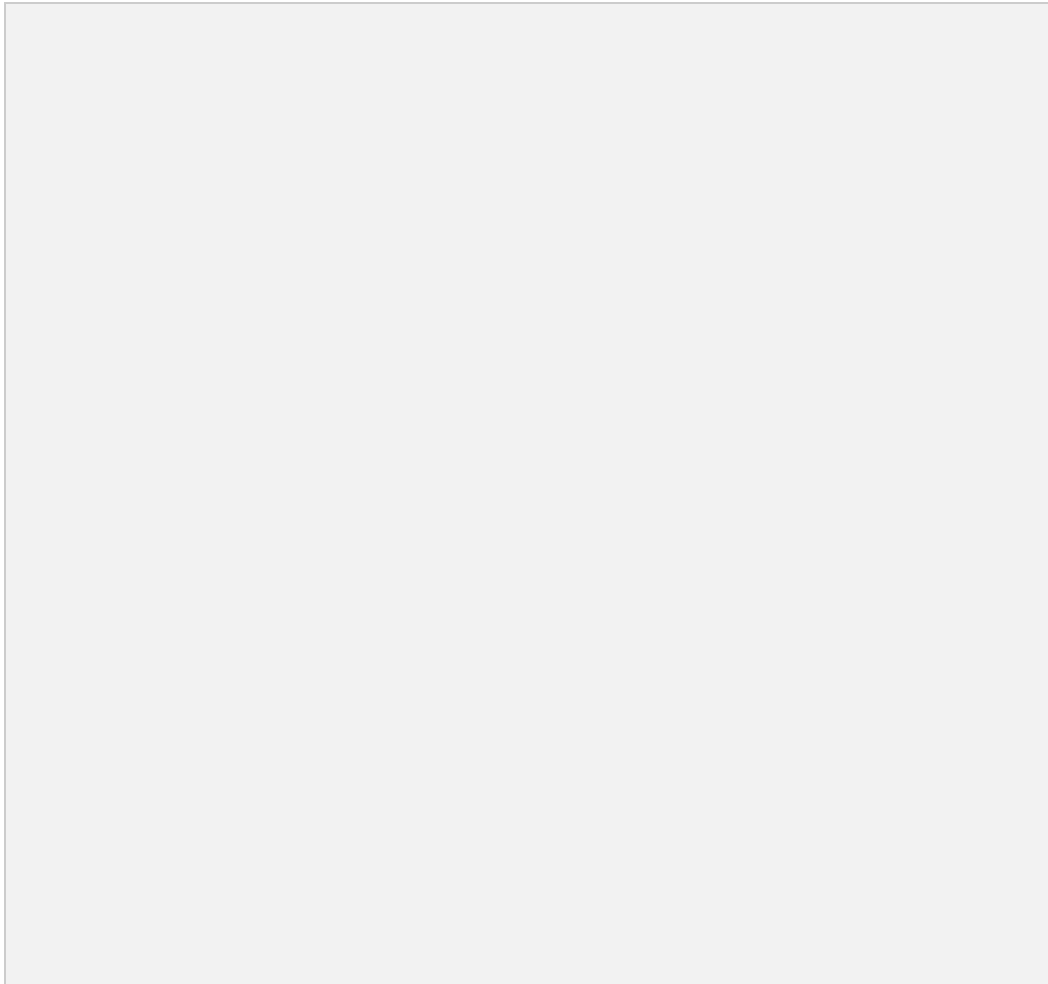


# **Framingham Public Schools**

## **Middle School**

### **Family & Student Handbook**



*Artwork by Fernanda Rosa "Don't be Afraid to Show Your True Color," Fuller Student*

**2020/2021**

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## **FRAMINGHAM SCHOOL COMMITTEE**

73 Mt. Wayte Avenue, Suite 5

Framingham, MA 01702

Phone: 508-626-9121

Fax: 508-877-4240

School Committee meetings are typically held the first and third Wednesdays at 7:00 p.m. at:

***City Hall Memorial Building***

***Blumer Room***

***150 Concord Street***

***Framingham, MA 01702***

Where to Watch:

Broadcast live every other Wednesday at 7PM on The Government Channel:

Comcast 99, RCN 13/HD 613, Verizon/FiOS 42

Meetings are also streamed live on the Framingham Public Schools' Facebook page.

## **School Committee Members**

**Dr. Yvonne Spicer**

**Mayor, ex officio member**

**District 1: Beverly Hugo**

**District 2: Karen Dempsey**

**District 3: Scott Wadland**

**District 4: Adam Freudberg (Chair)**

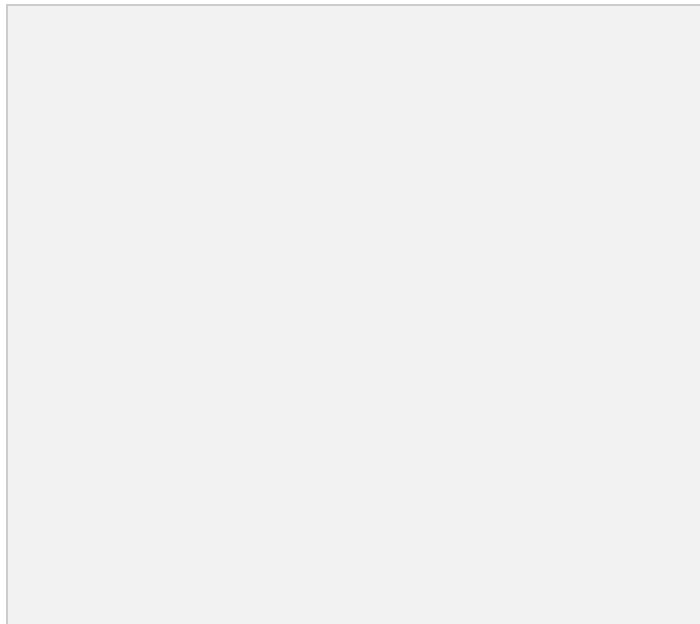
**District 5: Priscila Sousa**

**District 6: Geoffrey Epstein**

**District 7: Tiffanie Maskell**

**District 8: Jessica Barnhill**

**District 9: William LaBarge**



## **WELCOME TO THE FRAMINGHAM PUBLIC SCHOOLS!**

Dear Families:

On behalf of our entire leadership team, I am pleased to welcome you to the Framingham Public Schools. In our continued efforts to bring consistency to the district across our three middle schools, we are pleased to share this Middle School Family and Student Handbook for the Framingham Public Schools with you. Supplemental pages, specific to your child's school, will come from the building principal as an addendum to this document.

Please take the time to review this Handbook in its entirety and engage your child(ren) as much as possible in the conversation as this will guide your experiences and interactions with the Framingham Public Schools. The expectations detailed in this revised and streamlined document make clear how we count on our families as partners in the important work of educating our children. Indeed, it takes a village!

As your partner in education, please know that I remain available to all of our families, teachers, support staff, and administrators. I can be reached via email at [rtremblay@framingham.k12.ma.us](mailto:rtremblay@framingham.k12.ma.us) or feel free to connect with me on a variety of social media platforms, including Facebook, Twitter, YouTube, and Instagram. Your journey through the Framingham Public Schools promises to be an incredible one and our dedicated team of district and building leaders - in collaboration with our talented staff - is here to serve our most important stakeholders - our students. Welcome!



Very truly yours,

Robert A. Tremblay, Ed.D.  
Superintendent of Schools



## **ABOUT THIS HANDBOOK**

The Framingham Public Schools Secondary School Family & Student Handbook is designed to provide parents/guardians and students with important and useful information about school policies and procedures.

It is shared with families in an effort to offer a greater understanding of the daily routines, policies, and procedures within the middle school setting. Parents and guardians are encouraged to read this Handbook and discuss the policies and procedures with their children. Any questions regarding the contents of this Handbook should be directed to middle school administration.

The Handbook is best viewed digitally, as the Table of Contents is linked to the appropriate pages and there are live links throughout the document. A paper version is available from each school's main office or from the Office of Teaching and Learning upon request.

## **DISCLAIMER**

The Handbook is designed to be in harmony with School Committee Policies as well as local, state, and federal regulations, policies, and law. The Handbook is reviewed and updated annually. As policy adoption and revisions may occur throughout the year, the Handbook may also be revised to reflect these shifts. Whenever possible, changes in policy and procedures that affect portions of the Handbook will be made available to students and parents through web pages and other communication. The complete text of School Committee Policy Manual, also referred to as the FPS Policy Manual, for which some are only excerpted in this Handbook, is available on the Framingham Public Schools website at [FPS Policy Manual](#).

## **MISSION**

The mission of the Framingham Public Schools is to educate each student to learn and live productively as a critically-thinking, responsible citizen in a multicultural, democratic society by providing academically challenging instructional programs taught by highly-qualified staff and supported by comprehensive services in partnership with our entire community. We envision a school district in which every child is engaged as an active learner in high-quality educational experiences and is supported, at their level, to ensure growth over time. We believe that with effective effort, time, and practice, all of our students can and will reach high levels of achievement and demonstrate college and career readiness as a result of their course of study in the Framingham Public Schools.

Our city is enriched and strengthened by its diverse cultural heritage and multinational population. Within our classrooms and neighborhoods, and on our stages and athletic fields, we want learning to be relevant and connected to developing our students into value-centered citizens who are able to navigate a complex and inequitable world. We aim to address these inequities--including racism, socio-economic status and language barriers--to create an environment in which every child can and will succeed. We want our students to feel safe taking academic risks while mindfully respecting diversity of opinions. To do so, we must foster supportive and collaborative partnerships between families, the community, and the school district so that every child reaches a high level of achievement. The foundation of our work is collaboration, mutual respect, and high expectations, where all educators are reflective of their practice and feel supported as they continually adjust instruction to improve student performance.

We are committed to providing a safe and welcoming learning environment in order to increase achievement and access for all students irrespective of their immigration status, national origin, ethnicity, race, religion, sexual orientation, sex and gender identity, socioeconomic status, disability status, and/or beliefs. We are committed to hardening our facilities through ongoing security improvements and empowering our students and staff to be proactive in the face of crisis. Our preparedness in this area will set the stage for an increased focus on learning and teaching. We will continue to monitor enrollment trends and forecast school building needs as we work together with City officials to prioritize capital needs so that we always maintain a long-sighted view of the educational needs of the Framingham Public Schools.

We strive to afford all Framingham students the opportunity to learn in an educational environment where the diversity of our students is reflected in our professional staff. We are committed to respecting human differences and ensuring accountability of actions in an environment that provides needed resources to support the social-emotional, physical, and mental health needs of our students so that they are ready, willing, and able to engage as learners in the Framingham Public Schools. The Framingham Public Schools strives to adapt instruction to meet the learning and developmental needs of all students, including the gifted, through appropriately challenging, high quality, standards-based instruction. In our efforts to foster an entrepreneurial mindset among students, customize learning experiences and opportunities, and nurture equitable and inclusive learning environments in our schools, we are committed to ensuring the availability of opportunities that engender equally high outcomes for every learner based on individual needs - our vision of personalized learning aimed at addressing achievement and opportunity gaps.

## **FPS CORE BELIEFS**

Learning is the central purpose of schools

Human differences are to be respected

Collegiality and professionalism characterize the school community

Individuals are responsible for their behavior

## **STUDENT RIGHTS AND OPPORTUNITIES**

### ***Student Rights and Responsibilities - School Committee Policy II:***

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

Among these rights and responsibilities are the following:

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

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

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

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

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

### ***Equal Educational Opportunities - School Committee Policy JB***

In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee will make every effort to protect the dignity of the students as

individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, color, sex, gender identity, religion, national origin, sexual orientation or physical and intellectual differences.

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

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

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

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

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

### **Gender Identity Support - School Committee Policy JBD**

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

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

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

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

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

An Act Relative to Gender Identity (Chapter 199 of the Acts of 2011) MGL c.4, s5  
MGL c. 76, § 5  
603 CMR [26.00](#)  
603 CMR [1.00](#)  
603 CMR [23.00](#)  
603 CMR § [23.04](#)  
603 CMR §§[23.01](#) and [23.07](#).  
The federal Family Educational Rights and Privacy Act, 20 USC 1232g  
First reading: January 19, 2016; second reading: February 2, 2016

## **GENERAL INFORMATION**

### **District Address**

#### **FRAMINGHAM PUBLIC SCHOOLS**

73 Mt. Wayte Avenue  
Framingham, MA 01702  
508-626-9118

### **Middle School Addresses/Administration**

*(click on the school name to visit the school's directory webpage)*

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#### **Cameron Middle School**

Principal: Michelle Melick, [mmelick@framingham.k12.ma.us](mailto:mmelick@framingham.k12.ma.us)  
Vice Principal: Kenneth Hamm, [khamm@framingham.k12.ma.us](mailto:khamm@framingham.k12.ma.us)  
Vice Principal: Cal MacKinnon, [cmackinnon@framingham.k12.ma.us](mailto:cmackinnon@framingham.k12.ma.us)  
508-879-2290, 508-788-3560 Fax  
215 Elm Street, Framingham, MA 01701  
<http://framingham.k12.ma.us/cameron>  
Facebook: [@cameron middle school](#)

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### Fuller Middle School

Principal: Kerry Wood, [kwood@framingham.k12.ma.us](mailto:kwood@framingham.k12.ma.us)  
Vice Principal: Lisa Cogliandro, [lcoglian@framingham.k12.ma.us](mailto:lcoglian@framingham.k12.ma.us)  
Vice Principal: Michael Stevens, [mstevens@framingham.k12.ma.us](mailto:mstevens@framingham.k12.ma.us)  
508-620-4956, 508-6281308 Fax  
31 Flagg Drive, Framingham, MA 01702  
<https://www.framingham.k12.ma.us/fuller>  
Facebook: [@fuller middle school](https://www.facebook.com/fullermiddleschool)

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### Walsh Middle School

Principal: Patrick Johnson, [pjohnson@framingham.k12.ma.us](mailto:pjohnson@framingham.k12.ma.us)  
Vice Principal: James Bergeron, [jbergeron@framingham.k12.ma.us](mailto:jbergeron@framingham.k12.ma.us)  
Vice Principal: Beth Herrmann, [bherrmann@framingham.k12.ma.us](mailto:bherrmann@framingham.k12.ma.us)  
508-626-9181, 508-877-1825 Fax  
301 Brook Street, Framingham, MA 01701  
<https://www.framingham.k12.ma.us/walsh>  
Twitter: [Walsh Twitter](https://twitter.com/WalshTwitter), [2-Way Program Twitter](https://twitter.com/2-WayProgram), Facebook: [@walsh middle school](https://www.facebook.com/walshmiddleschool)

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### **School Hours**

All three middle schools (Cameron, Fuller, and Walsh) have the same school hours. See below:

Hours-Full day	Early Release (no lunch)	Half Day (no lunch)
8:10am-2:25pm	8:10am-11:40am	8:10am-11:40am

### **Arrival to School**

Schools open 15 minutes prior to start time for student drop-off. Schools are unable to accommodate earlier drop-offs as there is no adult supervision before this time.

### **Dismissal from School**

Please refer to your individual school's dismissal procedures outlined below.

### **Cameron Middle School**

Parents may drop off children on Elm Street to the right of the Cameron Middle School driveway. Parents will pick up students at the end of the day in the same location.

Do not park in the circle in front of the school between 7:30 - 8:10 AM and 2:15 - 2:40 PM.

### **Fuller Middle School**

In order to ensure our students' safety, it is extremely important that drivers **do not** pass any cars in the parking lot. Cars should remain in line until they approach the cross walk that is directly across from Fuller's main entrance. Only at that crosswalk should cars drop off or pick up students. We must work together to ensure the safety of all of our children.

\*Due to construction, a diagram of the property outlining the arrival/dismissal process is provided in the addendum.

### **Walsh Middle School**

Parents may drop off children in the parking lot nearest to the fields. Parents will pick up students at the end of the day in the same parking lot. Do not park in the circle in front of the school between 7:45 - 8:10 AM and 2:15 - 2:40 PM.

### **For All Schools:**

Please keep in mind the Massachusetts General Law regarding seats restraints for children riding in passenger cars: <http://www.malegislature.gov/Laws/GeneralLaws/PartI/TitleXIV/Chapt.>

All cars in the parking lot are asked to drive slowly and carefully and drivers are asked to remain patient while dropping off and picking up students.

### **Important District Telephone Numbers**

Superintendent of Schools	Dr. Robert Tremblay <a href="mailto:rtremblay@framingham.k12.ma.us">rtremblay@framingham.k12.ma.us</a>	508-626-9118	Fuller Middle School
Assistant Superintendent Equity, Diversity & Community Engagement, Title IX Coordinator	Mr. Joseph Corazzini <a href="mailto:jcorazzini@framingham.k12.ma.us">jcorazzini@framingham.k12.ma.us</a>	508-782-6890	Woodrow Wilson
Assistant Superintendent for Secondary Education	Ms. Anne Ludes <a href="mailto:aludes@framingham.k12.ma.us">aludes@framingham.k12.ma.us</a>	508-626-9132	Fuller Middle School
Assistant Superintendent for Human Resources	Ms. Inna London <a href="mailto:ilondon@framingham.k12.ma.us">ilondon@framingham.k12.ma.us</a>	508-626-9107	Walsh Middle School
Community Resource Development, Director	Ms. Tiffany Lillie <a href="mailto:tlillie@framingham.k12.ma.us">tlillie@framingham.k12.ma.us</a>	508-626-9115	Woodrow Wilson
Bilingual Education, Director	Ms. Gen Grieci <a href="mailto:ggrieci@framingham.k12.ma.us">ggrieci@framingham.k12.ma.us</a>	508-626-9171	Woodrow Wilson
Buildings and Grounds, Director	Mr. Matt Torti <a href="mailto:mtorti@framingham.k12.ma.us">mtorti@framingham.k12.ma.us</a>	508-626-9111	Fuller Middle

			School
Finance and Operations, Executive Director	Mr. Lincoln Lynch, IV <a href="mailto:llynch@framingham.k12.ma.us">llynch@framingham.k12.ma.us</a>	508-626-9110	Fuller Middle School
Fine and Performing Arts, Director	Ms. Donna Wresinski <a href="mailto:dwresinski@framingham.k12.ma.us">dwresinski@framingham.k12.ma.us</a>	508-782-7770	Framingham High School
Food Services, Administrator	Mr. Brendan Ryan <a href="mailto:bryan@framingham.k12.ma.us">bryan@framingham.k12.ma.us</a>	508-626-9109	Framingham High School
Health and Wellness, Director	Ms. Judy Styer <a href="mailto:jstyer@framingham.k12.ma.us">jstyer@framingham.k12.ma.us</a>	508-626-9197	Fuller Middle School
Media and Communications Manager	Ms. Rochelle Santos <a href="mailto:rsantos@framingham.k12.ma.us">rsantos@framingham.k12.ma.us</a>	508-782-6099	Fuller Middle School
Parent Information Center, Director	Ms. Mikaele Neves <a href="mailto:mneves@framingham.k12.ma.us">mneves@framingham.k12.ma.us</a>	508-424-3420	Fuller Middle School
Safety and Security, Director	Mr. Scott Penrod <a href="mailto:epenrod@framingham.k12.ma.us">epenrod@framingham.k12.ma.us</a>	508- 782-6808	McCarthy Elementary School
Sage (Gifted and Talented Ed)	Ms. Denise Weeks <a href="mailto:tweeks@framingham.k12.ma.us">tweeks@framingham.k12.ma.us</a>	508-626-9132	Fuller Middle School
Special Education, Director	Ms. Laura Spear <a href="mailto:lspear@framingham.k12.ma.us">lspear@framingham.k12.ma.us</a>	508-424-3458	Fuller Middle School
Supervisor of Attendance	Mr. Brendon Savage <a href="mailto:bsavage@framingham.k12.ma.us">bsavage@framingham.k12.ma.us</a>	508-424-3420	Fuller Middle School
Technology Department, Director	Ms. Ann Mariano <a href="mailto:amariano@framingham.k12.ma.us">amariano@framingham.k12.ma.us</a>	408-525-3413	Framingham High School
Title I and Grants, Director	Dr. Coretta McCarter <a href="mailto:cmccarter@framingham.k12.ma.us">cmccarter@framingham.k12.ma.us</a>	508-626-9120	Walsh Middle School
Transportation, Acting Director	Ms. Patricia DiSalle <a href="mailto:pdisalle@framingham.k12.ma.us">pdisalle@framingham.k12.ma.us</a>	508-626-9179	Transporte
Translation Office	Bernardo Llorente <a href="mailto:translationcoordinator@framingham.k12.ma.us">translationcoordinator@framingham.k12.ma.us</a>	508-782-7227	Woodrow Wilson



## **SCHOOL CALENDAR**

The school year calendar is always posted on the Framingham Public School's website. [Proposed 2020/2021 FPS Calendar](#) A copy is also sent home with all students at the beginning of the school year. The calendar includes early release days and pre-approved school closures. It is important that parents mark their personal calendars with all dates and times when school is not in session and/or when there is an early release to ensure appropriate child care during these times.

### **Professional Development Days**

A number of early release days during the school year are designated by the School Committee for teacher in-service training. The purpose of these trainings is to provide teachers the opportunity for cooperative planning, program, and curriculum development. Typical workshop agendas include cross-town grade level meetings, preparation of grade level instructional materials, training sessions of new teaching techniques, and meetings to revise curriculum. The meetings are valuable in strengthening the program for our students.

### **Early Release Days**

Early Release days occur throughout the year for professional development and/or parent-teacher conferences. Please refer to the "School Hours" section above or to the district and school websites to see what time(s) your child(ren)'s school dismisses. If there is a need for an emergency Early Release due to inclement weather, the release times on those days will align with the Early Release times that occur as listed above. Lunches are not served on Early Release days.

### **Half-Day Dismissal and the Last Day of School**

Half-Day Dismissal only occurs twice in the 2019/2020 the school year.

- On the Wednesday before Thanksgiving.
- On the last day of school children are dismissed.

These days will follow the same hours as the Early Release Days (8:10am-11:40am). Lunch will not be served.

### **School Closure and/or Delayed Opening Information**

Occasionally, Framingham Public Schools needs to close school or open school on a delayed schedule, typically due to inclement weather. The Framingham Public Schools communication channels are the most reliable resource to find information concerning school closings or delays. These include:

- FPS District Website - Pop-up Alert on all District and School sites
- FPS District Website - News Item on District homepage and School homepages
- FPS Social Media Accounts ([Facebook](#), [Twitter](#), and [Instagram](#))
- Blackboard Connect Ed Calls, Emails, and/or Texts to Families

The District contacts the media sources listed below. Other stations may report Framingham Public School District closings and delays, but we are not responsible for providing them with information. In the event of extreme weather conditions, no-school, delayed starts, and/or Early Dismissal announcements will be broadcast over the same stations.

### **Radio**

- WBUR 90.9 FM Boston
- WBZ 1030 AM Boston
- WSRS 96.1 FM Worcester
- WTAG 580 AM Worcester

### **Online**

- Framingham Source
- Metrowest Daily News
- Framingham Patch

**Television** - These sources usually list cancellations online and in their mobile apps as well.

- WBZ-TV (Channel 4)
- WCVB-TV (Channel 5)
- WHDH-TV (Channels 7 and 56)
- WFXT (Fox 25)
- NBC10 Boston / NECN / Telemundo

### **Delayed Opening of School**

If the start of school is delayed, it will be by 2 hours. Please see below for notes and cancellations:

- Morning buses will still pick-up in their designated stops but will be on a 2-hour delay.
- Breakfast will not be served at school when there is a delay.
- All activities in the schools will continue as usual including the same dismissal time.

### **Other School Schedule Changes**

If severe weather develops or is predicted during the school day, schools may be dismissed early and afternoon activities may be cancelled. All communication channels listed above will be utilized to communicate with families.

### **Home Emergency Plans**

All parents should create and review an emergency plan with their children for urgent and unexpected situations. There have been times when the school day or after-school activities are changed suddenly such as in the case of severe weather conditions, parental delays in pick-up, and/or parental failure to greet the school bus. It is important for our students to know what to do in emergencies.

In the event of an emergency, **it is crucial to have your most recent contact information with the Main Office.** Schools and the District have the capacity for a “reverse 911” call to each of the phone numbers you provide us on your contact card. Please send your updated information, including your emergency contact names and numbers to each school’s respective main office in writing to ensure the safety of your child.

## **SCHOOL SAFETY**

The safety and security of all students is our top priority. All doors are locked and secured throughout the school day. Staff enter with specialized fobs that unlock the door as needed. All staff that are outside with children, in addition to all support, administration, and office staff, carry two-way radios with them at all times. An Emergency Response Plan is reviewed yearly in partnership with the Framingham Police and Framingham Fire Departments and then reviewed with the school staff. Additionally, all persons picking up a student will be asked for a photo identification.

### **School Visitors**

Our school campuses are secure. All doors are locked during the school day. All visitors must use the doorbell and camera system located at the front door to enter each school. Everyone who enters the building must first sign-in at the main office. Visitors receive a visitor/volunteer badge to wear during their visit. This is a safety process, and all persons, no matter how frequently they visit our school, must follow this policy. In order to ensure the safety of our students and the integrity of the learning environment, it is the policy of the district that all classroom visits must be arranged in advance.

### **Field Trips**

All field trips are decided upon and scheduled by grade level teams, specials teachers and/or the administration of each school. All parent volunteers for field trips must complete a CORI check completed through Framingham Public Schools *regardless if they have already received one from a different institution*. At least two weeks are needed to complete the CORI check. Volunteers should go to the school's main office with a picture ID and fill out a form. In the past, PTO has partially funded some field trips. PTO, when possible, is willing to give scholarships to cover field trips costs for students in need; simply ask your child's classroom teacher.

### **Recognizing and Reporting Child Abuse or Neglect (filing a 51A)**

Massachusetts law requires certain professionals to file a report with the Department of Children and Families (DCF) whenever they have "reasonable cause to believe" that a child has been abused or neglected. These professionals who are required to report are called **mandated reporters**. In addition, any other person may report suspected abuse or neglect. A report of abuse or neglect is called a **51A**. It is named for the section of Massachusetts General Laws chapter 119 which defines reports of abuse and neglect of children. Mandated reporters include school officials, teachers, day care workers, health care professionals, social workers, counselors, probation officers, foster parents, and police officers. If such a professional reasonably believes that a child under the age of 18 is suffering serious physical or emotional injury resulting from abuse or neglect that professional must immediately file a report with DCF. You can read more about reporting alleged child abuse or neglect [here](#).

### **CONTACTING THE SCHOOL**

Our middle school staff want to work together with parents in solving challenging issues that may arise. If your child experiences a challenging issue in the classroom, the first step is to contact your child's teacher by telephone or email to discuss the issue. If the issue cannot be resolved with the teacher, then the principal, vice principal, or guidance counselors/social workers are additional resources.

It is extremely important that the school office be notified as soon as you have a change or changes in your contact information. If you have an address change and receive bus services, our Transportation Department needs several days to make new arrangements. **Your current telephone number is necessary, so we can always reach you to ensure your child's safety. Please call the school's main office to update any changes to contact information.**

### **Contacting Teachers and Staff**

On each school's website is a telephone and email listing with contact information for staff at the school. Please make sure you leave a message with your name, your child's name, and the time and nature of your call. When emailing anyone in the school system, please put "From the Parents of [your child's name]" in the subject line to ensure your message gets through the district's various firewalls. Teachers typically check email and voicemail once a day. Please keep in mind that teachers usually return calls at the beginning or end of school when class is not in session.

If you would like to contact your child's teacher, you may

- write a note to the teacher and send it in with your child;
- call the teacher's voicemail number; or
- send the teacher an email. (Staff email addresses can be found on the schools' respective websites.)

In an emergency or an urgent issue, please contact the main office and speak with a school secretary.

### **Translation/Interpretation Services**

The mission of the Translation Office is to provide effective translation and interpreting services to families whose primary language is not English in order to ensure access to all aspects of their children's education.

The Translation Office was established to facilitate communication between families and schools and strengthen family-school partnership. We provide interpreting services for meetings and events, such as parent teacher conferences, new student registration, open houses, and curriculum nights. The Translation Office also works directly with the schools to translate important documents into our district's two major languages: Portuguese and Spanish. For families who speak other languages, we provide oral translation services upon request.

The Translation Office Coordinates:

- Interpreting services for all languages, including American Sign Language.
- Written translation services for the district's two major languages: Portuguese and Spanish.
- Oral translations of documents for other languages.

### **Contacting Students**

When it is necessary to get an important message to your child during the school day, leave the message with the school secretary in the main office. Students are not to carry and keep cell phones on during the school day as they tend to be a disruption to themselves and to their classmates and teachers. The secretary will make sure your child receives your message. Children are not allowed to be called out of class to take phone calls from parents. In order to minimize class interruptions, please limit messages to topics such as family illness or a parent being absent from home after school.

## **STUDENT REGISTRATION**

All new student registrations begin with the family visiting our **Parent Information Center** located at **31 Flagg Drive, Door 4A, Framingham, MA 01702**.

If your child is NEW or a returning student to the district and is registering for the current school year, please call the Parent Information Center at 508-424-3420 as soon as possible to schedule a registration appointment and receive more information regarding registration requirements.

- All students are required to register at the Parent Information Center.
- Enrollment in the Framingham Public Schools is contingent upon residency. You must be a resident of Framingham in order to attend the Framingham Public Schools. Before a student is registered for Framingham Public Schools and can begin school, their parent or legal guardian must provide proof of primary residence. Temporary residence in the City of Framingham for the sole purpose of attending the Framingham Public Schools will not be considered residency. Because residency may change for students and their families during the course of the academic year and a student's educational life, the Framingham Public Schools may continue to verify residency after the commencement of classes.
- [Residency Requirements](#)
- Testing: Students whose first language is not English will be tested at the time of their appointment at the Parent Information Center to determine their English proficiency. Program recommendation will be made according to the test results. Testers will discuss results with parents.
- [Click here for detailed information regarding registration.](#)
- Important: Students will not be considered enrolled until parents/guardians submit the required documentation during the in-person registration appointment.

### **Required Documents**

*Homeless families are encouraged but not required to provide these documents.*

1. Your child's birth certificate - (Long form/Government issued);
2. Proof of residency - (Please [click here](#) for the acceptable documents);
3. Proof of occupancy - (Please [click here](#) for the acceptable documents);
4. Proof of identification - (Please [click here](#) for the acceptable documents); and/or
5. Your child's most recent physical examination and immunization record (Must be within the last 12 months).

If applicable:

1. Individual education Plan (IEP) or 504 Plan - If child receives Special Education Services
2. Proof of guardianship/custody - If child is not living with one or both natural parents

If you have further questions, please feel free to contact the Parent Information Center at: 508-424-3420 or email: [parentinfo@framingham.k12.ma.us](mailto:parentinfo@framingham.k12.ma.us).

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

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

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

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

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

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

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to district policies. If the student does not have immediate access to immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the

student's previous school shall be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary.

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

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

*LEGAL REFS.: Title I, Part C, No Child Left Behind Act, 2002, Every Student Succeeds Act 12/10, 2016  
First reading: January 3, 2017, Second reading: January 10, 2017*

### **Homeless Students: Enrollment Rights and Services**

What homeless families need to know:

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

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

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

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

- Transportation;

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

### **Placement and Enrollment of Homeless Students**

The district will:

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

### **Entering Students and Health Records**

Once a student is registered at the Parent Information Center, parents/guardians must schedule an appointment to meet with your school's nurse prior to your student beginning school. Parents/guardians should bring the following documents to the meeting: documentation of all current immunizations required by MGL ch. 76 sec. 15 for attendance to school, completed health history form, and documentation of a current physical examination. Once all documents have been reviewed and approved, the nurse will clear your student for school entry. The nurse can provide information about signing up for health insurance, referrals to health care providers/medical home, or any other services your student may need to support their health and well being and regular attendance to school.



### **Withdrawing Students**

Students moving to another community will be processed through the main office at the school they attend. A transfer card will be issued and a school departure release form signed by the parent/guardian so that school records may be forwarded to the receiving school upon request.

## **SCHOOL-HOME COMMUNICATIONS**

Two-way, regular communication between teachers/the school and parents helps to develop a healthy relationship that can positively affect the social, emotional, and academic growth of children. Our objective is to provide every child a safe environment full of positive experiences that will foster developmental growth and assist children in reaching their full potential. We seek to partner with parents and caregivers in this endeavor.

### **Fall Curriculum Night**

Curriculum night is held early in the fall for parents and provides one of the first opportunities during the school year for parents and teachers to meet each other. In your child's classroom the teacher will give an overview of the grade level curriculum and expectations for the year. In some schools the grade level team meets with parents to discuss curriculum and expectations for the year. This is a perfect opportunity to introduce yourself and familiarize yourself with your child's classroom materials and activities.

### **Report Cards**

Both Report Cards and Progress reports are posted online using the Parent Portal. Some schools provide hard copies of the reports, but others do not. Please reach out to the main office of the school that your child attends if you prefer a hard copy but do not receive one.

## **VOLUNTEERING AT SCHOOL**

There are many opportunities for parents and guardians to become involved as a volunteer! There are both regular and one-time opportunities. Research has consistently shown the comprehensive benefits for children when parents and family members become participants in their children's education: the more extensive the involvement, the higher the student achievement. This is also a great way to feel a part of the school community and to make new friends.

### **Criminal Offense Record Inquiry (CORI)**

In an effort to ensure the safety of every child in the Framingham Public Schools, all school volunteers must consent to and pass a Criminal Offense Record Inquiry (CORI) check. We strongly recommend you complete a CORI form if you think you may volunteer. Applications are available from the school secretary in the main office. Allow a minimum of 3 weeks for your CORI application to be processed before you can volunteer.

### **School Council**

The School Council is comprised of parents, teachers, community members, and the principal. The function and composition of this Council is mandated by the Education Reform Act. The Council is not the same as the

PTO. It makes decisions that affect all of school, including policies and budget recommendations. All meetings are open, and parents are welcome to attend. As each School Council member's term expires, new members are needed. Elections take place in September.

### **Parent Teacher Organization**

Schools have active Parent Teacher Organizations (PTO) whose members meet monthly.

The PTO is involved in projects that enhance the school programming, so getting involved is a good way to help enrich school activities and ultimately to benefit your children.

Typical activities include:

- PTO News
- Fundraising to support school activities
- Planning and implementing enrichment activities
- Organizing volunteers
- Addressing concerns of the school community
- Promoting communication between home and school

Most of the volunteer opportunities are in connection with the PTO. Information about the PTO is sent home with students at the start of each school year. Please take a few minutes to read through the information and feel free to sign-up for all volunteer opportunities that interest you. If you would like to help out in a capacity that is not listed, please contact the PTO President or speak with your child's teacher to see how you may help. Whether you would like to be a Room Parent, volunteer in the library, assist in the computer lab or the cafeteria, or assist teachers on field trips or other classroom needs, there is a place and a need for everyone!

## **ATTENDANCE POLICIES AND PROCEDURES**

Encouraging regular school attendance is one of the most powerful ways we can prepare our school-aged children for health and success, both in school and in life. When school attendance is made a priority, children get better grades, develop healthy life habits, avoid dangerous behavior and have a better chance of graduating from high school. [Attendance Works](#)

School attendance habits are often formed as early as preschool. Elementary students, in grade K-3, who are absent for an average of just two days of school per month, *even when the absences are excused*, can experience negative academic outcomes. They are on track for future chronic absenteeism, often have difficulty keeping up with their peers academically, and tend to fall behind in reading. This is significant because students who are able to read on grade level by the end of third grade, are three to four times more likely to graduate high school and attend college, as compared with their peers who struggle with reading. ([Attendance Research Summary](#)) Chronic absenteeism becomes more common in middle school, and at the high school level, about 19% of all students are chronically absent. When students attend school every day, their grades and reading skills increase, even among those students who are struggling in school.

Students who attend school regularly feel more connected to their community, develop important social skills and friendships, and are significantly more likely to graduate from high school, setting them up for a strong healthy future.

### **Attendance FAQs**

The Framingham Public Schools (FPS) believes in the importance of regular school attendance by all students. Our objective in developing our new attendance policy is to encourage the daily, on time, full day attendance of every student in the district - every student, every day! The district has developed a helpful and informative [Attendance Frequently Asked Questions \(FAQ\)](#) sheet that we strongly encourage all parents to read.

### **School Attendance - School Committee Policy JH**

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

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

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

### **Attendance Policy Regulations - School Committee Policy JH-R**

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

Starting as early as preschool and kindergarten, students' chronic absence - missing 10 percent of school days in an academic year for any reason, excused or unexcused - is a primary cause of low academic achievement

and a powerful predictor of which students will eventually drop out of school. Students who have poor attendance over multiple years will struggle to make up for the lost time in the classroom. Students' chronic absenteeism can leave third graders unable to read proficiently, sixth graders struggling with coursework and high school students off track for graduation.

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

### **Excused/Unexcused Absences Guidelines:**

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

Framingham Public Schools recognizes that students will, at times, have legitimate reasons to be absent. These reasons are referred to as excused absences. The parent/guardian shall provide the school with notice explaining the absence within 5 days of the return to school. Excused absences include the following:

- Student's illness or injury

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

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

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

### **Unexcused Absences:**

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

Examples of unexcused absences are:

- Attending parental/guardian appointments (e.g. medical, dental, etc.)

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

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

**Parent/Guardian and School Responsibilities:**

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

Pursuant to M.G.L. c. [76, § 1B](#), the school will notify the parent/guardian of a student who missed 2 or more periods unexcused over at least 5 days in a school year, or has missed 5 or more school days unexcused in a school year. The school administrator/designee will make a reasonable effort to meet with the parent/ guardian of a student who has 5 or more unexcused absences to develop action steps for student attendance. The action steps shall be developed jointly and agreed upon by the school principal, or a designee, the student and the student's parent/guardian and with input from other relevant school personnel and officials from relevant public safety, health and human service, housing and nonprofit agencies. Framingham Public Schools exercises its rights to enforce M.G.L. [76, §1](#) or Chapter [119, §51A](#).

**Vacations when School is in Session:**

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

**Truancy**

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

**Educational services due to absences for illness/injury:**

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

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

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

*First reading: December 20, 2016*

*Second reading: January 3, 2017*

### **Observance Of Major Religious Holidays - School Committee Policy JHE**

1. Excused absences from school are allowed on major religious holidays so that students may freely participate in their religious activities without conflict with their school obligations. Due to differences in religious practices, observance by individual students will not be uniform. Parents may, in writing, excuse their students from school for any religious days important to the child's religious beliefs. In addition, schools will be closed for Yom Kippur, Rosh Hashanah, and Good Friday.
2. All students in the Framingham Public Schools are required to make up work covered and assignments made during an excused absence from school. This practice shall be applicable to students who are absent due to religious observance. Such work shall be made up at the student's initiative without loss of credit no later than five (5) school days following their return to school after absence.
3. Students are responsible for turning multi-day projects on time.
4. New classroom work may be introduced on the day of a major religious holiday, but consideration should be given to planning such new work around the holiday.
5. At the student's request, assistance in the introduction of new work for students absent on religious holidays will be afforded by the teacher concerned.
6. No homework should be given the next day if the next day is a major religious holiday as defined by the school calendar.

### **Absentee Voice Mail System**

Each school's main office voicemail system is set up to take student absentee calls 24 hours a day. It is checked each day at 8:00am for the day's absentees. We ask that parents notify the school each day that their child is absent so we know the child is safe at home if he/she does not arrive to school. We appreciate parents' understanding and cooperation with using this system for the safety of the children.

### **Tardiness**

Students who arrive tardy must report directly to the main office. Late arrivals will be noted on the attendance sheet. Should a child miss a bus it is the parent's responsibility to see that he/she arrives to school on time.

### **Dismissal Notes**

Children will not be summoned to the office for early dismissal until a parent/guardian is in the office.

### **Important notice to parents:**

It is imperative that parents provide the school with legal documentation that may affect our communication with biological parents who are separated or divorced. This is particularly important if it has any bearing on who is authorized to pick up your child. The schools are obligated to follow state laws which require such legal documentation. Merely informing the school verbally is not sufficient.

If you are going out of town and leaving your child(ren) in the care of another adult, please notify the office in writing as to who will be responsible for them. Leave the person's name, address, telephone numbers, and email address.

## **TRANSPORTATION**

The primary mission of the [Framingham Transportation Department](#) is to provide students with safe and secure transportation to and from school in a friendly environment that enhances the total learning process. The Transportation Department has created a Frequently Asked Questions (FAQ) on their [website](#) to assist parents who may have questions.

Framingham Public School buses are equipped to monitor bus activity with the use of audio and visual recordings. By giving permission for your child to be transported on a Framingham Public School bus, you consent on your child's behalf to such recordings.

### **Student Eligibility For School Bus Transportation - School Committee Policy EEAA**

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

### **Students Eligible for Bus Transportation:**

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

### **Students Ineligible for Bus Transportation:**

Students ineligible for bus transportation per Massachusetts General Laws include:

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

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

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

LEGAL REFS.: M.G.L [40:5](#); [71:7A](#); [71:68](#); [71B:5](#)

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

### **Bus Schedules**

Your child's bus stop, bus number, pick-up and drop-off time will be emailed to you in late August, for the start of the school year. Bus information is also available for review anytime during the school year by logging into your students Aspen X2 account; select the My Info and Bus Info tabs. Bus pick-up and drop-off times are not exact. We ask students to arrive at their assigned bus stop at least five-ten minutes prior to pick up time so that they are ready and waiting for the bus to arrive. On any given day, a child's school bus can be early or late depending on driving conditions in the city. If a child misses the bus, parents are responsible for bringing him/her to school on-time. Students will be transported to and from an assigned, designated bus stop. Only students assigned to a bus may ride that bus. When children wish to visit other children after school, it is the parents' responsibility to arrange for their own transportation.

### **Student Conduct On School Buses - School Committee Policy JICC**

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

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

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

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

If a student's conduct is determined by the operator to be detrimental to the safe operation of the vehicle, or if it is determined that a student has caused personal injury to others or damage to a vehicle, a conference will be arranged with the student and Principal or his/her designee, after which the parents and student will be notified in writing and by telephone, that future incidents will result in the curtailing of bus privileges. Subsequent offenses shall carry the following penalties: Second offense - Bus privileges suspended for three days at the middle school and high school levels and up to 3 days at the elementary level; Third offense - Bus privileges suspended for up to 10 days; Fourth offense - Bus privileges suspended for up to 20



days; Fifth offense - Bus privileges suspended for up to the remainder of the school year. Parents have the option of requesting a hearing with the driver and Principal regarding any discipline report about their student. The Principal may require a parent conference for any student reported for bus discipline infractions.

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

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

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

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

Voted: January 9, 2018

### **Bus Expectations**

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

Students are expected to:

- Wait at the bus stop in a safe and orderly manner.
- Follow the instructions of the bus driver.
- Stay seated at all times when the bus is in motion in your assigned seat
- Keep hands and feet to themselves.
- Not throw anything out of the windows.
- Not eat food or chew gum on the bus.
- Not damage the bus in any way.
- Use inside voices and to avoid inappropriate or disrespectful language
- Take their personal belongings with them when they get off the bus.
- Students are not allowed to take pictures and/or videos of other students on the school bus.

Please note that Framingham Public School buses are equipped to monitor bus activity with the use of audio and visual recordings.

### **Bus Concerns**

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

### **Walkers**

*Please refer to each school's protocols below.*

#### **Cameron and Walsh Middle School**

Walkers who enter the front doors of the school should arrive at school at 8:00 a.m. and go directly into school for breakfast, or to their homeroom.

#### **Fuller Middle School**

Walkers who enter the front doors of the school should arrive at school at 8:00 a.m. Those requiring breakfast can enter the building and go to the cafeteria at 7:55 a.m. All other students may enter the building at 8:00 and go directly to their homeroom.

- 6th grade enter by door #3 - furthest door at the end of the building
- 7th grade enter by door #1 - the main entrance by the front office
- 8th grade enter by door #2 - the middle door on the front side of the building.

### **Bicycles**

Children are allowed to ride bicycles to/from school. Bicycles need to be secured in the bike racks in the front of the school. *All bicyclists are required to wear helmets per Massachusetts State law [Mass Bike Law](#).*

## **FOOD SERVICES**

There are breakfast and lunch services available in school each day. Free and reduced lunch applications are sent home with children at the beginning of each school year. There must be a new application completed each school year. The district website also has the applications online in English, Spanish and Portuguese at [Free/Reduced Lunch Form](#).

A monthly lunch menu is coordinated by the Framingham Public Schools. A copy of the menu is distributed monthly to students, posted in each classroom and available online at [Lunch Menu](#).

If your child has food allergies be sure to have medical documentation on file with the school nurse; if you have any questions regarding the breakfast/lunch menu please call Food Services at 508-626-9109.

### **Breakfast**

Schools the charge for breakfast is \$1.75 Full Paid, \$0.30 Reduced Price and free for eligible students.

### **Lunch**

Lunch meals are available daily except on early release and half days. The cost for Lunch is \$3.00 Full Paid or \$0.40 Reduced Price or free for eligible students.

### **School Meals Payment Plan**

The Framingham Public Schools Food Service Department provides a convenient, easy, and secure online prepaymentservice through MySchoolbucks.com to maintain your account. The primary benefits of this service are:

- Deposit money into your child's school meal account online at any time.
- Print out a meal history report within the past 30 days.
- Create only one account if you have multiple children in the Framingham Public Schools.

To sign-up for MySchoolbucks.com, go online to the Framingham Public School Food Service Department website at [MySchoolbucks.com](http://MySchoolbucks.com) and follow the instructions. To complete registration, parents need their child's name, student ID number, and school ZIP code. Students and parents are given their child's student ID number at the start of school. If parents need the number, they may request their child's student ID by contacting the Framingham Public Schools Food Service Department office at 508-626-9109.

## **SCHOOL HEALTH SERVICES**

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

### **Immunization of Students**

To attend Framingham Public Schools, all students in grades Pre-K-12 must be fully immunized against vaccine preventable diseases in accordance with MGL 105 CMR 220.00 ch76 sec15 and MA DPH regulations and requirements. Official documentation of required immunizations from a child's licensed health care provider must be provided to the school nurse before a child of any age can begin attendance to school. You may view the Massachusetts' immunization requirements at:

[https://www.mass.gov/files/documents/2018/09/14/guidelines-ma-school-requirements\\_0.pdf](https://www.mass.gov/files/documents/2018/09/14/guidelines-ma-school-requirements_0.pdf)

Only medical and religious exemptions from immunization requirements will be accepted. If a child will not be immunized for medical reasons, a statement from the child's healthcare provider documenting why the child cannot be vaccinated must be provided to the school nurse. Religious exemptions must be stated in writing and presented to the child's school nurse at the start of each year.

### **Physical Examinations**

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

### **School Health Screenings**

#### **Vision and Hearing Screening:**

All students receive regular vision and hearing screenings annually. Your school nurse will notify you before the screenings begin. You will be notified of any concerns or abnormal findings and referred to your healthcare provider for further evaluation.

#### **Postural Screening:**

Postural screening to assess for scoliosis and/or early signs of spinal problems is conducted annually for all students in grades 5-9. Your school nurse will notify you with any concerns or abnormal findings and refer your child to your healthcare provider for further evaluation. You may waive your child's postural screening by stating your preference in writing to your school nurse.

#### **Body Mass Index (BMI) Screening:**

Massachusetts schools are required to measure the height, weight, and BMI of students in grades 1, 4, 7, and 10. Your school nurse will provide you with a confidential report of your child's BMI. You may waive your child's BMI screening by stating your preference in writing to your school nurse.

### **Medication Policy**

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

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

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

### **Students with Special Health Care Needs**

Families are strongly encouraged to communicate to the school nurses any student health concerns. If your child has asthma, allergies, diabetes, seizures, attention deficit disorder, or any other medical or mental health

issue requiring special health services during school hours and/or is assisted by medical technology, please meet with your school nurse prior to school entry.

### **Wellness Policy - School Committee Policy ADF:**

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

#### **I. Nutrition Guidelines for All Foods on Campus**

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

1. All foods made available on campus will comply with the current USDA's Dietary Guidelines for Americans.
2. The following will also comply with the current Massachusetts A La Carte Food and Beverage Standards: food and beverages sold in vending machines and school stores; a la carte items; beverage contracts; and food and beverages offered as school incentives and at school celebrations.
3. Nutrition information for products offered in snack bars, a la carte, vending machines and school stores will be readily available near the point of purchase.
4. Nutritional information on all school foods will be provided to each school and made available either in hard copy or in electronic form.
5. Food Service Directors are recommended to have a background in nutrition.

#### **II. Physical Activity and Fitness offered by the Framingham Public Schools**

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

1. Framingham Public Schools recognizes the importance of offering physical education instruction throughout the entire school year. All elementary school students in the Framingham Public Schools will have formal physical education class every week. All middle school students will receive a consistent amount of time in formal physical education class, with two 45-minute classes per cycle. The district will strive to increase present physical education offerings at the high school and to increase participation in all four years. Opportunities for physical activity shall be incorporated into other subject lessons when possible.
2. A state license is required for all teachers of physical education classes.
3. Recess is a necessary break in the day for optimizing a child's social, emotional, physical, and cognitive development. In essence, recess should be considered a child's personal time, and it should not be withheld for punitive reasons. All elementary students will engage in a daily recess period for a minimum of 15-minutes. Recess may be withdrawn only as a consequence of a student's behavior

when that behavior jeopardizes the health and safety of the student or others, and only after all other means of addressing the behavioral issue have been exhausted. Recess should not be withheld for entire classes based on behavior issues. It is the expectation that other more effective interventions will be utilized to address classroom behavior. Whenever possible recess should be planned before lunch since research indicates that physical activity prior to lunch can increase the student's nutrient intake, increase student attention to academic work, and reduce food waste.

4. The district will broaden opportunities for physical activity for students at all levels through a variety of before and/or after school programs including, but not limited to, intramurals, interscholastic athletics and physical activity clubs. Framingham Public Schools, along with the Massachusetts Department of Education, recognizes that the above named activities are not to be used in place of formal physical education classes, which are part of structured learning time.
5. The district will support walk-to-school initiatives.
6. Schools will encourage parents and guardians to support their children's participation in physical activity; to be physically active role models; and to include physical activity in family events.
7. Schools should discourage extended periods of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.

### III. Nutrition Education statements and goals for the Framingham Public Schools

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

### IV. Evaluation

1. The Health Advisory Council will collaborate with building principals to ensure that faculty and staff are in compliance with this Wellness Policy.
2. The Health Advisory Council will provide necessary updates and report annually to the Superintendent.

### References:

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

(NASPE); School Nutrition Association Wellness Policy Guidelines; Massachusetts Association of School Committees Wellness Policy Guidelines

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

CROSS REFS.: [EFC](#), *Free and Reduced-Cost Food Services*; [IHAMA](#), *Teaching About Alcohol, Tobacco and Drugs*; [KI](#), *Public Solicitations/Advertising in District Facilities*

### **Student Health Services And Requirements - School Committee Policy JLC:**

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

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

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

### **Procedures for Emergency at School**

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

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

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

LEGAL REF.: M.G.L. [71:53;54;54A;54B;55;55A;55B;56;57](#)

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

### **Guidelines for Keeping a Sick Child Home from School**

Parents are often faced with a decision when a child is sick: should they keep the sick child at home or send them off to school? The following guidelines should be considered when making the decision:

**Fever**: A child should stay at home with a fever of 100 degrees or higher. They may return to school after they have been fever-free for 24 hours (without taking fever reducing medicine like Tylenol or Motrin).

**Diarrhea/Vomiting**: A child should go for 24 hours without vomiting or experiencing diarrhea and be able to eat and drink before returning to school.

**Communicable Diseases**: A child should receive 24 hours of antibiotics and be fever-free before returning to school with strep throat, conjunctivitis, or other communicable diseases.

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

Consider keeping your child home from school if they have symptoms that prevent them from participating in school such as: excessive tiredness, productive coughing, sneezing, headache, body aches, earache, or sore throat.

Communicate with your school nurse if you are unsure about whether to send your child to school.

### **Head Lice Management Plan**

Head lice (pediculosis) is a common childhood condition that affects many families during the school-aged years. Head lice outbreaks in our children and schools are best managed with a collaborative community effort. The Head Lice Management Plan established by School Health Services is designed to be family friendly and sensitive to individual needs. Our goal is to support families and keep children where they need to be...in school!

School Health Services will support families with strategies that emphasize prevention and early detection. Educational materials which address up-to-date methods for treating and controlling lice at home and in our schools will be available from our school nurses.

Families will support the school community by taking an active role in head lice management through prevention, early detection, and the timely use of effective treatment options.

The School's Role in Head Lice Management:

- Classroom screening activities will take place at the discretion of the school nurse.
- Children will be screened at school if lice are suspected or as a result of a reported case.



- Families will be notified by school personnel the same day their child has been identified with head lice. Dismissal from school will be at the discretion of the school nurse.
- If a student is identified as having a case of head lice (nits and/or live lice), he/she will be assessed and referred for treatment at home using safe and appropriate treatment methods will be at the discretion of the school nurse.
- Siblings and close contacts of the identified student in the school/district will be assessed for head lice.
- Families of other students in the classroom of the identified student will be notified if there are multiple cases of lice in a classroom. Additional notifications will be at the discretion of the school nurse.
- Families of children with head lice will be provided with information regarding treatments and management of head lice.
- The school nurse will assess a student for infestation prior to his/her return to the classroom. The parent/guardian will accompany the student and remain until the assessment is completed. Several assessments may be required.
- If nits are found following treatment, at the nurse's discretion, the student may be returned to class or dismissed to home for additional care.

#### Parent/Caregiver Role in Head Lice Management:

- Check children at home for head lice regularly throughout the school year and during the summer months.
- If you become aware that your child has head lice, thoroughly check household contacts and treat as necessary.
- If you become aware that your child has head lice, notify your school nurse immediately.
- If you become aware that your child has head lice, notify others who have been in close contact with your child during the past 2-3 weeks.
- If you become aware that your child has head lice, you are responsible to treat him/her using safe, thorough methods, including complete removal of nits.
- Refer to educational materials provided by the school nurse and contact your child's primary care provider for treatment recommendations.
- If you have treated your child for lice, you should continue to check him/her and household contacts for new nits EVERY DAY for 10 -14 days after treatment.
- Teach children not to share personal items such as hats, combs and brushes, etc.

## **STUDENT BEHAVIOR AND EXPECTATIONS**

### **Student Conduct - School Committee Policy JK**

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

The safety of students and staff is of paramount importance. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the

rights, properties, and safety of others are not violated. They will be required to respect constituted authority, and conform to school policies, rules, and provisions of the law that apply to their conduct.

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

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

Students violating any of the policies on student conduct and control will be subject to disciplinary action. The degree, frequency, and circumstances surrounding each incident shall determine the method used in enforcing these policies. Most of the situations which require disciplinary action can be resolved within the confines of the classroom or as they occur by reasonable but firm reprimand, and/or by teacher conferences with the student and/or parents or guardians.

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

All student handbooks shall contain the provisions of M.G.L. c. [71:37H](#), [37H1/2](#) and [37H3/4](#).

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

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

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

### **Positive Behavior Intervention and Supports (PBIS)**

Positive Behavior Interventions and Supports (PBIS) is a research based multi-tiered support system/framework for creating positive school culture and supporting all students socially and emotionally. Utilizing the PBIS framework helps students in achieving social, behavioral, and academic goals. PBIS has been implemented in schools across the United States, is supported by the Massachusetts Department of Education, and is currently being implemented in Framingham schools PreK-8.

Practices within the framework include explicit teaching of behavioral and social expectations paired with specific feedback and acknowledgment. Core values have been determined in each school and students receive lessons throughout the year on the core values as well as social emotional lessons through the Second Step or Open Circle Curriculum . Topics covered in Second Step and Open Circle include anti-bullying, skills for learning, empathy, emotion management, and problem solving.

PBIS uses a database system that tracks all disciplinary infractions. The data is then used to create preventative measures and interventions for students and classrooms in need. PBIS practices are implemented across all school areas, in classrooms, and on the school bus. PBIS practices are dynamic and are individualized by each school within the district.

### **Toys Brought to School from Home**

Appropriate toys may be brought to school for playground use. These include, but are not limited to, jump ropes, playground balls, soccer balls, basketballs, and Skip-It. Students should bring personal toys to school only with the permission of their child's teacher. Parents should keep in mind that toys may be lost or broken.

### **Other Items Not Allowed During School**

The following items are not allowed during school hours at school without permission:

1. Electronic games or devices, laser pens or pointers, cameras, video cameras. **(Taking pictures or videos of students and staff is not permitted in school or on buses.)**
2. Squirt guns, water guns, etc.
3. Skateboards/sneakers with built-in wheels.
4. Lighters, matches or other lighting devices, alcohol, illegal drugs, counterfeit drugs, drug paraphernalia, tobacco (chewing or smoking, such as cigarettes), any weapons, knives (including pocket or utility knives), fireworks, stink bombs. Bringing any of these items to school will result in suspension or expulsion, and in some cases reported to the police and/or fire department.
5. Other devices that may create a disruption or potentially be a safety risk (i.e. shock delivering devices).
6. As stated previously, Cell phones and Apple watches are not allowed during school hours.

Items located in your locker are considered to be in your possession and may be confiscated by school administration. Lockers are school property. There is no expectation of privacy for items contained in school lockers.

### **Cell Phones and Electronic Devices**

These items are not allowed to be used during the school day. If parents provide their child with a cellphone it must be turned off and kept in their backpack. If a student has their cell phone/electronic device out during the school day, staff member will confiscate the item, notify parents and return it to the student at the end of the day. If there are repeat offenses, items will be confiscated and parents will be contacted and asked to come to the school and meet and pick up the phone/device.

### **Student Dress Code - School Committee Policy JICA**

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

### **Middle School Dress Code**

The responsibility for the dress and appearance of the students will rest with the individual students and parents. However, clothing should be clean, neat, meet safety and sanitary standards, not be distracting, offensive, or disrupt the educational process. Students who come to school inappropriately dressed may be asked to cover up, change their clothing, or parents may be called to bring in other clothing.

Clothing that is disruptive to the educational process is not acceptable at school. This includes clothing that causes others to be distracted or offended. Shorts or skirts must be a minimum of past or equal to the fingertips when arms are straight down and shoulders relaxed.

Unacceptable clothing includes, but not limited to, hats, sweatshirt hoods, pants below the waist, see-through clothes, shirts that display a bare mid-section, shirts that are cut too low or show cleavage, short skirts or shorts, and hanging chains. No undergarment should be visible ( bra straps, boxers, or underwear).

Clothing with words or images that have sexual connotations, extreme or violent imagery, or references to alcohol or other drugs are not allowed.

- **Hats and Hoods** - Student's hats and hoods are to be removed in the school building. Exceptions may be made by the Principal for religious or medical reasons or designated school "Spirit Days."
- **Footwear** - Students are required to wear appropriate footwear at all times. Sneakers are required for gym class. For safety and sanitary reasons, closed-toe shoes should be worn throughout the school and, most especially, on the playground. Exceptions may be made for designated school "Spirit Days".
- **Winter Dress** - We expect students to be dressed for the weather. During cold weather months, students are encouraged to wear warm clothing to school so they are ready for the elements.

Lost and Found - Each school has a *Lost and Found* area. Parents are encouraged to remind their children to check the *Lost and Found* as soon as they realize they are missing items. Items not identified and taken by the at the end of each season will be donated to a charity. We suggest that parents put children's names on all articles of clothing, backpacks, notebooks, and other objects that are brought to school. For example, you can use a fabric marker to write your child's name on clothing tags or use adhesive labels for pencil cases and lunch containers.

### **Auditorium and Audience Etiquette**

Framingham Middle Schools have a strong tradition of excellence in the performing arts. The auditorium is an important learning environment for these and other related activities. Fine Arts and other assembly programs, activities and performances in the auditorium are central to student learning. Below are a few simple rules that will give them the attention and respect they deserve:

- Be an attentive listener.
- Don't draw attention from the performance or distract the performers.
- Acknowledge the performance with appropriate clapping.
- Be supportive and respectful of the performers or speaker.
- Do not get up or leave during a performance except in an emergency.
- Remain for the entire program.
- Follow the designated seating arrangements.

### **Academic Honesty, Cheating, and Plagiarism**

Academic honesty is an important core value at all of our middle schools. Cheating and plagiarism are unacceptable and will be addressed by the staff and administration. Cheating and plagiarism consist of taking another person's work in any way and putting your name on it, calling it your own and/or in general, taking an advantage that is not allowed. Examples include but are not limited to 1. Copying another person's test or homework 2. Using notes or other aids that are not allowed during a test. 3. Talking to or collaborating with another student during a test. 4. Copying, cutting, and pasting from the Internet or other electronic sources without properly citing the sources. 5. Using technology to share information during or about a test.

The consequences are:

1. All instances of cheating and plagiarism must be reported to the administration.
2. Teachers are to have a conference with the student(s) followed by a meeting with the administration and/or counselor.
3. A parent conference may be called.
4. The student's grade/test/assignment will be adjusted to reflect the plagiarism and cheating.
5. After school detention or one day in school suspension will be assigned.
6. Repeated incidents will result in more serious consequences.

### **Prohibition Of Hazing - School Committee Policy JICFA**

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

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

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

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

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

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

## **FRAMINGHAM PUBLIC SCHOOLS CODE OF CONDUCT**

### **Student Conduct - School Committee Policy JIC**

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

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

Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students. The expectation is for all students to receive equitable treatment from staff. The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.

### **General Principles**

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

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

### **Strategies In Using Interventions**

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

### **Reasonable Consequences**

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

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

*Please reference the addendum to see each school's progressive discipline system.*

### **Use of Out-of-School Suspensions Should Be Minimized**

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

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

### **Relevant Factors In Making Discipline Decisions**

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

- Age, health and special education status of the student;
- Student's academic program;
- Student's prior conduct and record of behavior;
- Student's willingness to repair the harm and accept responsibility;
- Seriousness of the offense and the degree of harm caused; and
- Impact of the incident on the overall school community.

### **Notice of Suspension**

Except for emergency removal or an in-school suspension of fewer than 10 days, a Principal must provide the student and the parent oral and written notice, and provide the student an opportunity for a hearing and the parent an opportunity to participate in such hearing before imposing suspension as a consequence for

misconduct. The Principal shall provide both oral and written notice to student and parent(s)/guardian(s) in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent/guardian present, the Principal must be able to document reasonable efforts to include the parent/guardian.

### **Emergency Removal**

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

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

### **In School Suspension**

*(Not more than 10 days consecutively or cumulatively)*

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

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

### **Principal's Hearing: Short Term Suspension**

*(Up to 10 days)*

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

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



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

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

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

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

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

#### **Principal's Hearing: Long Term Suspension**

*(More than 10 days but fewer than 90 days consecutively or cumulatively)*

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

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

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

The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long term suspension.

The Principal shall send the written determination to the student and parent/guardian by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the Principal and the parent/guardian.

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

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

### **Superintendent's Hearing**

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

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

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

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

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

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

### **Expulsion**

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

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

### **Academic Progress**

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

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

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

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

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

### **Reporting**

The school district shall collect and annually report data to the DESE regarding in-school suspensions, short and long term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE. This report will be given to the Framingham School Committee no later than September 1st of the following academic year.

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

REF: MASC

LEGAL REF: M.G.L. 71:37H; 71:37H; 71:37H3/4; 76:17; 603 CMR 53.00

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

## **MASSACHUSETTS GENERAL LAWS**

### **Section 37H**

*(Policies relative to conduct of teachers or students; student handbooks)*

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

Each school district's policies pertaining to the conduct of students shall include the following: disciplinary proceedings, including procedures 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 student handbook shall include an age-appropriate summary of the student-related sections of the bullying prevention and intervention plan required by section 37O. The school council shall review the student handbook each spring to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy changes at any time. The annual review shall cover all areas of student conduct, including but not limited to those outlined in this section.

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

- (a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
- (b) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- (c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).
- (d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
- (e) Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.

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

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

### **Section 37H1/2**

*(Felony complaint or conviction of student; suspension; expulsion; right to appeal)*

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

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

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

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

### **Section 37H3/4**

*(Suspension or expulsion on grounds other than those set forth in Sections 37H or 37H1/2)*

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

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

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

promulgate rules and regulations that address a principal's duties under this subsection and procedures for including parents in student exclusion meetings, hearings or interviews under this subsection.

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

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

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

### **Physical Restraint**

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

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



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

## **RECESS POLICIES AND GUIDELINES**

Our policy is that all children will be outdoors during recess for active play unless it is raining or severely cold. When there is snow on the ground, recess is restricted to the paved surface for the safety of all students and faculty. In order to keep all children safe during recess time, the following playground rules have been established:

### **Blacktop and Field Rules**

- If you need to go to the nurse, you need to ask for permission. The teacher will decide if you need one friend or to go with you to help.
- NO hanging on the railings, climbing trees, or jumping off structures.
- Do not throw balls against the school.
- All ball games such as soccer, two-hand touch football, and kickball should be played on a grassy field.
- Do not go into the woods.
- Keep in view of the teachers at all times.
- No tackle or contact sports.
- When the bell rings or whistle blows, stop playing immediately and line up quickly and quietly.
- Please return all balls, jump ropes and equipment to the classroom recess bag.

## **SECONDARY EDUCATION CURRICULA**

The [Office of Teaching and Learning](#) oversees the 6-12 curriculum articulation and alignment to state standards as well as the effective implementation of instructional practices that support those standards. Curriculum review and revision goes through a cyclical process so all subject areas are reviewed on a rotating, 7-year cycle. The Office of Teaching and Learning is responsible for ensuring what is taught is current, that best instructional practices are implemented throughout the district, and that teachers and students have the resources they need.

Framingham Public Schools is committed to providing equitable access to high quality instruction for all students. High quality instruction means that every student, in every classroom, every day has access to educational experiences that are aligned to standards and challenge them as a learner with the support of

meaningful feedback regarding their personalized needs. As a result, students are actively engaged in the process and can understand and articulate the why behind the learning.

The following programs and services are offered:

- Reading/language arts, math, science, and social studies instruction for all students
- Physical education, art, technology education and music classes for all students (Specials)
- Social emotional and behavioral learning opportunities
- Library and Media Center in each school
- Integrated technology
- Health for all grades
- SAGE Program for academically gifted students grades 6-8
- World Language (Spanish/French/Mandarin (Walsh))

### **Social Emotional Learning (SEL) and Behavioral Supports**

FPS strives to promote students' social, emotional, and behavioral growth through Multi-tiered Systems of Support (MTSS). MTSS offers three tiers of support: Tier 1 offers universal supports for all students, tier 2 offers targeted supports to provide short-term interventions to remedy problems, and tier 3 offers intensive supports, which are individualized interventions to address specific needs. Each tier is an additional layer of support.

Students who are in need of additional support at Tiers 2 and 3 for social, emotional, and behavioral issues will work with student support staff. This may include the social worker, school counselor, psychologist, assistant principal, principal, and/or nurse. The support provided is individualized to the student's needs and may include interventions such as check in-check-out, lunch friendship groups, mentoring, social skills lessons, management of emotions groups, and pro-social behavior plans. Parents are notified if a student is referred for support. A collaborative team approach is always taken. For more information on Tier 2 and 3 interventions, speak with your child's administrators, school counselor, social worker, nurse, or psychologist.

The middle schools also engage in restorative practices as behavior supports and interventions to mitigate future misbehavior. Restorative conferencing is a restorative practice based on the belief that students are resilient, capable of turning around adverse situations and can restore themselves and their relationships with the understanding and guidance of caring adults. The practice ensures that the student feels heard and respected during the entire process. The foundations of restorative conferencing are listening and speaking and, as a result, the structure of all restorative practices provides all parties involved a space to be heard. Restorative practices range from informal one-to-one conferences to more formal practices such as mediation, discipline circles, family conferences, and school return protocols. The goal of all restorative practices is to ensure a safe space in which all parties involved in an incident can discuss it safely, openly, and honestly. All practices involve protocols that provide a structured set of steps and questions to follow so that all participants feel supported and allows all thoughts and feelings to be shared in the process.

### **English Language Arts**

English Language Arts is taught every day in our middle schools. Reading is viewed as the foundation skill for most learning experiences. Our robust reading and writing programs of study are aligned to the standards laid out in the Massachusetts Curriculum Frameworks ([English Language Arts](#)) and follow the curricula established by the Framingham Public Schools.

### **Mathematics**

Mathematics is taught every day in our middle schools. Our mathematics program of study is aligned to the standards laid out in the Massachusetts Curriculum Frameworks ([Mathematics](#)) and follow the curriculum established by the Framingham Public Schools.

### **History and Social Studies**

History and Social Studies are taught everyday in our middle schools. History and Social Studies scope and sequences are aligned to the new [Massachusetts History and Social Science Curriculum Framework](#) and include study of local, state, national and world histories as well as civics.

### **Science and Technology**

Science is taught everyday in our middle schools. Similarly, Science and Technology scope and sequence are aligned to the [Massachusetts Science and Technology/Engineering Curriculum Framework](#). All Framingham middle school students engage in STEM lessons throughout the year that explore such concepts as experimentation, engineering, physical sciences, biology, space, matter, and energy.

### **Sage - Gifted and Talented Program**

All children possess gifts and talents. Some children may be academically advanced, others may be musically inclined, while still others may excel in sports. The Framingham Public Schools defines giftedness as a combination of high academic ability, abstract thinking preference, and a divergent learning style. Since the goal is for every student to maximize his/her learning potential, it becomes necessary for children who possess needs associated with giftedness to receive modifications in the teaching/learning environment. These modifications may be handled in the classroom or through a pull-out service, dependent upon individual need. Therefore, services of the Sage Department are two-fold: an integration component and a pull-out component.

Teachers, as well as parents, may refer a student for Sage screening. However, no student may be screened until written parent permission is provided. The intent of the screening is to determine if Sage services are warranted and whether the service will be provided to the student through the classroom teachers and/or directly to the student in pull-out classes. To request the necessary referral packet to initiate screening, parents should contact the Sage office at 508-626-9134. Referral forms, as well as general information, may also be obtained online at: [SAGE referral form](#). Completed forms need to be returned to the Sage Department Office, 73 Mt. Wayte Avenue, Suite #5, Framingham, MA, 01702.

If parents of students in Grades 2-7 are considering a screening for the current school year, referrals should be submitted by the end of November. Parents of students in Grade 1 should submit referrals by the end of January for a spring screening with pull-out services commencing the following fall.

## **Homework**

The purpose of homework is to reinforce classroom instruction, develop independent study habits, and to encourage parent involvement in their child's academic program.

Parents can help homework to be effective by implementing some simple guidelines.

- Establish a regular time and place for children to do homework.
- Provide resources and equipment (dictionary, ruler, pencil, eraser, maps, etc.).
- Help children get started, explaining assignments as needed but not doing it for them.
- Check everyday to make sure homework is being done
- Contact your child's teacher if there are problems.

When students are absent from school, it is their responsibility to make up assignments upon their return. On the third consecutive day a child is absent because of illness, parents may call the school to arrange to pick-up homework. However, it is not the responsibility of the teachers to provide homework assignments in advance for students who take vacation time outside of regularly scheduled school vacations and holidays.

## **SPECIALIZED PROGRAMMING**

### **BILINGUAL EDUCATION DEPARTMENT**

The Bilingual Education Department offers programs and instruction for English learners in the Framingham Public Schools. The purpose of our programs is to accelerate English language literacy so that our language learners will be successful in all of their academic endeavors, while at the same time valuing the social and cultural knowledge that these children bring to school. Framingham Public Schools offers a myriad of programs designed to support students' language acquisition on the biliteracy continuum. Please refer to a more detailed overview in the Bilingual Education Handbook. ([English](#), [Spanish](#), [Portuguese](#))

### **2020-2021**

<b>PROGRAM MODELS</b>	<b>SCHOOL(S)/GRADES</b>
SEI (Sheltered English Immersion)	ALL SCHOOLS (PREK-12)
DUAL LANGUAGE - TWO-WAY SPANISH	BARBIERI (K-5) BROPHY (K-1*) WALSH MIDDLE (6-8) FRAMINGHAM HIGH (9-12)
DUAL LANGUAGE - TWO-WAY PORTUGUESE	POTTER ROAD ELEMENTARY (K-2*) WILSON ELEMENTARY (K-1*)
TRANSITIONAL BILINGUAL - SPANISH	BROPHY ELEMENTARY (2-5**) FULLER MIDDLE SCHOOL (6-8) FRAMINGHAM HIGH SCHOOL (9-12)
TRANSITIONAL BILINGUAL - PORTUGUESE	WILSON ELEMENTARY (2-5**) FULLER MIDDLE SCHOOL (6-8) FRAMINGHAM HIGH SCHOOL (9-12)

\*Each year these schools will add a grade for this program model

\*\*Each year these schools will reduce a grade for this program model

### **Two Way Immersion - Dual Language Programs**

We offer Two Way Immersion (TWI) programs in English-Spanish and English-Portuguese. A Two Way Immersion (TWI) program is a dual language education model designed to promote bilingualism and biliteracy, cross-cultural competency, and high levels of academic achievement for both native English speakers and English Learners (ELs) from diverse language backgrounds. TWI programs are considered additive bilingual programs because all students develop and maintain their home language while adding a second language to their repertoire. They receive the same core curriculum as all students in the state and instruction is provided through two languages throughout the program.

### **Transitional Bilingual Education (TBE)**

The goal of Transitional Bilingual Education is for English learners to continue to work academically at grade level while they are learning English. The program uses the student's first language (Spanish or Portuguese) and English for instruction. It relies on a transfer of academic skills, gradual and persistent, from the student's native language into English. Instruction in the native language allows students to master content curricula at the same rate as their English dominant peers while they build sufficient skills in English to transition into learning in an English only environment. Once a student has reached an intermediate level of English proficiency, s/he will transition into a Sheltered English classroom.

### **Sheltered English Immersion (SEI)**

In the Sheltered English Immersion program, Framingham focuses on the progress of EL students in developing listening comprehension, speaking, reading, and writing skills in English, and in meeting academic standards of the general curriculum. There are two specific components to the instruction in the SEI model:

- **English as a Second Language/English Language Development**  
"The goal of English as a second language (ESL) instruction in Massachusetts public schools is to advance English Learners' (ELs) language development and promote their academic achievement. English language proficiency includes social and academic language in listening, speaking, reading, and writing (WIDA, 2012a). ESL instruction provides systematic, explicit, and sustained language instruction, and prepares students for general education by focusing on academic language while also attending to social instructional language. Effective ESL instruction supports student success in school, including improvement of ACCESS scores and acceleration of academic achievement. It also supports long-term goals such as college and career readiness. ESL instruction, with its own dedicated time and curriculum, is a required component of any program serving ELs in Massachusetts (Sheltered English Instruction, Two-Way Immersion, Transitional Bilingual Education). The ESL curriculum is aligned to WIDA's English Language Development Standards and to the Massachusetts Curriculum Frameworks." (Next Generation ESL Curriculum Resource Guide, 2)
- **Sheltered Content Instruction**  
This is instruction that includes approaches, strategies, and methodology that makes the content of the general curriculum more comprehensible to students who are not yet proficient in English. Sheltered Content Instruction (SCI) is designed to develop and/or further the English language development of students identified as ELs. Language access tools and

strategies are used to help students comprehend the grade-level content. Students of all English Language proficiency levels may participate in Sheltered Content Instruction.

### **Opt Out**

Both federal and state law allow parents of ELs to elect to notify the district that they wish to have their child opt-out of all of the EL programs or services described above. Once a child has been initially identified, as required, regardless of EL status of the student, a parent may choose to place the child in a general education classroom that is not specifically designed for English language acquisition. The child will continue to be monitored by the Bilingual Education Department and will continue to be reported as an EL to the Massachusetts Department of Elementary and Secondary Education until the child meets the exit criterion as established by the Massachusetts Department of Elementary and Secondary Education.

### **Exiting the Bilingual Program**

English Language Development coaches and/or ESL, GE teachers assess a student's ability to listen, speak, read and write in English, utilizing standardized scores (ACCESS for ELLs, MCAS ELA), authentic assessment and classroom observations through the School-Based Language Assessment Team (SBLAT) process. At least twice a year at parent conferences, the teacher and parent will review the child's English proficiency and plans to access instruction in the General Curriculum program. Final determination of exiting EL status will be made by the Bilingual Office upon review of the SBLAT documentation.

## **SPECIAL EDUCATION DEPARTMENT**

If interested, you will find a more detailed overview of the special education process in the [Special Education Manual](#) ([Spanish](#), [Portuguese](#)).

Framingham Public Schools provides a broad array of services for children and youth identified with disabilities from the ages of three through twenty-two. State and federal special education laws and regulations, namely The Individuals with Disabilities Education Act (IDEA), govern the referral, evaluation and placement procedures. Framingham Public Schools is committed to the goal of providing an appropriate education for students with needs in the least restrictive environment.

Special Education services are offered to Framingham students in accordance with 603 CMR 28.00 of the General Laws of the Commonwealth of Massachusetts (formerly Chapter 766). Special Education is intended to provide services to students who have disabilities and who, because of those disabilities, need help to make progress in the general education program of the school and thus to receive the full educational benefit of the district's programs.

### **Initiating a Referral for Special Education Eligibility**

**School Referral** – After the Student Support Team determines that all efforts have been made to meet the needs of the student within the general education program, and these efforts have not been successful, a student will be referred by school personnel for an evaluation to determine eligibility for Special Education. Documentation of the use of instructional support services for the student is to be provided as part of the evaluation information reviewed by the Team, when determining eligibility.

**Parent Referral** – A parent (including foster parent, guardian, individual with whom the child lives, or an individual legally responsible for the child’s welfare) may refer a student anytime for an initial evaluation to determine eligibility for special education. This referral may be made either orally or in writing.

The referral will be given to the Team Evaluation Coordinator to begin the process. Parents are contacted to clarify concerns and help develop the evaluation plan in all areas of suspected disability.

**Timeline:** Upon receipt of parent referral, the school district has five (5) school days to provide the parent with an evaluation consent form. The district has thirty (30) school days, from receipt of parent consent, to conduct all required assessments, and an additional fifteen school days to convene a Team meeting and determine whether or not the student is eligible for special education. The total timeline is forty-five school working days.

### **IEP Team**

The following are members of the IEP Team (individuals may serve in more than one role as appropriate):

- The student’s parent(s) / guardian
- A district representative who has the authority to commit district resources
- At least one general education teacher who is familiar with the student (if the student is, or may be, participating in the general education environment)
- The student if age 14 or older
- If the student is participating in a special education program, a special education teacher or special education provider for the student
- At least one teacher/specialist trained in the area of the suspected disability
- An individual who can interpret evaluation results
- Additional people may be added to the Team meeting, depending on the specific and individual needs of the student.

## **PROTECTIVE REGULATIONS**

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

### **Section 504 Of The Rehabilitation Act Of 1973**

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

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

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

### **Americans With Disabilities Act**

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

### **Chapter 622 Of M.G.L.**

Regulations governing the application of Chapter 622 of the Massachusetts General Laws, Acts of 1971, were issued in June of 1975. Chapter 622 states "No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges, and courses of study in such public school on account of race, color, sex, religion, national origin, or sexual orientation." These regulations focus on the services, programs and opportunities offered to students.

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

### **Title IX Of The Federal Education Amendments Of 1972**

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

### **Title IX Coordinator**

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



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

### **Policy And Grievance Procedure For Discrimination - School Committee Policy ACAB**

#### **I. GENERAL STATEMENT OF POLICY**

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

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

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

#### **II. POLICY DEFINITIONS**

For purposes of this Policy and Grievance Procedure:

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

or limits the ability of a student to participate in or benefit from the district's programs, or the ability of an individual to work in the Framingham Public Schools.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### III. POLICY APPLICATION

This policy applies to all sites and activities the Framingham Public Schools supervises, controls, or where it has jurisdiction under the law, including on school grounds; on property immediately adjacent to school grounds; at school-sponsored or school-related activities; at functions or programs whether on or off school grounds; at school bus stops; on school buses or other vehicles owned, leased or used by the school district; or through the use of technology or an electronic device owned, leased or used by the Framingham Public Schools. This policy also applies to conduct at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the Framingham school district if the act or acts in question create a hostile environment at a school; infringe on the rights of others at a school; and/or materially and substantially disrupt the education process or the orderly operation of a school or school-sponsored activity or event.<sup>1</sup>

### IV. HOW TO MAKE A COMPLAINT OR REPORT STUDENT REPORTING

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

comfortable reporting the alleged act(s) to a person other than the principal or designee, or the District Title IX/Equity Coordinator, the student (or his/her parent/guardian) may report the alleged act(s) to any school or district employee. That employee shall report that information to the principal or designee. Where requested or needed, students, or his/her parent(s)/guardian(s), will be provided assistance in preparing and filing a complaint or report.

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

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

#### STAFF REPORTING

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

#### RECEIPT OF COMPLAINTS AND REPORTS

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

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

#### V. PROCEDURE UPON RECEIPT OF COMPLAINT OR REPORT

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

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

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

employee to conduct the investigation. If the report or complaint is against the principal, the District Title IX/Equity Coordinator or designee shall investigate the report or complaint.

4. **NON-COOPERATION OF ALLEGED VICTIMS:** After receipt of a complaint or report, the principal or designee will attempt to identify and obtain the cooperation of the person who is the victim of the alleged conduct, if there is one. An investigation shall proceed even if an alleged victim chooses not to fill out the written complaint or reporting form. Even where the principal or designee does not obtain the identity of or cooperation by the alleged victim(s), the principal or designee will investigate the allegations, to the extent feasible.

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

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

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

### **A. SELECTING APPROPRIATE RESOLUTION PROCEDURE**

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

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

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

- (1) the complaint or report involves an allegation of severe, persistent or pervasive harassment, or other serious form of discrimination or retaliation;
- (2) there is a pending Formal Resolution Procedure against the alleged perpetrator;
- (3) the alleged perpetrator has previously been found to have violated this policy after a Formal Resolution Procedure;
- (4) the alleged conduct involves physical harm to a person or is serious enough that it may place a person at physical risk;

- (5) the incident has resulted in a criminal charge;
- (6) the alleged perpetrator is an employee, volunteer or independent contractor;
- (7) the incident involves a referral to the Massachusetts Department of Children & Families; or
- (8) where a Formal Resolution Procedure is otherwise deemed appropriate under the circumstances.

#### B. INFORMAL RESOLUTION PROCEDURE

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

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

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

#### C. FORMAL RESOLUTION PROCEDURE

##### INVESTIGATION AND RESOLUTION PROCEDURES

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

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

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

Where the police chief or designee makes a request for deferral of an investigation pending a law enforcement criminal investigation, the principal, upon approval of the Superintendent, shall delay the investigation temporarily, for a limited period of time, until notified that the police department has completed its gathering of evidence. Any such delay, however, does not limit the responsibility of the principal or designee to promptly take interim measures (s)he determines are necessary and/or advisable to ensure the safety and well being of the complainant and the school community, to the extent practicable, while the police department's fact-gathering is in progress.

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

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

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

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

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

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

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

of behavior, and the extent to which the conduct adversely affected the education or school environment of the victim and other school community member(s).

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

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

## VII. POST-INVESTIGATION RESPONSE

### A. TAKING APPROPRIATE DISCIPLINARY, CORRECTIVE AND REMEDIAL ACTION

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

### B. DISCIPLINARY CONSEQUENCES AND RELATED ACTIONS FOR VIOLATING POLICY

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

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

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

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



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

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

#### C. APPLYING CORRECTIVE AND REMEDIAL MEASURES FOR STUDENTS

1. APPLYING CORRECTIVE ACTION: Corrective action concerning a student victim may include, but is not limited to, adopting a written safety plan to identify protective measures. Corrective action for the perpetrator may include, but is not limited to, classroom transfer; exclusion from participation in school sponsored functions, after-school programs, and/or extracurricular activities; limiting or denying access to a part or area of a school; increased adult supervision on school premises; complying with a non-contact order, parent/guardian conferences; a voluntary apology to the victim; counseling for the perpetrator; awareness training (to help the student perpetrator understand the impact of the behavior); and/or any other action consistent with the student code of conduct.

2. PREVENTION AND REMEDIATION: The District will employ prevention and remediation strategies reasonably calculated to remedy the effects of the discrimination, including harassment and retaliation, or other prohibited conduct, on the victim and the school community and to provide a safe school climate. Remedial action may include providing or referring the student complainant for counseling or victim assistance services and/or tutoring; or special educational support for students with disabilities. Remedial action may also include modifying school-wide policies or practices and sponsoring anti-harassment, anti-discrimination, or related training for school staff and/or students. It may also include informing the broader school community of issues that affect it as a whole.

#### VIII. APPEALS

1. FIRST LEVEL APPEAL FOR THE COMPLAINANT: The complainant may appeal the investigative determination, or the corrective or remedial action taken for him/her, if any, to the principal or designee within ten (10) calendar days of receipt of notice of the determination. The principal or designee will review the case and determine whether to reopen the investigation. Written notice of the principal or designee's decision shall be provided to the complainant within ten (10) calendar days of the filing of the appeal, except for good cause, as documented in writing.

2. SECOND LEVEL APPEAL FOR THE COMPLAINANT: The complainant may appeal, in writing, the principal or designee's decision to the Superintendent or designee within ten (10) calendar days. The Superintendent or designee shall review the case and determine whether to reopen the investigation. Written notice of the decision shall be provided to the complainant within ten (10) calendar days of the filing of the appeal, except for good cause, as documented in writing.

3. APPEAL FOR THE PERPETRATOR: A student disciplined under this policy is referred to the student code of conduct, and for employees, applicable collective bargaining agreements; and for students and employees, to applicable federal and Massachusetts state laws.

#### IX. OTHER LEGAL REMEDIES

1. At any time, whether or not an individual files a complaint or report under this policy, an individual may file a complaint with the Office for Civil Rights, U.S. Department of Education, or with other governmental agencies, or may initiate a civil action. If a complaint is filed with the Office for Civil Rights, U.S. Department of Education, it must be filed in writing no later than 180 days after the alleged act(s) of discrimination. OCR may waive its 180 day time limit based on OCR policies and procedures.

A. Office for Civil Rights, U.S. Department of Education ("OCR")

5 Post Office Square, Suite 900, 8th floor, Boston, MA 02109

Website: [www.ed.gov/ocr](http://www.ed.gov/ocr); Email: [OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov)

Tel: (617) 289-0111; Fax: (617) 289-0150; TTY/TDD: (877) 521-2172

B. Equal Employment Opportunity Commission ("EEOC")

John F. Kennedy Federal Building

475 Government Center Boston, MA 02203

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

C. Massachusetts Commission Against Discrimination ("MCAD")

One Ashburton Place, Boston, MA 02108

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

D. Massachusetts Department of Elementary and Secondary Education

Program Quality Assurance Services

75 Pleasant Street, Malden MA 02148; Email: [compliance@doe.mass.edu](mailto:compliance@doe.mass.edu)

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

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

## X. POLICY DISSEMINATION

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

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

### **Legal References**

*Title IV of the Civil Rights Act of 1964, 42 U.S.C. § 2000d; Title VII of the Civil Rights Act of 1964, 42, U.S.C. §2000e; Title IX of the Education Amendments of 1972, 20 U.S.C. §1681; Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794; Title II of the Americans with Disabilities Act of 1990, 42, U.S.C. § 12134; M.G.L. Chapter 151B; M.G.L. Chapter 151C.*

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

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

### **Bullying Prevention - School Committee Policy JICFB**

The Framingham Public Schools is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyber-bullying. "Bullying" is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a

written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

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

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

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

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

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

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

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber-bullying. "Perpetrator", a student or member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engages in bullying or retaliation.

Bullying is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds;
- At school bus stops;
- On school buses or other vehicles owned, leased or used by the school district; or,

- Through the use of technology or an electronic device owned, leased, or used by the Framingham Public Schools.

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

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

### **Prevention and Intervention Plan**

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

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

### **Reporting**

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

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

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action. Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

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

### **Investigation Procedures**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended, Federal Regulation 74676 issued by EEO Commission, Title IX of the Education Amendments of 1972, 603 CMR [26.00](#), M.G.L. [71:37O](#); [265:43](#), [43A](#); [268:13B](#); [269:14A](#) M.G.L. [70:37O](#), subsection (d)*

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

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

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

### **Empowered Digital Use - School Committee Policy IJNDB**

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

#### **Availability**

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

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

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

- Digital devices, software, and networks shall be used in school for educational purposes and activities.
- An individual's personal information (including home/mobile phone numbers, mailing addresses, and passwords) and that of others shall be kept private.

- Individuals will show respect for themselves and others when using technology including social media.
- Users shall give acknowledgement to others for their ideas and work.
- Users shall report inappropriate use of technology immediately.
- These procedures shall be reviewed annually by district administration together with students and teachers and shall provide a springboard for teaching and learning around topics such as internet safety, digital citizenship, and ethical use of technology.

#### PARENT/GUARDIAN NOTIFICATION AND RESPONSIBILITY

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

#### DISTRICT LIMITATION OF LIABILITY

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

#### SEARCH AND SEIZURE

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

*SOURCE: MASC*

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

## **EDUCATION LAWS AND REGULATIONS**

### **Federal**

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

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

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

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

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

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

**IDEA 2004: Individuals with Disabilities Education Act of 2004:** (available at <http://thomas.loc.gov/cgi-bin/query/z?c108:h.1350.enr>). Governs special education. Most of IDEA 2004 is codified at 20 U.S.C. 1400 et seq.; regulations have been promulgated under it at 34 CFR 300 (available at <http://www.ed.gov/legislation/FedRegister/finrule/2006-3/081406a.html>), effective October 13, 2006.

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

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



### **State (Massachusetts)**

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

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

Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in any program or activity in the Commonwealth. <http://www.doe.mass.edu/lawsregs/603cmr27.html>

**M.G.L. c. 69: Massachusetts General Laws, Chapter 69:** Establishes the powers and duties of the Department of Elementary and Secondary Education. Section 1G requires the Board of Elementary and Secondary Education to set the minimum length for a school day and the minimum number of days in the school year for Massachusetts public schools. Regulations have been promulgated under Section 1G at 603 CMR 27.00. <http://www.doe.mass.edu/lawsregs/603cmr27.html>

**M.G.L. c. 71: Massachusetts General Laws, Chapter 71:** Governs public schools. Section 34D requires promulgation by the Board of Elementary and Secondary Education of student record regulations. Such regulations have been promulgated at 603 CMR 23.00. Section 34H concerns the provision of information by schools to noncustodial parents. Section 37G provides for the use of reasonable force to protect pupils, school personnel, and other persons from assault by a pupil and requires the promulgation by the Board of regulations regarding the use of physical restraint on students. Such regulations have been promulgated at 603 CMR 46.00. Section 37H relates to codes of conduct and handbooks. Section 38Q ½ requires every school district to adopt and implement a curriculum accommodation plan.  
<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section71>

**M.G.L. c. 71A: Massachusetts General Laws, Chapter 71A:** Governs the education of English learners. Regulations have been promulgated under it at 603 CMR 14.00.  
<http://www.doe.mass.edu/lawsregs/603cmr14.html>

**M.G.L. c. 71B: Massachusetts General Laws, Chapter 71B:** Governs the education of children with special needs. Section 6 relates to the assignment of children to special education classes. Regulations have been promulgated under c. 71B at 603 CMR 28.00. <http://www.doe.mass.edu/lawsregs/603cmr28.html>

**M.G.L. c. 71, s. 37H, as amended by Chapter 92 of the Acts of 2010. M.G.L. c. 71, s. 37O(e)(1) & (2). M.G.L. c. 71, s. 370(d):** Governs bullying prevention and intervention.  
<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section37H>

**M.G.L. c. 76: Massachusetts General Laws, Chapter 76:** Governs school attendance. Section 5 prohibits discrimination in all public schools on the basis of race, color, sex, religion, national origin, or sexual orientation. Regulations have been promulgated under section 5 at 603 CMR 26.00. Section 18 requires notice to students permanently leaving school. 603 CMR 26.00 was further amended by Chapter 199 of the Acts of 2011. <https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter76>

**St. 1965, c. 741: Chapter 741 of the Massachusetts Acts of 1965:** Established the maximum age for compulsory school attendance as sixteen. <https://malegislature.gov/Laws/SessionLaws/Acts/1965/Chapter741>

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

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

### **Education Laws and Regulations**

603 CMR 23.00 - Student Records

Section:

- [23.01:](#) Application of Rights
- [23.02:](#) Definition of Terms
- [23.03:](#) Collection of Data: Limitations and Requirements
- [23.04:](#) Personal Files of School Employees
- [23.05:](#) Privacy and Security of Student Records
- [23.06:](#) Destruction of Student Records
- [23.07:](#) Access to Student Records
- [23.08:](#) Amending the Student Record
- [23.09:](#) Appeals
- [23.10:](#) Notification
- [23.11:](#) Monitoring
- [23.12:](#) Severance Clause

[View All Sections](#)

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

## APPENDIX - FORMS

### Framingham Public Schools Bullying Prevention And Intervention Incident Reporting Form

*Bullying is defined as the REPEATED use by one or more students of a written, verbal, or electronic expression, or physical act or gesture directed at a target that causes physical or emotional harm, places the target in reasonable fear of harm, creates a hostile environment at school, infringes on the rights of the target at school, or materially substantially disrupts the education process or operation of school. Bullying is characterized by an imbalance of physical, psychological or emotional power.*

1. **Name of Reporter/Person Filing the Report:** *This line may be left blank if an anonymous report is being made* (Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)

2. Check whether you are the:      **Target of the behavior**      **Reporter (not the target)**

3. Check whether you are a:      **Student**      **Staff member (specify role)** \_\_\_\_\_  
   **Parent**      **Administrator**      **Other (specify)** \_\_\_\_\_

Your contact information/telephone number: \_\_\_\_\_

4. If student, state your school: \_\_\_\_\_ Grade: \_\_\_\_\_

5. If staff member, state your school or work site: \_\_\_\_\_  
\_\_\_\_\_

6. Information about the Incident:

**Name of Target (of behavior):** \_\_\_\_\_

**Name of Aggressor** (Person who engaged in the behavior): \_\_\_\_\_

**Date(s) of Incident(s):** \_\_\_\_\_

**Time When Incident(s) Occurred:** \_\_\_\_\_

**Location of Incident(s) (Be as specific as possible):** \_\_\_\_\_  
\_\_\_\_\_

7. **Witnesses** (List people who saw the incident or have information about it):

**Name:** \_\_\_\_\_      **Student**      **Staff**      **Other** \_\_\_\_\_

**Name:** \_\_\_\_\_      **Student**      **Staff**      **Other** \_\_\_\_\_

Name: \_\_\_\_\_ Student      Staff      Other \_\_\_\_\_

8. Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Please use additional space on back if necessary.

9. Signature of Person Filing this Report: \_\_\_\_\_ Date: \_\_\_\_\_

(Note: Reports may be filed anonymously.)

10: Form Given to: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Date Received: \_\_\_\_\_



**Media Permission Form**

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Dear Parent or Guardian:

From time to time the Framingham Public School District uses pictures of students and/or their school work to document educational programs and/or inform the community of school undertakings. These photographs, interviews, audio recordings, video recordings, and/or electronic pages may be distributed in the form of printed reports and brochures, newspapers, magazines; via radio or television broadcasts or cable television programs or on the Framingham Public Schools website.

Please sign the form below and return it to your child's homeroom teacher if you do NOT give the Framingham Public Schools permission to use your child's image or school work. This form will be kept on file for future reference.

Child's Name \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_

***NO. I do not grant the Framingham Public Schools permission to use my child's image and/or school work to be displayed for public presentation in any form.***

Name: \_\_\_\_\_

Relationship: \_\_\_\_\_

Date: \_\_\_\_\_

**Receipt Of Family-Student Handbook**

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

This form should be completed and returned to your child’s homeroom teacher. By signing this, you acknowledge that you have received and read the Framingham Public Schools Secondary School Family and Student Handbook.

I, \_\_\_\_\_, am the parent or guardian of

\_\_\_\_\_, grade \_\_\_\_\_, and I acknowledge that I have received and

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

\_\_\_\_\_  
(DATE)

## **ADDENDUMS**

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### **Cameron Middle School Addendum**

#### **Progressive Discipline System, Conduct, and Consequences:**

##### **Strategies in Using Interventions**

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

##### **Reasonable Consequences**

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

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

##### **Classroom Conduct**

Expectations for classroom conduct are consistent throughout the school:

- Remain attentive to the task at hand during the entire period.
- Arrive to class on time and be prepared for the work at hand.
- Be considerate of the rights and feelings of others.
- Respond promptly to the direction of the teacher.
- No backpacks are allowed in the classroom.

Remember: All students have the right to learn and teachers have the right to teach. No one has the right to disrupt learning.

##### **Conduct After School**

Students who remain after school for any reason are expected to behave as they would during the regular school day. All students should be with an adult if remaining after school. No student can stay after school without permission from a parent or guardian.

##### **Conduct in the Computer Lab**

The computer lab and library contain computers and chromebooks for student research and school related work. Classes may use the lab during the day. Students under the supervision of a teacher are welcome to use the lab after school to do research or complete homework assignments. If a student is using a computer for inappropriate use or an inappropriate site, that student will lose computer privileges for a period of time.

The only items students should touch in the computer lab are the keyboards, the mouse, or the chromebooks. The monitor, headphones or PC should not be moved for any reason.

### **Detentions**

- Time: 2:30 - 4:00 pm
- Parents must provide transportation from after-school detention.
- Students must bring work and or book to read; All materials must be brought by the student.
- Students will not be allowed to go to their lockers.
- Electronic devices are not allowed to be used.

### **Friday After-school Detention Expectations**

- Time: 2:25 - 4:00 pm
- Parents must provide transportation from Friday after-school detention.
- Students must bring work and or book to read; All materials must be brought by the student.
- Students will not be allowed to go to their lockers.
- Electronic devices are not allowed to be used. Unless needed for assignments.

Students that do not meet these expectations will be asked to leave and will be required to serve another Friday Detention.

### **Friday Detention is given for but not limited to the following infractions:**

- 5 days tardy
- 3 unexcused absences
- Already served 3 after school detentions
- Already served 5 silent lunches
- Other serious issues as determined by the principal
- Consequences will reset after Friday Detention is served

### **Lunch Detentions**

- Served during the student's lunch
- Only given for minor infractions

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## **Fuller Addendum**

### **Progressive Discipline System, Conduct, and Consequences:**

#### ***Levels of Behavior Supports, Concerns, Violations and Responses***

Level 1 incorporates universal school wide practices that promote the development and practice of positive social behaviors, self-discipline, scholarly habits, resiliency, and healthy well-being. At this level, the goal is to prevent minor discipline concerns from becoming major discipline violations. This is done through Positive Behavioral Interventions and Support (PBIS), Restorative Practices, and teacher and administration observation.

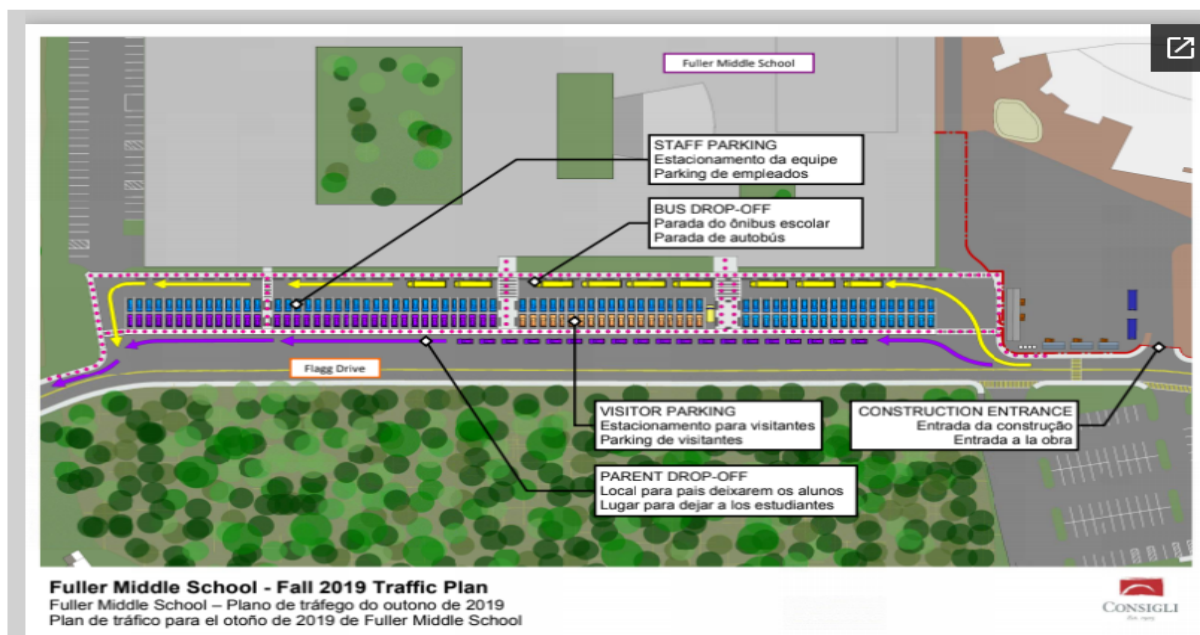
Level 2 consists of targeted interventions and consequences that are assigned when a student's behavior violation elicits a more targeted behavioral response beyond the immediate situation or incident in the school.



Level 3 consists of extreme behavior violations that seriously jeopardize school and classroom safety and order. Students who are experiencing high-risk or pervasive behavioral, academic, physical, and/or mental health concerns are assigned more intensive, individualized responses. Alignment of Behavior Concerns and Violations with Responses These policies apply to all students, including students with IEPs and 504 plans. Multiple incidents or chronic violations of the same behaviors will require more intensive interventions and more serious consequences. Interventions and consequences are aligned with each level through a matrix of responses. Teachers and administrators can select one or more responses in each level and are not expected to select or use all interventions. The goal is to match student behavioral concerns with the least intensive and most effective responses. Once a response has been assigned it will be monitored and potentially adjusted based on student response and effectiveness.

**Restorative Practices** In the event that a student is unable to follow Fuller Middle School's behavior expectations students may now participate in restorative practices as a behavior support or intervention response. The objective of restorative conferencing is to ensure that the student feels heard and respected during the entire process. The foundations of restorative conferencing are listening and speaking and as a result the structure of all restorative practices provides all parties involved a space to be heard. Restorative practices range from informal one-to-one conferences to more formal practices such as mediation, discipline circles, family conferences, and school return protocols. The goal of all the practices is to ensure a safe space in which all parties involved in an incident can discuss it safely, openly, and honestly. All practices involve protocols that provide a structured set of steps and questions to follow so that all participants feel supported and allows all thoughts and feelings to be shared in the process. This year all staff will begin to engage in informal one-to-one conferencing as restorative practices start to be implemented at FMS after a subset of staff were provided with professional development on the protocols. These conferences have the broadest application in school, and will help to reduce disruptive behaviors significantly if used as an early intervention technique.

### Arrival/Dismissal Diagram



## ***Walsh Addendum***

### **Progressive Discipline System, Conduct, and Consequences:**

Students are expected to demonstrate behavior that is appropriate and consistent with school and district policies. Each student will be responsible for providing a positive and healthy environment for others by maintaining self-respect and self-discipline, while having consideration for the rights and property of others. Each student will bear the responsibility for his or her own conduct. Students will be held to the following consequences should they receive an Administrative Referral:

Step 1 • 1st 2nd Administrative Referral = (2) silent lunches per referral

Step 2 • 3rd 4th Administrative Referrals = 60 minute detention for each referral • After the 4th referral, (this can also occur sooner) the team, assistant principal and the guidance counselor meets with the student to discuss his/her behavior

Step 3 • 5th Administrative Referral = one day in-school suspension (parent notified) • Behavior Contract will be implemented for student along with parent and administration meeting

Step 4 • 6th 7th Administrative Referrals = one day out of school suspension (parent notified) • Assistant Principal will contact parents and continue to monitor and/or modify behavioral contract as necessary.

Step 5 • 8th Administrative Referral = case by case decision • His/her behavioral contract will continue to be monitored and modified.

#### **IMPORTANT NOTES REGARDING THE PROGRESSIVE DISCIPLINE POLICY**

- The designation of “M” and “D” serves to distinguish between rules for which the penalty is mandatory suspension from school and rules for which the penalty is at the discretion of the principal or his/her designee.
- Our goal is to help students achieve the SCHOOL YEAR without any referrals, however in the event that individual student behavior results in a referral, use this as a GREAT OPPORTUNITY TO LEARN!

- Those students with 3 referrals or less will have a clean slate at the beginning of each trimester.
- Those students with 4 or more referrals in one trimester will begin the following trimester at the beginning of Step 2.

- Please refer to the information below for mandatory suspension offenses.

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

-Teacher detention

· In-school suspension

· Out of school suspension

· Long-term suspension

· Expulsion

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

M1 - Possession of a dangerous weapon, or threatened use of any object as a weapon

M2 - Assaulting a teacher or any other school personnel

M3 - Possession, sale, distribution, use, or manufacture of illegal drugs or alcohol

M4 - Setting fires

M5 - The unauthorized sounding of a fire alarm

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

M6 - Fighting or any assault or act of violence committed against another student

M7 - Violence, intimidation, or extortion, or threat of violence, intimidation, or extortion, directed toward another student or school personnel

M8 - Being under the influence of illegal drugs or alcohol, or in the possession of any drug paraphernalia.

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

D1 - Failure to truthfully identify one's self upon request of any school personnel

D2 - Violation of any Framingham Public Schools Policy

D3 - Harassment or hazing of another student or school personnel on the basis of, but not limited to, race, color, sex, national origin, religion, handicap or sexual orientation

D4 - Stealing and/or willful destruction of school or personal property

D5 - Persistent or excessive truancy and/or tardiness to class and class cutting

D6 - Cheating, plagiarism, or forgery

D7 - Use of obscene, abusive, or profane language or gestures, or rude or defiant behavior, either of which disrupts the educational process or school activity

D8 - A pattern of defiant or insubordinate behavior towards any school personnel or policy

D9 - Behavior which endangers persons or property or substantially disrupts the educational process or school activity

D10 - Giving off a strong odor of marijuana or alcohol

D11 - Presence in an unauthorized area

D12 - Smoking in any school building or bus or on school grounds

D13 - Violation of any criminal law of the Commonwealth of Massachusetts, including, but not limited to, gambling or stalking, not already covered by these rules

D14 - Unauthorized possession or use of school materials, equipment, or property

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

\*When a student is suspended either in-school or out of school, the student is required to stay at least 2 days after school for academic help sessions for each day of suspension. Students will take this opportunity to receive help and make-up work. Suspensions over three (3) days are at the discretion of the Superintendent of Schools. The Administration reserves the right to modify the penalties or procedures outlined.