



Framingham

PUBLIC SCHOOLS

School Committee

FRAMINGHAM SCHOOL COMMITTEE POLICY SUMMARY FOR THE SCHOOL COMMITTEE July 27, 2022

All policy changes below are on the agenda for a first reading or are updates of referred policies and were policies that were discussed and approved in the Policy Subcommittee of July 18, 2022. You can watch the video of that meeting [here](#). Changes in the full policies can be found in this packet

First Readings

Policy	Background/Overview of Changes
Policy KA: School/Community Relations Goal Policy KBA: School/Parent and/or Guardian Relations Goals Policy KBB: Translation and Interpretation	Grammar changes Changes from parents to parent/guardians
Policy BDB: School Committee Officers	Changes to the role of the Chair regarding needing approval for appointing subcommittees and setting agenda topics Changes to the role of the Clerk in regards to reviewing minutes, signing diplomas, and sending communications
Policy BIBA: School Committee Conferences, Conventions, and Workshops	Changes to the maintaining of the calendar of School Committee conferences, conventions, and workshops

Updates on Referred Policies

Policy	Background/Overview of Changes
File BEDG: Minutes	Reviewed as requested by referral and no changes proposed

Policy IHAMB: Teaching About Drugs, Alcohol, and Tobacco

Reviewed along with the suggestions from public comment and voted to refer to the Health and Wellness Subcommittee

SCHOOL/COMMUNITY RELATIONS GOALS

The School Committee believes that the District is an integral part of the community and that community support is necessary for the District's operation and achievement of excellence. The School Committee and District staff members recognize that community support is based on a mutual exchange, a dynamic process in which the District contributes to the community's success and, in turn, benefits from the community's resources.

In order to maintain productive relationships with the community, the District is committed to sustaining:

Effective, accurate, and meaningful communications that facilitate dialogue, encourage involvement in District programs, and create community advocacy for its public schools.

Volunteer programs that provide mutually enriching experiences for our students, staff, and community volunteers.

Community service efforts ~~that~~which enable the District's staff and students to express their commitment to the community.

Recognition programs that publicly honor the contributions of our students, employees, and community partners and express pride in our individual and collective accomplishments.

SOURCE: Framingham/MASC

SCHOOL/PARENT and/or Guardian RELATIONS GOALS

It is the general goal of the District to foster relationships with parents/**guardians**, which encourages cooperation between the home and school in establishing and achieving common educational goals for students.

While **parents/guardians** are individually responsible for their children, the District provides direct services of education and indirect services of childcare for students during the time when they are within the supervision of school personnel. Consistent with these shared responsibilities and as appropriate to the maturity of the student, members of the school staff will consult with parents/**guardians** regarding student progress and achievement, methods to enhance student development, and matters of correction.

Additionally, parental/**guardian** involvement in the schools is encouraged through regular communication with the school Principal and staff, the parent/teacher organizations, the school volunteer program, and other opportunities for participation in school activities and District programs.

Note: The MASC Reference Manual replaces "parents" with "parents/guardians"

SOURCE: Framingham

TRANSLATION AND INTERPRETATION

The School Committee through this policy seeks 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 Framingham Public Schools is committed to providing to the public, families, and students the information necessary to promote the education of their children. In doing so, this information should be provided to them in the language and in the form that persons best understand. This principle applies to circumstances where families and children in the household speak different languages or where students may reside in more than one place where another language may be spoken. The Framingham Public Schools will make a full faith effort to identify such students and families and to provide language translation or interpretation services as may be available. As established in the federal laws, these services are provided by competent staff at no cost to families.

The Framingham Public Schools must provide effective language assistance to English Learner families, such as by offering translated materials or a language interpreter. Language assistance must be free and provided by appropriate and competent staff, or through appropriate and competent outside resources.

The Framingham Public Schools should ensure that interpreters and translators have knowledge in both languages of any specialized terms or concepts to be used in the communication at issue, and are trained on the role of an interpreter and translator, the ethics of interpreting and translating, and the need to maintain confidentiality. -It is not sufficient for the staff merely to be bilingual. For example, a staff member who is bilingual may be able to communicate directly with English Learner families in a different language, but may not be competent to interpret in and out of that language, or to translate documents.

FPS provides general information to families in the district in written and oral format. Written information is required to be sent out in English, Spanish and Portuguese. For oral interpretations in any additional languages spoken in the district, FPS staff and/or families can contact the Translation & Interpretation Office to coordinate a meeting and/or a phone call in the native language at the family's convenience.

The District's website shall have, at a minimum, the standard automatic translation options available online.

For oral or sign communication, for school and school-related meetings, families will be provided with oral interpretation in their language, or in a language they understand when the former is not possible. The interpretation must be arranged prior to the meeting or event. Even if the parent brings along ~~their~~ his or her own person to assist in interpretation, the District must provide an interpreter.

Families will not be asked to sign a document in a language they do not understand. For those families who do not possess literacy skills or for whom there is not a written home language, information will be communicated orally, in full, prior to their signing any document.

File: KBB

As ~~it is~~ may be required by state and federal law, the Framingham Public Schools will make a diligent effort to provide students and families with access to important documents relative to the education of their children.

This policy shall be reviewed annually, with the District seeking input from groups such as but not restricted to: PTOs, Dual-Language Parents Advisory Council, the Framingham Special Education Parents Advisory Council, and the Bilingual Parents Advisory Council.

LEGAL REFS.: Title IV, Federal Civil Rights Act; EEOA: 20 U.S.C. 1730 (f);
MA General Laws, C. 76, S.5; and CMR 603 26.02 (2)

First Reading: October 21, 2020

Second Reading: November 4, 2020

SOURCE: Framingham

COMMUNITY INVOLVEMENT IN DECISION-MAKING

The School Committee endorses the concept that community participation in the affairs of the schools is essential if the school system and the community are to maintain mutual confidence and respect and work together to improve the quality of education for students. It therefore intends to exert every effort to identify the desires of the community and to be responsive, through its actions, to those desires.

All citizens will be encouraged to express ideas, concerns, and/or questions about the schools to the school administration, to any appointed advisory bodies, and to the [School](#) Committee.

Residents who are specially qualified because of interest, training, experience, or personal characteristics, will be encouraged to assume an active role in school affairs. From time to time, these people may be invited by the [School](#) Committee to act as advisors, either individually or in groups.

The [School](#) Committee and the staff will give substantial weight to the advice they receive from individuals and community groups interested in the schools, particularly from those individuals and groups they have invited to advise them regarding specific problems, but will use their best judgment in arriving at decisions.

CROSS REF.: [BDF](#), Advisory Committees to the School Committee

SOURCE: Framingham/MASC

File: BDB - SCHOOL COMMITTEE OFFICERS

Duties of the Chair

The Chair of the School Committee has the same **voting** powers as any other member of the Committee to vote upon all measures coming before it, to offer resolutions and to discuss questions. They will perform those duties that are consistent with their office and those required by law, state regulations, and this Committee. In carrying out these responsibilities, the Chair will:

1. Sign the instruments, acts, and orders necessary to carry out state requirements and the will of the Committee.
2. Develop School Committee agendas with the Superintendent.
3. Confer with the Superintendent on crucial matters that may occur between Committee meetings.
4. Appoint subcommittees, ~~subject to Committee approval.~~
5. Call special meetings of the Committee as found necessary.
6. Be public spokesperson for the Committee at all times except as this responsibility is specifically delegated to others.
7. Be responsible for the orderly conduct of all Committee meetings.
8. **Set the agenda topics for Executive Session and Open Meetings**

As presiding officer at all meetings of the Committee, the Chair will:

1. Call the meeting to order at the appointed time.
2. Announce the business to come before the Committee in its proper order.
3. Enforce the Committee's policies relating to the order of business and the conduct of meetings.
4. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference.
5. Explain what the effect of a motion would be if this is not clear to members.
6. Restrict discussion to the question when a motion is before the Committee.
7. Answer all parliamentary inquiries.
8. Put motions to a vote, stating definitely and clearly the vote and result thereof.

Duties of the Vice-Chair

The Vice-Chair of the Committee will act in the absence of the chairperson as presiding officer

of the Committee and will perform such other duties as may be delegated or assigned to them.

Clerk

The clerk will review all Open Session minutes in a timely fashion, sign the diplomas for graduates, send communication via the Executive Assistant, review past meetings to ensure accuracy of minutes, and keep or cause to be kept an accurate journal of all Committee meetings; ~~will comply with state law and Committee policy regarding notification of meetings; and will render such reports as may be required by the state or the City. ¶~~

The Executive Assistant to the School Committee shall keep a record of the proceedings of the Committee and prepare minutes, reports, communications, papers and documents relating to the purpose of the Committee or belonging to it. They shall issue notices of Committee meetings and perform such other duties as may be requested by the Committee and/or chairperson

LEGAL REF.: M.G.L. [71:36](#)

This policy was updated and approved by the Framingham School Committee in Open Session on November 4, 2020.

File: BEDG - MINUTES

The minutes of a School Committee meeting constitute the written record of Committee actions; they are legal evidence of what the action was. Therefore, the Clerk of the School Committee will be responsible for reporting or causing to be reported in the minutes all actions taken by the Committee.

Creation of Meeting Minutes

Minutes should include:

1. A statement on the nature of the meeting (regular or special), the date, the time and location.
2. Names of the members present or absent, annotated as to arrival and departure times, if during the meeting; names of members of the School Department or other invited guests.
3. A complete record of official actions taken by the Committee and of all business transacted. Resolutions and motions will be given in their exact wording, accompanied by the names of members moving and seconding and a record of the results of the vote. Reports and documents relating to a formal motion may be omitted if they are referred to and identified by title and date.
4. Notation of formal adjournment.
5. A list of documents and handouts used and/or distributed at the meeting.

Review and Approval of Meeting Minutes

Copies of the minutes will be sent to all Committee members at least 48 hours in advance of the meeting at which the minutes are to be approved.

Committee members are expected to review the minutes for approval as soon as possible after they are received and send any proposed additions or changes to the Administrative Assistant for the Committee or the Chair of the Committee if the Administrative Assistant position is not filled. Committee members should not communicate to the other members so as to not violate Open Meeting Law.

If additions or changes to the minutes are proposed, the Administrative Assistant will either (1) make the updates and send out revised minutes or (2) forward the proposed changes separately so that they can be discussed and approved at the next meeting of the Committee.

Once approved, minutes will become permanent records of the Committee. Minutes of public meetings and minutes of executive sessions that have been released will be in the custody of the Superintendent; he/she or his/her designee will make them available in accordance with

Framingham Town Bylaws.

Review and Release of Minutes of Executive Sessions

The review of executive session minutes shall take place at least as often as semi-annually. No less often than every six months, the Chair or his/her designee will forward to the School Committee Attorney any executive session minutes which have been approved by the Committee but not yet reviewed.

Upon receipt, the School Committee Attorney will review the executive session minutes and propose redactions to the minutes. Proposed redactions will be based on the attorney's legal expertise but will take into account the following guidelines:

1. Content which should be redacted
 - a. Detailed transcription of discussion on motions
 - b. Content which is covered by an agreement between the School Committee and another party which prohibits disclosure to the public
2. Content which may be redacted
 - a. Content which satisfies one or more of the allowed purposes for Executive Session under Massachusetts General Law unless the original intent of the Executive Session is no longer relevant
3. Content which should not be redacted, unless covered under section 1(b) above:
 - a. Discussion topics
 - b. Motions made, including who made the motion and who seconded the motion
 - c. Records of votes

Upon consideration of the School Attorney's recommendations, the School Committee will vote to release the executive session minutes conformity with Massachusetts General Law.

LEGAL REFS.: M.G.L. 30A:22; 66:10

CROSS REF.: KDB, Public's Right to Know

BEC, Executive Sessions

School Committee first reading October 16, 2017

School Committee second reading December 19, 2017

File: BIBA - SCHOOL COMMITTEE CONFERENCES, CONVENTIONS, AND WORKSHOPS

To provide continuing in-service training and development for its members, the School Committee encourages the participation of all members at appropriate conferences, workshops and conventions. The School Committee will attempt to plan specific in-service activities designed to assist Committee members in their efforts to improve their skills as members of a policymaking body; to expand their knowledge about trends, issues, and new ideas. However, in order to control both the investment of time and funds necessary to implement this policy, the Committee establishes these principles and procedures for its guidance:

1. The ~~Clerk or~~ Executive Assistant and/or designee of the Chair will maintain a calendar of School Committee conferences, conventions and workshops. The Committee will periodically decide which meetings appear to be most promising in terms of producing direct and indirect benefits to the school system. At least annually, the Committee will identify those new ideas or procedures and/or cost benefits that can be ascribed to participation at such meetings.
2. Funds for participation at such meetings will be budgeted for on an annual basis. When funds are limited, the Committee will designate which of its members would be the most appropriate to participate at a given meeting.
3. Reimbursement to Committee members for their travel expenses will be in accordance with the travel reimbursement policy.
4. When a conference, convention, or workshop is not attended by the full Committee, those who do participate will be requested to share information, recommendations and materials acquired at the meeting.

LEGAL REFS.: M.G.L. [40:5](#)

CROSS REFS.: [BID](#), School Committee Member Compensation and Expenses

[DKC](#), Expense Reimbursements

This policy was updated and approved by the Framingham School Committee in Open Session on November 4, 2020.

File: IHAMB - TEACHING ABOUT DRUGS, ALCOHOL, AND TOBACCO

In accordance with state and federal law, the Framingham School District shall provide age-appropriate, developmentally based drug, alcohol and tobacco education and prevention programs ~~and/or content~~ in grades K-12.

The Drug, Alcohol and Tobacco Education and Prevention Program shall address the legal, social, and health consequences of *substance*, alcohol, ~~prescription drugs~~, and tobacco use. ~~It shall include special instruction as to the effects upon the human system, the emotional, psychological and social dangers of such use with emphasis on nonuse by school age children in addition to the illegal aspects of such use.~~ The program shall include information about effective techniques for resisting peer pressure to use illicit substances, alcohol or tobacco.

The objectives ~~of the Drug, Alcohol, and Tobacco Education Prevention Program~~ ~~this program, as stated below,~~ are rooted in the Framingham School Committee's belief that the prevention of drug and alcohol use by students requires education. ~~The, and that the most important aspect of the policies and guidelines in this area should be the education of each individual to the dangers of drugs, alcohol, and tobacco.~~

Drug, Alcohol and Tobacco Education and Prevention Program Objectives:

- To create an awareness of ~~the impact of substance use by school aged children total substance abuse problem. including:~~ prevention, education, treatment, rehabilitation, and law enforcement at the local, state, national and international levels **about substance use in school aged children:**
- To relate the use of drugs, alcohol and tobacco to physical, mental, social and emotional **effects.** ~~practices.~~
- To develop the student's ability to make ~~intelligent~~ **informed** choices based on facts and to develop **refusal skills.** ~~the student's courage to stand by one's own convictions.~~
- ▣ **To increase student understanding the personal, social and economic problems causing the misuse of drugs, alcohol, and tobacco.** ~~* To understand the personal, social and economic problems causing the misuse of drugs, alcohol, and tobacco.~~
- Increase student understanding of risk factors, family history, genetic predispositions of use, abuse, and addiction

Increase student understanding about available services and supports for individuals and family members living with addiction

Increase students' understanding of connections between drug abuse, use, and addiction and connection with mental health issues

To prevent, delay, and/or reduce alcohol, tobacco, and substance use among children and youth.

- To teach students self-management ~~and self-awareness skills~~ ~~self-awareness skills~~, social skills, negotiation skills, and refusal skills that will help them to make healthy decisions and avoid alcohol, tobacco, and substance use.
- ~~* To develop a student's interest in preventing illegal use of substances in the community.~~

The curriculum, instructional materials and outcomes used in this program shall be aligned with the revised MA Comprehensive Health Framework. ~~are recommended by the Superintendent or his/her designee.~~

This policy shall be posted on the district's website and notice shall be provided to all students and parent/guardians in accordance with state law. Additionally, the district shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE.

LEGAL REFS.: M.G.L. [71:1](#); [71:96](#)

MASC revision March 2016

Updates to this policy were approved by the Framingham School Committee on June 13, 2017.

Policy change suggestions
- file IHAMB

As a health teacher in Framingham I am concerned about some of the suggested changes to how we teach about substances.

My first concern is the suggested removal of the k-5 education of substance use and experimentation. Research shows that students start experimenting with substances as early as age 10

Alcohol experimentation ages 10/11

Prescription drugs used illicitly age 11

Hallucinogens age 12

Students need to understand the risks of experimentation before it starts not at the same time.

The second and third paragraph changes seem to suggest the focus of drug use should be on the legal system and the physical health consequences. Without specifying the undeniable connection between drug use abuse addiction and undiagnosed or untreated mental health issues.

Saying no to drugs is so much more than resisting peer pressure.

It is about recognizing the connections and relationships you have in life and understanding where you feel a void.

This proposed approach reads more like a scared straight program when what is really needed is a curriculum that encourages internal reflection of students and a recognition of why they may be drawn to substances in the first place.

80% of all drug users are not addicts. So helping students understand if their draw to drugs is a red flag or fast tract for addiction is crucial. Knowing their family and genetic risk factors are keys to avoiding addiction.

Understanding that these risks for addiction are steady whether the substance is legal, prescribed or street quality.

Progressively many areas around the world are decriminalizing all drugs and creating a system that promotes the facts that addiction is a preventable and curable brain disease.

In our own country Oregon has taken this same step forward and many other states are considering doing the same, including New York and Virginia.

Our curriculum should mirror the most current research and the needs of our student population.

Policy Suggestions-

It is my belief that when educating our students about substances it is important to focus the conversation on the different types of drug use, genetic component to addiction and the specific reasons for a student to be drawn to drugs.

Collaboratively our suggestions are in blue.

File: IHAMB - TEACHING ABOUT DRUGS, ALCOHOL, AND TOBACCO

In accordance with state and federal law, the Framingham School District shall provide age-appropriate, developmentally based drug, alcohol and tobacco education and prevention programs in grades **K-12**.

K-5 the program will focus on supporting students who might be impacted by addiction. Helping young students recognize the signs of addiction and what they can do to keep themselves healthy, physically and emotionally, when living with someone who is struggling with addiction. Empower students. Use the 7 Cs as a guide to help them understand ways they can help themselves. Identify safe people in their lives to whom they can turn for help. Help them connect with people and activities that will promote feelings of self-efficacy

Teaching the Seven Cs The “Seven Cs” is a tool to help young people understand that they are not responsible for their parents’ problems. Children need to know that it is not their fault when their parents drink too much or abuse drugs, and that they cannot control their parents’ behavior. They should also be shown that there are ways they can learn to deal with their parents’ alcoholism or drug use. Here are the Seven Cs — the most important lessons children of Addicts need to learn:

I didn’t CAUSE it

I can’t CONTROL it

I can’t CURE it

I can help take CARE of myself by:

COMMUNICATING my feelings

Making healthy CHOICES

CELEBRATING me

(https://helpandhopewv.org/docs/Kit4Teachers_ALT_2018-4.pdf)

The Drug, Alcohol and Tobacco Education and Prevention Program shall address the legal, social, and health consequences of substance, alcohol and tobacco use. It shall address the similarities of all substances whether licit or illicit (Identifying that the normalization of alcohol use is not synonymous with safe). It shall include special instruction as to the effects upon the human system, the emotional, psychological and social dangers of such use [REDACTED]

[REDACTED] The program shall include information about effective techniques for resisting peer pressure to use both illicit

substances, alcohol or tobacco and prescription drugs illicitly. The program will also include special instruction on the differences between recreational use, coping strategy use, self medication use and addiction.

The objectives of the Drug, Alcohol, and Tobacco Education Prevention Program [REDACTED] are rooted in the Framingham School Committee's belief that the prevention of drug and alcohol use by students requires education. The most important aspect of the policies and guidelines in this area should be the education of each individual to the dangers of drugs, alcohol, [REDACTED] tobacco and prescription drugs differently than medically intended. As well as educating students on their self awareness as to why they are interested in substance use and what their genetic potential for addiction is and how their age range and family use plays a role in their addiction tendency.

Drug, Alcohol and Tobacco Education and Prevention Program Objectives:

To create an awareness of the impact of early childhood and adolescent substance use [REDACTED] including: prevention, education, treatment, rehabilitation, and law enforcement at the local, state, national and international levels about substance use in school aged children. Understanding the reasons why decriminalization of drugs is connected to rehabilitation. Finally, including education around the elevated dangers of starting early and the genetic/family use component

To relate the use of drugs, alcohol and tobacco to physical, mental, social and emotional effects. [REDACTED].

To develop the student's ability to make [REDACTED] informed choices based on current facts and supported scientific and medical evidence. To develop refusal skills as well as self reflection skills on "why" they might be interested in using. Fostering the growth of the student's [REDACTED] ability to stand by one's own convictions.

To understand the personal, social and economic problems [REDACTED] caused by and causing the misuse of drugs, alcohol, and tobacco. [REDACTED]
[REDACTED]

To prevent, delay, and/or reduce alcohol, tobacco, and substance use among children and youth.

To teach students self-management and self-awareness/ self reflection skills

social skills, negotiation skills, and refusal skills that will help them to make healthy decisions and avoid alcohol, tobacco, and substance use.