

# Framingham Public Schools

## B.L.O.C.K.S. Preschool

### Family Handbook



**2019/2020**

*Last Updated 12/10/19*

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## **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. The expectations detailed in this 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



## **WELCOME TO THE B.L.O.C.K.S. PRESCHOOL!**

B.L.O.C.K.S. Preschool promotes a flexible atmosphere that considers children individually and as members of a group. Our program provides a variety of resources that address children's particular interests, needs and levels of development.

Learning through play, development of self concept, the growth of language and respect for others will be fostered in order to maximize future school success. The ultimate goal of this program is to instill in children a curiosity about their world and a hunger to learn.

The general goals of our program include:

- to develop children's understanding and use of language
- to foster children's self esteem
- to teach children the skills to explore, question and investigate
- to encourage children to work positively and effectively with others
- to support the parents' role as a child's first teacher at home

Rosario Alvarez

Director of Early Childhood Education



*The B.L.O.C.K.S. Preschool Handbook has been designed by parents and educators to provide information for families and students concerning the daily operations of our preschool. This handbook serves as a resource for you as you navigate the journey of the preschool experience.*

## **B.L.O.C.K.S PHILOSOPHY AND MISSION**

The BLOCKS Preschool Program follows the Massachusetts State Standards for Preschool. Our state standards allow for a range of children's developmental levels to be met for children aged 3-5. Typically, young children grow and learn at different rates in different social-emotional and content areas. An individual child may do very well in one curricular area but may still need practice in another. Young children are inconsistent in their growth and performance in both socio-emotional and cognitive developmental areas. BLOCKS Preschool provides children exposure and practice using the preschool standards. We extend those skills when an individual child demonstrates a need to practice more or the interest to learn more. Even though some children may demonstrate more sophisticated skills in literacy or math, the expectation is not to duplicate the kindergarten curriculum but to enhance the preschool opportunities. The classroom centers allow those individual children to extend their learning when the child is motivated to do so.

Our Preschool promotes a flexible atmosphere that considers children individually and as members of a group. Our program provides a variety of resources that address children's particular interests, needs, and levels of development.

Learning through play, development of self-concept, the growth of language and respect for others will be fostered in order to maximize future school success. The ultimate goal of this program is to instill in children a curiosity about their world and a hunger to learn.

### **B.L.O.C.K.S. Mission**

- to develop children's understanding and use of language
- to teach children the skills to explore, question and investigate
- to develop early readiness and pre-academic skills
- to foster children's self-esteem
- to encourage children to work positively and effectively with others
- to support the parents' role as a child's first teacher at home

### **What makes B.L.O.C.K.S unique?**

- Multi-aged classrooms that offer continuity for children and families
- Second language instruction offered in Spanish
- A diverse school community representing many cultural, social, ethnic and linguistic backgrounds.
- Home-school partnerships involving the parents and community volunteers in support of school instruction, early literacy, fund-raising and many other activities
- Business and Institutional partnerships
- Collaboration with Early Childhood programs and agencies within our community and state
- Before and after school programming run by Little Explorers
- Creative Arts programs and enrichment programs throughout the school year

- Family Fun and Literacy nights and activities
- Bus transportation for our special education students

### **B.L.O.C.K.S Goals**

Goal 1: To enhance children's language/early literacy through enrichment programs for students and families

Goal 2: To monitor children's progress in pre-academic/readiness areas through the use of varied assessments

Goal 3: To foster social, emotional development through Positive Behavior Support Program-Pyramid Model

## **FRAMINGHAM PUBLIC SCHOOLS 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**

### **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.

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*

## **GENERAL INFORMATION**

### **District Address**

## FRAMINGHAM PUBLIC SCHOOLS

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

### **B.L.O.C.K.S. Preschool**

Director of Early Childhood Education: Ms. Rosario Alvarez  
Special Education Team Evaluation Coordinator: Ms. Cristina Michaud  
Special Education Department Head: Ms. Patricia Aiello  
B.L.O.C.K.S. Department Head: Ms. Jannine Ricchiazzi  
508-788-2380  
508-872-1354 Fax  
508-788-2381 Nurse  
508-872-1040 Nurse Fax  
508-782-7003 Adrienne Paul FHS Classroom Teacher  
29 Upper Joclyn Ave.  
Framingham, MA 01701  
<https://www.framingham.k12.ma.us/blocks>  
Twitter: [@blocksschool](https://twitter.com/blocksschool)

### **School Hours**

Program	Hours
Young Preschool Class	9:00am - 12:00pm
A.M. Session	8:15am - 10:55pm
P.M. Session	11:35am - 2:15pm
Juniper Hill Full Day	8:15am - 2:15pm
FHS Full Day	9:15am - 3:15pm

### **Before and After-Care Programs**

B.L.O.C.K.S. Preschool has before and after-care programming that is provided by Little Explorers. The Before-School program at Juniper Hill opens at 7am until school start time. The Before-School program at Framingham High School opens at 6:45am until school start time. The After-School program at Juniper Hill begins at school dismissal time and closes at 5:30pm. There is no After-School program for B.L.O.C.K.S. at the Framingham High School location.

Program	Schools	Contact	Email	Phone (508)
<b>Little Explorers Managed by Framingham</b>	BLOCKS at Juniper Hill and	TBD	TBD	TBD

<b>Public Schools</b>	FHS		
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**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	73 Mt. Wayte Ave.
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>	508-626-9115	73 Mt. Wayte Ave.
Assistant Superintendent for Elementary Education	Ms. Amy Bright <a href="mailto:abright@framingham.k12.ma.us">abright@framingham.k12.ma.us</a>	508-626-9132	73 Mt. Wayte Ave.
Assistant Superintendent Human Resources	Ms. Inna London <a href="mailto:ilondon@framingham.k12.ma.us">ilondon@framingham.k12.ma.us</a>	508-626-9107	73 Mt. Wayte Ave.
Community Resource Development, Director	Ms. Tiffany Lillie <a href="mailto:tlillie@framingham.k12.ma.us">tlillie@framingham.k12.ma.us</a>	508-626-9115	73 Mt. Wayte Ave.
Bilingual Education, Director	Ms. Gen Grieci <a href="mailto:ggrieci@framingham.k12.ma.us">ggrieci@framingham.k12.ma.us</a>	508-626-9171	73 Mt. Wayte Ave.
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
Elementary Education, Assistant Director	Ms. Brenda Maurao <a href="mailto:bmaurao@framingham.k12.ma.us">bmaurao@framingham.k12.ma.us</a>	508-626-9132	73 Mt. Wayte Ave.
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	73 Mt. Wayte Ave.
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	73 Mt. Wayte Ave.
Food Services, Administrator	Mr. Brendan Ryan <a href="mailto:bryan@framingham.k12.ma.us">bryan@framingham.k12.ma.us</a>	508-626-9109	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	73 Mt. Wayte Ave.
Media and Communications Manager	Ms. Rochelle Santos <a href="mailto:rsantos@framingham.k12.ma.us">rsantos@framingham.k12.ma.us</a>	508-782-6099	73 Mt. Wayte Ave.
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
Special Education, Director	Ms. Laura Spear <a href="mailto:lspear@framingham.k12.ma.us">lspear@framingham.k12.ma.us</a>	508-424-3458	73 Mt. Wayte Ave.
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
Technology Department, Director	Mr. George Carpenter <a href="mailto:gcarpenter@framingham.k12.ma.us">gcarpenter@framingham.k12.ma.us</a>	408-525-3413	73 Mt. Wayte Ave.
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	73 Mt. Wayte Ave.
Transportation, Acting Director	Ms. Patricia DiSalle <a href="mailto:pdisalle@framingham.k12.ma.us">pdisalle@framingham.k12.ma.us</a>	508-626-9179	Transportation

## **SCHOOL CALENDAR**

The school year calendar is always posted on the Framingham Public School's website. [Proposed 2019/2020 FPS Calendar](#) A copy is also sent home with all students at the beginning of the school year. The calendar includes pre-approved school closures. It is important that parents mark their calendars with all dates and times when school is not in session to ensure appropriate child care during these times.

### **Professional Development Days**

A number of professional development 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.

### **School Closure Information**

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 Media and Communications Manager for 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

### **School Cancellations**

If school is cancelled for the entire day, all before and after school programs that take place within Little Explorers will also be cancelled.

### **School Opening Delays**

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

- Half-day morning programs and Young Preschool Class will be cancelled.
- Full day students accessing transportation will continue to be picked-up at their designated stops, but will be on a 2-hour delay.
- Half-day afternoon students accessing transportation continue to be picked-up at their designated stops at their scheduled time if possible, but be aware that there may be delays.
- Children cannot be dropped off prior to the delayed start time.
- Breakfast will not be served at school when there is a delay.
- All on-site before school programs are cancelled.

### **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.

### **Home Emergency Plans**

All parents should have 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 severe storm conditions, parents are delayed in pick-up, or parents are not home to greet the school bus.

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. Please send your updated information, including your emergency contact names and numbers to us by email or letter to ensure the safety of your child.

## **SCHOOL SAFETY**

The Safety and Security of all students is our top priority. All doors are secured, though staff have specialized fobs that allow them to enter and exit the school 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 presented to the school staff.

### **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. 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. Parents are welcome to visit the school, however, they should schedule such visits in advance. We ask that all parents check in with the office before proceeding to classrooms and that visits be limited to 20 minute period. Visitors must respect the confidentiality of each child and not disrupt the classroom instructional program. All adults who volunteer to work with children must have a CORI check and must respect the confidentiality of each child.

### **Field Trips**

All parent volunteers for field trips must complete a CORI check through Framingham Public Schools. At least three weeks are needed to complete the CORI check. Volunteers should go to the office for information and a form. In the past, PTO has partially funded some field trips. PTO is always willing to give scholarships to cover field trips costs for students in need. Informational flyers and permission slips will be sent home prior to a trip. Only chaperones and B.L.O.C.K.S. students participate in the field trips.

### **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, in the course of their work, 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 staff members 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 director or social workers are additional resources.

Childcare arrangements should be made directly with your private childcare providers. Schools should be notified in writing of all after-school childcare arrangements as well as any changes in childcare throughout the school year.

It is extremely important that the school office be notified as soon as you have a change 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 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 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 school 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, please contact the main office and speak with a school secretary.

## **B.L.O.C.K.S. PROGRAM MODELS**

B.L.O.C.K.S. Preschool focuses on developing students' language skills and their ability to communicate through a variety of modalities. At the preschool level, all students gain proficiency in early literacy, speaking/communicating and listening through a comprehensive Language Arts curriculum. They develop critical thinking, investigation and problem-solving skills through the study of mathematics, science, social studies and technology. Creative expression is encouraged through music, art, drama and physical movement all integrated into their daily curricular instruction

B.L.O.C.K.S. Preschool offers a Spanish Immersion Program. Our focus at this level is to immerse children in the Spanish language through curriculum and content-based instruction.

In addition, B.L.O.C.K.S. preschool provides a variety of programs to meet the needs of our youngest special needs students. Children in our special education classes are provided services through different models, which include:

1. Inclusion classrooms – half day classrooms where children on an IEP are grouped with non-IEP peers.
2. Substantially Separate classrooms, which provide small intensive groupings and low student/staff ratio in both half day and full day programs. These students are included in all school activities.
3. Therapy only students can attend as a typically developing peer. Children attending B.L.O.C.K.S. can be provided therapies as part of their school day as stipulated by their Individual Educational Plan.

The B.L.O.C.K.S. Goals are focused on providing our children with the skills that are essential for living and learning in diverse world. Students, staff, parents and volunteers work together to promote opportunities for using these skills in a variety of contexts. Basic to our plan is the provision of sufficient challenge and support so that every child will achieve educational success.

## **STUDENT REGISTRATION**

The B.L.O.C.K.S. Preschool program enrolls students who:

1. Applied on a tuition basis
2. Were recommended for a classroom by Special Education

### **Students Enrolled on a tuition basis**

For children enrolled on a tuition basis, the following is required:

*Homeless families are encouraged but not required to provide these documents. All other students are required to have these documents*

#### **Required Documents**

- Your child's birth certificate - (Long form/Government issued)
- Your child's most recent physical examination and immunization record (Must be within the last 12 months)
- Records from Previous School (if applicable)
- 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 B.L.O.C.K.S. Office at: 508-788-2380..

**Important: Students will not be considered enrolled until parents/guardians submit the required documentation.**

#### **Returning Student Applications**

Returning students who have attended BLOCKS will get first priority as to the program schedule of their choice for the second year when Returning Student applications are sent out. Children will only be considered a Returning Student if they have been enrolled in their first year and have never withdrawn from the program during that time.

#### **Tuition Policy**

Children who attend B.L.O.C.K.S. Preschool on a tuition basis are charged monthly. Tuition payments must be made in advance of service and are due on the first of each month. Families with payments that are more than two weeks late will be asked to make the necessary payment or withdraw their child from the program. Overdue payments may result in termination from the program.

#### **Termination of Program Policy for Students Paying Tuition**

Termination is always a last resort action which is carried out only when the Director and teachers feel that such action is in the best interest of the child or the other children enrolled. If the preschool is unable to meet the needs of the child and/or family, every effort will be made to refer the parent to a more appropriate program for their child. The circumstances under which a tuition paying student may be terminated are explained below.

A child may be terminated from the program under the following circumstances:

- the child's health and safety at the preschool cannot be assured
- the child's developmental needs are not being met at the preschool
- the family's failure to meet financial responsibilities

In the case of termination, the family would be provided with referral services and the staff would provide a transition period to assist the child.

### **Students Enrolled on a Special Education basis**

For children enrolled as part of the Special Education Program, the following is required:

Enrollment in the Framingham Public Schools Special Education Program is contingent upon residency. Before a student is registered and can begin school, his/her 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](#)

*Homeless families are encouraged but not required to provide these documents. All other students are required to have these documents:*

#### **Required Documents**

- Your child's birth certificate - (Long form/Government issued)
- Proof of residency/occupancy/identification - (Please [click here](#) for the acceptable documents)
- Your child's most recent physical examination and immunization record (Must be within the last 12 months)
- Records from Previous School (if applicable)
- Individual education Plan (IEP)
- 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 B.L.O.C.K.S. Office at: 508-788-2380..

**Important: Students will not be considered enrolled until parents/guardians submit the required documentation.**

#### **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.

Definitions:

**Homeless Children and Youth** - means individuals who lack a fixed, regular, and adequate nighttime residence. This includes children and youth who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason, living in motels, parks or campgrounds; or children or youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a sleeping accommodation by human beings; or children or youth living in cars, abandoned buildings or substandard housing or similar situations; or migratory children because they are living in circumstances like those described above. “Substandard housing” may be determined by considering factors such as whether the setting in which the child or youth is living lacks water, electricity or heat; is infested with vermin or mold; lacks a working kitchen or toilet, or presents unreasonable dangers to adults, children or persons with disabilities

**Unaccompanied Youth** - means a youth not in the physical custody of a parent or guardian and includes youth living on their own in any of the homeless situations described in the McKinney-Vento Homeless Education Act.

**School of Origin** - means the school or preschool that a child or youth attended when permanently housed, or the school in which the child or youth was last enrolled. When a child or youth completes the final grade level served by the school of origin, the school of origin includes the designated receiving school at the next grade level for all feeder schools.

Placement and Enrollment

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.

**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*

## **SCHOOL-HOME COMMUNICATIONS**

### **Orientation**

Before the start of school, there will be a scheduled time during school hours for the children and their parents or guardians to visit and become familiar and acquainted with their classroom, classmates and teachers. Students/families who enter throughout the school year, will also participate in a classroom visit and more individualized orientation before the child begins. This process helps children transition with more ease into their new preschool classroom. Whenever possible and needed, B.L.O.C.K.S. works with families to provide a translator. All written materials are translated into Spanish and Portuguese.

### **Separation Policy**

Some young children may have difficulty separating from their parent(s) the first few days of school. For this reason, we developed a children's orientation that invites children to experience a mini day of school with their parents. This has minimized the separation difficulty for most children!

However, if and when separation difficulty happens, we will work with parents on helping the child separate and will provide parents ongoing communication of the child's day.

### **Conferences**

A scheduled conference between parent/guardian and teacher is generally held twice during the school year. During these conferences teachers will discuss the student's progress based on observations and assessments, review his/her progress, and determine next steps for their learning. Family-teacher conferences are crucial to developing a home school partnership and parent/guardian participation is essential in this process. Additional conferences may be scheduled as needed. Bilingual staff are available to help with parent conferences and communication when needed and requested.

### **Enrolled Student Open House**

Enrolled Student Open House is held early in the fall for families and provides one of the first opportunities during the school year for families and teachers to meet each other. In the classroom, you will have a chance to explore and view your children's work. This is a perfect opportunity to introduce yourself and familiarize yourself with your child's classroom materials and activities. Conferences will be scheduled for a later date to discuss your child's progress.

### **Communication Folders**

Depending on the classroom needs, daily and/or weekly folders will be used from school to home and from home to school to send notes, reminders, classroom and program information, etc. Where possible, all newsletters and information are sent via e-mail. Parents can choose the method of communication they prefer.

## **VOLUNTEERING AT SCHOOL**

There are opportunities for parents and guardians to become involved as a volunteer! Research has consistently shown the profound and 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. Family members are welcome to visit the school, however, they should schedule such visits in advance. We ask that all visitors check in with the office before proceeding to classrooms and that visits be limited to 20 minute period. Visitors must respect the confidentiality of each child and not disrupt the classroom instructional program.

All adults who volunteer to work with children must have a CORI check and must respect the confidentiality of each child.

### **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 director. 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.

### **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, therefore getting involved is a great way to help enrich school activities and to ultimately 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 volunteer opportunities are in connection with our 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 at [www.framingham.k12.ma.us/blocks/pto](http://www.framingham.k12.ma.us/blocks/pto) or speak with your child's teacher to see how you may help.

## **ATTENDANCE POLICY AND PROCEDURES**

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!

### **Why does attendance matter?**

Encouraging regular school attendance is one of the most powerful ways we can prepare our children for 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.

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 also 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 future. When students are absent for an average of just two days of

school per month - even when the absences are excused - it can have a negative impact. These absences can affect students as early as kindergarten.

For example, young elementary school students who miss an average of just two school days per month often have difficulty keeping up with their peers academically and tend to fall behind in reading. But when students are able to read on grade level by the end of third grade, they are three to four times more likely to graduate high school and attend college than their peers who struggle with reading.

As a parent, you can prepare your child for a lifetime of success by making regular school attendance a priority.

### **What is chronic absenteeism?**

Chronic absenteeism is a measure of how much school a student misses for any reason, excused, unexcused and suspensions. It is a broader measure than truancy, which only tracks unexcused absences. Starting in the early grades, chronic absences can reach remarkably high levels.

Research backs up the common sense notion that children will do worse in school if they aren't in class to learn. Chronic absenteeism has been shown to have a negative impact on a student's' academic, social and emotional outcomes. In addition, it not only has a damaging effect on those students missing excessive school days, but also has the potential to reduce outcomes for other classmates.

The impact of chronic absenteeism is the academic consequences of lost instructional time. Through the new attendance policy, FPS hopes to work with families to share the importance of regular attendance and collaborate to address the underlying issues that lead to absenteeism before students miss so much school that they fall behind.

### **What do I need to do if my child will be absent from school?**

When a student is absent from school, parents/guardians are responsible for notifying the school on the day of the absence by calling the school office or absence reporting line and providing the following information:

- Parent/guardian name
- Student's name
- Return phone number
- Reason for the absence

### **What is an excused absence?**

FPS recognizes that students will, at times, have legitimate reasons to be absent. These reasons are referred to as excused absences and include the following:

- Student illness or injury
- Death in the family
- Observance of a 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

### **What is an unexcused absence?**

An absence is considered unexcused when a student misses school for reasons that are not accepted by the school, with or without parent permission. Unexcused absences including the following:

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

### **Is a doctor's note required to verify an absence for illness/injury?**

A note from a licensed medical professional helps verify an excused absence and is required if a child is absent more than 3 consecutive days for an illness/injury. The Attendance Policy requires that children with an illness or injury that keeps them out of school for more than three consecutive be assessed by a licensed medical professional. Generic doctor's office notes will no longer be accepted.

A child may miss school a maximum of 5 days (not consecutive) during each school year for illness or injury without documentation from a health care provider. All subsequent absences for illness or injury will be considered unexcused unless accompanied by documentation from a licensed medical professional who has assessed the child.

### **What if my child suffers from a chronic health condition?**

If your child suffers from a chronic health condition or disability that may cause frequent absences, early dismissals or late arrivals to school please contact your school nurse to provide documentation from a licensed medical professional specifying the condition and any associated limitations and/or needs. Close communication about your child's condition and coordination with the nurse, school administrator, counselor and/or social worker is strongly recommended to assure that the school can support his/her needs and attendance to school.

### **What if my child misses school due to a family trip?**

FPS strongly discourages family vacations/travel when school is in session. Instead, efforts should be made to schedule travel during school holidays and vacations. Absences for family vacations interrupt the educational process in ways that make-up work cannot reverse. Absences due to family trips are considered unexcused, even if the school is made aware in advance.

### **What happens if I fail to call or provide a note for my child's absence from school?**

If you fail to verify a student's absence by phone or note, the absence will be considered unexcused. For safety purposes, the school will send an automated message to any parent/guardian whose student is not present in school and was not called in by a parent/guardian.

### **What can I do if I am having difficulty getting my child to attend school regularly?**

You should contact your child's teacher. The school will make every effort to provide support to you and your child in an effort to resolve attendance issues and concerns.

### **Absentee Voice Mail System**

The main office voicemail system is set up to take student absentee calls 24 hours a day. It is checked each day for the day's absentees. We ask that parents notify us 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 be signed in and escorted to their classroom by an adult. 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. **If your child is a bus student and will not be going home on the bus, we must have a note from you indicating who will be picking your child up that day. Without notification, your child must go home on the school bus. Remember — this is for the safety and protection of your child!**

If your child(ren) will be picked up by another adult, please notify the school in writing as to who will be responsible for them. Include the person's name and telephone numbers. Unfamiliar adults will be required to show photo identification.

### **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.

## **TRANSPORTATION**

Bus transportation is offered for children in our Special Education Program only.

### **Bus Schedules**

On any given day, a child's school bus can be early or late depending on driving conditions in the city. It is recommended that children be at their pick-up point at least 5 minutes earlier than scheduled. If a child misses the bus, parents are responsible for bringing him/her to school on-time. Students will be transported to and from a designated bus stop. Only students assigned to a bus may ride that bus.

**Please note: Preschool students will not be dropped off at a bus stop unless there is an adult waiting to receive them.** If an adult is not present children will be returned to their assigned school and parent/guardians

will be notified. Repeated offenses may result in the loss of bus transportation privileges and parent/guardians will be responsible for transporting their children to school.

### **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. 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.

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 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 Rules**

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

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

All school buses are equipped with video camera surveillance systems.

### **Transportation 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.

### **Drop off-Pick up Policy**

Safety of children is our priority. Students cannot arrive prior to the starting times of sessions. At Juniper Hill drop off and pick up takes place at door #2, and at FHS at door #18. Parent transportation must follow the drop off and pick up as follows. Staff will be available to assist students.

JUNIPER HILL: A.M. - Drop off at 8:05 a.m.; Pick up begins at 10:50 a.m.  
 P.M. - Drop off at 11:30 a.m.; Pick up begins at 2:05 p.m.  
 Young Preschool - Drop off at 8:50 a.m.; Pick up begins at 11:55 a.m.  
 FULL DAY - Drop off at 8:05 a.m.; Pick up begins at 2:05 p.m.

FHS: FULL DAY - Drop off at 9:10 a.m.; Pick up begins at 3:10 p.m.

We ask that everyone follow these important safety rules for the protection of children and staff:

- There is ABSOLUTELY no cell phone use at any time during the process of drop off and pick up.
- All children must remain buckled in their seats until it is their turn to be dropped off.
- Please keep speed under 5 mph.
- Please limit talking to staff to a minimum in order to keep the line moving.

### **JUNIPER HILL BUILDING PROCEDURE**

Staff will direct cars into one lane (approximately 10-12 cars).

#### **When dropping off your child please:**

- wait until all cars have moved forward
- unbuckle your child and get him/her out of the car
- wait by your car for a staff to escort your child into the building

#### **When picking up your child please:**

- post the sign with your child’s name and teacher’s name on the driver’s side

- follow staff's direction to pull forward into appropriate lanes
- go to the stairs and your child(ren) will be brought to you

A.M. session pick up requires that parents come to door #2 to get their child. We ask parents to:

- park in one lane next to the sidewalk
- walk to door 2
- go to the stairs and your child(ren) will be brought to you

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.

## **FOOD SERVICES**

There are breakfast and lunch services available in school each day. Free and reduced lunch applications are sent home with the 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 <https://www.framingham.k12.ma.us/foodservices>.

A monthly lunch menu is coordinated by the Framingham Public Schools. A copy of the menu is distributed monthly to students and is available online at <https://www.framingham.k12.ma.us/blocks>.

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**

The charge for breakfast is \$1.75 Full Paid or \$0.30 Reduced Price.

### **Lunch**

Lunch meals are available daily. Families may indicate their lunch choice on the provided menu - there is one hot meal and cold meal option offered to all students each day. The cost for Lunch is \$2.75 Full Paid or \$0.40 Reduced Price

### **School Meals Payment Plan**

The Framingham Public Schools Food Service Department provides a convenient, easy and secure online prepayment service 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 <https://www.framingham.k12.ma.us/Page/2534> 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 their child's school or the Framingham Public Schools Food Service Department office at 508-626-9109.

### **Snacks/Lunch from Home Policy**

Children bring their own snacks from home. Children can also choose to bring lunch from home. Food should be kept in a lunch box/bag with the child's name on it. Please do not send food in glass containers. There is no sharing of food among children. There is no facility for warming or refrigerating any food. We recommend using ice packs and thermoses. We ask parents for their cooperation in sending a nutritious and healthy lunch and snacks for their children.

These are some suggestions to consider:

- Sandwich suggestions: cheese, chicken, jelly or jam, tuna, meats (turkey, ham, bologna)
- Fruit or Vegetables: orange, apple, pear, banana,, celery/carrot sticks
- Dessert: crackers, yogurt, pudding, jell-o, granola bars, homemade baked goods, cookies (oatmeal, chocolate chip)
- Drinks: water, fruit juice (orange, apple, grape), milk

We will follow parental or physician's orders in relation to special diets.

## **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 can view Massachusetts's 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.

## **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.

### **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.

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. Nutritional information on all school foods will be provided to each school and made available either in hard copy or in electronic form.
3. Food Service Directors are recommended to have a background in nutrition.

## **II. Physical Activity Opportunities**

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. 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.

B.L.O.C.K.S. 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.

## **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.

### **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.

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

Families are strongly encouraged to communicate any student health concerns to the school nurse. If your child has asthma, allergies, diabetes, seizures, attention deficit disorder, or any other medical or mental health 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 or when there is a change in the condition or nursing services.

### **Student Dress Code**

Children should dress comfortably and appropriately to allow them to participate in all school activities. Children should be dressed to suit the weather and to allow for daily participation in outdoor activities. All belongings should be labeled with the child's name. Please send an extra set of clothes for your child that will fit him/her throughout the school year (pants, shirt/top, underclothes, socks). Please place the clothes in a ziploc bag clearly labeled with your child's name.

### **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. Students regularly go outside when the weather is above 32 degrees and weather conditions are safe.

### **Lost and Found**

Each school has a Lost and Found area. Items not identified and taken by the winter break and the end of the year will be donated to a charity. We suggest that parents put children's names on all articles of clothing, backpacks, 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 lunch containers.

### **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

## **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](#).

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)**

One of the goals of our program is to help children develop the tools needed to make good decisions, especially when resolving conflicts. We strive to help children solve problems in a way that respects each other and their environment and that ensures the safety and security of everyone involved. Teachers actively incorporate communication, social, and emotional regulations skills into the curriculum to support children in using appropriate behavior rather than only focusing on reducing challenging behaviors. Clear classroom/school expectations that utilize positive reinforcement to encourage appropriate behavior are fostered at all times.

When a challenging behavior occurs, the teachers discuss the problem with the child in a developmentally appropriate manner. Teachers respond to the child in a way that is safe for the child and others in the classroom, is calm, is respectful, and provides the child with information about acceptable behavior. When possible, the child is encouraged to suggest alternative solutions and assist in implementing them.

Teachers use a variety of strategies that guide and support children such as:

- Persist when frustrated
- Play cooperatively with other children
- Use language to communicate needs
- Learn turn taking
- Gain control of physical impulses
- Express negative emotions in ways that do not harm others or themselves
- Use problem-solving techniques
- Learn about self and others.

In more difficult situations where children exhibit persistent, serious, and challenging behaviors, teachers, families, and other professionals will work as a team to develop and implement consistent strategies for school that may be used at home. Teachers will communicate with parents to share concerns and identify strategies/behavior program that are being considered. A teacher may also choose to access the Pre-Referral Process to brainstorm possible interventions and supports.

## **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.

### **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 be 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 supports students in learning the skills necessary to enhance a positive school environment and avoid misbehavior. Most of the situations which require disciplinary action and can be resolved within the confines of the classroom or as they occur by reasonable but firm reprimand, and/or by teacher conferences with the student and/or parents or guardians.

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

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

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

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

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

- Age, health and special education status of the student;
- Student's academic program;
- Student's prior conduct and record of behavior;
- Student's willingness to repair the harm and accept responsibility;
- Seriousness of the offense and the degree of harm caused; and
- Impact of the incident on 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 of up to 10 days**

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

At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

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

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

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

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

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

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

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

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

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

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

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

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

### **Superintendent's Hearing**

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

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

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

The Superintendent shall make a good faith effort to include the parent/guardian in the hearing. The Superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent/guardian and Superintendent to participate. The Superintendent shall send written notice to the parent/guardian of the date, time, and location of the hearing. The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension.

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

### **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*

### **Consequences and Discipline**

It is the policy of the Framingham School Committee to insure that an environment exists within each of the schools that is safe, orderly, and respectful towards all students, staff and visitors. The School Committee believes that a productive, positive, learning environment requires that disciplinary procedures be uniformly and fairly applied. The Discipline Policy which follows provides authority to impose three distinct forms of discipline on an escalating scale: suspension, exclusion, and permanent expulsion. Depending upon the nature and severity of the offense committed, these disciplinary sanctions may be imposed subject to the observance of certain due process hearing rights as defined in the policy. The School Committee intends that the Framingham Public Schools be safe, and intends that the administration and school principals be given the full range of authority to prevent, address, and punish school-related violence and other behavior that is not conducive with attendance in a public school.

### **Suspension**

Purpose and Rationale - The suspension of any student shall be used as a disciplinary measure only in the case of a serious offense upon the part of the pupil, or when, in the opinion of the principal, a continuum of offenses makes it necessary to use this kind of action.

- A. Suspension is a next to last resort in seeking modification of student behavior. It is an interruption in the student's education, less in severity only to permanent expulsion by School Committee action.
- B. Every administrative effort should be exerted to keep the student in school. Suspension should be invoked only when it will clearly serve to assist the student in further understanding the effect of his/her behavior on his/her education and/or the education of others.
- C. The duration of each suspension should be strictly limited to a period of time relevant to the correction of the student's behavior.
- D. Suspension is at no time to be construed as strictly a punitive measure. Any exercise of student suspension in a manner which is arbitrary or capricious is to be avoided as a professional responsibility.
- E. The suspension of a special needs student must be consistent with the regulations described in Policy JG.
- F. In suspension cases, the applicable procedure as noted below shall be used:
  - a. No suspension shall be invoked unless the student involved is personally advised of the specific nature of the offense and is provided an opportunity to present his/her views of the incident.
  - b. If there is, in the opinion of the principal or vice-principal, a discrepancy in the accounts of what constituted the incident or if suspension is for offense which might lead to court action, or consideration of expulsion, or is otherwise of an unusually serious nature, the parent should be advised immediately of the student's right to a formal hearing at the school level.
  - c. At such hearing, the student may, if he or she chooses, be represented by counsel and may present evidence on his/her own behalf. At the conclusion of such formal hearing, the student and the parent shall be advised of the student's right of appeal to the office of the Superintendent of Schools.
  - d. It shall be the responsibility of the School Administrator that, prior to suspension being imposed, the student shall be fully aware of the school rules which have been violated and, insofar as possible, have a full understanding of the expectation of the school as to his/her

conduct and the reasons underlying the expectation. For this reason, it is expected that rules of student behavior shall be made known to all students on an annual basis.

- e. Before sending a pupil out of the school building, the parent or guardian shall be notified by telephone.
- f. If the parent or guardian cannot be reached by telephone, the student shall be kept in the school office until dismissal time.
- g. If a suspended student is disrupting the school process, in a situation where the parent or guardian cannot be reached by telephone, the police should be called to escort this student out the building and to his/her home.
- h. In all suspension cases, a letter shall be sent by the principal or vice-principal to the parent or guardian that the pupil will not be reinstated until a satisfactory parent-school conference has been held. Furthermore, a copy of this letter of notification will be sent to the Superintendent and Supervisor of Attendance. Where necessary, such letters shall be translated into the native language of the parent.
- i. It is anticipated that the Guidance Department will exercise a supportive role in any conference involved in the suspension process.
- j. A student shall have the opportunity to make up assignments and tests missed during a period of suspension. The initiative in making such arrangements rests with the student.

Note: It is not expected that exclusion or permanent expulsion will be used at the elementary level.

## **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**

In certain incidences, physical restraint may need to be administered. Physical restraint shall be used only in emergency situations, after other less intrusive alternatives have been tried and have failed or have been deemed inappropriate. Physical restraint is done with extreme caution. Only those members of school personnel who have been formally trained will administer physical restraint.

## **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. In order to keep all children safe during recess time, the following playground rules have been established:

### **When using the swings**

- be aware of swings when entering area
- DO NOT JUMP OFF the swings
- keep height of swing under control
- DO NOT STAND on swings
- one person at a time, unless assisting a smaller child
- take turns - when someone is waiting, limit your time
- if you are not using a swing you should not be near them

### **When using the slide**

- always go down the slide FEET FIRST

- be considerate of others and take turns
- only one person goes down at a time
- NO CLIMBING UP THE SLIDE
- do not go down the slide on your stomach

### **Field Rules**

- Do not go into the woods.
- Keep in view of the teachers at all times.
- No tackle or contact sports.
- When the teacher calls, stop playing immediately and line up quickly and quietly.

## **PROGRAMS AND SERVICES**

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.

### **Curriculum Overview**

B.L.O.C.K.S. Preschool follows the Preschool Standards from the Massachusetts Curriculum Frameworks. In addition to the CORE curriculum that provides an instructional framework for learning, we also incorporate the arts into our student's program.

### **Art**

As part of every B.L.O.C.K.S. classroom children are provided an opportunity for children to enjoy creative art experiences while learning to work with many different media. Although smocks are provided to protect clothing, parents should dress children in comfortable play clothes to allow for full participation.

### **Music**

Many experiences are provided to encourage our children to develop musical skills that can be enjoyed throughout life. Classroom staff incorporate singing, listening, creative movement, dancing, varied instruments, rhythms and tunes to foster these skills in all our children.

### **Physical Education/Gym Time**

Gross motor opportunities are essential for children to experience as part of their school day. Movement is important to the physical and emotional growth of each child. A variety of activities are presented to children at all levels to support their gross motor development.

### **Spanish Immersion Program**

A Spanish Immersion Program is offered at the B.L.O.C.K.S. Preschool. Two full day classes immerse children in Spanish by teaching the Spanish language through content area instruction based on the MA curriculum preschool standards. English and Spanish-dominant children learn together and gain an understanding of each other's language and culture. Participation in the B.L.O.C.K.S. Spanish Immersion

classes does not guarantee a kindergarten seat in the Framingham's Two-Way Bilingual Program unless the family has a sibling preference.

### **Technology**

B.L.O.C.K.S. Preschool uses technological devices in each classroom for staff and student use when appropriate. Technology is utilized to support/enhance the curriculum or children's IEP goals. All classrooms are connected to a town wide network that allows local, state and national communications. Computer specialists assist staff and children with this rapidly developing technology. Please see the Framingham Public Schools Network (FPSNET) Student Acceptable Use Policy Guidelines accessible from the Technology Department web page on the Framingham Public Schools website.

### **Personal Safety Program**

B.L.O.C.K.S. Preschool Program provides a personal safety program which is designed for young children. This program empowers the young child to learn ways they can be safe in such areas as car safety, traffic safety, gun safety, being lost, stranger safety and personal safety. A yearly parent meeting explains the program, demonstrates the materials used and lessons that will be taught. Parents can opt out of any or all aspects of this program for their child.

### **Social Competency Programs**

B.L.O.C.K.S. teachers have been trained in Social Competency Programs. Teachers incorporate the social skills curriculum in their classes and utilize strategies and activities that are appropriate for the preschool child.

### **Support Personnel Services**

The social worker and psychologist at B.L.O.C.K.S. Preschool work with students, parents and staff to support children and to help families access community resources. They serve as a resource to staff and families for many of our social-emotional programs.

### **Pre-Referral Process/SET**

The pre-referral process provides a classroom teacher with new strategies, ideas and/or materials for working with a student. Teachers who have concerns regarding a child's development/progress can seek new ideas from colleagues on how to better work with that particular child. This process allows teachers to get a better understanding of a child's learning style, brainstorm about the different types of educational strategies to try with the child, and provides a broader perspective based on the expertise of other professionals. If a student does not make the necessary progress in meeting the benchmarks, a SET meeting may be scheduled in conjunction with parents to determine next steps regarding interventions for that child.

## **SPECIAL EDUCATION DEPARTMENT**

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

The Framingham Public School Department of Special Education offers free screenings multiple times per year for 3 and 4 year old children who may have speech, language, physical, motor, social-emotional, or

cognitive learning problems. To schedule a screening appointment for your child, please call the Special Education Department Head at 508-782-6989.

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 should 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 should be given to the Team Evaluation Department Head 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.

## **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. Grievance Procedures for the district can be found on the Framingham Public Schools website:

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

As related to disabilities, the District complies with the following two Federal Civil Rights Laws:

### **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.

Copies of this notice are available, upon request, in alternative print formats (large print, audio tape, Braille, computer disk, etc.) Our grievance procedure, self-evaluation, as well as ADA policies, practices and procedures are also available. Inquiries, requests, and complaints should be directed to: **Joseph Corazzini Title IX Coordinator for the Framingham Public Schools, 73 Mount Wayte Avenue, Second Floor, Framingham, MA 01702, 508-626-9118.**

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.

## **CHAPTER 622 OF M.G.L. AND TITLE IX OF THE FEDERAL EDUCATION AMENDMENTS OF 1972**

**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**

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.

A copy of this policy and/or any regulations or inquiries regarding Title IX or Chapter 622 may be obtained by contacting **Joseph Corazzini, the Title IX Coordinator for the Framingham Public Schools, 73 Mount Wayte Avenue, Framingham, MA 01702, 508-626-9118.**

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 Joseph Corazzini, the Title IX Coordinator.

Civil Rights Coordinator for Disability Related Complaints and Civil Rights Coordinator for Complaints Based on Race, Color, National Origin, Age, Sex, Sexual Orientation, Gender Identity and Religion.

## **POLICY AND GRIEVANCE PROCEDURE FOR DISCRIMINATION, INCLUDING HARASSMENT AND RETALIATION**

### **General Statement 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 authorized to delegate their responsibilities under this policy to a designee.

### **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 retaliating 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.

### **Policy Application**

This policy applies to all sites and activities the Framingham Public Schools supervises, controls, or where it has jurisdiction under the law, including on school grounds; on property immediately adjacent to school grounds; at school-sponsored or school-related activities; at functions or programs whether on or off school grounds; at school bus stops; on school buses or other vehicles owned, leased or used by the school district; or through the use of technology or an electronic device owned, leased or used by the Framingham Public

Schools. This policy also applies to conduct at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the Framingham school district if the act or acts in question create a hostile environment at a school; infringe on the rights of others at a school; and/or materially and substantially disrupt the education process or the orderly operation of a school or school-sponsored activity or event. 1

1 Nothing in this policy and grievance procedure should in any way create or should be construed to create an express or implied contract. All time frames may be extended for good cause, documented in the investigative file.

### **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. 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 parents)/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's 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.

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.

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, 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>2</sup>

Where the Human Resources Director or District Title IX/Equity Coordinator conducts the investigation, s(he) shall have the same authority and shall adhere to the same grievance procedures as a principal under this policy.

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.

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.

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).

**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. Any waiver granted by the Superintendent or District Title IX/Equity Coordinator shall be in writing to the principal.

### **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.

### **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 mediation 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.

## **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.

## **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.

### **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 parents/guardians.

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.*

### **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/Cyberbullying 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.

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

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

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

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

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

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

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

## 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. 370(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

### **23.07: Access to Student Records**

(1) Log of Access. A log shall be kept as part of each student's record. If parts of the student record are separately located, a separate log shall be kept with each part. The log shall indicate all persons who have obtained access to the student record, stating: the name, position and signature of the person releasing the information; the name, position and, if a third party, the affiliation if any, of the person who is to receive the information; the date of access; the parts of the record to which access was obtained; and the purpose of such access. Unless student record information is to be deleted or released, this log requirement shall not apply to:

- (a) authorized school personnel under 603 CMR 23.02(9)(a) who inspect the student record;
- (b) administrative office staff and clerical personnel under 603 CMR 23.02(9)(b), who add information to or obtain access to the student record; and
- (c) school nurses who inspect the student health record.

(2) Access of Eligible Students and Parents. The eligible student or the parent, subject to the provisions of 603 CMR 23.07 (5), shall have access to the student record. Access shall be provided as soon as practicable and within ten days after the initial request, except in the case of non-custodial parents as provided in 603 CMR 23.07 (5). Upon request for access, the entire student record regardless of the physical location of its parts shall be made available.

- (a) Upon request, copies of any information contained in the student record shall be furnished to the eligible student or the parent. A reasonable fee, not to exceed the cost of reproduction, may be charged. However, a fee may not be charged if to do so would effectively prevent the parents or eligible student from exercising their right, under federal law, to inspect and review the records.
- (b) Any student, regardless of age, shall have the right pursuant to M.G.L. c. 71, section 34A to receive a copy of his/her transcript.
- (c) The eligible student or the parent shall have the right upon request to meet with professionally qualified school personnel and to have any of the contents of the student record interpreted.

(d) The eligible student or the parent may have the student record inspected or interpreted by a third party of their choice. Such third party shall present specific written consent of the eligible student or parent, prior to gaining access to the student record.

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

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

(a) A school may release the following directory information: a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or parent; provided that the school gives public notice of the types of information it may release under 603 CMR 23.07 and allows eligible students and parents a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parent. Such notice may be included in the routine information letter required under 603 CMR 23.10.

(b) Upon receipt of a court order or lawfully issued subpoena the school shall comply, provided that the school makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance.

(c) A school may release information regarding a student upon receipt of a request from the Department of Social Services, a probation officer, a justice of any court, or the Department of Youth Services under the provisions of M.G.L. c. 119, sections 51B, 57, 69 and 69A respectively.

(d) Federal, state and local education officials, and their authorized agents shall have access to student records as necessary in connection with the audit, evaluation or enforcement of federal and state education laws, or programs; provided that except when collection of personally identifiable data is specifically authorized by law, any data collected by such officials shall be protected so that parties other than such officials and their authorized agents cannot personally identify such students and their parents; and such personally identifiable data shall be destroyed when no longer needed for the audit, evaluation or enforcement of federal and state education laws.

(e) A school may disclose information regarding a student to appropriate parties in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. This includes, but is not limited to, disclosures to the local police department and the Department of Social Services under the provisions of M.G.L. c. 71, section 37L and M.G.L. c. 119, section 51A.

(f) Upon notification by law enforcement authorities that a student, or former student, has been reported missing, a mark shall be placed in the student record of such student. The school shall report

any request concerning the records of the such child to the appropriate law enforcement authority pursuant to the provisions of M.G.L. c. 22A, section 9.

(g) Authorized school personnel of the school to which a student seeks or intends to transfer may have access to such student's record without the consent of the eligible student or parent, provided that the school the student is leaving, or has left, gives notice that it forwards student records to schools in which the student seeks or intends to enroll. Such notice may be included in the routine information letter required under 603 CMR 23.10.

(h) School health personnel and local and state health department personnel shall have access to student health records, including but not limited to immunization records, when such access is required in the performance of official duties, without the consent of the eligible student or parent.

(5) Access Procedures for Non-Custodial Parents. As required by M.G.L. c. 71, § 34H, a non- custodial parent may have access to the student record in accordance with the following provisions.

(a) A non-custodial parent is eligible to obtain access to the student record unless:

1. the parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
2. the parent has been denied visitation, or
3. the parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
4. there is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

(b) The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)(a).

(c) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.

(d) Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5)(a).

(e) The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.

(f) Upon receipt of a court order that prohibits the distribution of information pursuant to G.L. c.

71, §34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

Regulatory Authority:

603 CMR 23.00: M.G.L. c. 71, 34D, 34E.

Notice to Parents of Privacy Rights under federal Family Educational Rights and Privacy Act (FERPA)

[Click for more info](#)



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

Student  Staff

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

Student  Staff

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.

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

(Note: Reports may be filed anonymously.)

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

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

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# FRAMINGHAM PUBLIC ♦ SCHOOLS

## 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: \_\_\_\_\_