



FOXBOROUGH  
REGIONAL  
CHARTER  
SCHOOL

**Student/Parent Handbook**  
2011-2012

## **The Board of Trustees**

Lori A. Rudd – Chair

Stephen DiPrete—Vice Chair

Kathleen Crawford—Treasurer

Reem Ozone

William R. Buckley, Jr.

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

## **School Contact Information**

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Foxboro, MA 02035

Phone: (508) 543-2508

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## **Administration**

Mark Logan, Executive Director

Ronald Griffin, Director of Teaching and Learning

Dawn Hall, Director of Students and Families

Heidi Berkowitz, Director of Development and Outreach

Edward Lucy, Director of Operations

## **Department of Teaching and Learning, Instructional Leads**

Susan Rasicot, Director of Special Education

Dan Deneen, K-4 Instructional Leader

Amanda Turcotte, ELA Instructional Leader

Andrew Lay, Math Instructional Leader

Annie Azarloza, World Languages Instructional Leader

James Obenchain, History Instructional Leader

Dan Yates-Berg, Science Instructional Leader

Maggie Moore, Integrated Arts Instructional Leader

## **Guidance and School Counseling**

Dave Elsner, Guidance Counselor

Phoenix Aiello, Guidance Counselor

Genni Garanin, Student Supports Coordinator

Amanda McMorrow, School Adjustment Counselor

Kelly Roy, School Adjustment Counselor

Bethany Furey, Behavior Specialist

Caitlin Rouse, School Psychologist

## **Health Services**

Cathy Alix, School Nurse

Marylee Mutrie, School Nurse

## **Office Staff**

Josette Perkins, Students and Families

Luann Emanuel, Students and Families (Central Office)

Donna Lane, Teaching and Learning (Central Office)

Mary Turkington, Teaching and Learning

Diane O'Brien, Teaching and Learning

Karen Cafarella, Teaching and Learning, Special Education

Safia Agane, Development and Outreach

Linda Lavallee, Operations

## **Human Resources**

Todd Hassett (FAA Associates), Business Manager

Barbara Severin, Human Resource Specialist, Title VI Coordinator, and Title IX Coordinator

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NOTE: THE FOXBOROUGH REGIONAL CHARTER SCHOOL (FRCS) RESERVES THE RIGHT TO MAKE CHANGES IN THE *STUDENT/PARENT HANDBOOK* AT ANY TIME WITHOUT NOTICE. FRCS ALSO RESERVES THE RIGHT TO DEPART FROM POLICIES AND PROCEDURES WITHOUT NOTICE

# FOXBOROUGH REGIONAL CHARTER SCHOOL

## **VISION STATEMENT**

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

## **MISSION STATEMENT**

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

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

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

## **ACADEMIC GOALS**

- Qualify every student for entrance into colleges/universities around the world
- Provide a well-rounded education based on a mastery of English and Mathematics
- Enables students to acquire a firm command of a second language
- Train students in logical reasoning and critical thinking
- Prepare students to be able to sustain an intellectual effort for long periods
- Generate excitement for life-long learning

## **NON-ACADEMIC GOALS**

- Uphold high standards of ethical, moral and civic conduct
- Encourage informed decisions on social issues
- Teach students to defend convictions and reverse negative peer pressure
- Encourage participation in extracurricular activities, school management and community work
- Foster tolerance, cooperation, guidance and teamwork
- Develop a true understanding of the peoples of the world through an appreciation of differences as well as similarities

## **School Calendar 2011-2012**

August 25-26, 2011	New FRCS Faculty and Staff Orientation
August 29 – September 2, 2011	Faculty and Staff Orientation
September 6, 2011	First Day of School
October 10, 2011	Columbus Day
November 10, 2011	Staff Development Day (No Student Attendance)
November 11, 2011	Veteran’s Day
November 23 - 27, 2011	Thanksgiving Break
December 24 - January 2, 2012	December Vacation Week
January 16, 2012	Martin Luther King, Jr. Day
February 18 – 26, 2012	February Vacation Week
March 9, 2012	Staff Development Day (No Student Attendance)
April 6, 2010	Good Friday
April 14 – 22, 2012	April Vacation Week
May 28, 2012	Memorial Day
June 19, 2012	Last Day of School (No Snow Days)
June 26, 2012	Last Day of School (5 Snow Days)

## **Dress Code Policy and Procedures**

The Foxborough Regional Charter School Board of Trustees believes that part of an orderly learning environment is the appropriate appearance of the students attending school. Such appearance should reflect positively on the school and be consistent with standards of decency so that one's attire does not distract students or staff from creating and maintaining a proper learning environment. To that end the Board embraces a dress code that shall be enforced by staff. The determination of what is acceptable shall be within the purview of the school administration. The dress code shall consist of the following criteria.

### ***School Colors***

- navy blue, tan and white

### **Boys Dress Code**

- solid color business casual non-jean pants/shorts
- solid color turtleneck or collared shirt
- solid color sweater, vest or sweatshirt

### **Girls Dress Code**

- solid non-jean pants/shorts/skirts/jumpers
- solid turtleneck or collared shirts
- solid sweater, vest or sweatshirt

### **Physical Education Dress Code**

- shorts/sweatpants/wind pants
- solid color t-shirt
- Sneakers must be worn in gym to participate in gym class

### **General**

- Small pocket logos on shirts allowed if no larger than a quarter
- No beach shoes (flip flops)
- No overalls or leggings
- All skirts and shorts must be no shorter than three inches from knee
- All button shirts must be buttoned except for very top button
- Shirts must be tucked in or rolled under
- No jacket worn in class
- No hair color that is un-natural (example: green)
- Pants and shirts must be worn so stomachs are covered
- No baggie pants, baggie shorts or bell bottoms
- No hats worn in buildings
- Piercing is limited to ears only
- Girls grade six and up minimal make-up allowed
- T-shirts, sweatpants and wind pants acceptable on gym day ONLY
- Approved school logo clothing in school colors shall be permitted

# SCHOOL COMMUNICATION

Communication is critical to the success of our school community. Foxborough Regional Charter School uses a number of different means of communication to keep everyone informed. The school produces annual publications such as the student directory, the student handbook, and the calendar. Newsletters, Director's updates, and Friday folders are examples of regular weekly communication tools. We have a number of open houses for such things as presentations and parent conferences throughout the year. We also have a school website, [www.foxboroughrcs.org](http://www.foxboroughrcs.org). Our teachers are easily accessible by e-mail and many parents/guardians take advantage of that method of communication.

## **Parent Guide to Address Concerns in the Foxborough Regional Charter School**

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

1. The parent should address the concern with the staff member most directly involved, (i.e., a question regarding the content of instructional materials or homework assignments should be shared with the classroom teacher).
2. If the matter is not resolved at this level, the parent should bring the concern to the attention of the appropriate Instructional Lead or guidance counselor.
3. If the matter is not resolved at this level, the parent should bring the concern to the attention of the appropriate administrator (Director of Teaching and Learning, Director of Students and Families, Athletic Director, or Special Education Director).
4. If the matter continues to remain unresolved, the parent may bring the concern to the attention of the Executive Director.
5. If the matter still remains unresolved, the parent may bring the concern to the attention of the Board of Trustees by directly contacting the Board chairperson and requesting appropriate action.

The following are the school structure and the areas each oversees. If a parent has a concern that is not listed here, the parent may call the front office for direction to the most appropriate person.

### **Teaching and Learning, Ron Griffin, Director**

#### Department Responsibilities

- General education
- Special education
- Assessment
- Data analysis
- Professional development of teachers
- Specialists
- Technology integration

### Who to Call

- Mary Turkington, Administrative Assistant
- Diane O'Brien, Administrative Assistant
- Karen Cafarella, Administrative Assistant, Special Education
- Susan Rasicot, Special Education Director
- Andrew Lay, Math Instructional Leader
- Amanda Turcotte, English Instructional Leader
- Annie Azarloza, World Languages Instructional Leader
- Dan Deneen, K-4 Instructional Leader
- James Obenchain, History Instructional Leader
- Maggie Moore, Integrated Arts Instructional Leader

### **Students and Families, Dawn Hall, Director**

#### Department Responsibilities

- Athletics
- Community service
- Counseling
- Discipline
- Extended Day
- Family network
- Guidance
- Nursing
- Parent Services
- Student Life
- Student Support Programs

#### Who to Call

- Josette Perkins, Administrative Assistant
- Luann Emanuel, Administrative Assistant, Front Office
- Amanda McMorrow, Adjustment Counselor
- Kelly Roy, Adjustment Counselor
- Bethany Furey, Behavior Specialist
- Dave Elsner, Guidance Counselor 9-12
- Phoenix Aiello, Guidance Counselor 6-8
- Cathy Alix, Nurse
- MaryLee Mutrie, Nurse
- Jamie Droste, Student Life Advisor
- Jeff Sposato, School Culture Liaison
- Josh Porter, Student Culture Liaison and Athletic Director
- Genni Garanin, Student Support Programs Coordinator

### **Operations, Edward Lucy, Director**

#### Department Responsibilities

- Facilities
- Finance
- Food Services

- Human Resources
- Insurance
- Network Administration
- Procurement
- Transportation

Who to call:

- Linda Lavalley, Administrative Assistant
- Chet Locke, Facilities
- Jim Rice, Facilities
- Patty Greene, Food Service

**Outreach and Development, Heidi Berkowitz, Director**

Department Responsibilities

- DESE management
- Enrollment
- Friends Foundation
- Fundraising
- Grants
- Public Relations
- Recruitment
- Marketing
- Communication

Who to call:

- Safia Agane, Administrative Assistant
- Laurie Gibbs, Transportation/Outreach Assistant

**Other Concerns and Issues**

The following are examples of issues that should be addressed at the level indicated.

1. Executive Director
  - a. Questions regarding school-wide policies and administrative procedures
  - b. Board of Trustee meetings and agenda items
  - c. Budgetary matters
  - d. Concerns regarding school personnel or services which have not been resolved at the Administrator's level
2. Board of Trustees
  - a. Matters pertaining to district-wide policy, protocol, and procedures
  - b. Concerns regarding the Executive Director
  - c. Issues relating to Board of Trustee minutes and agenda items
  - d. District-wide budget issues
3. Director of Teaching and Learning
  - a. Academic issues and questions
  - b. Concerns regarding school teaching personnel
  - c. Requests that specific courses and programs be included in the program of studies

4. Director of Students and Families
  - a. Discipline issues
  - b. Consequences for behavior
  - c. Bus conduct
  - d. Co-curricular program issues (athletics, charter clubs, after school programs, etc.)
  - e. Policy, procedure, and protocol concerns
  - f. Student records and student expectations
5. Guidance and Adjustment Counselors
  - a. Concerns between school and home, teacher and pupil, pupil and other pupils
  - b. Personal matters relating to student development, behavior, or interaction with others
  - c. Course selection and student schedules
  - d. Scheduling of grade/team level meetings at the Middle School
  - e. Course placement or career information and High School academic records
  - f. Accommodation Plans
  - g. Student placement issues (in a class, program or instructional level)
6. Director of Operations
  - a. Matters pertaining to the physical plant
  - b. Transportation matters
  - c. Lunch program
7. Special Needs
  - a. The parent should first try to address a concern with the appropriate contact person regarding provision of services and IEP.
  - b. If the concern is not resolved at this level, the parent may then contact the Special Education Director
  - c. If the concern remains unresolved, the parent may bring the matter to the attention of the Director of Teaching and Learning
  - d. If the concern continues to remain unresolved, the parent may bring the matter to the attention of the Executive Director
  - e. If the concern is still not resolved, the parent may bring the matter to the attention of the Board of Trustees
8. Athletic Director
  - a. Sports offerings
  - b. Athletic concerns or issues

## **ACADEMIC PROGRAM**

### **Educational Philosophy**

Our educational philosophy expounds the belief that every student can achieve high levels of academic progress if he/she has the desire to learn and no learning gaps form. The teachers at the Foxborough Regional Charter School (FRCS) follow instructional methods that pace students through well-defined

curricula while maintaining expected levels of mastery. To support this philosophy, we adhere to the following tenets:

- Incoming students are evaluated to determine pre-existing learning gaps
- Immediate, intensive attention is given to any gaps that do exist
- Instructors follow a detailed, comprehensive curriculum that guides them in teaching essential skills and knowledge required for academic success
- Teaching methods keep students engaged and learning efficiently
- A Student Life program creates positive attitudes and behaviors

Continuous evaluation and feedback on student learning are integral to the instructional process. Evaluation and feedback verify that students have successfully acquired crucial skills and fundamental knowledge essential to more complex learning. When gaps in learning are identified, intensive remedial attention is provided. This enables students to achieve the skills necessary at the appropriate levels.

There is a continuum of educational services offered starting with instruction in the general curriculum classroom or progressing to instruction in the general curriculum classroom with time spent in the Special Education classroom. The goal is to educate as many students as possible in the general curriculum classroom by providing resources and ancillary services in that setting.

### **Curriculum**

The curriculum promotes academic, physical, social, emotional, and ethical growth. The academic curriculum is integrated, sequential, and age-appropriate in the skills, knowledge, and values it fosters. Our dedicated faculty nurtures the building of self-esteem at every opportunity, inside or outside the classroom, and encourages a positive, caring attitude toward others by nurturing the values of cooperation and diversity.

The objective of the school curriculum is to prepare students for success in college, inspire a lifelong love of learning, and foster responsible citizenship. The skills of reading, writing, abstract reasoning, and problem solving are emphasized. The curriculum is designed to establish a balanced, well-rounded education.

### **Course Offerings**

<b>Kindergarten</b>	<b>Grades 1-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>
Alpha Friends	English	English	English
Guided Reading	Math	Math	Math
Math	Spanish	Spanish	Spanish
Spanish	Social Studies	Social Studies	History
Social Studies	Science	Science	Science
Science	Physical Education	Physical Education	AP Courses
Physical Ed.	Art	Fine Arts	Computers
Art	Music	Computers	Achievement Teams (9-10)
Music	Computers	Health	Physical Education
	Health	Community Service	Electives
			Senior Ind. Enrichment
			Advising (11-12)

## Grades

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

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

## Graduation Requirements (Grades 9-12)

Students are required to obtain a minimum of 27.0 credits in high school (grades 9-12) to graduate. In addition, College/Career Planning Portfolio requirements listed below must also be completed for promotion each year and graduation. A passing grade of 60% is required to successfully complete and receive credit for any class that is graded numerically. A passing grade of Poor is required to successfully complete and receive credit for any class that is graded using comment grades (E= Excellent, G = Good, P=Poor, F=Fail). A student's course load throughout grades 9-12 will include:

<b>English:</b>	All four years
<b>Math:</b>	All four years
<b>World Language:</b>	All four years
<b>Science:</b>	All four years*
<b>History:</b>	All four years*
<b>Physical Education:</b>	All four years
<b>Health:</b>	1 year (10 <sup>th</sup> Grade-full year)
<b>Computer:</b>	1 year
<b>Electives:</b>	All four years
<b>Fine Arts:</b>	Two electives must be Fine Arts

\*Unless approved for alternate course during senior year and/or a fifth History or Science  
Students must successfully complete four years of Math, English, Spanish, and Physical Education. Students must successfully complete three years of History and Science (with three labs). Students must successfully complete a minimum of two Fine Arts electives, and they must successfully complete 1 year of health and computers.

Students who fail required courses must make up course work in summer school as outlined under "Promotion Requirements." A minimum Summer School grade of 70 is required to receive credit for the failed course. Students receiving credit for summer school classes will have a final grade of 60 recorded for the course on his/her official transcript.

Students who transfer to FRCS between grades nine and twelve must demonstrate completion of appropriate academic coursework for placement and credit. At the discretion of the Director of Teaching and Learning, students will only be responsible for FRCS graduation requirements while in attendance at FRCS.

College/Career Planning Portfolio requirements for promotion

- 8<sup>th</sup> Grade:* Completion of 4-year High School Academic Plan
- 9<sup>th</sup> Grade:* Completion of Essay on Personal Motivation and Goals
- 10<sup>th</sup> Grade:* Completion of Career Interest Survey and College Fair Project

*11<sup>th</sup> Grade:* Completion of Common Application

*12<sup>th</sup> Grade:* Completion of at least two post-secondary education applications, at least one scholarship application, Personal Vision project, and resume.

Students must submit all portfolio entries for grades 8-12 prior to graduation.

### **Standardized Tests**

The school also participates in the **Massachusetts Comprehensive Assessment Skills (MCAS)** testing program that tests in the areas of reading, math, writing, history/social science and science and technology. As a state requirement all students must pass the math, English and science portions of the MCAS test to be eligible for graduation.

### **Student Assessment Tools**

Continuous evaluation of student learning is an integral part of the instructional process at FRCS. Assessment of student learning is done in many ways, depending on the subject area. In addition to daily observation and verbal assessment, the following is a list of the various other types of assessment tools used by the school:

**Exams** are given throughout each term in mathematics, science, social studies, Spanish and English. The assessments are designed to measure cumulative knowledge for the preceding portion of the term.

**Final exams** are given at the end of each term to determine mastery of the concepts taught over a full term. Term III final exams measure student achievement over the course of the academic year.

All Sophomores and Juniors take a standardized college preparation test (PLAN or PSAT)

### **Reporting of Student Progress**

Report cards are issued three times per year at the end of each term. They include the students' numerical grades for each subject, attendance records and teacher comments as necessary. In addition, grades will be posted on Edline intermittently throughout each term for all classes.

### **Promotions**

Students must pass math, ELA, and Spanish to be promoted to the next. If a student fails one, two, or three of the required courses (math, ELA, Spanish), he/she must pass a summer exit exam for each required course in order to be promoted. Passing the exam will give the student a "60" for the year on the final report card and on his/her transcript. In addition, high school students need to fulfill graduation requirements in order to complete the high school program.

Senior students requiring summer school may be permitted to take the exit exam early to provide him/her with the opportunity to matriculate to their college/university in the fall, however they must meet both of the following criteria to demonstrate content competency in the given course:

- Earn marks between 55-59 as a final average in the course in question and pass the course final exam with a mark of 70 or better.
- Take and pass a comprehensive course exit exam during the regularly scheduled final exams for high school students. Passing mark on this exam must be a 75 or better to demonstrate competency in the given subject.

Passing the comprehensive course exit exam will earn the high school senior a "60" for the year on his/her report final transcript. Failure of this exam will result in the student participating in the school's summer school program, following all of its regularly scheduled dates and processes.

## **Incompletes (“I”)**

“I” stays on report card for a maximum of 3 weeks. At the end of 3 week period, any assignments that are not made up are calculated as zeros. At the end of 3 weeks, all “I” are recalculated and report cards for affected students are distributed via mail.

- Teachers to communicate any “I” to their IL at the end of a trimester
- During and up to the 3 week “I” period, teachers submit a grade change form to teacher’s IL when assignments are made up.
- At end of 3 week period, IL to approve and make grade changes (or zeros if necessary) in Gradequick and export to Rediker.
- IL communicates list of students that need report cards reissued to Mary for distribution.

## **Course Withdrawals/Changes (middle and high schools)**

- Withdrawals in the first week of the year: Previous grades do not count for new course.
- Withdrawal during trimester, after 1<sup>st</sup> week: Grades from previous course transfer into new course. Student receives a single grade on report card for the new course. (grades should be included on this form so new teacher has all of the students’ grades moving forward)
- Withdrawal after 1 complete trimester: Student should be withdrawn but not removed from course. Student receives a grade on report card for both courses. Withdrawal uses course withdrawal form through guidance. (grades should be included on this form so new teacher has all of the students’ grades moving forward)

## **Honor Roll**

### **Honor Roll: Grades 3-12**

In order to achieve Honor Roll status, the student must maintain an average of 85% (B) or above with no grade below an 80% (B-) in all academic subjects (English, Math, Science, Spanish and History). A failing grade in any course will preclude a student from the Honor Roll.

### **High Honor Roll: Grades (Grades 4-12 only)**

In order to achieve High Honor Roll status, the student must maintain an average of 90% (A-) or above with no grade below a 85% (B) in all academic subjects (English, Math, Science, Spanish and History). A failing grade in any course will preclude a student from the Honor Roll.

### **Distinguished Scholar: Grades 4-12 only)**

In order to achieve Presidential status, the student must maintain an average of 95% (A) or above with no grade below a 90% (A) in all academic subjects (English, Math, Science, Spanish and History). A failing grade in any course will preclude a student from the Honor Roll.

## **National Honor Society**

The Foxborough Regional Charter School Chapter of the National Honor Society is a duly chartered and affiliated chapter of this prestigious national organization. Membership is open to those students who meet the required standards in four areas of evaluation: scholarship, leadership, service, and character. Standards for selection are established by the national office of NHS and have been revised to meet our local chapter needs. Students are selected to be members by a five-member Faculty Council, appointed

by the principal, which bestows this honor upon qualified students on behalf of the faculty of our school each year.

Students in grades 10-12 with an overall grade point average of 87% are eligible for membership. Those students who meet the criterion are invited to complete a Student Activity Form and an essay. The Student Activity Form provides the Faculty Council with information regarding the candidate's leadership and service. A history of leadership experiences and participation in school or community service is required.

To evaluate a candidate's character, the Faculty Council uses two forms of input: first, school disciplinary records are reviewed; second, members of the faculty are solicited for input regarding their professional comments on a candidate's service activities, character, and leadership. The Faculty Council carefully reviews these forms to determine selection. A majority vote of the council is necessary for selection. Candidates are notified regarding selection or non-selection according to a predetermined schedule.

Following notification, a formal induction ceremony is held at the school to recognize newly selected members. Once inducted, new members are required to maintain the same level of performance (or better) in all four criteria that led to their selection. This obligation includes regular attendance at chapter meetings during the school year, and participation in the chapter service projects and an individual service project.

### **National Junior Honor Society**

The Foxborough Regional Charter School Chapter of the National Junior Honor Society is a duly chartered and affiliated chapter of this prestigious national organization. Membership is open to those students who meet the required standards in five areas of evaluation: scholarship, leadership, service, citizenship and character. Standards for selection are established by the national office of NJHS and have been revised to meet our local chapter needs. Students are selected to be members by a five-member Faculty Council, appointed by the principal, which bestows this honor upon qualified students on behalf of the faculty of our school each year.

Students in grades 6-9 with an overall grade point average of 87% and no grade average in any subject below an 87% are eligible for membership. Those students who meet the criterion are invited to complete a Student Activity Form and an essay. The Student Activity Form provides the Faculty Council with information regarding the candidate's leadership and service. A history of leadership experiences and participation in school or community service is required.

To evaluate a candidate's character, the Faculty Council uses two forms of input: first, school disciplinary records are reviewed; second, members of the faculty are solicited for input regarding their professional comments on a candidate's service activities, character, and leadership. The Faculty Council carefully reviews these forms to determine selection. A majority vote of the council is necessary for selection. Candidates are notified regarding selection or non-selection according to a predetermined schedule.

Following notification, a formal induction ceremony is held at the school to recognize newly selected members. Once inducted, new members are required to maintain the same level of performance (or better) in all five criteria that led to their selection. This obligation includes regular attendance at chapter meetings during the school year, and participation in the chapter service projects and an individual service project.

# Student Leadership

## What is the Student Life Organization?

Student Life is the student-driven, student-run organization that is responsible for providing clubs during the school day. At the Foxborough Regional Charter School extra-curricular activities are incorporated into our school day and used as a hands on opportunity for students to develop leadership, communication and organizational skills as they work on real life projects. The organization is lead by students: Class councils and the Leadership Board. In addition to the oversight of the activity period, this team of student leaders also initiates, drives and oversees projects for the school. Some of the major responsibilities of the student leaders are to mobilize the student body to provide opportunities for leadership for students in grades 6-12.

## Community Service Learning

In support of our school mission that emphasizes high ethical, moral and civic values, our program includes community service learning tailored for all age groups. During this time, students participate in leadership and community service activities at the local, national and international levels. Through service and leadership students learn civic awareness and responsibilities.

## Peer Tutoring

Through this program, a student's needs in a specific subject area are matched with the skills of students who have been identified as having a firm understanding of the subject.

This program instills mentoring skills in those students who volunteer to tutor and provides academic support to those students who could benefit from student-led coaching.

# Intensive Programs

One of the important benefits of the instructional strategy for the school's current population is the Intensive Program in grades K-5 and for all new students in grades 3-9. Students are given diagnostic examinations in reading and mathematics at the beginning of the school year. Those who tested significantly below grade level (one to two years minimum) are placed in intensive program classes. These classes provide up to twice the instructional time of regular classes in these subjects and are designed to help students catch up to and rejoin regular classes.

## S.T.A.T. (STUDENT TEACHER ASSISTANCE TEAM)

Academic achievement is very important to us at FRCS and student progress is monitored regularly. Students who are experiencing difficulty with the academic program may be referred by their teacher to the S.T.A.T. team. The team reviews the performance of the referred student and makes instructional recommendations to the teacher. These recommendations may include use of support services or teaching strategies. These efforts are documented and reviewed. The S.T.A.T. process supports the regular education teacher in making adjustments or giving advice on how to present the information in a different format.

## SPECIAL EDUCATION DEPARTMENT

Special Education services at the school follow federal and state regulations governing the delivery of services for students who are eligible for special education services. Services, provided using either a

pullout or an inclusion model, include academic instruction/remediation, Speech-Language, Occupational Therapy, Counseling, Pragmatics/Social Skills Group and Physical Therapy.

A Speech-Language Pathologist, School Psychologist, Occupational Therapists and Physical Therapist provide ancillary services. The Speech Language Pathologist and School Psychologist are on staff at the school. The Occupational Therapist and Physical Therapists are under contract. A consultant works with the teachers on positive behavioral supports in the classroom.

## **504 COORDINATOR AND PROCEDURES**

The 504 Coordinator at the school follows federal and state regulations governing the delivery of services for students who are eligible for a 504 plan. The 504 Coordinator conducts in-services for the teachers at the beginning of each school year, explaining the role, 504 plans, accommodations and implementation.

504 Coordinator

Jill Johannson

131 Central St.

Foxboro, MA 02035

[jjohansson@foxboroughrcs.org](mailto:jjohansson@foxboroughrcs.org)

## **Homeless Coordinator**

Dawn Hall

131 Central St.

Foxboro, MA 02035

[dhall@foxboroughrcs.org](mailto:dhall@foxboroughrcs.org)

## **PARENTS IN EDUCATION (PIE)**

The school encourages an atmosphere in which parents, administration, and faculty join in a partnership to ensure each child's success. The PIE creates an optimum environment for students and parents and facilitates communication between the school and parents. All parents are automatically members of the PIE and can freely join any committees or activities. Meetings are held monthly

The four goals of the Parents In Education are:

1. To increase communication among parents, staff, and students
2. To provide social interaction for students and their families
3. To provide interaction among parents
4. To provide a structure for parent volunteer activities

PIE volunteers raise funds to support student activities, and to provide a number of other services to the school.

## **Miscellaneous School Issues**

### **Security and Key Card System**

In the school's continued efforts to ensure the safety and security of the students, the school has installed a locking system for all of the school's doors. These doors can only be accessed through the

use of key cards. Each student in grades 6-12 receives a key card at the beginning of the school year. With this key card, the students can enter specific doors from 7:30 am to 3:30 pm Monday through Friday.

With the new key card comes some responsibility for the student. If he/she loses or damages the card, he/she will need to pay \$15.00 for the replacement of this card. If he/she does not pay for a replacement, the student will receive an administrative detention every time he/she is found without a key card.

### **Emergency Cards**

Parents are to fill out an emergency card for each enrolled student. In emergency situations, the school calls the numbers listed on the card.

If address, phone number, or emergency contact person changes, it is essential that parents update these cards.

### **Emergency Evacuations**

In the event of an emergency evacuation and the Police and/or Fire Department deems it appropriate, where the students need to be removed from the school building, the students will be housed at the Igo School Building, 70 Carpenter Street, Foxborough, MA.

### **Fire**

Fire drills are conducted three to four times per year according to fire regulations set by the Foxborough Fire Department. Fire exit directions and procedures are posted in all rooms and are reviewed with students on a regular basis.

### **School Lunch Program**

Students may bring a lunch from home or they may purchase a school lunch for which payment must be received each morning. Milk may be purchased daily in the cafeteria. Reduced lunch and free lunch applications will be sent home at the beginning of the school year.

### **Telephone Use**

If a student needs to call home for any reason during school hours, they must use the phones located in the front office. Students are not allowed to use their cell phones during school hours.

### **Lockers**

Students in grades 7-12 are issued lockers. Lockers remain the property of the school. Students must provide a lock for his/her locker.

As a condition of the usage of a school locker, students are advised that the school administration reserves the right to inspect a student's locker if necessary.

The Foxborough Regional Charter School assumes no liability for theft or damage to items left in hallways or lockers.

### **Books**

Books are school property. It is expected that students will treat all books with respect and will keep them in good condition for return at the end of the year. Students should not write in books unless explicitly instructed to do so by a teacher. Students are to cover all hardbound books. Use of adhesive type covers should not be used. If a student loses or damages a book, parents/guardians will be billed

for the cost of the replacement. A bill will be mailed to the student's home listing the cost of the book(s).

### **Personal Belongings and Electronic Devices**

Items such as trading cards, playing cards, portable electronic audio devices, including radios, tape players, CD players, beepers, and cell phones are not to be brought to school. If any of these devices are seen or used, it may be confiscated, a consequence for the student will be given, and the parent may be required to pick it up.

### **Placement of Students**

Student placement is designed to provide an environment suitable for learning. Factors such as the student's intellectual, social, emotional, and physical needs are among the criteria considered. Classroom needs as well as individual needs may be considered.

Professional staff shall be responsible for assigning students to classrooms based on the criteria mentioned above. Parent requests for teachers based solely on personal preference cannot be considered.

### **Charter Clubs**

After school enrichment is offered in 8-week sessions. Clubs meet once a week for one-hour beginning at 3:30pm. Forms are posted to the website at the beginning of each club season.

## **ATHLETIC AND EXTRA-CURRICULAR ACTIVITIES**

### **Fall Sports**

Co-Ed Soccer

Cross Country

### **Winter Sports**

Boys Basketball

Girls Basketball

Cheerleading

Twirling

### **Spring Sports**

Boys Baseball

Girls Softball

### **Eligibility Requirements for Athletic Activities**

Academic responsibilities are the student's first priority and take precedence over any athletic or extracurricular activity. Students must maintain a minimum 70 percent average with no grade below a 65 in order to be eligible for athletics and extracurricular activities. If a student's average drops below 70 percent, the student will be placed on academic probation. Such probation will make him/her ineligible for participation in any activity until the next academic check. If he/she is still failing a subject, he/she will be removed from the team.

### **Participation Requirements for Extra Curricular Activities**

Students must be in school for at least five periods (60%) of the school day to participate in any extracurricular activities, including school dances. A student who is absent from school may not participate in any extra-curricular activities.

Students who are suspended, whether in-school or out-of-school, may not participate in any activities on that day. A continual violator of the Code of Conduct will be subject to suspension and/or removal from the extracurricular activity(ies). Detention and teacher detention take priority before students are allowed to participate in extracurricular activities.

## STUDENT DRIVING REGULATIONS

- Driving to school is a privilege, not a right.
- All student drivers must be registered with the school by completing a Student Driver Request Form.
- All students will park in the area designated for student parking.
- Students must observe all traffic regulations while on school grounds.
- 10 m.p.h. speed limit on school grounds.
- The school does not assume responsibility for damage to motor vehicles or contents. Vehicles should be locked at all times.
- Upon arrival to school, the student must promptly leave the vehicle and enter the building.
- Once the vehicle is parked no student is allowed to enter the vehicle until the driver is dismissed for the day.

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

## Before and After School Programs

### Before School

The school building opens at 7:00 AM. Supervision is not provided for students prior to this time. Students arriving prior to 7:30 AM must report directly to the designated areas where they shall remain until they are dismissed to their homerooms. Once students arrive at school they are not allowed to leave the grounds.

### Extended Day Program (After School Care)

The Extended Day Program is a supervised, fee-based program for students grades K through 8. Students are provided a snack and given the opportunity to choose an activity in which to participate.

- At 3:30 PM students are brought to the Extended Day Program and parents are charged accordingly.
- The program operates immediately after dismissal until 6:00 PM.
- Students are not allowed to leave the school grounds and re-enter the Extended Day Program.
- Parents/guardians are required to sign their children out at pick up.
- Children are released only to the person(s) whose name(s) are listed on the Extended Day Enrollment Form.
- There is an additional fee for any pick-ups after 6:00 PM.

If picking up after 6:00 PM persists, the School reserves the right to deny participation in the program.

## HOMEWORK PROCEDURES

Homework is designed to reinforce assignments in the classroom. Homework begins in grade 3. Homework agendas are provided for students in grades 3-12. Students are expected to write down their assignments daily. Parents are encouraged to review these agendas on a regular basis.

Homework expectations and criteria differ, depending on the grade level.

## **STUDENT ATTENDANCE**

### **Student Attendance Policy**

The Board of Trustees of the Foxborough Regional Charter School believes that students realize greater benefits from their schooling when they attend regularly. The school director, or his designee, shall be charged with developing attendance procedures which encourage students to attend regularly, be punctual, and to actively participate in their classes. Such procedures shall include, but not be limited to, (1) establishing a procedure that allows parents to notify the school in the case of a student absence, (2) enabling the school to contact the parent if a student is absent and the parent has not notified the school, (3) keeping accurate attendance records and making such records available for inspection by the DOE, and (4) developing appropriate consequences for absences and tardiness. Such information shall be provided to parents annually.

Students under the age of sixteen must comply with the state's compulsory attendance law (G.L.c.76 section 2). All children must attend school beginning in September of the calendar year in which he or she attains the age of six. Children who reach age 5 on or before August 31 are eligible to enroll in kindergarten in September of that school year (603 CMR 8.02). Students who reach age 6 on or before August 31 are eligible to enroll in first grade in September of that school year.

If a student fails to attend school for seven days within a six month period, he/she shall be referred to the school's supervisor of attendance who may report such student to the appropriate legal jurisdiction as defined in G.L.c.76 section 2.

### **School Attendance Procedures**

Foxborough Regional Charter School believes that regular and punctual attendance is essential for success in school activities. Learning needs to be valued as an ongoing process that requires the daily interaction of students with their peers and teachers. Student absences affect this learning process. While a student may make-up the paperwork missed, he/she can rarely duplicate the learning experiences lost by that day's absence. Absence from a class for any reason is academically detrimental to students. Since education is a cooperative effort and students gain from their interactive discussion with one another, their absences also hinder the class.

Foxborough Regional Charter School firmly believes that the development of desired habits of punctuality and satisfactory attendance is a shared responsibility of the school, the parents, and most importantly, the students. In order to achieve our shared goals, the school has developed the following procedures:

- Students are expected to attend school regularly, on time, ready to learn, with appropriate instructional materials, and completed assignments.

- Parents or legal guardians shall be responsible for insuring that each child within the compulsory ages as defined by policy and law shall attend school regularly.
- The parents or guardians of each pupil shall, annually, at the beginning of the school year, be notified of a telephone number (or website) where parents must notify the school of the absence and reason. Such notification shall be made prior to the official starting time of the homeroom period.
- Parents shall be required to furnish the school with a telephone number where they can be reached during the school day. If the pupil is absent and the school has not been notified by the established time, the school shall call the number(s).
- Each school (lower and upper) shall keep accurate attendance records. Attendance lists shall be produced daily and shall include the names of students who are absent or tardy. Such list shall also include the names of students who have an early dismissal for health or other legal or excused reasons.

### **Daily Attendance Records**

The successful progress of students depends on prompt and regular attendance. We expect students to attend school every day to receive the maximum benefit of instruction.

- The school opens at 7:00 a.m. for students to enter the building, although students are only allowed in the gym prior to the start of homeroom at 7:30 a.m.
- Daily attendance is taken in homeroom. Any student that fails to report to homeroom will be marked absent.
- All students arriving after 7:45 a.m. will be listed as tardy. Tardy students must report to the Main Office to obtain a "late pass" before entering their classroom. Excessive tardiness will result in detention.
- Any student in grades 6-12 who are tardy more than three times in one term will be required to serve a two hour detention for each tardiness in excess of three each term.
- If a student is kept home from school because of illness or if the student will be arriving late to school, parents must call the school at (508) 543-2508 and follow the voice mail prompts.

### **Early Dismissal Procedure**

- Students are not permitted to leave the school grounds at any time during the school day without a note from a parent or guardian and approval from the school office.
- Requests for dismissal must be in writing except in the case of emergency.
- Dismissal notes must indicate the reason for dismissal; time of dismissal, the parent's signature, and a telephone number a parent/guardian can be reached to confirm the request for dismissal.
- Dismissal notes must be turned into the homeroom teacher prior to first period.
- All students being dismissed must report to the main office at the time of their dismissal and be signed out by a parent/guardian or an authorized person listed in the student's emergency contact file.
- Dismissals for illness are issued by the school nurse.
- Students who possess a valid driver's license, have written permission from his/her parents/guardians, and are eligible for student parking at the school may dismiss themselves without the presence of a parent or guardian by signing out per the appropriate dismissal procedures in the front office.

## **Eighteen-Year-Old Students**

Eighteen-year-old students are subject to school regulations in all areas. In order to write his/her own absence, tardy, or dismissal notes, the student **MUST** have a parental permission form letter on file in the office. Students should remember that the Administration has the final right of acceptance or denial of all notes. All notes must contain a clear and concise reason in order to be accepted. Students wishing to be dismissed must have the approval of the Administrator before leaving the school building.

## **Make-up Work, Quizzes, Exams**

In the case of any absence, it is the responsibility of the student/parent to contact the teacher(s) as soon as the student's return to school to obtain the missed assignments. Exams are made up according to designated times scheduled by the administrators. No make-up exams will be scheduled prior to the regular scheduled date of that exam.

## **School and Class Absences**

Students who are absent from school 20 or more days in the school year without authorization or approval will not be promoted to the next grade, or in the case of seniors, will not graduate from Foxborough Regional Charter School. Students who are not in school for a minimum of four class periods will be considered absent for the day.

Students who are absent from a class 7 or more days in a term or 20 or more days in the school year without authorization or approval will be denied credit for that course. Missing more than 15 minutes from a class without approval from administration, guidance, or nursing will be considered an unexcused absence for that class.

Authorized or approved reasons which constitute excused absences include:

- Health-related absences. Health-related absences of more than one day due to a single medical event will be treated as one absence with documentation from a parent. If the student is absent 3 or more days due to the single medical event, the parent/guardian must submit a doctor's note to the nurse upon the student's return to school.
- Death in the immediate family or family crisis, when confirmed by a parent or guardian
- Court subpoenas
- Observance of religious holidays
- Approved field trips or school-related and administration approved class meetings, student workshops or functions.
- Juniors are granted a total of three (3) days and seniors are granted a total of five (5) days excused absences for college/career planning purposes. These absences will only be excused if the student presents documentation from the admissions office of the school that they visited.

Note on family travel: Parents are requested to schedule family trips when school is not in session. Vacations and family trips are not excused absences. If it becomes necessary for a student to be absent because of a family trip, it is the student's responsibility to obtain, prior to travel, a list of assignments. Upon the student's return, he/she are expected to submit the completed assignments. Failure to complete the work will result in a failing grade for those assignments.

## **Truancy/Class Cuts**

Truancy is an unexcused absence. Truancy is a violation of the compulsory attendance law and may be referred to local authorities such as the local police department, truancy officers or the Department of Social Services. The consequence for truancy is seven hours of detention for each full day of truancy. Such detention shall be served in (2) Saturday morning sessions or at an alternative time when school is not in session.

Students not present in class and not known to be absent for the day, will be considered truant from class. Class or homework missed during this time may not be made up. Students will receive a zero (0) for class work missed due to cutting class. Class cuts are considered unexcused absences and will be addressed accordingly. In addition, students who cut class will receive a two-hour administrative detention for the first offense. Additional offenses will be addressed as stated within the school's Disciplinary Guidelines.

## **Denial of Course Credit**

Students who have 7 or more unexcused absences in a term in a specific class will lose credit in that course for that term.

In keeping with the school's commitment to due process, the following steps will occur before denying any student academic credit:

An attempt will be made to phone the parents/guardians of absent students every day.

- After 5 unexcused term absences parents/guardians will be notified in writing of their child's attendance status and its threat to academic credit.
- Upon the 7th unexcused term absence from any class, a letter will be sent home which formally denies credit.
- The student and parent/guardian may appeal the credit denial to the Attendance Review Board.

## **Attendance Review Board/Credit Appeals**

If a student loses credit, he/she may appeal to the Attendance Review Board to have the credit restored. Students who appeal should present any relevant documentation. The Attendance Review Board will either restore credit, allow the student the opportunity to earn back the credit, or deny the student the lost credit.

The student and parent or guardian will be provided with an opportunity for a hearing when credit will not be earned due to excessive absences.

1. Upon notification by the school that credit for a course or courses will not be earned due to excessive absences, the parent(s), or guardian(s), or student (if 18) may request a hearing on the matter. The request must be made to the Deputy Director within fifteen (15) calendar days of notification. For seniors in their third term, the request must be made by the last day of senior final exams.

2. The Deputy Director will convene the hearing and collect data from the teacher(s) in the course(s) where loss of credit is imminent (the student's attendance files, nurse, etc.) and review the student's complete attendance record in that course. Any absence from the class resulting from cutting or truancy will preclude the reinstatement of credit.
3. The Attendance Review Board may consist of the Deputy Director, the appropriate school building administrator, guidance counselor, a teacher, and the school nurse.
4. The initial appeal hearing will be held during school working hours.
5. The student's parent(s) or guardian(s) and student will have the opportunity to present information in support of their appeal.
6. Under extraordinary circumstances, a contract may be written between an administrator and a student to improve attendance and reinstate credit.
7. The Deputy Director will render a decision within three (3) school days after the conclusion of the hearing and will notify the parent(s) and guardian(s) and student of the decision.
8. If the matter is not resolved by the Deputy Director's decision, a parent or guardian may then appeal to the Executive Director. This appeal must be made in writing within three (3) days of receiving notification of the decision.
9. The Executive Director will render a decision within three (3) school days after officially receiving the further appeal.
10. Students whose credit has been reinstated in a full year course, and who continue to accumulate absences in that course, may lose credit during subsequent terms.

## **EMERGENCY CLOSINGS**

If school is closed or opening delayed due to inclement weather, a power outage or other problems, local radio and television stations announce this information. Parents and students can find information at the following media outlets:

WBZ Channel 4	Foxborough Cable Access
WCVB Channel 5	WJAR Channel 10
WHDH Channel 7	WPRI Channel 12

Only under extreme circumstances will the school close after students have arrived. If an early closing should occur, parents are expected to pick up their children as soon as possible. Closings during the day are announced on local television stations and through our AlertNow system. Please call the school if you are in doubt.

## **DISCIPLINE OVERVIEW**

### **Philosophy of Discipline**

Foxborough Regional Charter School strives to make the school a safe, peaceful, secure and orderly environment in which to learn. Every student has the responsibility to respect one another's person, property, space and opinion. Self-development, self-expression and self-discipline are major themes expressed in the Foxborough Regional Charter School mission statement. The philosophy of discipline is, therefore, based on the same principles. The attainment of this goal requires the full cooperation of the administration, the faculty, the student body and the parents.

### **Code of Conduct**

The Foxborough Regional Charter School Discipline System is designed to promote a safe and orderly environment for learning to take place. Any member of the faculty observing a student committing an act contrary to good order should take action. If a faculty member deems it serious enough to merit a consequence, he/she should report the incident to the appropriate administrator on a referral slip within one school day from the time a staff member has been made aware of the incident. The disciplinary staff will present a copy of the referral to the student involved and see that the consequence for the violation is carried out.

Administration has the authority to suspend a student either externally or internally, for disciplinary reasons.

### **Discipline Procedure**

Consistent with the age of the students, the responsibilities set forth in no way diminish the legal authority of school officials to deal with disruptive behavior. If a student does not accept his responsibilities to respect the rights of others in our school community and commits an infraction of the discipline code, he or she will be assessed with consequences as listed below. It should be noted that it is impossible to list all infractions; therefore the administration retains the right to impose consequences for all acts contrary to proper behavior not expressly stated within.

### **Possible Range of Disciplinary Interventions**

1. Referral Slip
2. Parental Contact
3. Teacher Detention
4. Administrative Detention
5. In-School Suspension (Students need to report to Alternative Room by 7:30 and are not allowed to go to locker or homeroom.)
6. Out-of-School Suspension
7. Expulsion
8. Social Probation

### **Referral Slip**

A referral slip is a written record of a violation of school rules.

### **Parental Contact**

Parents or guardians are contacted on a regular basis to keep an open line of communication regarding students' behavior in school. This communication may be by telephone, e-mail or a conference.

### **Teacher Detention**

Teachers will make every attempt to keep a student in class. Teachers will assign after school detentions to maintain discipline. A student should stay for the detention on the afternoon of the date in which the detention was assigned or the following afternoon. Failure to stay for a teacher detention will result in an assignment of alternative room detention.

### **Administrative Detention**

Detention is a consequence imposed when a student has violated the Discipline Code (see “Discipline Guidelines” below). Detention may occur after school or on a Saturday on an as-needed basis. Detention is for an infraction of a serious nature and for repeated behavior of a lesser nature.

**Expectations of students assigned detention:**

1. Students must serve their detention on the day it is scheduled.
2. Parents will be given at least a one-day notice of their child’s detention to arrange for transportation.
3. It is the responsibility of parents to arrange for transportation home for the student after detention.
4. Students who do not report to scheduled detentions will be subject to further disciplinary measures.
5. Students who report late for detentions will be assigned an additional detention.
6. Students who cause disruption will be subject to further disciplinary measures.
7. After-school detention will begin at 2:45.

**Suspensions**

- The following are examples of behaviors that a student may be suspended:
- Physical assault toward another student
- Unauthorized absence from school
- Vandalism
- Theft of personal or school property
- Continuous incidents of non-compliance with school policy
- Insubordination or disrespect displayed toward school personnel
- Use of tobacco products (cigarettes, cigars, chewing tobacco, snuff or any other form of tobacco)
- Use, transfer or possession of alcohol or drugs (prescription or over-the-counter) on school property or at a school function
- Weapons
- Bullying/Intimidation/Harassment/Threats
- Disruptive behaviors such as bomb threats or false alarms
- This list is not exhaustive, and parents and students are on notice that other acts may be punishable by suspension as deemed appropriate by the administration.

**Out of School Suspension**

Prior to serving a long term suspension, students are entitled to certain due process rights. A student is entitled to minimal due process i.e. notice of the infraction and an opportunity to be heard, for any short term suspension lasting ten days or less. For long-term suspensions, students are entitled to greater due process i.e. a formal hearing. Due process details are outlined in the section “Due Process for Suspensions or Expulsions.”

- The student will be allowed to make up any schoolwork missed. When he/she returns to school, the student needs to seek out teachers and obtain all work that needs to be made up in each class.
- The teachers and counselors should be informed by the administration when one of their students is suspended
- Parent(s)/guardian(s) may be required to accompany the student upon his/her return to school from a suspension.

Students under suspension remain responsible for completion of all schoolwork and will receive credit accordingly. Suspended students will have the opportunity to take tests and exams given during the suspension period upon their return to school. Teachers are under no obligation to provide help to a student while he or she is under suspension.

Parents must reinstate their child after an out-of-school suspension by attending a meeting with the administration. Students will not be readmitted to school without this meeting. The meeting for students who are suspended for less than ten days will be attended by the parent(s) or guardian, the student and administration.

### **Expulsion**

Expulsion is the permanent exclusion of a student from school. Like long term suspensions, students are entitled to a formal hearing before the student is expelled. (See “Due Process for Suspensions or Expulsions, herein)

Massachusetts State General Law 37H for the Director to recommend a student to the Board of Trustees of the Foxborough Regional Charter School to be permanently expelled a student from school in response to any of the following behaviors:

- a. possession of a controlled substance while on school property or at a school function

As defined in Chapter 94C of the MGL, any student in possession of a controlled substance, including, but not limited to, marijuana, cocaine, and heroin, will be suspended out-of-school for 30 days and may be subject to expulsion from the school. (The school must notify police regarding the sale, possession, or use of illegal drugs so that the police can confiscate drugs at the school.)

- b. possession of a dangerous weapon while on school property or at a school function

Section 37H (a) refers to “a dangerous weapon, including, but not limited to, a gun or a knife” or a facsimile of such a weapon+. The statutory term offers two illustrations of dangerous weapons, but does not provide an actual definition. In criminal law, the term “dangerous weapon” depends on the circumstances; if used in an assault on another person, a baseball bat, a pair of scissors, or even a shod foot could be considered a dangerous weapon. Mere possession of such an object does not make it a “dangerous weapon.” Educational professionals must view the circumstances of each case and make a reasonable determination whether a particular object in a student’s possession constitutes a dangerous weapon in the school setting.

- c. assault of a staff member

An "assault" is defined as "an intentional, unlawful offer of corporal injury to another by force, or force unlawfully directed toward person of another, under such circumstances as create well-founded fear of imminent peril, coupled with apparent present ability to execute attempt, if not prevented." [Emphasis added.] Because the potential penalty (expulsion from school) is so serious, we believe courts are likely to interpret the term in Section 37H(a) strictly, requiring either an actual physical assault, or at least a threat accompanied by the means to carry it out, in circumstances that create a reasonable fear of imminent danger.

In addition, pursuant to M.G.L. c. 71, sec. 37H1/2, the Director of Students and Families may suspend a student upon the issuance of a criminal complaint charging the student with a felony and the Executive Director may permanently expel the student if the student is convicted or admits guilt with respect to a felony offense, if the student's continued presence in the school will have a substantial detrimental effect on the general welfare of the school.

The text of both M.G.L. c. 71, sec. 37H and 37H1/2 are attached hereto as Appendix and incorporated into this handbook.

### **Expulsion by the Board of Trustees**

In accordance with M.G.L. c. 76 secs. 16 and 17, the Board of Trustees is vested with the authority to expel a student for disciplinary infractions that are not included in M.G.L. c. 71, sec. 37H (possession of drugs, weapons, assault on educational staff), and M.G.L. c. 71, sec. 37H1/2 (relative to felony offenses).

### **Social Probation**

Social probation is the exclusion of a student from extra-curricular and social activities sponsored by the school. A student may be prohibited from attending such activities when they violate the student code of conduct.

Social probation may be issued as a punishment on its own or in addition to other disciplinary consequences. For example, if a student is serving a suspension or expulsion from school, the student may not appear on school property or attend school-related activities or events either as a spectator or as a participant. Suspensions that carry over a weekend or vacation period will also eliminate that student's participation in any extra-curricular activities that take place on those weekends or during vacation periods. A violation of this school policy will be considered a trespass resulting in immediate notification of the Foxborough Police Department.

## **Bullying Prevention and Intervention Policy**

Foxborough Regional Charter School (FRCS) is committed to providing our students equal educational opportunities and a safe learning environment free from bullying. This policy is an integral part of the Foxborough Regional Charter School's comprehensive effort to promote learning and eliminate all forms of violent, harmful and disruptive behavior. Foxborough Regional Charter School will not tolerate any unlawful or disruptive behavior, including bullying, (i) on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the school, or through the use of technology or an electronic device owned, leased or used by the school and (ii) 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 school, if the bullying creates

a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of the school.

Bullying is defined as the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim’s property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. Bullying is characterized by an imbalance of physical, psychological, or emotional power. Bullying actions will include, when appropriate, referral to law enforcement agencies. FRCS will support this policy in all aspects of its activities, including its curricula, instructional programs, staff development, extracurricular activities, and parental involvement.

FRCS prohibits all forms of bullying, harassment, discrimination and hate crimes based on race, color, religion, national origin, ethnicity, sex, sexual orientation, age, or disability. The protection of the civil rights of all school community members is of utmost importance and a priority of the school. Furthermore, FRCS will not tolerate retaliation against persons who take action consistent with this policy.

Violation of this policy is a serious offense. Violators shall be subject to appropriate disciplinary and/or corrective action to stop the conduct and prevent its reoccurrence. FRCS is committed to protecting the complainant, the other similarly-situated individuals, from bullying in the future. A Bully Prevention and intervention Plan containing responsibilities of staff and students, reporting procedures, complaint process, resolution, and protection against retaliation shall be in place at the school.

## DISCIPLINE GUIDELINES

These guidelines are based upon the discipline guidelines for grades K-12. These guidelines also apply to in-school and extra-curricular activities, field trips, and home and away athletic events. As noted above, these are general guidelines. The length of disciplinary action can be adjusted based upon the discretion of the school administration.

OFFENSE	DESCRIPTION	RECOMMENDED ADMINISTRATIVE ACTION
Accidental Damage	Unintentional damage to school property.	Restitution will be required. Other consequences may be imposed if damage was caused by reckless or otherwise unacceptable behavior.
Abusive Language Profanity/ Obscenities	Directed to an individual to bring ridicule or any comment from a student that the teacher finds disruptive or inappropriate.	Conference with teacher. Consequences can range from detention(s) to suspension. Possible referral to police.
Arson	A student sets fire to any part of the school building or grounds.	Ten (10) days suspension, referred to police, and referred to Executive Director for possible expulsion by the Board of Trustees. Parent contact.

Assault (and Battery)	An unlawful threat or attempt to do bodily injury to another. The act or an instance of unlawfully threatening or attempting to injure another. (assault). And/Or a willful hitting of a person by another with intent to do harm with any instrument, article or substance, or any portion of the body. (battery)	Up to ten (10) days suspension with possible referral to police. Parent contact.
Alcohol-Possession or use of alcohol	Where any such activity has the reasonable likelihood or threatening the health, safety, or welfare of school property, individuals, thereon, and/or the educational process	A police referral. Thirty (30) day suspension from school and referral to Executive Director for possible expulsion by the Board of Trustees. Referral to counseling. Parent contact.
Assault on Staff Member	Physical contact with the intent to harm or cause bodily injury to a staff member.	Ten (10) days suspension, referral to police. Referral to Executive Director for possible expulsion by the Board of Trustees under M.G.L. c. 71, sec. 37H. Parent contact.
Bullying	Any overt acts by a student or a group of students directed against another student with the intent to ridicule, humiliate or intimidate the other student while on school grounds or at a school sponsored activity which is repeated against the same student over time.	<b>First Offense:</b> Three (3) days suspension. Parent contact. <b>Second Offense:</b> Up to ten (10) days suspension. Parent contact. <b>Third Offense:</b> Up to thirty (30) days suspension. Parent contact. Referral to police
Cheating/Plagiarism	Student copying another student's work or using cheat sheets.	Grade of zero (0). Up to 5 days detention. Parent contact.
Cutting Class	Student is absent from any class without authorization from a parent or staff member.	<b>First Offense:</b> One (1) Administrative Detention. <b>Subsequent Offenses:</b> Minimum of one (1) day suspension or Saturday detention.
Detention—Cutting Administrator's Office Detention	Failing to attend detention as assigned by administrator.	<b>First Offense:</b> Two (2) administrative detentions. <b>Second Offense:</b> Student assigned one (1) Saturday detention. <b>Subsequent Offenses:</b> Student assigned up to three (3) days suspension.
Disruptive/Disrespectful Behavior	Student engaged in unacceptable behavior during class time.	<b>First Offense:</b> Assigned to Alternative Room for remainder of period. Administrative detention. Parent Contact. <b>Subsequent Offenses:</b> Administrative detention(s) or Saturday detention(s).
Disruptive Behavior: Out of	Student refusing to go to alternative room when asked.	Administrative detention(s). Possible suspension. Parent contact.

control/removal from class	Student acting in a manner that is detrimental to class.	
Dress Code Violation	A student fails to wear clothing according to the FRCS Dress Code Policy, which includes wearing hats or outerwear	<b>First Offense:</b> Student has a conference with an Administrator and the parent may be contacted. The student will not attend class until clothes/hat or outerwear is changed. A possible administrative detention will be given. <b>Subsequent Offenses:</b> Administrative Detention(s)
Drugs— Possession or Use of Drugs/Alcohol	Where any such activity has the reasonable likelihood of threatening the health, safety or welfare of school property, individuals, thereon, and/or the educational process.	A police referral. Thirty (30) day suspension and/or expulsion from school. Referral to counseling. Parent contact.
Electronic Devices	Use or possession of a beeper, cellular phone, disc player, radio, cassette, head phones, or electronic device without specific medical or other authorized permission is prohibited during the school day.	<b>First Offense:</b> Staff/Administrator will confiscate devices to be returned to the student at the end of that school day. An administrative detention will be given. <b>Subsequent Offenses:</b> Parents will be contacted to pick up the item. Administrative Detention
Failure to Sign-in	Present in school but on absentee list and not signed in as tardy.	Administrative Detention (s)
False Alarm	Student sets off the fire alarm system without probable cause or collaborates with other student(s) in setting a false alarm.	Student will be referred to police and will be suspended for five (5) days. Parent contact.
Fighting Grades 6-12	Escalation of a verbal encounter that results in physical contact.	<b>First Offense:</b> Up to three (3) days suspension (police referral at discretion of administration; required when racial/sexual comment involved). Parent contact. <b>Second Offense:</b> Minimum of five (5), maximum of ten (10) days suspension (police referral at discretion of administration). Parent contact. <b>Subsequent Offenses:</b> Minimum of five (5), maximum of ten (10) days suspension. Referral to police and possible referral to superintendent for expulsion. Parent contact.
Fireworks – Possession, Use, or Distribution of Fireworks or Explosives	Students may not have in their possession any types of explosives including fireworks. Students will not sell explosives or fireworks to other students.	<b>1.</b> A student in possession of fireworks or explosives will receive a minimum of five (5) days suspension. Referral to police. Parent contact. <b>2.</b> A student selling fireworks/explosives will receive a minimum of five (5) days suspension. Referral to police. Possible

		referral to Director for possible expulsion by the Board of Trustees. Parent contact.
Forgery, Alteration or Misuse of Official School Documents or Parental Communication Forgery	The falsification of written information, the changing of information or use of such documents beyond defined purpose of documents would include but not be limited to: Building passes, parental notes for early dismissal, parental notes for tardiness or absence, homeroom forms for tardiness or absence, and report cards.	<b>First Offense:</b> Saturday detention <b>Second Offense:</b> One (1) day suspension. <b>Third and Subsequent Offenses:</b> Minimum of three (3) days suspension
Hitting/Pushing/Kicking Grades K-5	Knowingly hitting, pushing, or kicking another person with hands or feet.	<b>First Offense:</b> Parent contact. Administrative detention(s). <b>Second Offense:</b> Two (2) administrative detentions. Parent contact. <b>Subsequent Offense:</b> Suspension. Parent contact.
Inciting/Attempting to Incite Other Students to Create Disturbance	Encouraging other students to participate in unacceptable behavior either through verbal comments or actions (e.g. group fighting, throwing food, or yelling loudly to encourage others).	Suspension of up to ten (10) days. Possible police referral. Possible referral to the Executive Director for expulsion. Parent contact.
Insubordination	Failure to follow the direction of a staff member, administrator, teacher, substitute teacher, or other staff member. Some examples, not intended as all-inclusive include: not giving one's name when asked; failure to report to office or other designated area when so directed; flagrant disregard of a verbal instruction.	Administrative detention(s) or Saturday detention depending on the seriousness and frequency of the offense.
Internet Usage Violation	Student not complying with Internet Policy	Removal from opportunities to enter Internet. Up to five (5) days suspension. Parent contact.
Leaving School Property Without Permission Prior to Dismissal	Students may not exit school grounds prior to their authorized dismissal time without permission from an administrator, school nurse, or an approved note from a parent.	Administrative detention(s) or Saturday detention. Parent contact.
Leaving School Property and Returning for an After-School Activity	Students may not leave school grounds at dismissal time and return for certain after school activities (Club, Extended Day, Detention)	<b>First Offense:</b> Administrative Detention <b>Subsequent Offense:</b> Saturday Detention
Motor Vehicle—	Improper parking, reckless or	<b>First Offense:</b> Loss of driving privileges for ten

Improper Use on School Property	dangerous operation of a motor vehicle, speed in excess of 15 m.p.h., failure to display a current FRCS registration permit, or other violation of FRCS Student Driving Regulations.	(10) days and possible referral to police. Parent contact. <b>Second Offense:</b> Loss of driving privileges for the school year and possible referral to police. Parent contact.
Racial/Ethnic Slurs	Comments directed at an individual or group of individuals that can be considered offensive or inappropriate to a person's race, heritage or ethnic background.	Conference with Administrator. Consequences can range from administrative detention(s) to suspension. Parent contact. Possible referral to police.
Sexual Harassment	Any unwelcome sexual advances, request for sexual favors, or other verbal or physical conduct of a sexual nature.	FRCS Sexual Harassment policy will be applied (see handbook). Up to ten (10) days suspension. Parent contact. Possible referral to police.
Smoking/Chewing Tobacco	Student smoking, using or possessing chewing tobacco or other tobacco products inside the school building, on school grounds, on a school bus, or at a school sponsored activity at any time.	<b>First Offense:</b> Three (3) day suspension. Parent contact. <b>Subsequent Offenses:</b> Five (5) days suspension. Parent contact.
Students Outside Class without Pass without Permission	Student not having a hall pass while outside of classroom without permission.	<b>First Offense:</b> Administrative detention <b>Second Offense:</b> Student is assigned to Saturday detention
Tardiness to School	Any student not in homeroom class when the 7:45 a.m. bell rings is considered tardy to school.	Any student who exceeds three (3) late arrivals within one term shall be required to serve a detention for each tardiness in excess of three each term. Continued tardiness to school beyond the above may result in additional administrative action to include suspension from school.
Theft, Petty Theft, or Violation of Personal Property	Theft of any material owned by another student, staff member, or the school system or looking through someone's personal belongings.	Up to five (5) days suspension. Restitution required. Referral to police. Parent contact.
Threatening Staff or Student(s)	Written or verbal expression of intent to harm or otherwise cause injury to another person or his/her possessions.	Minimum of three (3) days suspension. Possible referral to police. Possible referral to Executive Director for expulsion. Parent contact.
Throwing objects at vehicles: i.e. Snowballs, rocks,	Student throwing objects at a bus or other vehicle.	Referral to police for legal action and possible school disciplinary consequences including suspension.

Unexcused Absence From School/Truancy	Unexcused absences are absences from a regularly scheduled day of school that do not meet criteria to be excused. Truancy is defined as unexcused absences.	<ol style="list-style-type: none"> <li>1. Conference arranged with parent, counselor, and administrator.</li> <li>2. Student will be assigned seven hours of detention for each full day of truancy.</li> <li>3. Privileges will be suspended at ten (10) unexcused absences to include proms, dances, attendance at athletic events, after school clubs and activities, and parking/driving.</li> <li>4. Referral to the court for habitual truancy (20 unexcused absences in any school year).</li> </ol>
Vandalism	Intentionally damaging, in any way, property belonging to the school system.	Parents will be notified. Suspension of one to three (1-3) days may be imposed, depending on nature of the offense. Possible police referral. Restitution will be required.
Weapons—Use of/Possession of	Student using or possessing any instrument, article or substance, or facsimile of, which is capable of causing death or bodily injury.	Ten (10) days suspension with referral to police. Referral to Executive Director for expulsion. Confiscate material and notify parents.

## DUE PROCESS FOR SUSPENSIONS OR EXPULSIONS

Under *Goss v. Lopez*, 419 U.S. 565 (1975), The United States Supreme Court held that students have the right to certain minimal due process protections when school officials seek to suspend a student. The Court stated that for suspensions lasting 10 days or less that student is entitled to oral or written notice of the charge(s) against him/her, and explanation of the basis for the accusations(s), and an opportunity to present his/her version for the facts. This “informal hearing” must be provided in advance of the suspension except where the student’s continued presence endangers persons or property or “threatens disruption of the academic process.” In the exceptional cases where immediate suspension is justified the notice and hearing must follow as soon as practicable. Finally, the United State Supreme Court indicated that where school officials seek to suspend a student for more than ten (10) days (long-term suspension); depending on the length of the exclusion, greater due process protections might be required.

### Procedure for Short Term External Suspensions

1. Oral or written notice of the charges shall be given to the student by the appropriate administrator and the student will be given the opportunity to explain or to make statements in defense of his/her action or in mitigation of his/her conduct.
2. If a suspension is warranted, parents and/or guardians are notified immediately by phone at the emergency number provided that their child is being suspended, and they are (in cases of emergency) asked to come to school and take the student home. (School assignments may be provided to the child, parent, or guardian through the Instructional Leaders within two (2) days.)
  - a. In non-emergency situations, immediately prior to the suspension, the administration advises the student of the charges, and if he or she denies them, explains the evidence supporting the charges and gives the student an opportunity to tell his or her side of the story. This is followed by a letter to the parent or guardian of the student in question as

soon as possible. A hearing may be requested by the parents within two school days of the suspension, as described in # 2 (see below).

- b. When the student's conduct disrupts the academic atmosphere, endangers fellow students, teachers, and school officials, or damages property, the student may be suspended without compliance with Step #1 (a) (as described above), and the hearing procedure begins with Step #2.

In emergencies, if the conduct of a student is severely disruptive, the student is removed immediately from the building by the police, if necessary, or by the parent/guardian, and formal charges follow. A call to the police is made by the administration. All paperwork and procedural steps follow the emergency action.

3. The administrator must clearly state orally the number of days the child is to be suspended at the time of the suspension.

### **Long Term Suspensions and Expulsions**

Additional due process hearing rights arise under federal and Massachusetts law when a long-term suspension is sought. Long-term suspension is the removal of a student from his/her educational program for more than (10) school days. Expulsion is the permanent removal of a student from school.

Prior to the imposition of a long-term suspension or an expulsion the appropriate administrator shall provide the parents or legal guardians (or student, if he/she is eighteen (18) years older or older) receive(s) timely written notice, in the language of the home, by certified and first-class mail, postage prepaid, of the following:

1. That a hearing will be held to determine whether or not to impose a long-term suspension or expulsion.
2. The date/time/place of the hearing.
3. A description of the nature of the evidence supporting the allegation(s) against the student.
4. The specific sections of the Handbook alleged to have been violated.
5. A summary of the procedures to be followed and the rights afforded to the student at the hearing.

### **Procedures for Long Term Suspensions/Expulsions**

1. The student shall be notified in writing of the school's intent to proceed with a long-term suspension/expulsion and will be provided with a notice of a hearing. The student may have representation at his/her expense along with the opportunity to present evidence and witnesses on his/her own behalf at said hearing.
2. After said hearing, the student shall be notified in writing of the finding of facts and the disciplinary decision, which is based on the finding of facts.
3. After said hearing, the Director of Students and Families may suspend a student and may recommend to the Executive Director that the Board of Trustees consider expelling a student who has been determined by the administration to have been in violation of the code of conduct, except for those offenses covered by M.G.L. c. 71, sec. 37H and 37H1/2. The Director of Students and Families must notify the student in his/her suspension decision that he/she has referred the matter to the Executive Director for the possibility of an expulsion hearing before

the Board. For infractions covered by M.G.L. c. 71, sec. 37H and sec. 37H1/2 the student may be expelled by the Director.

4. Any student who has been expelled from the School under M.G.L. c. 71, sec. 37H or 37H1/2 shall have the right to appeal to the Executive Director. The expelled student shall have ten (10) days from the date of the expulsion in which to submit his/her appeal in writing. The student has the right to be represented by counsel, at his/her expense, at an appeal hearing. 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. The expulsion may be modified after the appeal. Decisions will be made on a case by case basis. In the case of an appeal by the student to the Executive Director for a suspension or expulsion under M.G.L. c. 71, sec. 37H1/2, the student shall have 5 calendar days to request an appeal and a hearing shall be held within three calendar days of the appeal.
5. The appropriate administrator shall provide written notification to the Executive Director of any long-term suspension/expulsion. A copy of said notification shall be mailed or hand-delivered to the student's parent(s)/guardian(s) in the language of the home. A copy shall be maintained in the student's temporary cumulative file.
6. The student may return to school only in the company of his/her parent(s)/guardian(s).
7. If suspended, the student will be allowed to make up any schoolwork missed in an appropriate time period as determined by the School.
8. When a student is expelled under the provisions of this section and applies for admission to another school, the Executive Director, upon request from the receiving school, shall inform the receiving school district of the reasons for the pupil's exclusion.
9. An administrator shall notify the Foxborough Police Department whenever a student has committed an assault/assault and battery upon a school staff member, an assault and/or assault and battery by means of a dangerous weapon, is in possession of a dangerous weapon, distributes a controlled substance, including alcohol, for the second/subsequent time.
10. An administrator may, at his/her discretion, notify the Foxborough Police Department whenever a student is in possession of a controlled substance, including alcohol, or commits a delinquent criminal act in violation of federal or Massachusetts law not specified in the above paragraph.

## Special Needs Discipline

The Foxborough Regional Charter School's Special Education Department will be informed of student's behavior as it occurs. Intervention will be implemented so that the necessary behavior support plan is in place. A manifestation determination will occur when the tenth day of behavior has been recorded. All regulations in the IDEA, 2004 will be implemented. The regulations for this law would supersede the state law in a hearing.

1. **Stay put:** The right of a student with a disability to "stay put" in his/her current educational placement pending an appeal is eliminated for alleged violations of the school code that may result in a removal from the student's current educational placement for more than 10 days. Previously the law only denied "stay put" rights to students with disabilities involved in drugs, weapons or other dangerous manifestations determination or proposed placement is a critical

element to ensuring a student’s continued free appropriate public education in the least restrictive environment.

Moving back and forth between the current placement and an interim alternative educational setting during an appeal can have a significant negative impact on achievement for children who already have difficulty adjusting to transitions. Parents must remain vigilant and ensure that their children continue to be provided the educational programming and services they need to make progress toward meeting their IEP goals. If this progress is negatively affected, the school, for purposes of reporting Adequate Yearly Progress under the No Child Left Behind Act, individual schools do not have to count children who are transferred to alternative settings and are, therefore, not in the same school for the full academic year. This could create an incentive for disciplinary actions against students with disabilities.

2. **Services to be received in interim alternative educational setting:** A child is entitled to receive programming and services necessary to enable him or her to receive a free appropriate public education consistent with section 612(a)(1) during the period in which he/she is in an interim alternative education setting. Under IDEA 2004, the student must be provided services to enable him or her to continue to participate in the general education curriculum and to progress toward meeting the goals in the IEP. The new provision replaced language requiring that a child in an interim alternative educational setting receive services and modifications, including those described in the student’s current IEP which will enable the child to meet the goals in the IEP. The change in language cannot be interpreted as diluting any of these services that are consistent with the definition of FAPE because a student with a disability must continue to receive FAPE during the period of removal from his/her current educational setting.

3. **Manifestation Determination Review: Contact for Students receiving discipline:**

Department of Students and Families	Discipline Impartial Hearing
Alternative Room Staff	Mrs. Dawn Hall
Mrs. Susan Rasicot	

**Discipline action plan:**

A school administrator may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who, after a disciplinary hearing, has been found to have violated a school code of conduct.

**Student with a disability violates a school code of conduct**

<b>Removal not more than 10 days</b>	<b>Removal Exceeds 10 days</b>
1) Administrator may exclude a student with a disability from the current placement without obligation to provide FAPE. This includes suspension, removal and assignment to an IAES. Disciplinary decision same as for students without disabilities.	1) Notify parents of decision to take disciplinary action not later than the date the decision is made, and of procedural safeguards under IDEA. Obligation to provide FAPE continues.
2) Administrator notifies parents of decision to take disciplinary action not later than the date the decision is made, and of procedural safeguards under IDEA.	2) Manifestation Determination: Within 10 school days of decision to change placement, the district, the parent, and relevant members of the IEP Team review relevant information and make a

	manifestation determination (MD).
3) Does the conduct have a direct and substantial relationship to the disability? Or is it the direct result of the district's failure to implement the IEP? These are the questions answered during a Manifestation Determination Hearing with the TEAM and Special Education Director.	<b>Appeal to BSEA:</b> A parent may request hearing on a manifestation determination or placement decision. A district may request a hearing if concerned current placement is substantially likely to result in injury to child or others. The hearing must occur within 20 school days from date of request.
3 a) No Student's conduct is not a manifestation of disability. Apply rules of the school discipline code.	While the appeal is pending parent and district agree to another placement or student remains in disciplinary placement.
3b) Apply relevant disciplinary procedures applied to students without disabilities.	If the time period expires for placement the student should be returned to the placement that the child was removed
3c) Provide educational services that enable child to participate in general education curriculum and progress toward goals on IEP. Any IAES must be determined by the team.	The Hearing Officer makes a determination within 10 school days of the hearing. Order a change in placement to an appropriate IAES for not more than 45 school days if determined that current placement is substantially likely to result in injury to the child or others.
<b>Individual Situations:</b>	
Special Circumstances: Does the offense fall under "special circumstances related to weapons, illegal drugs controlled substances, or serious bodily injury? <b>Yes: May remove student to IAES for up to 45 school days. The IAES must be determined by the Team.</b> <b>No: Return student to placement from which removed <u>unless</u> parent and district agree to change of placement-And proceed with the steps that flow from the No and Yes boxes described above.</b>	
Student conduct is a manifestation of their behavior then an FBA must be completed within 10 days. Review the Behavior Improvement Plan or implement a Behavior Improvement Plan.	

4. **Special Circumstances:** Since 1997, IDEA had expressly authorized schools to unilaterally remove children to an interim alternative educational setting for as long as 45 days for offenses involving drugs and weapons-even if the behavior was a manifestation of the students'

disability. In addition, a hearing officer could make the same decision if it was determined based on a preponderance of the evidence that keeping the child in his/her current placement was substantially likely to result in injury to the child or others. Although school authorities have always had the authority to respond to an emergency and to unilaterally remove any student with or without a disability who is causing serious bodily injury to another, now schools can also unilaterally remove children for 45 days for “inflicting serious bodily injury.” This term is defined as involving a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

The hearing officer in determining whether to remove a child because maintaining his/her current placement is substantially likely to result in injury to self or others is no longer required to consider whether the school district’s proposed change in placement is based on a preponderance of the evidence. In addition, the amended statute no longer requires the hearing officer to consider whether the school has made reasonable efforts to minimize the risk of harm, including the use of supplementary aids and services.

5. **45 Day Limit:** The 45 calendar day limit on the removal for these offenses has been changed to 45 school days, which is significantly longer (now 9 instead of 6 weeks of school at a critical time when students with disabilities are being held accountable for meeting high state standards).
6. **Functional Behavioral Assessment:** The requirement for Functional Behavioral Assessments and Behavioral Intervention Plans are maintained in the discipline provisions.
7. **Case-by-case Determination:** A paragraph has been added to the discipline provisions, which states that the school personnel can consider any unique circumstances on a case-by-case basis when determining whether to change the placement of a child with a disability who violates a school code of conduct. This is a good provision for parents to quote when they are having trouble proving that their child’s behavior is a manifestation of the disability. It serves to remind the school personnel that common sense should prevail and all circumstances should be considered.

#### **Students Who Have Not Yet Been Determined for Special Education**

1. If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:
  - a. The parent had expressed concern in writing; or
  - b. The parent had requested an evaluation; or
  - c. District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student.
  - d. The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.
2. If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.
3. If the student is found eligible, then he/she receives all procedural protections subsequent to

the finding of eligibility.

## HEALTH POLICIES AND PROCEDURES

### Communicable/Infectious Diseases

During the school year, children's communicable diseases such as impetigo, chicken pox, pediculosis (head lice), etc. are quite prevalent. In an effort to prevent illnesses from spreading, we believe it is important to review our policy regarding communicable diseases.

The most common symptoms to look for are high temperatures, flushed appearances, and inflammation about the eyes, rashes, drowsiness, and swollen glands. Any student with a rash should be seen by a doctor to determine the cause. Please send a note to us as to the medical diagnosis. One hundred percent cooperation in this matter will help not only your child but also the hundreds of others in his/her school. Diagnosed Poison Ivy, Poison Oak and other types of contact dermatitis are caused by allergic reaction to plants, chemicals etc. They are not infectious diseases.

Please consider your child's comfort when sending them to school.

If cases are very weepy in nature, we will consider universal precautions as well.

### Communicable Diseases

Parents should notify the school nurse immediately if a student has contracted a communicable disease. The school will then notify parents of other students in the grade level homeroom. If more than one case of a communicable disease occurs in a single homeroom or area of the school, the school may contact a Public Health officer. In the event of an epidemic, special precautions or exclusion policies may be necessary.

The Foxborough Charter School follows isolation and quarantine regulations as prescribed by the Massachusetts Department of Public Health. In the chart below are guidelines that apply to how long a child should stay at home if common childhood diseases and conditions should occur.

Chicken Pox	Excluded till day 6 after onset of rash and pox marks are completely dry. May attend school when they feel well enough
Measles	4 days after appearance of rash
Mumps	1 week or until swelling has subsided
Whooping Cough	3 weeks from beginning of spasmodic cough
Pediculosis (head lice)	Until no nits remain in hair
Impetigo	Usually 24 hours after treatment has begun and lesions are no longer draining
Ringworm	Excluded until after treatment has started
Conjunctivitis	Until there is no more drainage and the eye is clear. This usually occurs 24 hours after medication.
Strep Infections	Excluded at least 24 hours after antibiotic treatment begins
Scarlet Fever	Same as above

Fever	100.5 or greater your child will need to stay home. They may return to school 24 hours after the fever has dropped.
Fifth Disease	By the time the rash is diagnosed the contagion is over. However, notify the school nurse so that pregnant staff can be alerted.
Vomiting/Diarrhea	A child with vomiting and/or diarrhea should be kept at home until symptoms have resolved for approximately 12 hours and the child is able to keep down food and liquid.

### Immunization Requirements

In order to better protect our children against vaccine preventable diseases, the Department of Public Health, in collaboration with the Department of Education, has updated immunization requirements for school entry (105 CMR 220.000). These new requirements incorporate the recommendations of the American Academy of Pediatrics (AAP) and the Advisory Committee on Immunization Practice (ACIP).

YOUR STUDENT WILL NOT BE ADMITTED TO SCHOOL UNLESS HE/SHE MEETS THESE IMMUNIZATION REQUIREMENTS. PLEASE SEND YOUR CHILD'S UPDATED IMMUNIZATION RECORD TO THE SCHOOL NURSE'S OFFICE.

#### Kindergarten

Disease/Condition	Requirement
DTP (diphtheria, tetanus, pertussis)	5 doses
Polio	4 doses
MMR (measles, mumps, rubella)	2 doses
Hepatitis B	3 doses
Varicella	1 dose <i>or</i> documented case of Chicken Pox
Lead Poisoning	proof of screening

#### Grades 1-6

Disease/Condition	Requirement
DTP/TD (diphtheria, tetanus, pertussis <i>or</i> diphtheria, tetanus)	$\geq 4$ doses DTP, $\geq 3$ doses TD
Polio	$\geq 3$ doses
MMR (measles, mumps, rubella)	2 doses
Hepatitis B	3 doses
Varicella	1 dose (grades 1-3) <i>or</i> documented case of disease

#### Grades 7-10

Disease/Condition	Requirement
DTP/TD (diphtheria, tetanus, pertussis <i>or</i> diphtheria, tetanus)	$\geq 4$ doses DTP, $\geq 3$ doses TD; plus 1 TD booster in grade 7
Polio	$\geq 3$ doses
<b>MMR (measles, mumps, rubella)</b>	<b>2 doses</b>

Hepatitis B	3 doses
Varicella	1 dose < 13yrs, 2 doses ≥ 13 yrs <i>or</i> documented case of disease

**Grades 11-12**

<b>Disease/Condition</b>	<b>Requirement</b>
DTP/TD (diphtheria, tetanus, pertussis <i>or</i> diphtheria, tetanus)	≥4 doses DTP, ≥3 doses TD; plus 1 TD booster in grade 7
MMR (measles, mumps, rubella)	2 doses

**Physical Examination Requirements**

The state law requires that all children have a physical examination before entering kindergarten, grades 4, 7, and 10 and upon transfer from another school system. Because your family physician has a comprehensive knowledge of the health status of your child, it is desirable for him/her to perform this examination. An examination that has been done within the past year will be acceptable.

Please have your family physician record the findings on the physical form and return the form to the school nurse before the first day of school. If it is impossible for you to have this done, please contact the school nurse.

**Medication Administration Requirements**

These policies have been put in place to ensure the health and safety of children needing medication during the school day.

The Department of Public Health requires that the following forms must be on file in your child’s health record before we begin to give any medicine at school:

**Signed consent by the parent or guardian to give medicine.** Please complete these consent forms and return them to the school nurse.

**Signed physician medication authorization form.** This written medication order form should be taken to your child’s licensed health care provider (MD, RNP) for completion and returned to the school nurse. This order must be renewed as needed and at the beginning of each school year.

MEDICATION CANNOT BE ADMINISTERED WITHOUT PHYSICIAN’S ORDERS. This includes over the counter medications such as Tylenol /Advil / cough or cold medicine. Short-term prescription medication (antibiotics) is administered at school if received in original pharmacy labeled container with physician instruction label and parental consent form completed.

All medication must be delivered to the school in a pharmacy labeled or manufacturer-labeled container by you or a responsible adult whom you designate. Please ask your pharmacy to provide separate bottles for school and home. No more than a thirty-day supply of the medicine should be delivered to the school.

In addition, we ask you to provide us with a photograph of your child. If your child requires medication on field trips please sign and return the appropriate form. Field trip medications are limited to emergency medications and daily, routine medications.

**Note:** While the school nurses will do their best to make sure students follow medication instructions, it is primarily the student’s responsibility to remember when he or she is to take the medication.

## Illness and Exclusion Policy

If a student shows symptoms of a serious illness while at school, the student is excluded from the regular school program, and the following procedures are followed:

1. The student is asked to report to the nurse's office.
2. Parents are notified to make arrangements to have the student picked up at school. If parents cannot be reached, the person designated on the emergency card is called. **It is essential that parents list people on the emergency card who are able to pick up the student if the parents cannot be reached.**

## Screening Tests

Screening tests may identify certain health needs. These tests are carried out under the general supervision of the school nurse, or specialist in a particular health field. Screening procedures can only identify problems; the achievement of health goals for children is dependent upon appropriate follow-up. These tests are provided by the school Health Office and supplement information received through required physical examinations conducted by the student's physician.

### Screening Tests for Sight and Hearing

Sight and hearing tests, approved by the Department of Public Health, are conducted annually for all students from kindergarten through Grade 9. Any student whose vision or hearing is questioned by a teacher and who is referred to the school nurse shall also be screened. The school re-tests students as required. Parents of students who fail re-tests in vision or hearing are notified in writing.

### Postural Screening

Postural screening is conducted annually on all pupils in Grades 5 thru 9. Physical education teachers or the school nurse conducts the initial screening. Those students having spinal aberrations or difficulties are referred to the school nurse for evaluation. The school nurse may assist in follow-up screenings. Parents of pupils showing even slight signs of postural problems are notified in writing and directed to consult family physicians, or orthopedists. Although parental consent is not required for this mandatory screening, parents are notified when a screening has been scheduled.

# General School Policies

## Enrollment Policy

Foxborough Regional Charter School, hereafter also referred to as “FRCS,” is a K-12 public school in the Commonwealth of Massachusetts. FRCS enrolls a new kindergarten class annually and new students in each grade level as the school determines that openings are available.

#### *Application Process*

Applications are available in the main office and on the FRCS website and are accepted throughout the year. To be included in the FRCS enrollment lottery process, a prospective student’s application must be submitted by a specific deadline. All deadlines are publicized one month or more before they occur.

Applications received between the first business day of July and the Friday immediately preceding February school vacation are included in the March enrollment lottery. Applications received after that date in February and before the last business day of June are included in the July enrollment lottery.

FRCS does not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in English language or a foreign language, or prior academic achievement when recruiting or admitting students.

#### *Eligibility Criteria*

Each prospective student must be a resident of Massachusetts at the time of application and at the time FRCS offers admission. Proof of residency is required, except in the case of homeless students. *Proof of residency includes the following: a parent or guardian’s valid MA driver’s license (or voter registration card) plus a current utility bill (or rent receipt).*

Siblings of students who already attend FRCS in the year of application have preference for admission over non-sibling applicants. The word "sibling" refers to persons who have a common parent, either biologically or legally through adoption.

Foxborough Regional Charter School is a regional school. Enrollment priority is given to residents of the twenty (20) cities and towns in the FRCS region, hereafter also referred to as “in-district”: Attleboro, Avon, Brockton, Canton, Easton, Foxborough, Mansfield, Medfield, Medway, Millis, Norfolk, North Attleboro, Norton, Norwood, Plainville, Sharon, Stoughton, Walpole, West Bridgewater, and Wrentham.

For an application to be accepted, parents or guardians must sign a memorandum of understanding as a demonstration that they agree with and support the FRCS mission.

*Parents and guardians and prospective students are strongly advised to attend an open house, take a tour, or meet with FRCS staff before submitting an application.*

To be eligible for kindergarten enrollment, a child must be five years old by August 31<sup>st</sup> preceding the school year for which s/he is applying.

To be eligible for first grade enrollment, a child must be six years old by August 31<sup>st</sup> preceding the school year for which s/he is applying.

To be eligible for enrollment in grades two through twelve, the prospective student must have successfully completed the grade preceding the one in which a position is offered. In the event that a position is offered, proof of a prospective student's academic standing is required.

**While Foxborough Regional Charter School** does not administer entrance examinations, students may be assessed after enrollment to determine specific learning gaps or achievement. As a result of assessments, FRCS may make recommendations for courses and/or grade placements. In addition, FRCS may make specific recommendations for the academic, behavioral, or emotional needs of the children.

If any applicant fails to meet eligibility criteria, FRCS will notify parents or guardians in writing.

#### *Enrollment Lottery Process*

Once an application period is closed, FRCS compares the number of applicants to the number of spaces available. If the school receives more applications than there are spaces available, FRCS conducts a lottery, publicizing the date, time, and location with reasonable notice of at least one week before the lottery date. FRCS conducts two lotteries per year, in March and July.

Eligible applicants are divided into three categories for each grade: siblings, in-district, and out-of-district. Each prospective student is assigned a number within his/her category and grade. At the lottery a disinterested party draws these numbers randomly, by grade and by category, for each grade where the number of prospective students exceeds the number of available spaces.

Starting with kindergarten, and repeating for each grade:

- Sibling applicant numbers are placed in a bin, shuffled, and drawn randomly.
- If space is available, the next sibling whose number is drawn is offered a position.
- If space is not available, that sibling applicant is placed on the waiting list in the sibling category.
- This continues until all sibling applicant numbers are drawn.
- In-district applicant numbers are placed in a bin, shuffled, and drawn randomly.
- If space is available, the next in-district applicant whose number is drawn is offered a position.
- If space is not available, that in-district applicant is placed on the waiting list in the in-district category.
- This continues until all in-district applicant numbers are drawn.
- Out-of-district applicant numbers are placed in a bin, shuffled, and drawn randomly.
- If space is available, the next out-of-district applicant whose number is drawn is offered the

position.

- If space is not available, that out-of-district applicant is placed on the waiting list in the out-of-district category.
- This continues until all out-of-district applicant numbers are drawn.
- *Note: There is one exception. If a space is available and enrolling the student would cause his or her sending district to exceed the “net school spending cap,” FRCS would skip over that applicant and place him/her on the waiting list. If the applicant is a sibling of a student currently enrolled at FRCS, the school may enroll the applicant and the Commonwealth of Massachusetts will pay the tuition to FRCS, subject to state appropriations.*

### *Offer Process*

Each time FRCS offers a position to a prospective student, the school mails a letter and registration packet to his/her parent(s) or guardian(s). FRCS also telephones them to alert them to the offer. *FRCS must receive a prospective student’s complete registration packet (as defined in the offer letter) within seven (7) business days of the letter date or the offer is considered declined.* FRCS confirms all declined positions in writing to the parent/guardian(s).

After the March enrollment lottery, FRCS extends offers to parents and guardians of those prospective kindergarten students whose numbers were drawn for available positions.

At its regular March meeting, the FRCS Board of Trustees, advised by school administration, will decide the class sizes for grades one through twelve for the upcoming school year. Once class sizes are decided, FRCS extends offers to parents and guardians of those prospective students in grades one through twelve whose numbers were drawn for available positions. (This same process occurs if positions are offered after the July enrollment lottery).

As offers are accepted and declined, FRCS continues to monitor the available spaces in each grade. These positions are offered to prospective students on the waiting list, described below. FRCS fills vacancies for the current school year until February 15<sup>th</sup> of that year.

Any applicant who declines an offer for enrollment is removed from the waiting list. The applicant may reapply to FRCS and participate in the enrollment lottery process again, as long as s/he continues to meet eligibility criteria.

### *Waiting List*

As described above, prospective students not selected for available spaces in an enrollment lottery are placed on a waiting list, by grade and by category (sibling, in-district, and out-of-district) in the order that their numbers were drawn. Students on the waiting list may be enrolled as space becomes available.

As positions become available, FRCS makes offers of enrollment as follows:

- To the next sibling on that grade-level waiting list.
- If there are no siblings on the list, to the next in-district applicant.
- If there are no in-district applicants on the list, to the next out-of-district applicant.
- *Note: There is one exception. If a space is available and enrolling the student would cause his or*

*her sending district to exceed the “net school spending cap,” FRCS would skip over that applicant and place him/her on the waiting list. If the applicant is a sibling of a student currently enrolled at FRCS, the school may enroll the applicant and the Commonwealth of Massachusetts will pay the tuition to FRCS, subject to state appropriations.*

Applicants on the waiting list roll over to the next grade level at the end of each school year. A prospective student on the waiting list continues to be enrollment-eligible until:

- The student is admitted to FRCS, or
- A parent/guardian declines an offered position, or
- A parent/guardian withdraws the child from consideration.

A prospective student’s waiting list category can change. If either of the following occurs, the prospective student is moved to the next spot in the relevant category of the waiting list for his/her grade level:

- His or her sibling begins attending FRCS, or
- His or her family moves into or out of the FRCS region.

#### *Withdrawals*

Students may opt for reassignment from Foxborough Regional Charter School at any time during the school year. A student is considered withdrawn from FRCS, and a vacancy may be declared for the child’s position, if one of the following occurs:

- The student transfers to another school.
- FRCS receives written notification from the parent/guardian of intent to remove the student.

Any student who withdraws from FRCS may reapply and participate in the enrollment lottery process again, as long as s/he continues to meet eligibility criteria.

#### *Error Resolution Process*

If FRCS receives an eligible application but mishandles it, the error will be corrected.

- If no enrollment lottery was held for the prospective student’s grade and category (sibling, in-district, or out-of district), FRCS will offer a position to the applicant.
- If an enrollment lottery was held for the prospective student’s grade and category:
  - A disinterested person will draw a random number from all the numbers of applications in that section of the lottery.
  - The affected applicant will be assigned the next number.
  - If the assigned number qualifies the applicant for an open position, FRCS will offer a position to the applicant.
  - If the assigned number does not qualify the applicant for an open position, FRCS will add the applicant to the Waiting List according to his/her assigned number

#### **Hazing Policy**

In Accordance with Massachusetts General Laws, Chapter 269, ss. 17-19, the Foxborough Regional Charter school deems that no student, employee or school organization shall engage in the activity of hazing a student while on or off school property or at a school sponsored event regardless of location. The term “hazing,” as used in the Policy and under state law, shall mean any conduct or method of

initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment of forced physical activity which is likely to adversely affect the physical health or safety of any student or person, or which subjects a student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

A copy of this policy will be provided to all organizations that have students as participants. All student groups, teams, or other organizations shall be required on an annual basis to distribute a copy of this policy and Massachusetts General Law, Chapter 269, ss. 17-19 to each of their members or applicants for membership. Each student group, team, or organization, on an annual basis, sign an attested acknowledgement stating that such group, team or organization has received copies of M.G.L. ch. 269, ss. 17-19 and that each of its members or applicants has received a copy of the same sections and that such group, team or organization understands and agrees to comply with the provisions of these sections of this Policy.

Whoever is subject to this Policy and who knows that another person is the victim of hazing as defined in this Policy shall, to the extent that such person can do so without danger or peril to himself or others, report such information to the Principal, including the time, date, location, names of identifiable participants and the behavior observed. Said individual shall also be obligated to report any witnessed hazing to an appropriate law enforcement official as soon as reasonably practicable.

Any student who is present at a hazing has the obligation to report such an incident. Failure to report such an incident may result in disciplinary action by the school against that student and could involve suspension from school.

Any student who is a principal organizer or participant in hazing of another student or person will be subject to disciplinary action with possible recommendation for exclusion from all sports.

### **Smoking and Tobacco Use Policy**

FRCS is committed to having a smoke and tobacco free environment for all members of the school community. Therefore, the use of tobacco products\* and the possession of smoking related products on school property are strictly prohibited.

\* tobacco products are defined as: cigars, chewing tobacco, snuff or any other form of tobacco

### **Non-Discrimination Policy**

The Foxborough Regional Charter School does not discriminate on the basis of race, religion, ethnicity, disability, gender, or sexual orientation in its educational programs or activities or in its employment practices and procedures.

### **Technology Use Policy**

As organizations and schools continue to expand their use of technology, employees and students increasingly make use of many electronic forms of communication and information exchanges. Employees and students may have access to one or more forms of technology, electronic media and services, such as computers, email, telephones, voicemail, fax machines, online services, and the Internet (World Wide Web). This policy is designed to help employees and students understand expectations for the use of these resources, and to use these resources wisely.

Technology, electronic media and services are business tools for the School and educational tools for the students. This means employees and students are expected to use these resources for business-related and educational purposes, e.g. to communicate with students/parents/staff/faculty/vendors, to research relevant topics and obtain useful business and educational information, etc. It is important that you conduct yourself honestly and appropriately while using these resources, and respect the copyrights, software licensing rules, property rights, privacy and prerogatives of others, just as you would in any other business dealings. All existing School policies apply to your conduct while using these resources, especially those that deal with privacy, misuse of School resources, sexual harassment and confidentiality. Employees and students are expected to exhibit the same high level of ethical and business standards when using new technology as they do with more traditional workplace & educational communication resources.

Technology, electronic media and services provided by the School are the School's property and are intended to be used for business or educational purposes. Use of the School's technology, electronic media and services for personal purposes is discouraged.

The use of technology, electronic media and services is a privilege extended by the School, which may be withdrawn at any time. Any employee's or student's use of the School's electronic media and services may be suspended immediately upon the discovery of a possible violation of these policies. Many organizations have software and systems in place that can monitor and record Internet, email, telephone and other usage of telephonic and electronic resources. The School does have systems capable of recording and monitoring each World Wide Web site visit, chat, newsgroup or e-mail message, and each file transfer into and out of our internal networks, and, if so, the School has the right to do so at any time. No employee or student should have any expectation of privacy as to his or her use of any School property.

#### *Technology Use Procedures*

The School reserves the right to inspect any and all files stored in private areas of the School's network and monitor use of all School property in order to assure compliance with this policy.

Note that even though files, data or messages may appear to be deleted, procedures to guard against data loss may preserve material for extended periods of time. In addition, in the unlikely event of certain types of legal proceedings, these types of communications may be subject to discovery. Furthermore, electronic communications, including emails, mentioning students by name or otherwise identifying them, may be considered student records to which parents and eligible students are entitled to access as a matter of state and federal law. Employees are, therefore, reminded to conduct themselves in a professional manner when using these systems.

With the rapidly changing nature of technology and electronic media, this policy cannot set forth rules to cover every possible situation. Instead, it sets forth general principles to be applied to all employees and students in their use of technology, electronic media and services.

The following policies relate to the responsible use of technology, electronic media and services at the School:

- A. These resources are school property and are to be used solely for business or educational purposes.
- B. Fraudulent, harassing, threatening, discriminatory, derogatory, off-color, obscene messages or

materials, or those containing sexual innuendo or off-color jokes, are not to be transmitted, printed, requested or stored. Chain letters, solicitation and other forms of mass mailings are not permitted.

C. Messages may not be transmitted, printed, requested or stored which are illegal, against School policy or contrary to school interest.

D. Employees and students may not download entertainment software, games, images, music or videos unless there is an explicit business-related use or educational need for the material. If software is downloaded it needs to be first approved by the school's Technology Team and then scanned with a virus detection program before use.

E. Personal long-distance phone calls are prohibited. Employees who have personal or confidential matters to communicate should not use school equipment to do so.

F. Employees and students are responsible for protecting their own passwords. Accessing other employees' or other students' voicemail and email is prohibited. In addition, providing information to non-authorized individuals on how to access or use School equipment is prohibited.

G. Do not use or distribute copyrighted software or information without proper authorization from the copyright holder.

H. Do not disclose any confidential or proprietary information.

I. Do not install unauthorized or non-business or non-educational related programs on your

J. Be aware that by merely visiting a website, your address will be left behind, indicating at that site that you and the School have visited it.

K. Do not use your school email address when conducting personal or confidential matters. Be aware that your email address is captured in these instances, resulting in the School being subjected to massive amounts of spam email that impacts the School's ability to conduct its normal business.

School resources have been purchased and provided to conduct the School's business and serve its students, family and customers. Unauthorized or inappropriate use of any School resources may result in corrective action up to and including termination of employment (for employees) or suspension/expulsion (for students).

Employees should keep local personal calls on School telephones to a minimum. Inappropriate use of the School phones may result in corrective action up to and including termination of employment.

The School's electronic communications systems (including but not limited to email, voice mail, Internet access, Intranet access, Extranet access, data circuits, computer disks, USB Flash/Thumb drives and computers) are the property of the School and intended for business or educational use. Employees may engage in occasional, limited personal use similar to their use of school telephones. Excessive or inappropriate use will result in corrective action up to and including termination of employment. Employees and students are prohibited from using any other employee's or student's password and must not disclose their password to any person inside or outside of the School. Employees and students are expected to exercise good judgment in their use of the communication systems and may not compose, send or forward any type of communication which another person reasonably may consider unprofessional or offensive including but not limited to text, jokes, pictures or cartoons that are sexually, racially or ethnically demeaning, inflammatory or explicit. The School can and will monitor electronic communications for compliance with this policy and for other business reasons at any time in the discretion of the Board of Trustees or School Administration. Employees and students may not download copyrighted information from the Internet and may not send confidential information through the Internet without obtaining advance management or teacher approval.

School, student, parent, family, and employee information must be held in the strictest confidence. Communicating such information, directly or indirectly, is prohibited except as permitted by written approval or as necessary to conduct business.

A violation of the provisions of this policy may result in corrective action up to, and including, termination of employment (for employees) or suspension/expulsion (for students).

**Applicable Massachusetts State Laws are:**

- Massachusetts State Law Chapter 266: Section 37E: Concerning personal information disclosure, impersonation or theft of disclosure, impersonation or theft of identity, and harassment.
- Massachusetts State Law Chapter 266: Section 120F: Unauthorized access to computer hardware and software.

**Policy on Married or Pregnant Students**

The marriage or pregnancy of students will not affect their rights to receive a public education, nor their privileges as students of the Foxborough Regional Charter School, nor their opportunities to take part in any extracurricular activities or honors offered by the school. Therefore, the following policy statements shall apply:

- The school will not apply any rule concerning a student's actual or potential parental, family, or marital status which treats students differently on the basis of sex.
- The school will not discriminate against any student, or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such student's pregnancy or recovery therefrom.
- Pregnant students are permitted to remain in regular classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before the leave.

**Policy on Student Withdrawal from School - Drop-Outs**

The Board of Trustees strongly believes that a high school diploma signifies the minimum preparation for life. Consequently, students who withdraw from the Foxborough Regional Charter School may have less than minimal preparation. Therefore, the Board strongly urges every teacher, guidance counselor, principal, parent, and citizen to exert influence to keep all students in school at least through high school graduation.

It is the responsibility of the staff to identify potential dropouts and to provide the appropriate counsel and information necessary for the student to make an informed and educated decision. The staff should attempt to guide those students who opt to withdraw from school into an alternative plan of education.

A concerted effort should be made by the school to keep in contact with students who withdraw from school during the months immediately following their withdrawal and to encourage the students to reevaluate their decisions.

## **Vandalism Policy**

Foxborough Regional Charter School recognizes that acts of vandalism committed against public and private property are costly and require positive action through educational programs. Consequently, the school will support various programs aimed at reducing the amount of vandalism.

Every citizen of the town, staff members, students, and members of the police department are urged by FRCS to cooperate in reporting any incidents of vandalism to property under control of the FRCS, and the name(s) of the person or persons believed to be responsible. Each employee will report to the appropriate administrator every incident of vandalism known to him/her and, if known, the names of those responsible.

The Director is authorized to sign a criminal complaint and to press charges against perpetrators of vandalism against school property, and is further authorized to delegate, as he/she sees fit, authority to sign such complaints and to press charges.

Parents and students will be made aware of the legal implications involved. Reimbursement will be sought for all or part of any damages.

The goal of FRCS shall be to maintain an effective security alarm system in each of the buildings which will operate automatically when the buildings are not in use.

## **Sexual Harassment Policy**

Sexual harassment is prohibited by both federal and state statutes and will not be tolerated at Foxborough Regional Charter School. (An explanation of the federal and state laws may be obtained at the Human Resource office.)

### **Educational Goals**

The purpose of this policy is to develop and maintain a safe and trusting environment that enhances each individual's sense of self-confidence and self-esteem within the Foxborough Regional Charter School. The educational goals are:

- To protect everyone's right to a school environment free from discrimination on the basis of sexual issues.
- To help individuals free themselves from sex role stereotypes and sexual bias.
- To provide on-going education about social issues pertaining to sexual harassment for students, parents, staff, and other members of the community.
- To develop educational programs across the curriculum that enhances self-confidence, self-esteem and mutual respect for all members of the school community.
- To provide, maintain, and make accessible to all an array of resources, including training, that support Foxborough Regional Charter Schools' policy on sexual harassment.

### **Definition of Sexual Harassment**

Sexual harassment is behavior that is sexual in nature and can be described as harmful, annoying, bothersome, or physically and/or emotionally injurious. Sexual harassment is defined by the victim and covers a range of behaviors, including but not limited to sexual insults and name calling, gossip, jokes, intimidation by words or actions, offensive touching, and pressure for sexual activity. Sexual harassment can be subtle and ambiguous, or direct and overt. Both males and females may be

subject to sexual harassment. Sexual harassment may occur; student to student, staff to student, student to staff, staff to staff, parent to staff, and staff to parent.

### **Implementation**

The Executive Director is responsible for the overall implementation of this policy, including dissemination and explanation of this policy to students, staff, and parents, and parent training and awareness programs. The policy will be included in each school's student and staff handbook.

In those instances in which there is the suspicion of sexual abuse of a child under the age of 18, staff are required in accordance with MGL, C. 119, s. 51A, to report such incidents to the Massachusetts Department of Social Services.

All allegations of sexual harassment that place a victim in physical or emotional danger shall be reported, immediately, to the appropriate coordinator or Human Resource Specialist and addressed in accordance with the School's Committee's policy on Acts of Assault/Harassment/Discrimination/Racism/Anti-Semitism/Vandalism. (A copy of the policy may be contained at the Human Resource Office) All other incidents of sexual harassment shall be addressed in accordance with the following procedures:

Implementation is a two-tiered process:

1. Complaint Process
2. Grievance Process

During the entire implementation process, strictest confidentiality will be maintained for both the alleged victim and the alleged harasser, and information will be shared on a strict "need to know" basis.

### **Complaint Process**

Any student, a parent/guardian/advocate/peer leader on behalf of a student with a student's consent, or a staff member who feels that he/she is a victim of sexual harassment may elect to bypass the Complaint Process and file a written grievance with the Human Resource Office in accordance with the Grievance Process. Any complaint involving an adult as the alleged harasser shall be reported in writing to the Human Resources Office in accordance with the Grievance Process.

In order to implement the Complaint Process, the Human Resource Specialist will appoint a site-based Reporting Team comprised on a voluntary basis of staff members, who will receive training in sexual harassment and assault issues, all aspects of this policy, and confidentiality. Team composition shall ensure that same-sex assistance is available to all parties.

Any student, a parent/guardian/advocate/peer leader on behalf of a student, or a staff member who feels he/she is a victim of sexual harassment is encouraged to report the incident(s) to a friend, parent, staff member or administrator. This individual, with the consent of the alleged victim, will notify a member of the Reporting Team. The Reporting Team member will inform the alleged victim of the following options:

- Request the Reporting Team member to intervene on his/her behalf with the alleged harasser
- Request a meeting to include the alleged victim, alleged harasser, and Reporting Team

- Member(s) to discuss the incident or offensive behavior and to identify strategies for correcting the situation
- Compose a letter to the alleged harasser describing the incident and/or behavior that was
- Offensive and insisting that the behavior cease
- File a written grievance in accordance with the Grievance Process.

### **Grievance Process**

If a resolution cannot be reached at the Complaint Process level, or if the alleged harassment continues, or if there is evidence of retaliation, the alleged victim, parent/guardian/advocate/peer leader on behalf of the alleged victim, and/or the Reporting Team member with the consent of the alleged victim shall initiate the Grievance Process by submitting a written complaint to the Executive Director. The Executive Director will inform all parties and their parents/guardians of the complaint, and will conduct a formal investigation into the alleged charges within 24 hours of receiving the complaint, guaranteeing the due process and confidentiality rights of both the alleged victim and the alleged harasser. The Board of Trustees shall be provided with a copy of the complaint.

Upon completion of the investigation, the Executive Director will render a decision in writing and undertake, if appropriate, disciplinary action in accordance with the Foxborough Regional Charter Schools' policies or collective bargaining agreements dealing with student and/or staff conduct. Disciplinary action will include any or all of the following:

- Police/court involvement
- Suspension
- Letter of reprimand
- Termination of employment
- On-going education and/or counseling.

### **TITLE IX COORDINATOR**

The Title IX Coordinator conducts in-services to all school staff at the beginning of every school year. During the training, the Coordinator reviews the grievance procedures that are located in the Staff Handbook. The procedures are also located in the Parent/Student Handbook.

Title IX Coordinator Contact Information

Barbara Severin

131 Central St. Foxboro, MA 02035

(508) 543-2508 ext. 375

[bseverin@foxboroughrcs.org](mailto:bseverin@foxboroughrcs.org)

### **Office of Civil Rights**

U.S. Department of Education

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# **ACTS OF ASSAULT/DISCRIMINATION/RACISM/ANTI-SEMITISM POLICY**

## **Policy Statement**

The Foxborough Regional Charter School in keeping with its policy on Zero Tolerance denounces actions by individuals or groups which violate the rights or property of others. This includes any incident of physical injury, harassment, intimidation, discrimination, racism, anti-Semitism, or vandalism.

## **Definition of Harassment**

Harassment is the unwanted attention from anyone through annoying, threatening or demanding behavior causing fear and/or interfering with another's behavior and actions. It can range from verbal to actual assault.

The following procedure will be followed whenever there is an incident of the kind stated in the policy of the Foxborough Regional Charter School:

1. The staff will report the incident to the appropriate administrator.
2. Under the direction of the administrator, an initial investigation of the incident will be conducted. This investigation will include interviews with affected student(s), or staff. The parent(s) of the student(s) involved will be notified no later than the end of the school day in which the incident in question occurred, by telephone or in writing. For incidents alleging sexual harassment, all efforts will be made to conduct interviews by staff of the same sex.
3. The administrator will consult with the Police Department to determine if the incident will be further investigated beyond that of the school personnel.

Upon completion of an investigation, the administrator will render a decision in writing and undertake, if appropriate, disciplinary action in accordance with the Foxborough Regional Charter Schools' policies. Disciplinary action will include any or all of the following:

- Police/court involvement
- Suspension/Expulsion
- Letter of reprimand
- Termination of employment
- On-going education and/or counseling

If the person(s) who committed the act is a student, the administrator will notify the parent(s), and appropriate disciplinary action will be taken immediately upon the conclusion of the investigation by the school authorities. If the Police Department has been notified, and is assisting in the investigation of the incident, the FRC School might not take disciplinary action until discussions with the investigator have been conducted.

After consultation with appropriate staff, the administrator will determine the appropriateness of conducting a "program of understanding" for the involved student(s), or the entire student body. A program of this nature could include instruction and/or counseling by staff members, or outside resources, if it is deemed necessary. Parents of students who will be affected by a "program of understanding" will be notified prior to its implementation.

Incidents of significant magnitude will be acknowledged by the Director, at a regularly scheduled Board meeting. This acknowledgment will be made after consultation with legal counsel.

# FEDERAL AND STATE MANDATES

## Student Rights and Code of Conduct

The rights and responsibilities set forth here in no way limit the legal authority of school officials to deal with disruptive students.

1. All students have the right to hold office and vote in student elections.
2. Freedom of speech, petition, and assembly are guaranteed to all citizens; and students shall be allowed to exercise these rights.
3. The student has the right to expect that materials presented in courses be relevant and appropriate to the maturity level and intellectual ability of the student. The various points of view related to topics or materials should be presented or introduced.
4. Every student shall be allowed to use school facilities for approved extracurricular activities with proper faculty supervision and should be encouraged to participate in clubs, recreational events, and other related activities.
5. The student has the right to be involved in curriculum development and procedures shall be established to encourage suggestions regularly from students.
6. Students have the right to an education and to the equality of educational opportunity. Punishments that deprive them of this right should be used only in extreme cases. Punishments should be reasonable, consistent, and fair, and used only when the student violates the school rules or does not show responsibility for his/her learning. The school should provide information about work missed during a temporary suspension, but credit for doing the work will not be allowed under the Attendance Policy.
7. At age 14 or upon parental request, students have the right to review their academic records. The school may release only those specific items or records that the parent and/or students request and only to specified persons or institutions. A student has the right to be advised of the implications of withholding or sending records and recommendations.
8. A student has the right to take courses of his/her choice while at Foxborough Regional Charter School beyond those required for graduation, except as noted under "Minimum Requirements for Graduation," which are:
  - a. Sequential courses requiring minimum previous achievement
  - b. Courses requiring prior approval by department or administration.
  - c. Courses unable to be scheduled due to scheduling conflicts which cannot be resolved.

### *Summary of Regulations Pertaining to Student Records*

The Student Record Regulations adopted by the Board of Education apply to all public elementary and secondary schools in Massachusetts. (They also apply to private day and residential schools that have state approval to provide publicly-funded special education services.) The regulations are designed to insure parents' and student's rights of confidentiality, inspection, amendment, and destruction of student records, and to assist school authorities in carrying out their responsibilities under state and federal law.

The regulations apply to all information kept by a school or school district on a student in a way that the student may be individually identified. The regulations divide the record into two parts: the transcripts

and the temporary record. The transcript includes only the minimum information necessary to reflect the student's educational progress. This information includes name, address, course titles, grade, credits, and grade level completed. The transcript is kept by the school district for at least sixty years after the student leaves the system.

The temporary record contains the majority of the information maintained by the school about the student. This may include such things as standardized test results; class rank; school-sponsored extracurricular activities; evaluations and comments by teacher, counselors and other persons; disciplinary records; and other information. The temporary record is destroyed within five years after the student leaves the school system.

The following is a summary of the major provisions of the Student Record Regulations concerning the rights of parents and eligible students. Under the regulations, "eligible students" are at least 14 years old or have entered the ninth grade; they may exercise these rights just as their parents may:

#### Inspection of Record

A parent or an eligible student has the right to inspect all portions of the student record upon request. The record must be made available within two days after the request, unless the parent or student consents to a delay.

The parent and eligible student have the right to receive a copy of any part of the record, although the school may charge a reasonable fee for the cost of duplicating the materials.

The parent and eligible student may request to have parts of the record interpreted by a qualified professional from the school, or may invite anyone else of their choice to inspect or interpret the record with them.

#### Confidentiality of Record

Except where the regulations specifically authorize access by third parties, no individuals or organizations other than the parent, eligible student and school personnel working directly with the student are allowed to have access to information in the student record without the specific, informed, written consent of the parent or eligible student.

#### Amendment of Record

The parent and eligible student have the right to add relevant comments, information, or other written materials to the student record. In addition, the parent and eligible student have a right to request that information in the record be amended or deleted. They are entitled to meet with the coordinator (or the coordinator's designee) to discuss their objection to information that is in the record, and to receive a written decision. A parent or eligible student who is not satisfied with the coordinator's decision may appeal to higher authorities in the school district.

#### Destruction of Records

The regulations require school authorities to destroy a student's temporary record within five years after the student transfers, graduates or withdraws from the school system. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. In each case, the school must first notify the parent and eligible student and give them the opportunity to receive a copy of any of the information before it is destroyed.

### Access of Authorized School Personnel

Subject to 603 CMR 23.00, authorized school personnel shall have access to the student records of students to whom they are providing services, when such access is required in the performance of their official duties. The consent of the eligible student or parent shall not be necessary.

### Access of Third Parties

Except for the provisions of 603 CMR 23.07(4)(a) through 23.07(4)(h), no third party shall have access to information in or from a student record without the specific, informed written consent of the eligible student or the parent. When granting consent, the eligible student or parent shall have the right to designate which parts of the student record shall be released to the third party. A copy of such consent shall be retained by the eligible student or parent and a duplicate placed in the temporary record. Except for information described in 603 CMR 23.074(4)(a), personally identifiable information from a student record shall only be released to a third party on the condition that he/she will not permit any other party to have access to such information without the written consent of the eligible student or parent.

- a. A school may release the following directory information: a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or parent; provided that the school gives public notice of the types of information it may release under 603 CMR 23.07 and allows eligible students and parents a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parent. Such notice may be included in the routine information letter required under 603 CMR 23.10
- b. Upon receipt of a court order or lawfully issued subpoena the school shall comply, provided that the school makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance.
- c. A school may release information regarding a student upon receipt of a request from the Department of Social Services, a probation officer, a justice of any court, or the Department of Youth Services under the provisions of M.G.L. c. 119, sections 51B, 57, 69 and 69A respectively.
- d. Federal, state and local education officials, and their authorized agents shall have access to student records as necessary in connection with the audit, evaluation or enforcement of federal and state educating laws, or programs; provided that except when collection of personally identifiable data is specifically authorized by law, any data collected by such officials shall be protected so that parties other than such officials and their authorized agents cannot personally identify such students and their parents; and such personally identifiable data shall be destroyed when no longer needed for the audit, evaluation or enforcement of federal and state education laws.
- e. A school may disclose information regarding a student to appropriate parties in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. This includes, but is not limited to, disclosures to the local police department and the

Department of Social Services under the provisions of M.G.L. c. 71, section 37L and M.G.L. c. 119, section 51A.

- f. Upon notification by law enforcement authorities that a student, or former student, has been reported missing, a mark shall be placed in the student record or such student. The school shall report any request concerning the records of the such child to the appropriate law enforcement authority pursuant to the provisions of M.G.L. c. 22A, section 9.
- g. Authorized school personnel of the school to which a student seeks or intends to transfer may have access to such student's record without the consent of the eligible student or parent, provided that the school the student is leaving, or has left, gives notice that it forwards student records to schools in which the student seeks or intend to enroll. Such notice may be included in the routine information letter required under 603 CMR 23.10.
- h. School health personnel and local and state health department personnel shall have access to student health records, including but not limited to immunization records, when such access is required in the performance of official duties, without the consent of the eligible student or parent.

The above is only a summary of some of the more important provisions of the Student records Regulations that relate to the rights of parents and eligible students. The Student Records Regulations are included in the Code of Massachusetts Regulations at 603 CMR 23.00. For more detailed information, please review the regulations (copies of which should be available in every public school) and the Questions and Answers guide published by the Massachusetts Department of Education in 1995.

### **Disclosure to the Military**

FRCS is required by law to provide student contact information if requested by military recruiters. Students over 18 and parents/guardians can elect to withhold contact information from military recruiters. The school office must have the appropriate form, available in the office, on record to comply with a request to withhold student contact information.

### **Anti-Discrimination Law**

The Anti-Discrimination Law, Chapter 282 of the Acts of 1993, General Laws Chapter 76, states:

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

Enactment of this law advances efforts to ensure that all students can attend school in a safe, supportive environment that is conducive to serious learning.

### **Protection for Individuals with Disabilities**

The American with Disabilities Act of 1990 (ADA) provides comprehensive protection to individuals with disabilities in the areas of employment, public accommodations, state and local government services and telecommunications. Section 504 of the Rehabilitation Act of 1973 clearly requires that no institution receiving federal funds shall discriminate against an individual because of a disability. It requires that no school may exclude a child from any course, activity, service, or resource available in

the public school because of a disability. Public school systems must comply with the ADA in all of their services, programs or activities, including those that are open to parents or the public.

Any individual who believes he or she is being discriminated against on the basis of a disability may file a grievance, in writing, with the Title IX compliance officer.

### **Possession or Use of Illegal Weapons or Substances or Use of Force**

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 knife, or a controlled substance\* as defined in Chapter 94, including, but not limited to marijuana, cocaine, and heroin, will be subject to suspension from the school by an administrator.

Any student, who assaults a principal, assistant principal, teacher, teacher's aide, or other educational staff on school premises or at school-sponsored events, including athletic games, will be subject to suspension from the school by an administrator.

Any student who is charged with the offense cited above will be notified in writing of an opportunity for a hearing before the principal. At the hearing a student may have representation along with the opportunity to present evidence and witnesses. After the hearing, the appropriate administrator will notify the student and parents in writing of the outcome. (See Massachusetts General Law, Chapter 71, Section 37 H and 37 H ½ for complete guidelines regarding this policy).

\*At FRCS, possession or use of a controlled substance also includes alcohol.

### **Non-Discrimination Notice, Civil Rights, and Safety Information for School Personnel, Parents, and Students**

#### Statement

It is the role of Foxborough Regional Charter School to provide a safe and secure learning environment for all its students without distinction based on race, religion, ethnicity, disability, gender, or sexual orientation. Discrimination, sexual and bias-motivated harassment, and violations of civil rights disrupt the educational process and will not be tolerated.

It shall be a violation for any pupil, teacher, administrator or other school personnel to engage in sexual or bias-related harassment (referred to as "wrongful harassment") or violate the civil rights of any pupil, teacher, administrator, or other school personnel. Conduct amounting to a hate crime is a particularly serious infraction that will result in referral to law enforcement agencies.

The school will act to investigate all complaints, formal or informal, verbal or written, of sexual or bias-related harassment or violations of civil rights and to take appropriate action against any pupil, teacher, administrator, or other school personnel who is found in violation.

#### I. Commitment to Prevention

This institution is committed to prevention, remediation, and accurate reporting of bias incidents and civil rights violations, to the end that all students can enjoy the advantages of a safe and tolerant learning environment where individual differences are respected. The school undertakes to engage in activities and programming such as training of all school personnel, intended to foster respect for diversity, civil rights, and non-violence in school settings.

II. Zero Tolerance for Known Civil Rights Violations: Required Reporting & Intervention to Stop Harassment

- a. School employees must intervene in ongoing civil rights violations and episodes of wrongful harassment whenever witnessed or reported, to the extent intervention can be done safely.
- b. School employees must report a civil rights violation or episode of wrongful harassment to the school civil rights administrator. Designated administrators must intervene in ongoing matters of civil rights violations and episodes of wrongful harassment, summoning assistance as necessary.
- c. The primary objective of school intervention in a civil rights matter is to put a swift end to, and prevent any recurrence of, any wrongful conduct, so as to ensure the safety of all students and a school environment free of wrongful harassment and civil rights violations. Intervention should be undertaken immediately, as needed on a short-term basis, and more comprehensively once a civil rights violation has been found to have occurred. The school will take all necessary steps within its authority to implement the objective of stopping continuing civil rights violations and wrongful harassment, and restoring and preserving an environment free of such conduct.
- d. Effective, and if need be escalating, measures should be used to definitively stop harassment and violence. School officials should immediately consider and use regular administrative actions to defuse a civil rights situation wherever possible: separating victim or complainant and offender, ordering the offender to stay away from the victim, or assigning additional security. Relevant school disciplinary hearings should begin and proceed on an expedited basis where there is a threat of ongoing interference with civil rights. Disciplinary action appropriate to the offender's conduct should be taken when a violation is found. Potential criminal conduct should be reported to law enforcement, and legal remedies pursued as necessary to protect civil rights.

III. Designation of Civil Rights Administrators

Administration at Foxborough RCS will him/herself act as or designate at least one employee whose responsibility it will be to respond to matters of civil rights that arise in the school setting. The designee shall be given a title and prominently identified as available to receive reports and complaints of civil rights violations from students, faculty, or staff. The designee will receive specialized civil rights training and take responsibility for upholding school civil rights and safety policies. The designee will also serve as a liaison with law enforcement agencies, and assist the administration and Director in making referrals of possible criminal matters to law enforcement.

IV. Identification of Prohibited Conduct

- a. Definitions:
  - 1) BIAS INCIDENT means any act, including conduct or speech, directed at or which occurs to a person or property because of actual or perceived race, religion, ethnicity, disability, gender, or sexual orientation. A bias incident may or may not be a criminal act.
  - 2) BIAS INDICATORS are objective facts and circumstances, which suggest that an action was motivated in whole or in part by a particular type of bias.
  - 3) BIAS MOTIVES recognized by Massachusetts law as causing hate crimes include prejudice based on race, religion, ethnicity, disability, gender, and sexual orientation.
  - 4) CIVIL RIGHTS VIOLATIONS involve interfering by threats, intimidation, or coercion, with someone's enjoyment of constitutional or statutory rights. Rights protected

against interference include non-discrimination in access to advantages and privileges of a public school education. The term "civil rights violation" also covers bias-related and sexual harassment and bias crimes, so the term is applied generically to any civil or criminal law infractions.

- 5) DISCRIMINATION consists of actions taken against another(s) which treat them unequally because of race, religion, national origin, disability, sexual orientation, or gender bias.
  - 6) HARASSMENT consists of unwelcome verbal, written or physical conduct targeting specific person(s), which is sufficiently severe, persistent, or pervasive to create an intimidating, hostile, humiliating, or offensive school environment, or substantially interfere with the progress of a student's education.
  - 7) *Bias-related Harassment* will present bias indicators, most commonly epithets: name-calling derogatory to a particular racial, religious, or sexual orientation group;
  - 8) *Sexual Harassment* covers instances of physical or verbal conduct of a sexual nature, not limited to but including sexual advances, which foster a hostile educational environment for the victim.
  - 9) HATE CRIMES include any criminal acts to which recognized types of bias motives are an evident contributing factor. Criminal bias-motivated conduct entails, at a minimum, threats. Criminal conduct includes acts putting someone in fear of immediate physical harm (assaults), and actual physical violence (assault and battery), and grows most serious if a victim suffers any bodily injury. Repeated threatening or menacing actions like following someone can amount to the crime of stalking.
  - 10) HOSTILE ENVIRONMENT exists when a student has been or is subjected to threats, intimidation, or coercion by another (or others) or is reasonably in fear for his or her safety. Whether a school environment has become hostile must be evaluated based on the totality of the circumstances. Repeated instances of bias-related and sexual harassment create a hostile environment for the victim. A single act of harassment can also create a hostile or intimidating environment if sufficiently severe. A hostile environment does not necessarily entail that a student exhibits quantifiable harm, such as a drop in grades.
  - 11) STALKING, a felony, consists of intentional conduct involving 1) two or more acts directed at a specific person, 2) which would cause an average person substantial distress, 3) where the perpetrator has made threats causing the targeted person fear of death or injury.
- b. Common Bias Indicators
- 1) Bias-related oral comments or epithets
  - 2) Bias-related markings, drawings, or graffiti
  - 3) Use of bias-related symbols
  - 4) No clear economic motive for an assault and battery
  - 5) Crime involving disproportionate cruelty or brutality
  - 6) Offender history of crimes with similar m.o. and victims of the same group.  
See G.L. 22C, Sec. 33; 501 CMR 4.04(1) (the Hate Crimes Reporting Act, Classification Criteria).

- c. Examples of Civil Rights Violations & Bias Incidents:
  - 1) Unwelcome verbal, written, or physical conduct directed at the characteristics of a person's race or color, such as nicknames emphasizing stereotypes, racial slurs, comments on manner of speaking, and negative references to racial customs (*racial and color harassment*).
  - 2) Unwelcome verbal, written, or physical conduct directed at the characteristics of a person's religion, such as derogatory comments regarding surnames, religious tradition, or religious clothing, or religious slurs, or graffiti (*religious harassment*).
  - 3) Conduct directed at the characteristics of a person's national origin, such as negative comments regarding surnames, manner of speaking, customs, language, or ethnic slurs (*national origin harassment*).
  - 4) Conduct directed at the characteristics of a person's sexual orientation - actual, perceived, or asserted - such as negative name-calling and imitating mannerisms (*sexual orientation harassment*).
  - 5) Conduct directed at the characteristics of a person's disabling condition, such as imitating manner of speech or movement, or interference with necessary equipment (*disability harassment*).
  - 6) Physical conduct putting someone in fear of imminent harm, coupled with name-calling of a bigoted nature (*crime of assault*).
  - 7) Repeated, purposeful following of someone, coupled with evident bias against the victim's actual or perceived group status (*civil rights violation or crime of stalking*).
  - 8) Painting swastikas on walls or other public or private property (*crime of vandalism*).
  - 9) Hitting someone because of their actual or perceived group status (*crime of battery*).
- d. Scope of Information
  - 1) This information applies to bias crimes, civil rights violations, bias incidents, and bias-related harassment occurring on school premises or property, or in the course of school-sponsored activities, including those outside of school if there is a detrimental effect on the school or educational climate.

V. Procedures for Responding to and Investigating Incidents

- a. Whenever a staff person witnesses, or some third party reports, a possible civil rights violation, the school's designated civil rights administrator must be notified. The school's civil rights designee, in conjunction with school safety personnel and the principal's office should immediately begin an investigation. In an emergency, 911 must be called.
- b. A student coming forward to report a civil rights violation(s) he has experienced should be directed to the school's designated civil rights administrator, after any emergency needs are attended. Consideration should be given to whether any immediate or interim steps are necessary to ensure the safety of and avert retaliation against the complainant.
- c. The investigation must determine whether a civil rights violation has in fact occurred. An immediate aim of the investigation should be preservation and gathering of evidence from the scene of an incident. Bias-related graffiti should be photographed then removed. The investigator should seek to interview all victims and witnesses at the scene, or as soon thereafter as possible, and then interview others who may have

relevant knowledge as well. The investigation may also consist of any other methods and documents deemed relevant and useful.

- d. All the circumstances as found should be carefully evaluated for the presence of bias indicators that would characterize the matter as a civil rights violation. The investigation should make a finding as to whether a civil rights infraction in violation of this policy has occurred based on the definitions of wrongful conduct supplied at Section 6.

VI. Consequences for Civil Rights Violations & Failures to Act as Required

- a. Non-disciplinary corrective actions:

Potential civil rights violations can be addressed with steps that are not punitive in character, without the necessity of disciplinary proceedings. These steps generally lie within the ordinary discretion of principals and school officials. Examples of non-disciplinary actions that may be appropriate in some instances include counseling, assignment to participate in a diversity awareness training program, separating offender and victim, parent conferences, and special work assignments such as an essay on a civil rights-related subject.

- b. Disciplinary Proceedings:

Violations of the civil rights of a student or school employee which are found to have occurred after a hearing warrant the imposition of sanctions up to and including suspension and expulsion (for students), and suspension or termination (for employees). Disciplinary actions will be taken toward the goals of eliminating the offending conduct, preventing reoccurrence, and reestablishing a school environment conducive for the victim to learn. The school may consider completion of a youth diversion program as a sanction for student violators, standing alone or in conjunction with other disciplinary actions, for violations of civil rights.

- c. Failure to Act by Administrators and Teachers

Upon completion of information dissemination, administrators and teachers have a duty to act to stop witnessed sexual or bias harassment and hate crimes, as safely as can be done; and report occurrences to the civil rights administrators and sometimes the police. A clear failure, to act as this policy would direct, should, in the first instance, entail that the individual undergo further training in hate crimes, diversity issues, and the requirements of school policy. The school administration will develop further sanctions and actions to address repeated instances of a failure to act in accordance with this policy.

VII. Commitment to Non-Retaliation

To secure the unimpeded reporting of bias activity called for in this information, the Foxborough Regional Charter School will deal seriously with any and all threats or acts of retaliation for the good faith filing of a complaint. Actual or threatened retaliation for the reporting of a civil rights matter constitutes a separate and additional disciplinary infraction warranting corrective actions. If conduct amounts to stalking, a mandatory referral to law enforcement will be made. Staff will monitor the situations of victims/complainants carefully to ensure that no threats or acts of reprisal are made. Appropriate and immediate non-disciplinary administrative actions to mitigate possible or actual retaliation may also be taken to the extent administrators have discretion to act.

VIII. Referral to Law Enforcement

Whenever a school employee has reason to believe that a potential hate crime has been, or is about to be committed, (s) he should notify the school civil rights designee and, especially in an emergency, the local police. The civil rights designee has chief responsibility for

notifying the police of potential hate crimes in non-emergency situations; the referral is mandatory whenever a probable hate crime is at issue.

IX. Documentation Requirements

a. Record keeping

The designated civil rights administrator will be responsible for keeping records of all civil rights violations and hate crimes reported for the school. The records shall be grouped according to school year and grade. In addition to recording the particulars of the incident itself, the system should record the actions taken in response and the results of the investigation and intervention. The civil rights administrator shall keep this information gathered at a central place such as a school civil rights office.

b. Monitoring and Tracking to Identify Patterns

Records should be maintained so as to permit administrators to detect patterns in civil rights violations, repeat offenders, and problem locations. Responsive action should be tailored based on the pattern information that records reveal.

X. Dissemination of Information and Training

a. This information shall be conspicuously posted throughout each school building in areas accessible to pupils and staff members.

b. This information shall appear in the faculty and student handbook.

c. The school district will provide instruction in the provisions of this information to teachers, other employees, and students.

d. This information shall be reviewed at least annually for compliance with state and federal law.

XI. Additional Information: SECTION 504 of the Rehabilitation Act

a. Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance. In order to fulfill obligations under Section 504, The Foxborough Regional Charter School (FRCS) has the responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability should knowingly be permitted in any of the programs and practices of the school system.

b. FRCS has the responsibility under Section 504 to identify, evaluate, and if the student is determined to be eligible under Section 504, to afford access to appropriate educational services.

c. If the parent or guardian disagrees with the determination made by the professional staff of the school, (s) he has the right to a hearing with an impartial officer.

XII. Additional Information: NOTICE OF NON-DISCRIMINATION

a. The Foxborough Regional Charter School (FRCS) is committed to compliance with the Americans with Disabilities Act (ADA). The school intends to ensure that individuals with disabilities whether they are employed, apply for a position, or visit facilities within the school are treated fairly and given an equal opportunity to access facilities, programs, activities, and employment.

b. It is unlawful for the Foxborough Regional Charter School to discriminate on the basis of disability against a qualified individual with a disability in regard to:

1) Recruitment, advertising, job application, and employment procedures;

2) hiring, upgrading, promotion, demotion, transfer, layoff, termination, right of return from layoff, and rehiring;

3) rates of pay or any other form of compensation and changes in compensation;

- 4) job assignments, job classifications, organizational structures, position descriptions, lines of progression, and seniority lists;
- 5) leaves of absence, sick leave, or any other leave;
- 6) fringe benefits available by virtue of employment, whether or not administered by the covered entity;
- 7) selection and financial support for training including apprenticeships, professional meetings, conferences, and other related activities, and selection for leaves of absence to pursue training;
- 8) activities sponsored by a covered entity including social and recreational programs; and
- 9) any other term, condition, or privilege of employment.

Foxborough RCS will not isolate individuals with disabilities, discriminate on the basis of disabilities through contracts, avoid using qualification standards, criteria, methods of administration, or tests that discriminate against individuals with disabilities, avoid not making reasonable accommodations to an otherwise qualified individual with a disability.

The ADA requires that the district focus on the ability not the disability of the individual. Foxborough RCS will consider reasonable accommodations providing the individual can perform essential functions of the position. It is not required, however, to give preferential treatment to individuals with disabilities or lower the expected standards of performance.

The Foxborough Regional Charter School is committed to meeting the intent and spirit of ADA. All employees are urged to help meet this goal. If anyone believes that Foxborough RCS has discriminated against him/her or someone else on the basis of disability, or if anyone has questions or concerns about the school's responsibilities in this regard, please contact the Section 504/ADA coordinator.

#### **Notification of Rights Under FERPA for Secondary and Elementary Schools**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to

disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the *School District* to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-4605

## **Chapter 71: 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. 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 assuring 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 school council shall review the student handbook each spring to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy changes at any time. The annual review shall cover all areas of student conduct, including but not limited to those outlined in this section.

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

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

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

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

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

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

(e) When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion.

## **Chapter 71: 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 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 decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

Upon expulsion of such student, no school or school district shall be required to provide educational services to such student.

## Legal References

Foxborough Regional Charter School intends to follow all mandates of state and federal law and all provisions issued by the Board of Education. The following legal references apply:

- Title II, of the Americans with Disabilities Act of 1990
- 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
- MGLA C, 76;5; 76:16 (Chapter 622 of the Acts of 1971)
- MGLA C. 71: sec. 37H (student handbooks required to state disciplinary measures applicable to “violations of other students’ civil rights”)
- MGLA C. 76; Sec 5 9prohibition of discrimination “on account of race, color, sex, religion, national origin, or sexual orientation”, in access to “advantages, privileges, and courses of study of [local] public school”.)
- MGLA C. 151C (Fair Education Practices Act, includes prohibition of sexual harassment)
- MGLA C. 214; Sec 1B (right of privacy)
- MGLA C. 214; Sec 1C (right of freedom from sexual harassment)
- MGLA C. 12; Sec 11h and 11I (prohibition of threats, intimidation, or coercion interfering with someone’s legal rights)
- MGLA C. 265; Sec 37 (criminal penalties for the use of force or threats to interfere with someone’s legal rights)
- MGLA C. 265; Sec 39 (increasing penalties for assaults, batteries, and property damage motivated by bias on grounds of race, religion, ethnicity, disability and sexual orientation)
- MGLA C. 266; Sec 127A (criminal penalties for vandalism of a school)
- Board of Education Chapter 622 Regulations Pertaining to Access to Equal Educational Opportunity, adopted 6/24/75, amended 10.24.78
- Board of Education, Chapter 766 Regulations 10/74 – amended through 3/28/78, 603 CMR 26:00
- Section 504 of the Rehabilitation Act of 1973
- 20 U.S.C. Sec 4071-74