beverages applies to all students, regardless of age. To minimize confusion, non-alcoholic beer and wine are not permitted in school at any time. The success of this policy depends, in part, on creating a link between the educational community and the local law enforcement agencies. To this end the Framingham Public Schools and the Framingham Police Department agree to coordinate their efforts to prevent and control student substance use and to respond effectively therein to incidents in or out of school and at school-sponsored events. *

The following steps will be taken in response to student use of substances:

1. If a student voluntarily confides a drug or alcohol problem to any staff member, staff will consult immediately with a school counselor or school social worker, or school nurse or building administrator, who will then consult the student support team or other building-based student support team (as identified in each building) to develop recommendations. In such instances, the school will work with the student and his/her family to address the student's drug problem.

2. If a school administrator has reasonable grounds to suspect, through direct observation, that a student is under the influence of drugs or alcohol, but no contraband is found, an assessment will be made. With the explicit approval of the parent, this assessment may involve a school-administered drug test. The administration of a drug test shall be carried out in accord with regulations established by the Superintendent of Schools. The student may be removed from class, and parental contact will occur immediately. The School Resource Officer will be informed of the incident.
3. When a student is determined to be under the influence of drugs or alcohol, but no contraband is found, the Principal or designee will immediately notify parents and a conference may be held with the student and parents before the student returns to school. The student may be required to attend meetings of an approved alcohol or drug recovery program or other appropriate treatment. In addition, the student will be subject to a maximum of ten days suspension from school. The School Resource Officer will be informed of the incident.
4. If a student is found to be in possession of a drug or alcohol, the Principal or designee will immediately notify parents and a conference will be held with the student and parents. In order to establish a chain of custody, the substance will be sealed and labeled with the date and time of confiscation and noted in the incident report. If it is a legal substance, it may be given to the parent or disposed of at the parent's request. If the substance is illegal, it will be turned over to the School Resource Officer. The student may be required to attend an approved alcohol or drug recovery program or other appropriate treatment and may be subject to expulsion from school. There will be formal notification to the police by the school, and appropriate action may be taken.
5. If a student is found to be selling, distributing or in possession of a quantity sufficient to be charged with the intent to distribute drugs or alcohol, the Principal or designee will immediately notify the parent and the police for mandatory removal of the student. There will be Out of School Suspension and the student may be subject to expulsion by the Principal under M.G.L. 37H. The police will take appropriate action under the law regarding the sale of drugs in proximity to school buildings.

Alcohol testing may be used at school and school-sponsored events on an as-needed basis. Administrators will be responsible for determining appropriate use (i.e., upon indication of slurred speech, odor of alcohol, glassy eyes, and/or impaired motor skills.)

Students refusing to take an alcohol test will not be admitted to the school activity or may be removed from the activity. The administrator will decide whether or not to detain the individual, and will contact a parent/guardian or responsible adult.

A student failing the alcohol test will be detained (until they can be released to a parent/guardian or responsible adult). The student will be disciplined for attending a school event under the influence of alcohol.

The intent of the Framingham Public Schools Drug and Alcohol Policy is to be proactive so that individuals with problems can be readily identified and provided with appropriate services.

* A Memorandum of Understanding between the Framingham Public Schools and the Framingham Police Department is on file at the office of each school.

ATTENDANCE POLICY

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.

Subject to law, regulation or emergency declaration, the superintendent may propose protocols or modifications or suspensions of district policies regarding attendance by students or the public in school events including, but not limited to assemblies, sports events, large gatherings, or other programs.

Policy Revised: COVID-19 Emergency Specific Policy Passed by the School Committee August 5, 2020

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
- 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

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.

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.

ATTENDANCE TO CLASS - Credit Reduction Due To Class Absences/Tardiness

- Three unexcused tardies to a class are equivalent to one absence.
 - Students who acquire **four or more** class cuts in a full year course, or, **2 or more cuts** in a half year course will earn half credit for the course.
- Students will earn a grade for the course but the credit will be reduced when final grades are recorded.
- Parents will be alerted to the danger of credit reduction through progress reports, report cards, and/or contact by the classroom teacher.
 - Leaving school without permission is deemed truant from school. All students must attend the entire school day (until 1:55 p.m.). The only exceptions are Career Development students and students approved for Junior and Senior Privileges who have a study hall.
 - Study hall is an assigned class and attendance will be taken. Students wishing to leave a study for appropriate locations in the building are required to obtain a pass in advance to give to the study hall teacher and report directly to those locations. Students failing to comply will be deemed cutting a class.
 - Students who are absent from class without permission may be required, at the teacher's discretion, to make up the time missed.

An appeal process for the attendance credit reduction shall consist of a written notification to the Vice principal. This appeal must come within 10 days of the distribution of report cards.

ATTENDANCE PROCEDURES

Absence/Tardiness To School

Parents/guardians are expected to call the Framingham High School Attendance Office to explain the reason for a student's absence/tardiness. Messages may be left at any time of the day.

Telephone: 508-782-7080.

The responsibility for communicating the absence/tardiness is that of the parent/guardian and student. Students being called in absent and/or tardy on a regular basis will be required to provide documentation from a medical professional.

Dismissals from School

When a parent/guardian wishes to dismiss their child from school, he/she must do the following:

- Please email Ms. Halliday (challiday@framingham.k12.ma.us) or send in a dismissal note at least 24 hours in advance.
- The Student will obtain a dismissal slip from the Attendance Office and must be prepared to present the slip upon leaving the building at the designated time.
- Please do not call the school to dismiss your student unless it is an emergency. This will assist us with a timely and orderly process for student dismissals.
- Dismissals for medical reasons must be approved by the medical staff who will contact a parent/guardian.

House Office Telephone Numbers

- | | |
|-------------------------------------|--------------------------|
| • Gold House Last Names: A - De O | Luz Santiago x27502 |
| • Green House Last Names: De P - La | Maria Medina x27611 |
| • Blue House Last Names: Lb - P | Jaqueline Scheidt x27641 |
| • Silver House Last Names: Q - Z | Isabel Rossetti x27501 |

Leaving School Without Permission

Any student leaving school without a proper dismissal will be assigned a consequence.

Tardiness to School

Students reporting to school after 7:25 AM must report directly to the **Attendance window** to check in and obtain a late pass. Those failing to report may be assigned an After School Detention and/or an In-School Suspension. On the fifth tardy to school (either excused or unexcused), the student will be assigned to an After School Detention. Additional tardies during the term will result in additional discipline action. An unexcused tardy resulting in a student missing more than half a class may be treated as a class cut.

Unexcused Absences from Class (class cut)

- First offense – After School Intervention
- Subsequent offenses – Additional After School Detentions and/or In-School Suspension.
- Students may not be allowed to make up work missed during the cut class.

IMPORTANT NOTE: Chronic attendance issues for students under the age of 16 will be referred to the Truancy Officer for appropriate consequences up to and including court action.

BULLETIN BOARDS - POSTING OF FLIERS

All postings must be approved and signed by an administrator or they will be removed.

BUS TRANSPORTATION

Student Eligibility For School Bus Transportation - School Committee Policy EEAA

Students will be entitled to transportation to and from school when such transportation conforms to applicable provisions of the Massachusetts General Laws and Framingham Public Schools policy.

Students Eligible for Bus Transportation

Per Massachusetts General Laws, students in Grades K-6 living more than two miles from their assigned school will be provided transportation at no charge by the Framingham Public Schools.

Students Ineligible for Bus Transportation

Students ineligible for bus transportation per Massachusetts General Laws include:

- * Students in Grades K-6 living less than 2 miles from their assigned school; and
- * All students in Grades 7-12.

While not required by Massachusetts General Laws, the Framingham Public Schools may offer ineligible students the ability to purchase a seat, if available, on a District bus, for a fee.

Exceptions to this policy may be made at the discretion of the Superintendent or his/her designee.

Subject to current law and regulation, the superintendent may suspend or modify policies related to the transportation of students by the school district. Legal requirements relating to IEP's that contain transportation for students shall not be altered without the appropriate family consent. These modifications shall be consistent with the district "back to school" plan.

LEGAL REFS.: M.G.L 40:5; 71:7A; 71:68; 71B:5

CROSS REFS.: [EEA](#), Student Transportation Services

Bus schedules are not exact. On any given day, a child's school bus can be early or late. It is recommended that children be at their pick-up point 5 minutes earlier than scheduled. If a child misses the bus, parents are responsible for bringing him/her to school on-time. Students will be transported to and from a designated bus stop. Only students assigned to a bus may ride that bus. When children wish to visit other children after school, it is the parents' responsibility to arrange for their own transportation.

School bus transportation is a privilege rather than a right. As such, students are to conduct themselves properly on the bus. Children need to remain seated, talk softly, and not disturb others. If a student is distracting to the bus driver, the driver will submit a discipline report. Student misconduct (interfering with the safe operation of the bus or causing damage) can result in suspension of school bus services for a given amount of time. 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. (See policy JFCC for complete policy.)

Bus Rules

It is important to follow bus rules to ensure the safety of the driver and all students. The bus rules are as follows:

- Wait at the bus stop in a safe and orderly manner.
- Follow the instructions of the bus driver.
- Stay seated at all times when the bus is in motion in your assigned seat
- Keep your hands and feet to yourself.
- Do not throw anything out of the windows.
- Do not eat food or chew gum on the bus.
- Do not damage the bus in any way.
- Do not shout or use abusive language.
- Take your personal belongings with you when you get off the bus.

All school buses are equipped with video camera surveillance systems.

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 JICC-R (also EEAEC-R-2)

When serious incidents occur which result in interference with the safe operation of a school bus, or which cause damage to the bus, or which infringe upon the rights of others, or cause personal injury, the following procedures will be used:

1. The operator of the bus will report the serious incident to the Director of Transportation and the Principal, as soon as practical.
2. The operator will file a written report of all such incidents including names, dates, time, and nature of incidents.
3. A copy of the report will be furnished to the Director of Transportation and the Principal. The Director of Transportation will provide any help or information available upon request of the Principal.
4. The Principal will notify the Resource Officer of the Framingham Police Department when the reported incident causes personal injury to others or causes damage to the bus.

5. The Principal will inform the driver and the Director of Transportation of the final disposition of the incident.
6. At the conclusion of each run, all bus drivers will make a visual inspection of the interior of the bus for children or their belongings, and note any indication of damages on forms provided for that purpose.
7. If damage is found, the Director of Transportation will inform the Principal, whose responsibility it will be to see if the offender can be determined.
8. The district shall provide the capability for a video monitoring system to be used as necessary to enforce the disciplinary policy.

Student Conduct on School Busses - School Committee Policy EEAEC-R-1

Students utilizing school bus transportation enjoy a privilege accorded by the City 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 the 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.

Voted: January 9, 2018

Parent/Guardian Expectations and Transportation Concerns

As a parent and/or guardian, it is incumbent upon you to discuss with your child your expectations for his/her behavior while on the bus. We encourage you to urge your child to always remain seated while riding the school bus.

If a parent is concerned about any matter related to transportation such as schedules, behavior on the bus, policies, or complaints, first contact the Transportation Office at 508-626-9179. Of course, sometimes interpersonal student differences that erupt on the bus are really not "bus problems." In these instances, parents can call the school directly.

CAFETERIA RULES

The cafeteria is maintained as a school service to the students. It is expected that proper conduct be maintained at all times.

- Students are required to dispose of all trash at their table prior to leaving, and may be subject to disciplinary action if not adhered to.
- Throwing of food or disruptive behavior will result in appropriate disciplinary action.
- Students are expected to remain in the cafeteria for their entire lunch period.
- Students using their ID# to purchase breakfast/lunch must present their student ID's to appropriate food service personnel.

CAMPUS BEHAVIOR

In order to establish a climate for courtesy and mutual respect and for the safety and well-being of everyone, students are expected to observe the following:

1. Students must identify themselves upon the request of any adult staff member.
2. No running in the corridors or hallways at any time.
3. No shoving, pushing or "play fighting" of any kind.
4. No yelling, shouting, or abusive language.
5. No banging, slamming or kicking of locker doors or classroom doors.
6. No roller-blading, skateboarding, or indoor use of athletic equipment is permitted. These items should be stored in lockers or house offices during the day. Violators may have these items confiscated and returned only to parent/guardian.

7. Inappropriate public displays will not be tolerated in any area of the school.

CELL PHONES AND OTHER ELECTRONIC DEVICES

Cell phones and other personal electronic devices are a distraction to the learning environment at Framingham High School. As such, the following regulations will apply:

1. All electronic devices must be silent and not visible during Flyer News broadcasts and class time. Teachers may allow electronic device use at their discretion.
2. If electronic devices become a distraction, students may be subject to class/additional discipline.
3. Refusal to comply with the requests of teachers and/or administrators is insubordination and subject to more severe disciplinary actions as listed under *Conduct And Discipline Code* procedures.

Note: The school will not assume responsibility for lost or stolen items under any circumstances. Please see the policy below on **Lost, Stolen and Found Items.**

CLASSROOM CONDUCT

Expectations for classroom conduct are consistent throughout the school:

- Arrive to class on time and be prepared for the work at hand.
- Remain attentive to the task at hand during the entire period.
- Be respectful of the rights and feelings of others.
- Respond promptly to the direction of the teacher.

IMPORTANT NOTE: Any student who fails to respond promptly to a directive of a teacher has demonstrated insubordination. If a student is requested by a teacher to leave the room for disciplinary reasons, the teacher will notify the house office that the student is reporting immediately. Acts of insubordination, failure to leave the classroom immediately and/or failure to go directly to the house office will result in appropriate disciplinary action.

CONDUCT AFTER SCHOOL

Students are encouraged to remain after school if they participate in supervised academic and/or co-curricular activities. **Those students not supervised by an adult staff member will be asked to leave the building.** A student with an after school academic or disciplinary obligation is required to fulfill the obligation before reporting to a co-curricular activity. He/she will present a pass validating his/her presence with a staff member. Those not complying with the above regulations may be subject to appropriate disciplinary action. Late buses are available to students who need a ride home and who stayed after-school for academic, extra-help, or extra-curricular activities on Mondays-Thursdays. A pass from a teacher is required in order to board the bus. Students must sign up for the late bus during the day in the Main Office. **Loitering after school will not be tolerated.**

DISCRIMINATORY HARASSMENT

It is the policy of Framingham High School to promote and maintain a working environment and educational atmosphere for students that is free from discriminatory harassment. This policy extends to all school-sponsored activities and functions whether or not they occur on school grounds.

FACE COVERINGS

Face Coverings - School Committee Policy EBCFA

The School District is committed to providing a safe environment as schools reopen during the COVID-19 pandemic. According to public health experts, one of the best ways to stop the spread of coronavirus and to keep members of our school community safe is the use of face masks or face coverings. Therefore, in accordance with guidance from the Center for Disease Control (CDC), the Department of Elementary and Secondary Education (DESE) and the Massachusetts Department of Public Health (DPH), the following requirements are in place until further notice.

A mask/face covering that covers the nose and mouth must be worn by all individuals in school buildings, on school grounds and on school transportation, even when physical distancing is observed. Gaiters, open-chin triangle bandanas and face covering containing valves, mesh material or holes of any kind will not be considered appropriate face coverings. Students and staff will receive direct instruction on the correct way to properly use masks/face coverings. The school community will be reminded frequently of these routines and expectations; signage in multiple languages will be used to support and reinforce practices that help reduce the spread of COVID-19 and other infectious diseases.

Individuals may be excused from the requirement for the following list of reasons, per CDC guidance:

The individual:

- has trouble breathing;
- is unconscious;
- is incapacitated;

In addition, masks or face coverings will not be required for anyone who has a medical, behavioral or other challenge making it unsafe to wear a face mask or face covering. A written note from a physician is required for a requested exemption. Parents/guardians may not excuse their child from the face mask requirement by signing a waiver.

Additionally, face masks or face coverings will not be required when appropriate (6 feet or greater) physical distancing is enforced:

- during mask breaks
- while eating or drinking
- when staff are working alone in classrooms or offices

Exceptions will be made on a case by case basis in consultation with the school nurse, the school physician, and the child's medical provider. Face shields or physical barriers may provide an alternative in some instances.

A student's mask/face covering is to be provided by the student's family. Staff members are responsible for providing their own mask/face coverings. However, the district will supply disposable masks for individuals who arrive at a building, or board school transportation, without one.

In the case of a classroom in which there is a student with a hearing impairment, FPS will provide all students and staff in the designated classroom with clear face coverings that facilitate lip reading.

There may be other circumstances where the use of clear face coverings or other adaptive PPE are indicated. Those circumstances will be considered on a case-by-case basis.

Staff and administrators shall utilize behavioral techniques to increase the likelihood that students will comply with mask wearing requirements and other prevention practices. Staff and administrators will clearly state expectations for mask wearing using neutral, matter of fact language. Expectations will be reviewed frequently, utilizing reminders such as discussing the safety risks of behaviors. Visual prompts will be provided. Students will be encouraged to request a mask break if needed.

If a student is behaviorally challenged by mask wearing in spite of these and other supportive interventions, the administrator will consult with building support staff and district behavior staff to develop a tiered approach to support mask wearing by the student to assure that they can continue with in-person learning on a regular basis.

Students who repeatedly will not wear a face mask and do not have a condition that would prevent them from being able to wear a mask, despite interventions, will be addressed in accordance with this guidance, applicable law, regulation, and as a last resort shall continue their instruction remotely. They will be welcome back in school to attend class again when they commit to wearing a mask. Violations of this policy by staff will be handled in the same manner as other violations of School Committee policy.

Visitors in violation of this policy will be denied entry to the school/district facility.

This policy will remain in place until rescinded by the School Committee.

LEGAL REF.: Commonwealth of Massachusetts, COVID-19 Order No. 55 - <https://www.mass.gov/doc/covid-19-order-55/download>

REFS.: Center for Disease Control and Prevention – Considerations for Wearing Masks - <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html>

Massachusetts Department of Elementary and Secondary Education – Reopening Guidelines - <http://www.doe.mass.edu/covid19/>

Commonwealth of Massachusetts – Mask Up MA! – <https://www.mass.gov/news/mask-up-ma>

Framingham Public Schools Department of Health and Wellness - Guidance for Mask Breaks During COVID-19 https://docs.google.com/document/d/105uaDd19uwLA7Nli-3zD0dZHtu80VA_ZPuR_k0xwgas/mobilebasic

CROSS REF.: [EBCF](#) - GENERAL DISTRICT GOALS AFFECTED BY THE PANDEMIC

Approval: COVID-19 Emergency Specific Policy Passed by the School Committee on February 17, 2021

Any individual who is non-compliant with the Face-Coverings School Committee Policy EBCFA will be addressed through a restorative effort so that no student learning is interrupted. The District retains the right to treat continued non-compliance of the Face Coverings Policy as a disciplinary matter and/or public health violation and as a last resort position will address these instances using progressive discipline

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.

Framingham High School 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 for success.

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); 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. This Dress Code applies to all school days, including themed dress-up days.

Teachers have the right to instruct students to remove headgear immediately upon entering their classrooms. No student shall wear a hat, hood, or any other form of headgear in such a manner that interferes with normal communication and identification procedures.

EMERGENCY PLAN

The Framingham Public School District has a comprehensive Emergency Management Plan. It is expected that all students participate in the prescribed emergency drills in their schools as instructed by the school administration and staff. It is imperative that students understand the importance of engaging in these procedures in a serious manner so as to be fully prepared should an emergency arise during the school day.

There are four types of drills that are required for all staff and students in all school buildings during the school year:

Evacuation Drill – is used when it is important to move away from the building to a secure location away from the building. This drill will take place at least three times per year under the direction of the Framingham Fire Department.

Safety Drill – is used when a bomb-type threat is made to the safety of building. These drills will take place at least two times per year.

Shelter in Place – is used to protect staff and students from incidents and/or distractions that are taking place in the hallway. A shelter in place implies that instruction should continue within the classroom, and that students should remain in the classroom until further notice. These drills will take place at least two times per year.

Lockdown – is used to protect staff and students from a threat inside the building. It is to be used when it may be more dangerous to evacuate the building than it is to stay in a secure classroom within the school. These drills will take place at least two times per year.

Emergencies are unexpected, unpredictable, and take many forms. No one can ever be fully prepared for everything that may happen as each situation happens in its own unique context. However, the district Emergency Management Plan is designed to provide a proven framework within those unique situations on which leaders and staff can rely. When a school's procedures are well rehearsed and automatic, the opportunity for a school leader to assess the situation and make appropriate immediate decisions is greater.

FEES

The following student fees will be assessed during the 2021-2022 school year:

Bus Transportation: \$250/student
 \$500/family

For information regarding applications and payment, please contact:
Welcome Center
19 Flagg Drive, Framingham, MA 01702
508-626-9179

Parking: \$75/year (lower lot) or \$125/year (upper lot)
-For information on payment, please contact the grade 12 office.

FIRE DRILLS/ALARMS

Periodic fire drills are conducted to insure 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.

FOOD DELIVERIES

Students may not order/purchase delivered food from outside of Framingham High School while on school grounds. All outside deliveries will be turned away by FHS staff. Only food deliveries provided by parent/family members will be allowed. Those not complying with the above regulation may be subject to appropriate disciplinary action.

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.

SCHOOL COUNSELING/STUDENT SUPPORT SERVICE APPOINTMENTS

No student is to miss a class for a guidance appointment unless the classroom teacher has given prior approval and signed the appointment slip that can be obtained in the guidance office. Students who have emergency meetings with counselors must communicate with their teachers by

the end of the school day. A class cut will be recorded for students who fail to comply with this policy. A student can make an appointment with his/her counselor by going to the Counseling website at the Framingham High School homepage or at <http://www.framingham.k12.ma.us/FHSSchoolCounseling> or by calling the Grade 9/11 School Counseling Administrative Assistant at (508) 782-7502 or Grade 10/12 School Counseling Administrative Assistant at (508) 782-7501.

HAZING

Hazing refers to any conduct or method of initiation into any student organization that willfully or recklessly endangers the physical or mental health of any student. Practices such as whipping, beating, branding, forced calisthenics, exposure to weather, forced consumption of food or beverage, excessive and/or constant verbal abuse or physical abuse directed to another student are some examples of hazing.

Whoever knows that another person is the victim of hazing and is at the scene of such a crime shall, to the extent that such a person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable.

IDENTIFICATION CARDS

1. All students must have an Identification Card, and must present it to any staff member who asks to see it. This is done to afford protection to Framingham High School students and to identify those who are not enrolled. All staff are required to visibly display their ID cards.
2. Students must present the ID card when checking out library materials.
3. The ID card must be shown when students are voting in student elections.
4. The ID card will be required for admission to certain extracurricular activities such as evening dances.
5. The ID card (last six digits) is used as the "user name" to log on to FHS computers.
6. All visitors to the building must report to the main office and display a visitor's badge at all times.

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 in the library media center as well as the house offices. 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 FHS 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. The following procedure should be followed to log onto the school network:

- 1) Press CTRL+ALT+DEL to activate the login prompt.
- 2) Enter your username. Usernames are generated using the last 6 digits of one's ID card number.
- 3) Enter your password. Initially, your password will be your 8 digit date of birth. The first time you log onto the network, you will be prompted to change your password. Your new password should be a mixture of letters, numbers, and/or characters. This is your password. For your protection, do not share it with anyone else. If you are concerned that someone else knows your password, please change your password.

You are encouraged to log onto the network and change your password at your earliest opportunity. If you have any problems, please ask a teacher or administrator to inform the Helpdesk.

LAVATORIES

It is the responsibility of every student to keep lavatories clean and in proper condition. Please respect the rights of others. Lavatory use should be kept to a minimum. Students who deface, vandalize, or smoke in lavatories will be held accountable by administration up to and including legal action.

LOCKERS

Each student is assigned a locker. Students should not give their combination to anyone else. Students should never leave money or valuables in an unlocked locker. Valuables must also be secured during physical education classes. **Students must provide their own locks for gym lockers.** Food should not be stored in lockers overnight. At the end of each year, all items left in gym lockers or school lockers will be removed and disposed of.

LOST, STOLEN AND FOUND ITEMS

Students need to carefully secure their valuables and should not leave them unattended at any time. The school does not assume responsibility for lost or stolen items under any circumstances. This includes cell phones, personal music devices, shoes, clothing and any other personal items. Items that are found in and around the school building should be taken to the main office and put in the "lost and found" closet. Any student who finds an article that has apparently been lost anywhere in the school or vicinity should take this article immediately to the main office. Lost and found articles will be kept in the high school for a period of two weeks after the end of the school year. Please check for your belongings.

Any student found to be involved in a theft occurring on school property will receive serious school disciplinary action. The matter will also be referred to the Framingham Police Department.

NO SCHOOL ANNOUNCEMENTS

Delayed Opening and School Cancellations

In cases of inclement weather or other emergency necessitating the closing or delaying of school, the Superintendent will make the decision. Central administration personnel then notify the radio and television stations between 5:00 AM and 5:45 AM. A Blackboard ConnectED message will be sent to all families and staff (changes to contact information should be directed to the Attendance Office and will be posted on the district and school website and the following radio and Boston TV Channels:

WBUR-radio	90.9 FM	
WBZ-radio	1030 AM	
WBZ-TV	Channel 4	CBS
WCVB-TV	Channel 5	ABC
WHDH-TV	Channel 7	NBC
WLVI-TV	Channel 56	CW
WFXT-TV	Channel 25	Fox

In the event of a delayed opening, school start times will be delayed. All activities in the school will continue as usual including the same dismissal time. Athletic events will be posted on the website.

Emergency Closings

On a rare occasion school may be closed due to a weather-related event. In this case, all children must be sent home.

1. The Superintendent would notify the school that buses would be arriving to take children home at a specified time.
2. A Connect-Ed call would be used to notify parents of dismissal procedures.

It is important that parents keep their home, business and emergency numbers current with the school as these are the numbers which will be called through Connect-Ed. Changes to contact information can be made through our Attendance Line (508) 620-4963, ext. 27621.

Parents who plan to come to the school to pick up their child are strongly encouraged NOT to call the school and tie up the phone lines. Come to the office and your child will be dismissed. *It is imperative that each child knows where to go in the event that a parent cannot be notified.* For parent peace of mind, this would also help in those rare cases when an emergency arises and a parent cannot get home to meet their child.

PARKING

Seniors have first priority for available student parking. Only seniors with appropriate parking privileges are allowed to park in the front lot. Juniors with appropriate parking privileges are allowed to park only in the lower lot. 70% of the available parking spots designated for juniors will be held for students who currently have licenses at the start of the school year. The remaining spots will be available to all other juniors. Students applying to their house office for a parking permit must produce a Massachusetts license/permit and registration before a tag is issued. In the event that there are more applicants than parking spaces, a lottery will be held. Students issued a tag will be allowed to park in designated student areas and must display the tag on the rearview mirror. **Tags are not transferable.** Any vehicle not displaying a tag and/or parked in a space not designated for student parking is subject to towing at owner's expense. Please note that towing fees may exceed \$100.

Permission to park on school grounds is a privilege and may be revoked with fees forfeited for the following reasons:

- Three unexcused tardies to school
- Any truancy from school

- Any class cut
- Leaving the building without a dismissal or administrative permission
- Any disciplinary infraction resulting in a suspension
- Leaving school with underclass students or juniors/seniors without privileges
- Other actions which, in the judgment of administration, warrants revocation of this privilege

Note: Any student who intends to apply for a parking space at any time may lose the opportunity for consideration if they violate any of the above provisions.

PASSES

Students must have passes at all times to travel to a designated area. When arriving late to class, students are required to present a pass with the signature of a staff member. Students arriving late to class without a pass shall be admitted to class and are required to provide the classroom teacher with a pass by the end of the school day. Failure to do so will result in a detention. Students who are chronically late and/or fail to serve detentions should be referred to the house administrator.

RELIGIOUS HOLIDAYS

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 in 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.

Implementation of above Policy

1. Every member of the staff of the Framingham Public Schools will be given a copy of this policy.
2. At the beginning of the school year, every principal or superior will remind those staff members under his/her direction of this policy by written notice.

3. Any complaints relative to this policy shall be directed to the principal of the particular school involved, specifying the teacher who has allegedly violated the policy.

SCHOOL DANCES

The following rules shall govern school dances:

- a. Dances are for Framingham High School students and are a privilege not a right. No guests are permitted other than at the Junior Cotillion and the Senior Prom.
- b. No one is allowed to enter a dance after 9:00 p.m. without permission from the administrator on site.
- c. Once a student leaves a dance, he or she will not be allowed to return.
- d. Unruly or disruptive students who fail to heed the warnings of the chaperons shall be remanded to the custody of the Framingham police.
- e. All functions must be approved by the principal.
- f. Any administrator may ban habitual offenders from all school dances or concerts.

SCHOOL PROPERTY

All books and other materials or equipment issued to students are the property of Framingham High School. Lost or damaged books or other school property must be paid for by the students. Outstanding obligations from non-payment of goods, books, and official documents could result in loss of certain student privileges including participation in graduation ceremonies.

SEARCH AND SEIZURE

The Supreme Court of the United States of America has ruled:

1. A warrant is not required before a school administrator conducts a search of a student suspected of violating a school rule or criminal statute.
2. Probable cause is not required before a student may be searched; rather before conducting a search, the teacher must have "reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school."
3. The search must be reasonable in its scope as well as its inception.

The Principal, Assistant Principal or the principal's designee are entitled to conduct a search of a student's person, assigned locker and immediate possessions, including, but not limited to, backpack, personal property (wallet, pocketbook, etc.) and vehicle on school grounds whenever the school administrator has a reasonable suspicion that the student has violated or is violating the law or the rules of the school relating to drug and/or alcohol/tobacco and/or student safety. Regarding lockers and desks:

1. Master keys and copies of combinations for lockers are retained by the school administration.
2. The school administration retains the right periodically to conduct locker and desk searches, when warranted, in compliance with these rules.
3. All students should be aware that the school administration may permit specially trained "search dogs" to patrol the schools upon occasion, under the supervision of law enforcement officials and completely at the discretion of the administration, and that the administration shall cooperate completely with all law enforcement officials relative to the results of any

searches that may be performed during such dog patrols including, without limitation, delivering any contraband discovered to said officials.

All students should also be aware that school lockers and desks assigned to individual students by the school's teachers or administration remain the property of the school and that the administration reserves the right to open and inspect any locker or desk and its contents at any time. In the event that any illegal substances, weapons, tobacco products, or other contraband are found in the locker or desk assigned to a student, that student shall be presumed to possess that contraband and shall be subject to immediate and appropriate discipline. Students have no right to privacy in the lockers or desks assigned to them or in the belongings students store in those lockers.

SENIOR/JUNIOR PRIVILEGES

Eligibility for Senior/Junior Privileges is based on progress reports, report cards, and most importantly, student attendance data gathered from previous and current terms as reviewed by the respective Vice Principals. Students wishing to be considered for Senior/Junior Privileges must complete an application form obtained in the house office.

In order to qualify for Senior/Junior Privileges, students must meet the following standards in the preceding academic term:

- A 70 average or above
- No suspensions or excessive tardies
- No more than 5 unexcused absences in a given term

Senior Privileges will consist of the following:

- Eligible seniors who have a first period study may sign in at the front desk no later than 9:00 a.m. It is expected that students will provide themselves adequate time to arrive safely to school, gather class materials, and transition to class promptly.
- Eligible seniors who have a midday study may exercise privileges and leave the building immediately. If eligible seniors choose to be in the building during a free period, they must report to the designated area.
- Eligible seniors who have a last period study may be dismissed after their last scheduled class. Students must leave the premises immediately after signing out.

Junior Privileges are similar to Senior Privileges, but more restrictive. They are based on progress reports, report cards, and attendance data gathered from the previous term. Students wishing to be considered for Junior Privileges must complete an application form obtained in the house office, and have a parent/guardian signature to participate.

Junior Privileges consist of the following:

- Eligible juniors who have a first period study must sign in at the front desk no later than 9:00 a.m. It is expected that students will provide themselves adequate time to arrive safely to school, gather class materials, and transition to class promptly.
- Eligible juniors who have the lunch period free may exercise privileges and leave the building or report to the designated area. **THEY MAY NOT LEAVE FOR THEIR 30 MINUTE LUNCH PERIOD ONLY.**
- Eligible juniors who have a last period study may be dismissed after their last scheduled class. Students must leave the premises immediately after signing out.

Eligibility for Senior/Junior Privileges is determined on a term by term basis, but students need to only apply once if they maintain the above standards. Students have the right to re-apply for privileges at the beginning of each term. The following issues may result in the loss of Senior/Junior Privileges:

- Three unexcused tardies to school
- One truancy
- One cut class
- Five or more unexcused absences
- Leaving the building without permission or signing out
- Any disciplinary infraction resulting in a suspension
- Violation of parking provisions
- Senior/Junior Privileges may be subject to the same disciplinary action as for in-school activities.

SEXUALITY EDUCATION PARENT NOTIFICATION POLICY

This policy allows parents/guardians the flexibility to exempt their children from any portion or completely from the curriculum being offered. Notice of the opportunity to opt-out is sent to all 10th grade students in the summer mailing. Parents must write a letter to their child's Principal within two weeks after receiving notification, which would exempt their child from participating. No student, exempted at parents'/guardians' request, will be penalized.

The Principal or designee will notify parents in advance of the curriculum presentation. This will be done in writing. To the extent practical, program materials will be made available for review by the Health Coordinator.

The Principal or designee will determine which alternative educational experience will be offered.

TEACHER JURISDICTION

Teacher jurisdiction and responsibility extends over the entire building and school grounds at all times. Students failing to divulge their names to a teacher will be considered insubordinate and will receive appropriate disciplinary action. Students are required to comply with expectations published by individual teachers.

VIDEO SURVEILLANCE

The Framingham Public Schools utilizes video surveillance equipment to ensure the health, welfare, and safety of all students, staff, and visitors, and to safeguard District facilities and equipment.

VISITORS

All visitors must report to the main office when entering the school to check in and receive a visitor's badge. Student visitors are not permitted unless they are here for a specific educational reason and a house administrator approves the visit in advance. Teachers will be notified in advance and must approve of any visitors to their classroom. Visitor parking is available in front of the main entrance.

NO GUIDE CAN ANTICIPATE EVERY IMAGINABLE VARIETY OF MISCONDUCT. ACCORDINGLY, THE PRINCIPAL AND STAFF RETAIN THE RIGHT TO PUBLISH AND MAINTAIN SUPPLEMENTARY DISCIPLINARY RULES DURING THE COURSE OF THE SCHOOL YEAR.

SCHEDULES & CALENDARS 2021-2022

The Framingham Public School calendar is set each year by the Framingham School Committee and is found on the district's website and sent home with your child at the beginning of the school year. We encourage you to go to the individual school calendars which can be found on the district website, <http://www.framingham.k12.ma.us>. The calendar includes early release days and pre-approved school closures. It is important that parents mark their calendars with all dates and times when school is not in session to ensure appropriate child care during these times.

2021-2022 Schedule Rotation

PERIOD	TIME	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7	Min
	7:25-7:28	Flyer News/Morning Announcements (in first period)							3
1	7:28-8:57	A	C	B	A	B	D	C	89
2	9:01-9:56	B	A	A	C	D	A	B	55
3	10:00-10:55	C	D	E	D	C	B	G	55
4	10:59-12:56 LUNCH - 29 min	D	G	F	E	G	E	F	89
5	1:00-1:55	E	F	G	F	F	G	E	55

Collaboration Days For 2021-2022

A.M. Collaboration = Students must arrive by 8:15 A.M. **HR Starts at 8:25 A.M.**

P.M. Collaboration = Students dismissed at 12:57 P.M.; Buses leave at 1:05 P.M.

September	23	P.M. - Day 7		December	8	P.M. - Day 6		April 13 P.M.	Day	3
October	27	P.M. - Day 1		February	16	P.M. - Day 7				
November	18	A.M. - Day 1		March	30	P.M. - Day 7				

Professional Development Days For 2021-2022

P.D. Early Release Days = Student Dismissal at 10:45 A.M.

December 2 - Early Release Day

P.D. Full Days = No School For Students

October 8 - Full Day

November 2 - Full Day

March 10 - Full Day

Progress Report and Report Card Distribution Calendar

<u>Progress Reports Issued</u>		<u>Report Cards Issued</u>
Term 1 = Thursday, Oct. 7		Friday, Nov. 19
Term 2 = Friday, Dec. 10		Friday, Jan. 28
Term 3 = Friday, Mar. 4		Thursday, Apr. 14
Term 4 = Friday, May 13		Available on the Student Portal shortly after the last day of school or you may also request a hard copy by June 30th via email: fhsattendance@framingham.k12.ma.us

Lunch Schedule 2021-2022

First Lunch = 10:59 - 11:28

Second Lunch = 11:28 - 11:57

Third Lunch = 11:57 - 12:26

Fourth Lunch = 12:26 - 12:56

APPENDIX

FRAMINGHAM HIGH SCHOOL SEXUAL HARASSMENT COMPLAINT FORM

TO:

DATE:

FROM:

NAME OF ADVOCATE:

1. DESCRIPTION OF OFFENSE (what happened, when, where):

2. COMPLAINANT'S REACTION TO OFFENSE (how this made me feel):
(optional)

THIS OFFENSE IS UNACCEPTABLE TO ME. I DEMAND THAT THIS BEHAVIOR STOP. IF IT CONTINUES I WILL PROCEED WITH ADMINISTRATIVE AND/OR LEGAL ACTION. YOU MAY RESPOND VERBALLY OR IN WRITING THROUGH MY ADVOCATE OR YOUR OWN ADVOCATE.

(Signature of complainant)

(Date)

(Signature of advocate)

(Date)